OUR VISION
A nation of readers

OUR MISSION
Through community involvement and partnerships and by using effective, innovative and measurable practices, Shine Literacy aims to inspire South Africa to achieve our vision of a nation of readers.

OUR ETHOS

Each individual matters
Shine Literacy creates an environment which affirms a child’s importance.

Listen with respect and without interruption
The quality of our attention profoundly affects the quality of other people’s thinking.

Treat each other as thinking peers
We learn from one another, regardless of age or qualification.

Ease creates, urgency destroys
An environment that encourages children to work at their own pace facilitates learning.

Practise the art of appreciation
Be generous and genuine with praise and words of encouragement.
2016 was a busy year of restructuring the Shine Literacy Board to create a sound framework that will assist the organisation to reach new heights and become fully sustainable in the future. We worked closely with the Inyathelo Independent Code of Governance, relooking at the responsibilities of the Board of Trustees. Each area of focus will guide us to make well-informed decisions around programmes, finances, governance and fundraising. The process has been one of reflection and learning, and one that I have been pleased to be part of. We’ve looked into some dusty corners of process and policy; honing and improving the way we operate, to ensure a new, workable, proactive framework. This process would not have been possible without Maurita’s stewardship and wisdom.

I am excited about the growth of our Shine Chapters (social franchises) – now reaching four provinces. This is a source of deep pride, and is a reflection of the Shine Literacy team’s ongoing sense of direction and expertise. Increasingly, there is a national awareness that without a strong foundation in early literacy, children will be unable to thrive, and Shine fills this gap very effectively. Our focus on social franchising through partnerships will ensure that our reach continues to grow, ensuring more children are given the gift of literacy.

As always, the Shine Literacy volunteers are the real heroes in our story. They continue to give us their unfailing time and energy. Without them, our ongoing work to create a nation of readers would not be possible. Thank you for all you do for us.

Warmly,
Kathryn Torres

BOARDS MEMBERS

Nazli Domingo-Salie  Graeme Auret  Karen Price-Lindsay  Hywel George  Amanda Simpson  Diana Turpin
OUR TEAM IN 2016

Lindiwe Sishuba
Prestwich Centre Manager Assistant

Claudia Stanfield
Social Franchise Manager

Carrie Mashek
Operations Manager

Beth Silbert
Good Hope Centre Manager

Daniswa Jacobs
Sosebenza Reading Co-ordinator

Hanli van Aswegen
Communications and Donor Co-ordinator

Judi Hamilton
Rosmead Centre Manager

Nomawethu Nika
St Paul’s Centre Manager

Bea Volbrecht
Manager: Shine Centres

Nosipho Mabaso
Trainer

Julie Fischer
Finance Manager

Noxolo Ntshangase
Zonnebloem Girls Teacher’s Assistant

Marco Charles
St Agnes Centre Manager

Zethu Mtati
Prestwich Centre Manager

Trudy Coetzee
Operations Co-ordinator

Sally Wells
Zonnebloem Centre Manager

Not pictured:
Amanda Voss
St Agnes Centre Manager
Diane Kerswill
Claremont Centre Manager
Kerry White
Office Manager
Lara Krause
Sosebenza Centre Manager
Madalitso Chimphango
Volunteer Co-ordinator and Database Administrator
Sakhile Kuzwayo
Zonnebloem Centre Manager Assistant
A MESSAGE FROM OUR EXECUTIVE DIRECTOR

While there are so many pressing matters facing our country, it is important that we stay focussed on creating a culture of reading for meaning and joy. I believe that only when our matric pass rate is 100% will we have any chance of ensuring that there is freedom for all in our country. At Shine Literacy there is a lot to be excited about, grateful for and much to look forward to.

In this report you will read about our new campaign to create a culture of reading in our schools, how our Family Literacy Workshops are creating mind shifts and being received with gratitude and excitement, and how the Shine Literacy Hour programme continues to thrive and ensure that we have strong and happy readers by the end of Grade Three. Thank you to the 900 active citizens who – without fail – work in our Shine Centres and Chapters every week. And yes, we always have room for more.

In 2017, we are running literacy support programmes in 66 schools in four provinces. We are working with an outstanding and experienced Board and Advisory Board, local government and like-minded organisations – because if you’re serious about scaling your impact, you can’t do it alone.

