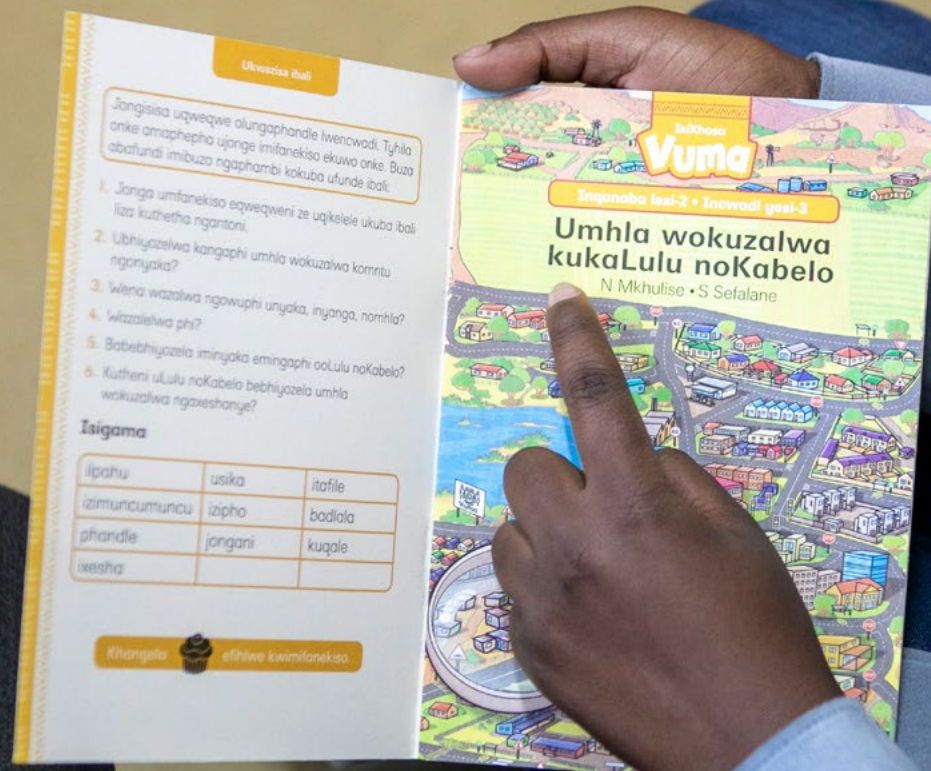




ANNUAL REPORT

2021



CHAIRPERSON REPORT KEHILOE NTSEKHE



As I write this, South Africa's national state of disaster has been canceled after 750 days.

The past year has felt like an extension of 2020, with many of the challenges and constraints of the previous year still present. We find ourselves with an unemployment rate at an historic high, and the economy further impacted by the global economic downturn fueled by the war in Ukraine. The true effects of the pandemic on education, health and communities at large, are yet to be fully established.

Keeping the Shine Literacy 2025 strategy in sight, whilst responding to, and mitigating against the challenges presented by the pandemic, has required nimble leadership. The Shine team was tasked with developing and introducing new programmes, monitoring and evaluating current systems, re-designing and implementing new strategies. At the same time, it was necessary to help Shine Literacy's stakeholders to understand the changes. Shine Literacy continues to simultaneously expand its technological reach with its data driven strategy, on both the Mobi-Site and website. The team embarked on a journey to incorporate Diversity, Inclusion, Equity and Transformation into its programmes which led to reflecting on Shine Literacy's role in addressing the systemic issues in the country whilst committing to continue with transformation.

In the past two years Shine Literacy has boldly embraced the strategy to enlist unemployed Matriculants to support literacy in partner schools. This year the Youth 4 Literacy (Y4L) programme trained and equipped youth with skills and experience to enable them to become reading partners with school children. We have valued our partnerships with stakeholders similarly engaged in upskilling youth whilst tackling the literacy problem. This is an exciting opportunity for Shine Literacy to expand its reach and to impact more children with the assistance of motivated, dynamic youth. The mutual benefits for the children and the youth make this an attractive option for addressing two of our country's systemic problems – youth unemployment and low literacy levels.

