

SHINE LITERACY
**SUMMARY
AND KEY
PLANS**
2022-2025



Introduction to Shine Literacy

Since its inception in 2000, and in keeping with the National Development Plan 2030, and the Sustainable Development Goal 4 for quality education, Shine Literacy has tackled the country's stubborn and unacceptably low literacy rates by focusing on developing the reading, writing and language skills of children in Foundation Phase who live in low-income communities.

Shine Literacy has run the **Shine Literacy Hour Programme** since 2000 using a Social Franchise Model which currently operates in 37 schools in the Western Cape, Eastern Cape, KwaZulu-Natal and Gauteng.

In 2013 Shine Literacy developed its own youth led programme called Khanyisa which placed youth reading tutors in Foundation Phase classrooms in township schools across the Western Cape. Our mission is to scale through strong partnerships. From 2022 the programme will be renamed **Youth 4 Literacy (Y4L)**.

Shine Literacy, in collaboration with the Western Cape Government's Youth and After School Programme Office (YASPO) is in its sixth year of being the Academic Partner for the **YearBeyond programme**. This programme currently places 500 trained, unemployed youth (YeBoneers) into Grade 3 and Grade 4 classrooms to provide children with structured time to practice reading in class which helps improve their English and Afrikaans reading skills.

Shine Literacy's response in unstable Covid-19 times, a change of strategy

Shine Literacy's programmes are aligned to the Department of Basic Education's Sector Action Plan for 2024, an evidence-based, inspiring directive. Focusing on every child in Grades 1, 2 and 3, our primary objective is to address systemic challenges at home and at school while ensuring that children have daily access to reading resources and a positive reading champion.

Shine has worked at delivering well-resourced reading support at homes providing caregivers and children with invaluable tools to help reduce the literacy gap between high and low achieving learners and develop a culture of reading at home.

As a result of the global pandemic which has resulted in so many children being far behind the expected literacy levels we have changed our strategy and are focussing on every child in Grade 1, 2 and 3 and our primary objective is to address systemic challenges at home and in the classroom room which prevent children from learning to read and write at grade level.

Creating a Culture of Reading at School

“ A reading culture provides children and young people the support, encouragement, role models, resources and opportunity to read for pleasure. School leaders prioritise the development of the will to read, not just the skill, among students of all ages. They foster collaboration among staff, helping to weave reading for pleasure into every class, across the curriculum and into the daily life of the students ”. (UK Department of Education 2015, p.17).

More than ever, schools need to be a place where daily reading of books and writing activities are a priority. Systems, policies, activities and daily behaviour must all point towards a strong reading culture. The emphasis is on activities that need to be school based and school led. Each Foundation Phase class will have a trained youth Reading Champion who will ensure that every child has individualised reading daily and takes home a reader too. An audit of resources and activities that support literacy will be taken in Foundation Phase classrooms and teachers will be invited to belong to a Community of Practice. The objective will be for teachers and literacy specialists to share ideas, share expertise and encourage and inspire one another.

Creating a Culture of Reading at Home

“ Books in the home are the single biggest indicator of academic success – surpassing income, parents’ education, family composition and all other factors ”.

(Jeff McQuillan, The Literacy Crisis: False Claims, Real Solutions, 1998).

Parents are encouraged to participate in the ‘read with your child’ campaign using Paired and Shared Reading methodology. To this end, Shine Literacy has placed a literacy pack in the home of every Grade 2 and Grade 3 child in 22 schools each quarter. In collaboration with the Western Cape Education Department and Wordworks WC@Homelearning Forum, Shine Literacy also delivers a literacy resource pack to every Grade One child in 46 schools.

The **Shine Literacy Home Resource packs** include books, stationery, children’s magazines and parental support materials and flyers. An astonishing **20 771 packs were distributed in the first two terms of 2021.**





Launch of a data-free mobile site where children listen to stories and play activities that develop literacy skills

Story Time with Shine, a data-free mobile site, is another exciting project that supports learning at home. The site includes 'Look and Listen' and 'Read to Me' tabs which allow children to listen to, or read storybooks written in languages spoken in South Africa. There are currently more than 35 different titles available in IsiZulu, IsiXhosa, English, Afrikaans and French with more stories in different languages being added regularly. All these resources are free for users and we are encouraged by the user data which indicates that since inception (April 2021) 10 000 visitors from 41 countries have visited the Shine Literacy Mobi Site.



Youth 4 Literacy

In 2022, Shine Literacy will be implementing the **Youth 4 Literacy** (Y4L) programme in 22 schools in the Western Cape. One hundred and sixty (160) recently matriculated, unemployed youth will become **Reading Champions** in Grades 2 and 3 classrooms. The youth will be trained to conduct paired reading with each child daily and will be shown how to read stories to the whole class. They will also be responsible for monitoring books that children borrow to take home. Shine Literacy will be encouraging Shine Reading Champions to work with the class teacher and to conduct any other activities that support a reading culture at school.

Shine Literacy's Y4L model also allows for significant social benefits to develop alongside the attainment of employment targets for the youth.

Addressing Youth Unemployment

Shine Literacy recognises that the Social Sector offers a unique set of opportunities to boost youth employment. It provides meaningful work which

builds self-esteem, pro-social behaviour, and develops a sense of pride in making a contribution to the community which is truly transformative. Shine Literacy has eight years of experience partnering with Action Volunteer Africa and youth volunteers. We understand the power of individual transformation and the best methods to support vulnerable young people. We want to continue to grow this partnership that provides youth with courses and stipends funded from the **Youth Employment Service** (YES) Programme. This is a crucial part of our vision for Shine Literacy.

The end result of Y4L would be a school which has optimised on the use of its resources to design and appreciate reading spaces, and groups of learners who enjoy reading, are motivated to read, and identify as readers, and that their scores on literacy assessments show improvements over time. Finally, the youth will show evidence of having acquired key skills to contribute meaningfully to their communities, or to secure future employment.

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