



SHINE LITERACY HOUR 2019: A BRIEF OVERVIEW



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In 2019, interest in our Literacy Hour Programme continued to grow with new franchises opening in the Eastern Cape and Gauteng. The Western Cape Education Department expressed a strong interest in developing a Shine franchise model with their Learning Support teachers.

1. Current projects: challenges and solutions

Shine Literacy Hour Programme

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).

Additionally, due to funding from Woolworths and 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 hand-books. This has been key to defining our programme within an existing organisation who would like to maintain their own brand.



VISION

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

MISSION

We create more reading opportunities for children.

We take the lead in bringing together like-minded organisations, schools and communities to spark dialogue, and build strong, collaborative partnerships.

We work directly with schools to develop approaches that are relevant, effective and sustainable.

Shine
LITERACY

New posters and Shine Literacy branded magazine holders donated through Woolworths/MySchool Christmas campaign at Kewtown Primary.

There was a strong attendance at volunteer trainings offered regionally and interest in our social franchise model continued to come in from all over South Africa. As part of our 2025 strategy, we are aiming to expand our reach to every province in South Africa and continue to look at cost effective (in both capacity and resource) ways of doing this. We are continuing to deepen our relationships with organisations who currently run existing Chapters and are looking to expand their own programmes to other schools and therefore, help our growth.

- **Preferred Future**, a social justice network for Assemblies of God churches nationwide, have assisted Shine Literacy in starting franchises in Boksburg and Mossel Bay. They have a waiting list of other interested parties and Shine Literacy has become their chosen literacy organisation.
- **Masinyusane** have opened their third franchise in the Eastern Cape, the newest one is located in Motherwell while their other franchises are located in New Brighton. They are hoping to start a fourth franchise, in Ibhayi, in 2020.
- **Partners for Possibility** facilitated introductions for Shine Literacy at St John's Primary (Kensington, Western Cape) where they are in a working partnership with the principal and school management team. This particular franchise is the first example of a direct relationship between Shine Literacy and a school without a third party running the literacy centre.
- **The Western Cape Education Department (Metro Central)** has expressed interest in running a pilot in 2020 in which their learning support teachers oversee Shine Chapters in the schools they are currently working in. This is an important step in working towards institutional change and working directly with the provincial government. We are aiming to start these franchises in the first quarter of 2020.
- **Volkswagen Community Trust (Uitenhage)** opened three additional literacy centres bringing the number of the Chapters they run to five.



A Shine Literacy centre manager reading with two children on the programme.

Across all Shine Literacy Hour schools in 2019:

- we have **1,170 volunteers** supporting **1,934 children** every week during term time.
- the 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,
- and **six In-Depth trainings** for **578 volunteers** across three provinces.

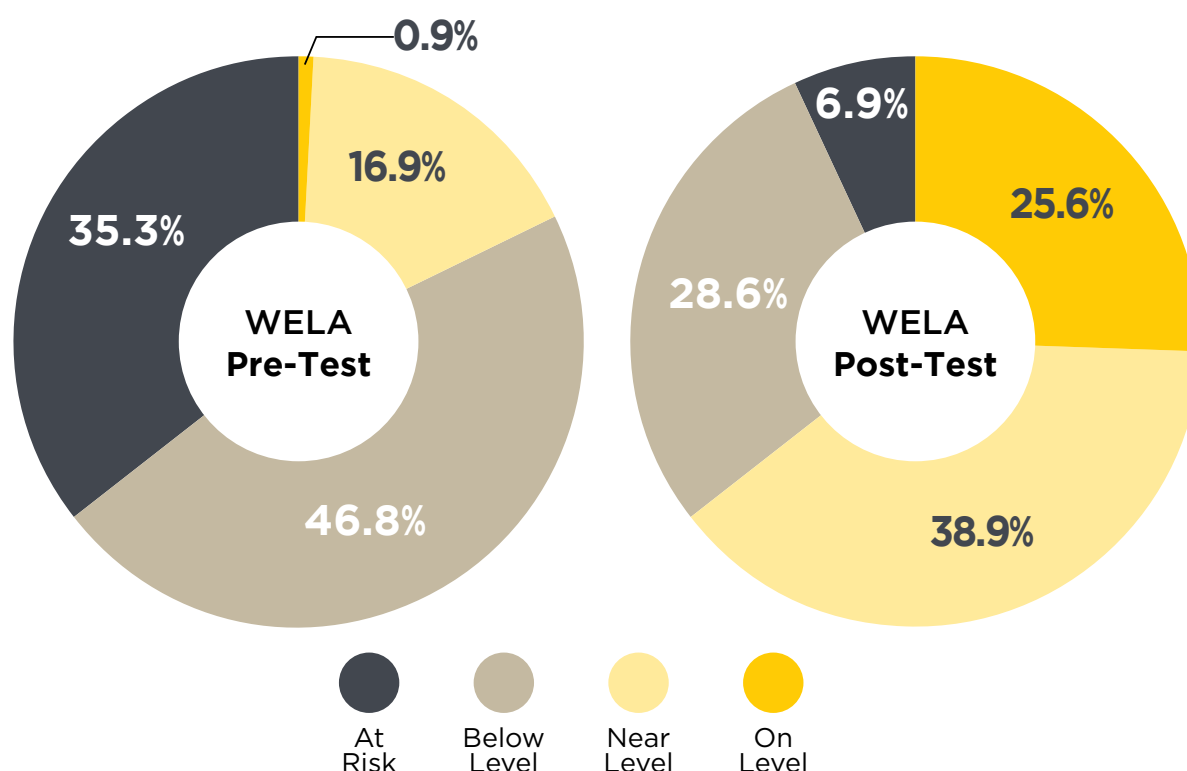
This is our opportunity to add value to the existing programme for current volunteers and share ideas around best practice of the Shine Literacy Hour Programme. Our trainings were facilitated by Elizabeth Nadler-Nir, who focused on how to implement practical comprehension skills, and Xolisa Guzula who focused on multilingual language acquisition.