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the **VALUE** of periodic
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the team became evident.*

Like most organisations, Shine Literacy has experienced the knock-on effects of two full years of a pandemic. Following deep reflection and consideration, the hard but necessary decision was made to close our own six Shine Centres that had been unable to run the Shine Literacy Hour (SLH) Programme since April 2020, and to implement the Youth 4 Literacy (Y4L) programme instead. However, this does not affect our remaining Shine Literacy Chapters that are still running adapted versions of the SLH programme. This was a tough decision that was carefully communicated to the team, and courageously facilitated by the Executive Director and senior team. On behalf of the Board, I would like to thank Nosipho, Beth, Nomawethu, Sally and Zethu, for their long standing service, dedication and contribution as Shine Centre managers, and wish them well in their future endeavours.

As the pandemic wore on, the value of periodic in-person connection for the team became evident. Shine Literacy was able to secure its new Head Quarters, located conveniently in Zonnebloem. The building provides a welcoming, spacious work space for the team, sufficient room for youth training, the distribution of reading resources and storage space.

I would like to acknowledge the hard work and perseverance of the Shine Literacy team through the different phases of the pandemic. Despite the many obstacles and challenges, the team has focused on high delivery levels and continued to reach for the goal of improving the literacy of Foundation Phase children. On behalf of the Board, I would like to thank you for accepting some of the tough decisions made by the Board in the interest of Shine Literacy, and for your adaptability and creativity.

Masivuye Sithole resigned from the Board in the first part of 2021. The Board appointed Hopolang Lolo Mini who brings Human Resource skills to the Board. On behalf of the Board, I would like to welcome Lolo and look forward to her knowledge and insights. I would like to thank Masivuye for her contribution and wisdom as Secretary to the Board. I wish her all the best in her next chapter.

Thank you to Shine's friends and funders for your continued confidence and trust in our mission and vision. Creating a culture of reading is going to take a village and your support to succeed, and this is deeply appreciated.

I would like to thank Maurita for her leadership, adaptability and willingness to stretch herself and the team during this uncertain time.

And finally, I would like to thank the Board for its ongoing commitment and support to ensuring that Shine Literacy fulfills its vision of creating a nation of readers.

Kehiloe Ntsekhe
Chairperson





DIRECTOR'S REPORT MAURITA WEISSENBERG

Anyone in leadership will know that 2021 was a year that forced us to unlearn so much that we never questioned in the past.

Here are some of the things I learnt:

- it's not where we work but what we **do** that matters most
- that a culture in your organisation that encourages and feeds **passion**, **mastery** and **autonomy** will be your saving grace
- be prepared to **let go** of what no longer makes sense, as hard as that may be.

We learnt through data released in January 2022, that children lost 1 to 3 years of learning in 2020 and 2021. This was no surprise, and based on what we were seeing, 2021 was about envisioning what our programme needed to look like going forward. Working hard to engage with our beneficiary partners to ensure that what we offered was truly needed and accepted.

We have 22 years of experience and evidence on which we have based our programmes. It will take time and patience to build and support a culture that allows children to grow, heal, play and learn through storybooks and golden reading partnerships.

Part of our solution has been to use opportunities through the many youth empowerment programmes that can place positive reading models in the classroom. Children must have daily access to a reading partner. As a matter of urgency, they need encouragement to develop a daily reading habit using books that match their level of reading and at the same time build their confidence. Ultimately this will ignite the children's love of books.

Today, the costs of Africa's mobile subscription services are skyrocketing. 'Storytime with Shine', our data-free Mobi-Site, has reached 51 000 users and we have worked hard to include stories that are in our official languages.

I believe that if we want a nation that reads and thrives we have to ensure that our strategies reach every young person. We have to consider the circumstances they live in, what language they speak, what resources they have, and what other issues create blockages to connecting, receiving, understanding and learning.

Lastly, we could not do our work without the commitment and shared vision of our funders, our board, and our many education stakeholders and partners. I especially would like to give our deepest thanks to the thousands of volunteers who committed themselves to our Shine Literacy Hour programmes up until March 2020 and brought the gift of reading to so many children from the time that the programme started in 2000.

No child can reach full potential without being able to read and write for meaning and pleasure. We'd like to invite you to join hands with us to ensure that words can change worlds for the 15 000 children that Shine Literacy currently serves.