This year we are so happy to introduce you to Lufefe, who is now writing matric, is planning to become an accountant and is living proof that Shine Literacy made a difference to his future. We honour his grandmother who continues to do everything she can to give him and his brother the education they so deserve.

Heartfelt thanks to the Shine Literacy team, the Shine Literacy Board and Kathryn Torres – our Chairperson. Without your integrity, sense of fun and incredibly hard work, none of this would be possible.

With thanks,
Maurita Weissenberg

ADVISORY BOARD MEMBERS

Kehilo Ntsekhe  Rooken Podesta  Xolisa Guzula  Carol-Ann Foulis  Nic Spaull  Alistair Roberts  Katie Huston
Shine’s Family Literacy Workshops seek to equip parents and caregivers with the knowledge and skills to create a culture of reading in the home. The workshops build on parents’ and caregivers’ existing understanding, helping them to value what they know and to embrace their vital role in their child’s education. Tips, practical ideas and new resources enable them to develop a repertoire of strategies and tools for helping their children to become successful readers and writers.

- 34 Family Literacy Workshops facilitated across three provinces;
- 1 599 parents and caregivers received training and resources.

Shine Centres provide individualised support to children in Grades Two and Three (the Literacy Hour) to strengthen their reading, writing and speaking skills. For at least a year, children work with trained volunteers once or twice a week, during the school day.

- 409 volunteers across eight Centres;
- 414 children receiving weekly support;
- 15 511 learning hours were gifted to children in our Centres.

Shine Chapters are social franchises that deliver the Shine Literacy Hour model but are run independently. Shine Literacy provides initial training and resources such as a Chapter Manual, Quality Assurance and Communications Toolkits, and ongoing support and monitoring. The Chapters are an innovative solution for scaling our essential model, helping us to spread knowledge more widely and to reach far more children than we could on our own.

- 16 Chapters in three provinces;
- 359 volunteers across all Chapters;
- 818 children receiving weekly support.
Elements of the Shine Literacy Hour form part of a collaborative programme called Year Beyond which uses youth as Learning Partners. Recent matriculants are trained as literacy tutors to provide individual support to young children in low-income communities in an after-school setting. In addition, the youth also participate in leadership and self-development courses to prepare them for the job market. Our partners include Action Volunteers Africa (AVA), the Western Cape Government and the Western Cape Education Department (WCED).

- 64 recent matriculants trained in our methodology;
- 700 children received weekly literacy support across 12 underperforming schools in Gugulethu, Khayelitsha, Heideveld, Manenberg and Mitchell's Plain.

First piloted in 2015, our LiteraSEA programme expanded into an additional five schools in 2016. In collaboration with Action Volunteers Africa (AVA) and Edupeg, elements of the Shine Literacy Hour were implemented by youth who were trained in our methodology. These youth worked with one or two children at a time, during the school day.

- 47 young people trained in our methodology;
- 741 children received weekly literacy support in eight underperforming schools in Gugulethu and Khayelitsha.

The goal of the Creating a Culture of Reading workshops is to establish a culture of reading for pleasure in schools. Reading for pleasure is often the missing ingredient in literacy development. Extensive research confirms that self-selected reading for pleasure results in profound growth in nearly all aspects of literacy; including reading ability, vocabulary, grammar, writing style and spelling. Children who read for enjoyment perform better in all subjects including Mathematics. This workshop is a whole-school initiative that exposes principals, deputy principals, Heads of Department (HODs) and educators to the importance of establishing a culture of reading in a school, and offers ideas on how to do so.

- Two pilot workshops run – one in the Western Cape and one in the Eastern Cape;
- 43 participants from eight schools and two organisations.
“I was sitting in a bus full of commuters minding my own business as usual when I heard two little boys standing in the aisle spelling random words and even words of objects that they saw as the bus went by. What drew my attention was how the younger boy was spelling using the sounds of the letters and the older boy was using the names of the letters. The younger boy was in Grade Two at Zonnebloem Boys Junior and the older boy was in Grade Four at a nearby school.

