



DIRECTOR'S REPORT BY SHINE LITERACY EXECUTIVE DIRECTOR MAURITA WEISSENBERG

It feels especially poignant to report on 2019's programmes, just as we turn our focus to transforming our model to meet the needs of the current COVID-19 pandemic.

The eight and nine-year-old children we serve give Shine Literacy its core purpose. We believe that the way a child goes out into the world is determined by the way they perceive the world.

Rudolf Steiner tells us that up until nine years old, the child lives and learns through imitation, taking in the world around and echoing its moods and patterns. At nine, the child begins to separate from the world and finds himself or herself standing apart and alone. Nora Bateson says: 'A child's behaviour makes sense through cultural, familial, educational, emotional, intergenerational, technological, medicinal, and economic influences coming together.'

What have we learnt over the last 20 years that we want to take forward with us?

Our Shine Literacy Hour Programme and Social Franchise Model has been our flagship project. Over the years we have been proud of our annual assessment results, and even more so of the feedback from teachers, parents and our Shine Literacy Learning partners. They see first-hand the difference it makes when you work with a child individually, meeting them exactly where they are and slowly but surely gaining their confidence, letting them realise their own potential and awakening agency within themselves.

As we rethink our model to embrace physical distancing, it remains critical that children learn in a manner that is filled with love, kindness and safety. When leaving the Shine Literacy programme after a year or two, as mature nine year olds starting to stand apart from the world, I believe they carry this sense of being held in the world with them. Our ethos underpins everything we do and will continue to do so.

We are currently restructuring our programmes to meet the needs of this current pandemic. I am aware this will mean a 'letting go' of what no longer serves us. There is a grieving in that, but at the same time this is an opportunity to 'build back better'.

In 2000 I started the first Shine Centre alone; 20 years later, I am part of a passionate team that shares the vision. They each bring their own wisdom and experience, which will help us birth a model for 2021 that will have the same impact not only on each child's literacy but also on their heart and soul.

We are embracing both the success stories and the failures of the past. We are talking to our children, their parents, our teachers, youth partners and volunteers, so together we can create a model for 2021 that makes the best sense.

Our heartfelt thanks to the thousands of volunteers who have walked the Shine Literacy path with us and who remain committed to our children. More so now than ever.

Maurita Weissenberg



At the time of writing we are in the middle of the world-wide COVID-19 pandemic. We watch as the number of infections and deaths rise steadily in South Africa, with the Western Cape as the epicentre. There is a great deal of uncertainty around the reopening of schools, and with that, the Shine Literacy Centres and Chapters.

Despite the widespread hardship resulting from the country's lockdown, South Africans from all walks of life have embodied the spirit of Ubuntu, raising millions of Rands to help feed and clothe the most vulnerable in our communities. Shine Literacy proudly stepped in to do our part and supported a food security drive for a local Wynberg community. A greater sense of connection, care and togetherness prevails in the country – a real feeling that we are in this together. Never has it been more evident that the plight of the most vulnerable in the country is closely tied to us all.

We are learning that the warnings and predictions by scientists of the possibility of this kind of pandemic have gone unheeded. We have been forced to stop, reflect, and humbly acknowledge that this has been a fatal error. We are reminded of the importance of science and the advice of scientists, the need to train more scientists and to direct more resources towards scientific study.

As with the rest of the economy, the future of education in the country is currently uncertain. The shape and form it will take is evolving as we continue to envision a post-Covid-19 reality. What we do know is that it is our combined responsibility to make sure we succeed. This is an immense opportunity to re-imagine and innovate. Stronger partnerships between the government and the NGO sector will be vital for our success. I hope our leaders will pay closer attention to the warnings by literacy specialists and educators regarding the slow progress in early child literacy and education in South Africa. I hope literacy specialists will be central to, and be seen as integral to the planning and development of the new face of education in the country.

I am proud and humbled by the way the Shine Literacy team transitioned and adapted to remote working, and how they have come together to navigate uncharted territory. I am honoured to be part of the Shine Literacy Board, under whose leadership Shine Literacy entered this turbulent period with a strong balance sheet and robust reserves. Finally, immense gratitude to our funders, volunteers and friends, who remain loyal and supportive to the cause of 'creating a nation of readers'.

Thank you,

Kehiloe Ntsekhe

KEHILOE NTSEKHE, who has a master's degree in clinical psychology, has played a variety of roles as trainer, facilitator, coach, consultant and mentor for organisations such as the University of Cape Town and the Inspirational Development Group SA — a UK-based company with a South African footprint in organisational and leadership development. She's facilitated diversity programmes, processes and workshops within the NGO sector, and is an associate at Rosa Burns Ntsekhe — global consultants working with behavioural change, tackling issues of socio-economic inclusion and organisational diversity.