Maurita Weissenberg

Founder & Executive Director Shine Literacy





SHINE LITERACY PROGRAMMES 2021

Shine Literacy Hour in 2021 and beyond

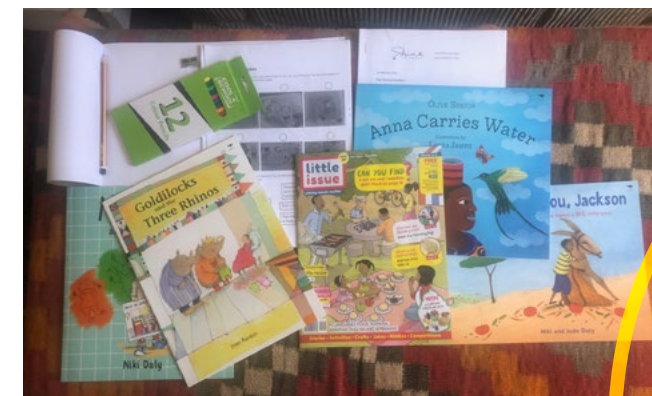
The **Shine Literacy Hour (SLH)**, our award winning flagship programme, was not implemented at centres owned by Shine Literacy, however, 16 of our Social Franchises were able to continue operating with the assistance of dedicated volunteers. The change in operation was due to the low number of children at school due to the Covid-19 regulations that required them to attend school every second day, or every second week.

We had anticipated this challenge in 2020, and as such had provided the social franchises with the Creating a Culture of Reading model to select and implement suitable elements for their respective schools and community needs. With only a handful of volunteers available, most chapter schools implemented a variation of SLH, with all schools prioritizing paired reading with children at classroom level. In most cases the managers did paired reading with the children if the school did not allow visitors on their premises.

From Shine Literacy Hour to Creating a Culture of Reading

The Creating a Culture of Reading programme umbrella was born out of the need to support schools and communities holistically during the Covid-19 pandemic years, when children were attending school on a rotational basis. The programmes, **Creating a Culture of Reading @home**; **Creating a Culture of Reading @school** (SLH programme and teacher support); **Creating a Culture of Reading: Youth 4 Literacy (Y4L)**; are poised to take a central role in schools. We seek to ensure that all our Shine Literacy schools incorporate paired and shared reading in their daily practice for ALL Children in the Foundation Phase (though to start with we will focus on Grade 2 and Grade 3 learners). We will continue to invest in the Shine @home resource packs quarterly for the coming year to support children at home.

A total of 52,864 Shine @home resource packs were distributed in 2021.





Youth 4 Literacy (Y4L) 2021

The NDP 2030 seeks to remedy historical racial inequalities in South Africa and states that, “the quality of school education for black people is poor”.

The Y4L programme is based on the founding principles contained in both the National Development Plan 2030 (NDP 2030) of South Africa, as well as the Sustainable Development Goals (SDGs) as set out by the United Nations. The NDP 2030 seeks to remedy historical racial inequalities in South Africa and states that, “the quality of school education for black people is poor”. The core principles of the NDP 2030 seek to increase the quality of education so that all children have at least two years of preschool education and all children in Grade 3 can read and write. This development goal aligns with Shine Literacy’s purpose and goal to eradicate poor reading and writing skills development in the Foundation Phase. The NDP forms a core part of the South African government’s strategic plans to address youth literacy and is aligned with Shine Literacy’s mission and vision for the Shine Y4L programme.

The programme team used the year to build capacity, consult with schools and build the training offering for 2022. A project plan was drawn up for implementation in 2022. The Y4L programme will start in February 2022. The plan is to place 130 young people in Grade 2 and Grade 3 classrooms to support reading and literacy in one or two languages used in the school. As always, the emphasis will be on paired reading with each child and a daily shared reading time with the whole class. This is underpinned by the Creating a Culture of Reading programme. This programme will be in place for twelve months. Currently, our Youth Implementing partner will be Action Volunteers Africa (AVA), who will be securing stipends through the YES fund and will support Shine Literacy with administrative and recruitment processes.

President Youth Employment Initiative (PYEI) Teaching Assistants as a supplementary component to Y4L

In November 2021, Phase 2 of PYEI began under the Department of Basic Education (DBE), which has seen over 280 000 young people employed in schools in all provinces of our country. Upon consultation with our schools it became apparent that the young people needed training on how to support teachers effectively in classes. As a result, Shine Literacy has, with permission of each school, positioned themselves to provide Reading Assistant training to the youth in January 2022.

This strategic move will help Shine Literacy build a profile, not only with the Western Cape Education Department (WCED), but with the DBE, with the outlook of being the preferred training provider in all provinces if required. We will be offering training to approximately 420 young people in 46 schools in the Western Cape. The training team will provide three-hours training on paired and shared reading methodology, in person or online, with ongoing support provided by the coordinators. This training can be supplemented as the year progresses.