2. Impact

All Grade 1 children in 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.

2019 ASSESSMENT RESULTS

IN ALL SCHOOLS HOSTING THE SHINE LITERACY HOUR PROGRAMME



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.

Quality Assurance site visits

Shine Literacy's Quality Assurance site visits took place throughout term three (July-September). The purpose of this process is to support franchisees in delivering the Shine Literacy Hour as effectively as possible and to recognise each centre's achievements. The quality assurance process also helps us to identify which areas of the Shine Literacy Hour programme are working well and where we may need to alter our model or materials. This is also where we can address any risks that pertain to individual franchisees. Feedback and reports were collated and each individual schools' feedback was communicated back to the school managers by our programmes team. All identified risks were addressed, documented, will be followed up on quarterly and reassessed in six months' time. General trends and challenges were discussed in a large group format at the Shine Indaba.

3. Shine Literacy Hour Programme Indaba

We hosted our third Shine Literacy Hour Programme Indaba (training) in October for all Shine Centre and Chapter Managers from across South Africa in Cape Town. The purpose of this Indaba was to build on provincial communities of practice, problem solving, networking, sharing best practice and appreciation. The two days were spent focusing on putting theory into practice, inspiring managers to think out of the box and practice the method of *Time to Think* (Nancy Kline) which is a key element of the Shine Literacy organisation's ethos.



Shine Literacy Centre and Chapter Managers from across South Africa in Cape Town for Shine Literacy Programme Indaba (training).

Challenges and Solutions

- **Language** The Shine Literacy Hour Programme was initially designed for children learning in English medium schools and was a purely volunteer based model. Moving into other provinces, we have had to adapt parts of the programme and franchise model as we are working in schools where English is not the language of learning (in the Foundation Phase) and there is not an abundance of volunteers.

We have begun to incorporate mother-tongue storybooks into these franchises, creating a bilingual learning space, and we are still in the development stages of considering what volunteer training could/should look like going forward. In terms of recruiting volunteers, we have been fortunate to partner with organisations that employ unemployed youth or help them design a model that would employ people from the communities the schools are placed in. In the Eastern Cape, this particular model is running in eight schools. As we start working with Metro Central in the Western Cape, we will have to rethink our volunteer model again.

- **Brand integrity** Feedback from the Quality Assurance site visits, from both observations of the facilitator and in communication with the managers, is that volunteers often interpret our programme in their own way and do not always stick to the Shine Literacy methodology. One example of this would be Have-A-Go Writing, which is one of the four parts of the Shine Literacy Hour Programme. We have addressed this particular challenge in two ways:
 - At the Indaba we held a discussion on the importance of programme integrity and why this matters so strongly to us as a tool to measure impact and reputation. It will be important for Shine Literacy to communicate our values and brand identity to our stakeholders so that they can in turn bring that message back to their volunteers.
 - 2020 will be a focused year of training around Have-A-Go Writing which has been identified as the most difficult section of the Shine Literacy Hour Programme. In addition to having focused In-Depth Trainings around the country, we will be capturing good practice in shareable videos and will increase the number of site visits to ensure good practice.



4. Feedback

“The Shine program has been of much help for our Ben Sinuka kids, they enjoy reading or having someone to read for them. We’ve also graduated 13 Grade 3 kids who were doing exceptionally well. We also have some 2nd grade kids who write sentences on their own.”

Ziyanda (Ben Sinuka Primary School, Eastern Cape)

“After working with the isiZulu speaking tutors for the first half of the year 5 were moved onto the Shine program. Only a shortage of volunteers, time and space stopped us moving more up. Out of the initial 16 AR children 2 are staying back. This is actually good news for them as it means that they will have the advantage of enjoying another year with Shine.”

Michelle McIntosh (Clayton Primary, Kwa-Zulu Natal)

“One little girl (who has many home issues), who is very quiet in class (and struggles to function in that environment), is coming out of her shell in the literacy room. She told the school councillor during a session (when asked what she would really like) that what she would really like is to come to Shine every day.”

Nina (Capricorn Primary, Western Cape)

“We have talented and creative story tellers and often read and illustrate with puppets to the whole group. We had a 70-year-old granny doing a rap for us called The granny rap. All joined in and hopefully the children realise language can be fun.”

Diane (Claremont Primary, Western Cape)

“While playing one of the Shine games, we take two cards and used the words printed on them to make a sentence. When we got to the last two cards, the words were ‘sit’ and ‘lid’. My little man said ‘I sit on the lid’ and I said ‘and what then?’ Quick as anything he said ‘I have a pot on my bot!’ This story that was shared by a volunteer demonstrated that rhyming is a key part of developing phoneme awareness which supports reading acquisition, this was a great example of theory into practice.”

Patsy (Clarence Primary, Kwa-Zulu Natal)