OUR 2025 VISION

- We are actively involved in every province in South Africa, working in 125 schools nationally.
- We are delivering training of our evidence based methodology with high impact.
- We are operating as a tech-savvy organisation.

2019 HAS BEEN A YEAR OF GROWTH
for our Shine Literacy Hour schools with
the addition of seven new Chapters:

VUBA,

JAMES NTUNGWANA,

NONINZI LUZIPHO PRIMARIES (Uitenhage),

FUMISUKOMA PRIMARY in Motherwell
(outside of Port Elizabeth),

GOEDE HOOP PRIMARY (Boksburg),

ST JOHN'S PRIMARY (Cape Town)

and IMEKHAYA PRIMARY (Mossel Bay).

NEW SHINE LITERACY BRANDED MATERIALS

Due to funding from Woolworths and their My School/My Village/My Planet Christmas campaign we were able to do a complete re-branding of our Shine Literacy Hour Programme schools in May which included **branded magazine holders, posters, door signs** and new **volunteer handbooks**. This has been key to defining our programme within an existing organisation who would like to maintain their own brand.



Shine
LITERACY

SHINE LITERACY HOUR 2019:
A BRIEF OVERVIEW



Claudia Starfield, Social Franchise Manager and Carrie Mshah, Head of Operations, May 12 2020

Full Shine Literacy Hour
Programme Report
[Click to view](#)

IN 2019

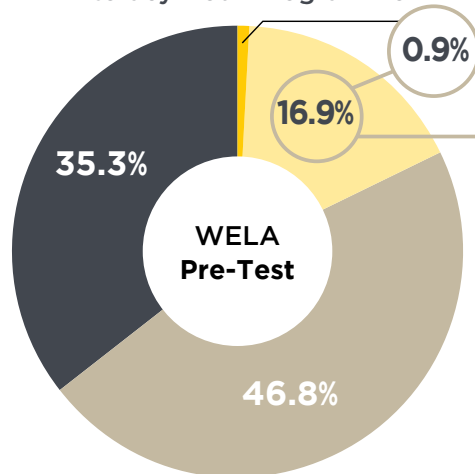
- The Shine Literacy Hour Programme had **1,170 volunteers supporting 1,934 children** every week during term time.
- Across all Shine Literacy Hour schools, **children have received 50,389 hours** of intervention.
- We held **26 trainings for new Learning Partners** across the country with **344 new volunteers** signing up to volunteer.
- We also held **six In-Depth trainings for 578 volunteers** across three provinces.

NOVEMBER 2018 — JUNE 2019

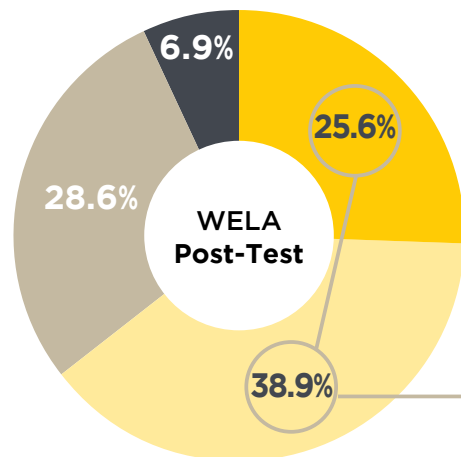
Assessment Results for Shine Literacy Hour schools

2019 ASSESSMENT RESULTS

in all schools hosting the Shine Literacy Hour Programme



**WELA
Pre-Test**



**WELA
Post-Test**



Assessment results show that only

17.8%

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

64.5%

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

All Grade 1 children at the schools that run the Shine Literacy Hour programme were screened in November 2018.

This was done using the Wordworks Early Learning Assessment (WELA), which assesses basic early literacy skills in English. The test results were used to help us identify which children should attend the Shine Literacy Hour. Children were assessed again after six months on the programme to help us track their progress.

The results show that whereas only 17.8% of children were On Level or Near Level at the start of Grade 2, after six months' participation in the Shine Literacy Hour 64.5% of children were On Level or Near Level. The 6.9% of children who remain in the At Risk category will have another six months of Shine Literacy support and, if needed, can attend Shine Literacy in their Grade 3 year.

An important fact to keep in mind is that the Shine Literacy Hour Programme is in English whereas the children are learning in their mother tongue in some of our schools. Due to this the progress that children make, and they do make progress at an individual level, is at a slower pace than schools where children are learning in English from Grade R or Grade 1. Our evaluations confirm that children attending the Shine Literacy Hour Programme make significant progress with their reading and writing.