There were many school children on the bus as usual but it was when the Grade Two boy from Zonnebloem took out his two or three books that had the ‘Shine Take Home’ sticker on it that I was really intrigued. I witnessed him share his books to be read by the other children from other schools in the duration of the bus trip home. It was an amazing moment. I hope Shine can continue reaching many children like this.”

- Noxolo Ntshangase, Zonnebloem Girls Teacher’s Assistant

“I have this little boy named Mario. He is the sweetest little man. I always get so excited to see him. He pulls out my chair and waits for me to sit down before he does. At the end of every sessions he always says with a huge smile on his face, “Teacher I love you and I’ll miss you till I see you again!”

- LiteraSEA volunteer

“In the month of April that’s when I was introduced to my bundles of joy the Grade Two learners. I never thought that I could do it at first but then I told myself that I must just be myself and just give love and joy. I have been with them for three months but you would swore it’s been three years, the kids bring light in my life, seeing them making progress and be able to express themselves when in need, makes me feel proud about them and also about me.”

- LiteraSEA volunteer

“A young girl I met made me to see and realise how special I am to the community I live in. I’m blessed to be one of the young people who were chosen to be a part of the Year Beyond programme. Getting the opportunity to nurture and build someone’s future is the best feeling ever.”

- Year Beyond volunteer

“It is because of those kids I see that there is a need that I have to be there. Those little dudes makes me want to be there every day with them, they bring joy and a smile on my face. I want them to have what I longed or needed which is a mentor, someone who is going to make learning fun.”

- Year Beyond volunteer
All Grade One children in schools that host a Shine Centre or Chapter were assessed in November 2015 using the D1 Shine Assessment that tests the children’s ability to identify the sounds of the alphabet, write three letter words from picture clues as well as write a dictated sentence. These skills are a prerequisite for reading with meaning. Children who score ‘At Risk’ in terms of their literacy on D1 have not yet achieved the basic decoding skills necessary for them to recognise letters, letter sounds and words. These children are eligible to participate in the Shine Literacy Hour programme in their Grade Two year, as without these skills they have little chance of being able to read for meaning. Six months later, in June 2016, all Grade Two children were re-assessed to track their progress.

After only six months of intervention (approximately 32 hours of literacy support), the percentage of children who were identified as being ‘At Risk’ in terms of their literacy, was down from 32% to 7%. Twenty percent of the children scored ‘Poor’, down from 48%.

In 2016, a comprehension test was also designed and piloted with all the Grade Three children at two Shine schools (one Centre and one Chapter). The test was administered mid-year to ascertain whether the Shine Literacy intervention was providing children with more than just phonetical and phonemic awareness, and whether it was preparing them to use English comprehension skills that are needed to cope with more cognitively demanding texts in Grade Four. Comprehension shortfalls identified by the test were addressed in the following months before the children left the programme. This assessment will be administered in all Shine Centres and Chapters in 2017.
“I was too shy to speak. My Shine volunteer helped me to open up. It was scary at first, but then it was good. It’s nice to know there are people who care about you. Leigh-Anne was my volunteer. She was wonderful.

What I learned in Shine showed in my other school work. In 2010, I moved to the Eastern Cape and went to St Joseph’s Primary School. I was much more prepared and able to keep up because of Shine. Actually, I was at the top of my class in Grade Five and Grade Six.

I just finished Grade 11. In 2017, I start my Matric. Things are going well so far. I like accounting and business. I want to study at UCT and fulfil my dream of becoming a CA. After that? I don’t know. I haven’t thought that far. I know I must study hard and love my books. I like reading outside of school – books about adventure.

Shine means a lot to me. When I was struggling, they helped. They encouraged me to do a lot of stuff. They provided the support I needed. Now, if there is anything I can do to help share that with other kids, I would like to.”
A SUCCESSFUL PARTNERSHIP

Many of our Shine Chapters are managed by Chapter Partner Organisations – typically community or faith-based organisations. Shine Literacy provides a starter pack of resources, training and ongoing support and monitoring to all Chapters. The individuals/organisations who run Shine Chapters are responsible for recruiting volunteers and ensuring that the programme is delivered according to the Shine Literacy model. Masinyusane is one such Chapter Partner Organisation. We have partnered with them since 2015 to run two Chapters in the Eastern Cape.

