

Hands-on

Experience Learning

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GAME-CHANGING
LEADERS
ENTERPRISING
SCHOOL LEAVERS
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The Shine Centre

Developing the Shine Centre Model as a social franchise - key considerations

Since 2009, the Shine Centre has delivered a literacy model aimed at Grade Two and Three second language children who are learning to read and write in English. The programme can also be adapted to support children learning in their mother tongue. It is a whole school intervention, where children identified as needing support are taken from the classroom during the school morning and are partnered with a trained volunteer for two hours a week. This additional support may last for up to two years and each child's progress is tracked every six months. Typically, the intervention is made up of 32 hours of support. The Shine Programme rests on several key elements:

- a belief that 'Words can Change Worlds'... when children learn to read they can read to learn;
- Shine Centres are 'thinking environments' where the individual is allowed the time and space to formulate his or her thoughts and ideas. This is based on Nancy Kline's 'Time to Think' concepts;
- Shine Centres are physical environments where 'You matter'. When the physical environment affirms their importance, people think more boldly and creatively;
- at Shine Centres, we listen with respect and without interruption as the quality of our attention profoundly affects the quality of other people's thinking;
- at Shine Centres, we treat each other as thinking peers. We learn from one another, regardless of age, qualifications or race. We are all equal at a Shine Centre. We are learning partners;
- at Shine Centres, there is no sense of urgency, which often feeds anxiety. Ease creates -

urgency destroys;

- at Shine Centres, we practise the art of appreciation. We are generous and genuine with our praise and use praise notes at the end of each session to do this. Positive affirmation promotes learning.

As awareness of the Shine programme and methodology grew, more and more individuals and organisations began to ask for assistance and/or for permission to use the programme. This provided a challenge: to use this opportunity to help the organisation achieve its vision of contributing to the development of a nation of readers, while at the same time, protecting the integrity of the Shine 'brand'.

"we didn't want other individuals and organisations using our name, whilst implementing their own version of our methodology. And then there was also the dilemma of how much control we wanted / needed to exert?"

In response to the initial requests and enquiries, the organisation developed and began facilitating a two-part workshop for interested parties. Part I covered the basics of how to set up and run a literacy centre using volunteers, and the concepts of Paired and Shared Reading. For those who were interested in moving further and who could demonstrate that they were able to set up a centre, recruit volunteers and run the programme, Part II of the workshop dealt with the key components for the success of the Shine programme. Post the workshops, several individuals and organisations

requested a closer affiliation with Shine, more training and support and permission to use Shine's assessment tools and operations manuals.

As we began researching 'Social Franchising', we became acutely aware of the balance between control and flexibility. Initially we felt that we should adopt a more flexible approach as each centre needed to run independently, but we soon realised that volunteers in centres in other provinces assumed that they were part of a Shine Centre, even if the centre was called something else! We believe that this could have been a result of centre managers attracting volunteers by talking about Shine's reputation and results. We also noted that there were too many 'small' changes being made to our programme. These included offering a 45 minute session instead of an hour thus leaving an important activity out of the session; offering only one hour per week of support instead of two; not including an extra year's support in Grade 3 for children who may still need it; including worksheets in the programme



(which is against our policy); not providing adequate follow-up training of volunteers. This was problematic as it could potentially have had an impact on the accuracy and consistency of assessment results. As the programme runs in the morning (taking up very precious school hours), the last thing we wanted was for the Education Department to shut us down because of poor results coming from independent centres using the 'Shine Programme'.

It was then that we made the decision to create a more formal 'social franchise-type' agreement with franchisees, which are now called Shine 'Chapters'. This agreement (which is controlled by an eleven-page contract) includes a condition that Shine is part of the monitoring and evaluation process of the franchisee programme twice a year. It also stipulates that Shine reserve the right to fundraise for the assessment process of franchisee programmes and that franchisees may never use Shine's name to fundraise unless they have Shine's written consent.

Currently, Shine has eleven centres in three provinces who are 'proud Shine Chapters', and eight independent centres who have chosen to be 'inspired by Shine' but wanting no formal connection to us. Shine partners with over 300 volunteers who operate in these franchisees, reflecting diverse socio-economic contexts. The results across seven centres have been positive, and Shine is delighted by significant improvements in literacy and language development being made by children participating in the programme.

This learning brief tells of the hands-on experience of:



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The DG Murray Trust encourages its implementing partners to share their experiences and learning in the form of a Hands-on learning brief. Download guidelines on writing a Hands-on brief from <http://www.dgmt.co.za/what-we-learned/>
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