"I never used to be one of the smart boys at school. I was not doing well but Shine helped me. They helped me in English but once that was done, I thought to myself, if I can work so hard in that subject I could work well in any subject. So that is how they helped me"

A Shine child

Shine Literacy **KHANYISA PROGRAMME**



Every morning, the faces of Grade 2 and 3 children in Litha Primary School, Gugulethu light up as Alithemba Tembani walks into their classrooms, to help the children practice reading and support them through their literacy and language journey.

Alithemba is a volunteer in Shine Literacy's Khanyisa programme, which involves placing unemployed youth in Grade 2 or 3 classrooms for at least six months, where they are exclusively used as Reading Partners. The objective of this programme is to assist schools in establishing a culture of reading by increasing access to exciting books and making reading a daily practice.

As a Reading Partner, Alithemba ensures that each child in the classes has daily individual paired reading sessions. Additionally, she reads a daily story to the class.

When Alithemba walks in a classroom, the children usually holler, "Ma'am, sicela usifundele enye incwasi," and this when translated means "Ma'am, can you please read another book with us". This is testament that through the programme, children's attitude towards reading positively improves as they actively call out for more reading opportunities with their Reading Partner.

"The programme is significant to the children in Gugulethu because not only do they learn how to read but they get to help or teach their brothers and sisters at home on how to read and make reading fun for them too," said Alithemba.

"It has improved the literacy levels of the children – their reading has increased and they are taking more books home to read with more and bigger words."

Alithemba attended Kuyasa Combined School, and she describes herself as a strong South African womxn with a unique and creative personality – a personality that comes as an advantage when working with children that have their own unique personalities and learn at their own pace.

"I have enjoyed having my own class to read and share ideas and teaching children how to become better readers. The way the [children pay] attention, participate and have fun when we do shared reading together as a class is the best experience ever," she added.

Research from the past two years of the KHANYISA PROGRAMME found that a key impact of the programme is that it allows children to have more reading opportunities during the school day.



The Khanyisa programme involves placing unemployed youth in Grade 3 classrooms for six months, where they are exclusively used as Shine Reading Partners. The objective of this programme is to assist schools in establishing a culture of reading throughout the school by increasing access to exciting books, training staff in ways to promote a love of reading and making reading a daily practice. The Reading Partners ensure that each child in the class has daily individual paired reading sessions. Additionally, the Reading Partner reads a daily story to the class.

In 2019, 25 youth Reading Partners were placed in 39 Grade 3 classes to support 1,565 children in their reading daily.



SHINE LITERACY'S KHANYISA PROJECT 2019:
A brief overview and key findings



Dawn Vigorosa Mubheke, February 2020

Full Khanyisa Report
[Click to view](#)

Other Shine Literacy programmes



TEACHER AND YOUTH TRAINING

A highlight is that we are a part of the Western Cape Coalition, attending regular meetings with the WCED, and have been asked to provide input on their 2020 Literacy Strategy.

Towards the end of 2018, Shine developed two SACE accredited courses for teachers: *Positive Discipline in a Foundation Phase Classroom* and *A Practical Guide to Reading in a Foundation Phase Classroom*. Pilot workshops for these courses have been held for schools participating in Khanyisa. Feedback has been positive and we will be looking at different options of advertising these workshops for teachers in the future. This comes at a key time as the constitution reinforces the fact that children may not be hit at school or at home.

We are in the midst of developing a pathway into studying or careers for our youth Reading Partners once they have left the Khanyisa programme. This involves networking and collaborating with like-minded organisations, such as the Centre for Creative Education.

These two programmes are implemented by 113 youth who are working with 3,372 children across 33 schools every week.

A Community of Practice (CoP) for Khanyisa was held in Term Three for WCED school principals and relevant staff. This was an opportunity for networking and sharing best practice of literacy initiatives happening in the participating schools.

AFTER SCHOOL GAME CHANGERS (ASGC): Year Beyond and Grade Four tutors

We continue to provide ongoing training, reflection sessions and site visits to two youth driven programmes directed through the Western Cape Education Department's After School Game Changers department. Similar to Khanyisa, these youths are working in underperforming schools in and around the Western Cape, stretching from Atlantis to Worcester. Three of Shine's team recently attend the ASGC Symposium which gave us an opportunity to network and share best practice with those also working in the school space including education specialists, non-profits, teachers and members of the Department of Education.

"Before I went to Shine I knew very little about reading. But when I came out of the Shine Centre I could read any book!"

A Shine child

SHINE LITERACY OUR PURPOSE:

To support schools in South Africa to become beacons of hope by inspiring communities to work together to embrace possibility, ignite potential and build an inclusive society.

SHINE LITERACY

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