Masinyusane, meaning ‘let us raise each other up,’ is a non-profit organisation founded in 2008 that works to uplift children and communities through education. This organisation, partnering with Shine Literacy, has a highly effective model that trains and employs local youth in New Brighton in the Eastern Cape to provide literacy support in their Chapters (referred to as libraries) in two primary schools. The youth support Grade Two and Grade Three children with their reading and writing. This model has a number of significant benefits, the most obvious of which is the simultaneous advancement of both unemployed youth and struggling readers.

Jim McKeown, the Executive Director, explains that there is incredible untapped talent and potential in the communities surrounding the schools and that it is easy to build a “talented and hardworking team.” The talent and creativity of the Youth Leaders was clearly demonstrated when they initiated a surprise literacy celebration for the local community where the school children performed poetry, drama and singing. “It was amazing,” said Jim, “dozens of parents were there and they laughed and cheered throughout.”

Jim explains that Shine is an “outstanding partner as their reading methods and materials are very structured, straight forward and easy to implement.” Fiks, Mr Fikile Mahola, the Senior Manager of the programme, says that he loves the ‘you can do it’ ethos of Shine as well as the assessments that assist the school to measure and gauge improvement.

Another aspect of Shine that Fiks relishes is have-a-go writing. Initially, he says, he was sceptical about Shine’s practice of not marking or correcting children’s writing as he wondered how they would know whether their writing was correct or not, but he trusted Shine and the results are phenomenal.
“Yoh, I pop into the classrooms and look at the kids’ books and they have made such progress in their writing that at first I think the Youth Leaders must be ‘doctoring’ the results as no way could they have improved so much! But they have, and it’s not just one or two children but the majority!”

The programme has also seen the development of a love of reading, and the libraries “are packed with children after school,” reports Jim. So too, there is growth in the confidence of the children, who while they initially ‘drag their feet’ into the library, after a few sessions they rush in. “They look so forward to their Praise Notes,” says Fiks.

An important beneficiary in this symbiotic relationship between the youth and children are the teachers in the schools who “love the Shine programme” as the children are “performing better in class, learning faster and are more confident.” Having a good relationship with teachers is a critical factor in the organisation’s success. Jim indicates that, “outside of us, nothing matters more than having a great relationship with the school and getting complete buy-in from everyone. It’s very, very important to have teachers on your side.”

The Youth Leaders are paid for the important work they do in the schools. While this does make the project expensive, it allows the organisation to hold the Youth Leaders accountable and offers the youth a means of employment. However, due to the experience, talent and training of the Youth Leaders, they are often poached by other organisations but, adds Jim sweetly, “We happily allow this as we care deeply about them improving their situation.”

“Shine has taught me about the importance of teaching my child at a young age to read and write. My daughter is turning three this year and we read books all the time. I use the things I’ve learned at Shine, like reading with excitement, asking questions and pointing at pictures, with her every day.”

- Nosisa, Youth Leader

“We receive rave reviews from the teachers who indicate that the children are performing better in class, learning faster and are more confident.”

- Jim McKeown
Luvuio Martin, a parent at Prestwich Street Primary School, attended one of Shine’s Family Literacy Workshops in 2015 after receiving an invitation that was sent home with his eight-year-old daughter, Gugulethu. The strategies he learned had such a positive impact on him and his child that he returned to the workshop in 2016 to address the attending parents and share his feedback.

“We parents are so impatient with our kids, especially at the end of the day when we come home from work, and we’re tired. When they ask us to help them with their homework, we get frustrated. Sometimes, we shout at them, but the truth is, we’re not supposed to do that. Our children are the key. They need to be able to approach us. This workshop taught me the importance of patience and honesty. Even if you can’t help your child, tell her that you’ll find someone who can. I’m a human. I get tired from work. I learned that as tired as I am, I have a duty at home to make sure I invest in my daughter’s future. I must revive the energy that I thought was exhausted so that when I get home I can be a father who can be approached by his child. I never realised these things were having a negative impact on my kids. I had to change my attitude. My daughter used to get 4’s and 5’s. Since I attended the workshop, there’s only been 7’s*. It hasn’t just been an academic improvement. My relationship with my daughter has changed. She’s her daddy’s girl now. I’ve used it in my relationships with my older kids as well. I can listen. I know I must be there for them. That’s my job.”