DATA FREE

STORIES ON YOUR PHONE

www.shineliteracy.org.za/read

WORDS CAN CHANGE WORLDS



Shine Online 2021

The launch of Shine Literacy's data-free Mobi-Site, **STORY TIME** with Shine Literacy in 2021 has increased our reach exponentially in a short space of time. As of 23 November 2021, our Mobi-Site reached 51 000 people through a direct link to the site, with 40 % returning to the site. We recently ran a campaign through Direct Axis which has increased the amount of languages we have on the site to seven: Sepedi, Setswana, isiZulu, isiXhosa, English, Afrikaans and French.

Highlights of 2021

1

Relationships matter. Building and maintaining deeper relationships with key stakeholders, namely teachers in schools, has been an important success for Shine Literacy in 2021. With schools closed to most people, Shine Literacy was still able to be an important school partner. They supported teachers and learners with take home packs, and provided a limited number of reading volunteers where possible. Teachers trust us more as they learn that Shine Literacy is supportive when help is most needed.

2

The uptake of the use of the **Mobi-Site** continues to demonstrate how **innovation thrives in adversity**. We also see how desperate the need is for affordable, quality reading materials in all languages.

3

Take home packs and resources continued to be an invaluable tool for learners in the home and at school. Our research at the end of 2021 shows the importance of providing basic stationery as well as books in the home. Stationery is an important resource not only for learners who receive the pack, but also as a resource in the home for all family members, across the age groups.



Our Vision

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

Our Purpose

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

★ SHINE LITERACY PROGRAMMES

Creating a Culture of Reading (CCR) ★

We have expanded our offering to encompass parents, caregivers and the greater community in an effort to Create a Culture of Reading (CCR) in the spaces where children live, play and learn. At the heart of all our programmes are two simple beliefs:

- 1) That every child is unique and has infinite potential;
- 2) and that only by working in partnership with others can we accomplish our vision of a nation of readers.

CCR @SCHOOL

Youth4Literacy (Y4L)

Unemployed recent matriculants (Grade 12) become reading partners in Grades 2 and 3 classrooms. The youth are trained to conduct paired reading with each child every second day as well as read a story to the whole class daily.

Shine Literacy Hour (SLH)

The SLH programme provides individualised support to children in Grades 2 and 3 to strengthen their reading, writing and language skills. Children work with trained volunteers once or twice a week during the school day for at least one year.

This forms part of our Social Franchise model where independent organisations run SLH Chapters supported by us.

Community of Practice (CoPs)

We provide peer learning, continuous support and encouragement to teachers, while providing a space where they hold each other accountable. Our CoPs often focus on sharing best practices and creating new knowledge to advance the teaching professional practice. Interaction on an ongoing basis is an important part of this for Shine Literacy.

CCR @HOME

Shine @Home Packs

Our focus is to ensure that every child in the Foundation Phase receives a quarterly literacy resource pack with the objective of having their own reading and writing resources. This is enhanced by messaging for parents where we are driving a 'read with your child' campaign using Paired and Shared Reading methodology. Using WhatsApp, we send weekly messages to the teachers who share them with the parents/caregivers.

Storytime - Data-free Mobisite

Storytime with Shine, a data-free Mobi-Site, is another exciting project to support learning at home. The site includes a 'Look and Listen' and 'Read to Me' tabs which allows children to listen to or read storybooks. There is currently a wide selection of titles in South African languages available with more stories being added regularly. The 'Sing a Song' tab includes songs and rhymes and the 'Things to Do' tab has games and activities to enrich learning in fun and interactive ways.

PARTNERING WITH GOVERNMENT

Western Cape Education Department (WCED) - YearBeyond Programme

Shine Literacy offers training to the **YearBeyond Programme**, which places trained unemployed youth (YeBoneers) in Grade 3 and 4 classrooms with the aim to provide children with structured time to practice reading in class to improve their reading skills. The difference with this programme is that it works exclusively with children within certain attainment levels and only supports reading in English and Afrikaans.

President Youth Employment Initiative (PYEI) Teaching Assistants

Shine Literacy, with the permission of each school, provides Reading Assistant training to the youth in 2022. This strategic move helps Shine Literacy build a profile, with the WCED, and the Department of Basic Education (DBE), with the outlook of being the preferred training provider in all provinces if required. We trained 420 young people in 46 schools in the Western Cape. The training team provides three-hour training on paired and shared reading methodology, in person or online, with ongoing support provided by our coordinators. This training can be supplemented as the year progresses.



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