* The South African grading system in primary school uses a scale of 1—7, 1 being a score of 0—29%, and 7 being 80—100%. This story makes reference to a child moving from scoring C’s and D’s, to getting A’s.
Shine Literacy has been running Family Literacy Workshops in schools that are host to our programmes since 2007. These workshops are always incredibly well received and parents report having ‘aha’ moments – being made aware of how to better communicate with, and how to support their children with their learning at home. When looking at Shine Literacy’s sustainability and ways to diversify our funding, we realised that these workshops could be used to generate income. In 2016, we put together a business plan to promote our for-profit Family Literacy Workshops. The aim is to offer this training to corporates for their employees. Not only are parents who attend better equipped to play an active role in their child’s learning journey, but employers are also able to spend money on developing the skills of their employees in a way that will have a lasting impact on the literacy levels of families and communities. We offered this workshop to two companies – one in the Eastern Cape and one in Cape Town – as pilots. This gave us valuable feedback as well as an opportunity to adjust our training for corporate settings. After the pilot, the organisation in the Eastern Cape ‘bought’ three more workshops in 2016 and we will be doing additional ones for them in 2017. We are hoping to start actively approaching companies to offer this service and we look forward to this becoming a viable source of income for Shine Literacy in the next few years.
### STATEMENT OF FINANCIAL POSITION FOR THE YEAR ENDING 31 DECEMBER 2016

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<th><strong>Non-Current Assets</strong></th>
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<td>Property, plant and equipment</td>
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<th><strong>Current Assets</strong></th>
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<td>Trade and other receivables</td>
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<td>Cash and cash equivalents</td>
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| **TOTAL ASSETS** | 10 429 835 |

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<tr>
<th><strong>Trust Funds</strong></th>
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<td>Accumulated surplus</td>
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<td>Deferred revenue</td>
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<th><strong>Current Liabilities</strong></th>
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<td>Provisions</td>
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<tr>
<td>Trade and other payables</td>
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| **TOTAL FUNDS AND LIABILITIES** | 10 429 835 |

### SUMMARY OF FINANCIAL PERFORMANCE FOR THE YEAR ENDING 31 DECEMBER 2016

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<th><strong>REVENUE</strong></th>
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<td>Grants and donations</td>
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<td>Training income</td>
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<td>Interest income</td>
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<td>Programme services</td>
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<tr>
<td>Administration</td>
<td>1 813 847</td>
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</table>

| **OPERATING SURPLUS FOR THE YEAR** | 1 915 215 |
Sustainability is key to Shine Literacy’s long term growth and features strongly in the strategic decisions and intent behind decisions made by the Shine Board.

It was with our long-term goals in mind, as well as the less buoyant donor environment that was expected in 2016, that decisions were proactively made to rein in our expenditure. Accordingly, while our revenue is slightly down from the previous year, our expenditure has been reduced in line with this reduction.

While the cash flow appears to have declined from 2015, this is mainly as a result of over R800 000 in additional advance funds for 2016 that were received and accounted for in the 2015 financial year.

As a direct result of our consolidation and review of our long term strategy, our accumulated surplus increased by just over a third over this period, placing us in a very good position to fulfil our current commitments and future goals. The intention is not to maintain a large surplus. Rather, as mentioned last year, we aim to hold at least one year of operational funding in reserve. Both the reserve as well as monies set aside for longer term initiatives are to be managed proactively, under the guidance of the newly established Finance and Governance Advisory Committee.

Shine Literacy, a financially healthy and vibrant organisation, is well-positioned for the future.

Diana Turpin
Grant Clark – a volunteer at our Zonnebloem Shine Centre – created a fundraising campaign called AfrikaLegBurn. Starting in November 2016, Grant spent 109 days cycling unsupported from Cairo to Cape Town to raise awareness of the vital work that we do. But that’s not all! In 2017 he will participate in the Cape Town Cycle Tour, take part in the ABSA Cape Epic, and then he will be competing in the Ironman Championships – all to raise funds for Shine Literacy. He is aiming to raise R50,000, as well as to hand out Book Dash books and connect with other charity literacy initiatives along the way.

Shine Literacy was the Woolworths/MySchool Christmas Charity Campaign beneficiary in 2016. Every time shoppers swiped their MySchool card or linked Woolworths card during the festive season, a donation was made to Shine Literacy over and above donating to a shopper’s normal charity.

Funds raised from this campaign will be used to provide reading resources for each parent and caregiver who attends a Family Literacy Workshop in 2017. This funding will also contribute towards establishing 90 classroom reading corners that form part of a new pilot project called Khanyisa.

Children from one of our Shine Centres (pictured above) were featured in the Woolies campaign.

A group of seven avid sportspeople participated in the Ultra-Trail Cape Town (UTCT) event in December, 2016. UTCT presents three trail races of 100 km, 65 km and 35 km that traverse the mountains of the beautiful Cape Peninsula. Collectively running a gruelling 305 km, just over R24,000 was raised for Shine Literacy by Team J-FRED.
IT TAKES A VILLAGE

We are so fortunate to have had over 200 individuals, trusts, foundations and corporates give to Shine Literacy in 2016. Our work would not be possible without their generous support.

MAJOR DONORS (R50 000 AND UP)

Abax Development Trust; Annie Lennox Foundation; Coronation Fund Managers; Deutsche Bank South Africa Foundation; ER Tonnesen Trust; Fynbos Foundation; Grindrod Family Centenary Trust; Kingston Grammar School; Malcolm G Gray; MAID Foundation; Mapula Trust; Oppenheimer Memorial Trust; Oxford University Press; Rolf Stephan Nussbaum Foundation; Santam Ltd; Shikaya Trust; Sombiyane Trust; The Egg Trust; Volkswagen Community Trust; Woolworths Financial Services; Woolworths/MySchool MyVillage MyPlanet.

COLLABORATIVE PARTNERSHIPS

Action Volunteers Africa; Biblione; Book Dash; Centre for Early Childhood Development; Common Good; Edupeg; Enlighten Education Trust; Mullers Optometrists; Masikhulisane; Masinyusane Development Organization; MySchool MyVillage MyPlanet; Nal’ibali; NumberSense; Partners for Possibility; Pearson; Relate Bracelets; School Aid UK; The LifeMatters Foundation; The River Club, Observatory; Volkswagen Community Trust; Western Cape Education Department; Western Cape Government; Won Life; Woolworths; Woolworths Financial Services; Wordworks.
LET 2017 BE THE YEAR YOU HELP A CHILD BECOME A READER

VOLUNTEER
Give of your time every week in one of our Shine Centres or Chapters. Sessions take place during schools hours, during term time. For details, contact: info@shineliteracy.org.za

GIVENGAIN
GivenGain makes it easy for you to turn your upcoming trip, sporting event, birthday or innovative venture into a fundraising exercise for a worthy cause. Link your activist profile to ‘The Shine Centre’ and work with us towards our vision of a nation of readers. Register on www.givengain.com

CORPORATE FAMILY LITERACY WORKSHOPS
Consider upskilling your employees and tackling illiteracy at the same time! Our half-day workshops show parents and caregivers how they can play a vital role in their children’s journey to becoming readers. For more information, email: info@shineliteracy.org.za

SOUTH AFRICAN BANK DETAILS
Shine Trust
Standard Bank
Thibault Square
Branch Code: 020909
Cheque Account Number: 072861339

UK BANK DETAILS
HSBC Putney Branch
Branch Sort Code: 40-05-31
Account Number: 31503642

RELATE BRACELETS
Support two NGO’s at the same time by buying a stack of Shine Literacy bracelets. Relate raises money for causes globally and creates jobs for South Africans. Find them at www.relate.org.za/shop/shine-stack

MY SCHOOL MY VILLAGE MY PLANET
You can have up to three beneficiaries linked to your MySchool card. Consider making ‘The Shine Trust’ one of yours.
www.myschool.co.za/supporter/update/

AMERICAN FUND FOR CHARITIES
Search for ‘Shine Literacy’ under evaluated charities. www.americanfund.info

SNAPSCAN
Snap here to pay
getsnapscan.com

SMAL
OUR PLANS
FOR 2017–2018

Reviewing our projects and learning from the highlights and lowlights informs what we do the following year. We invited some key stakeholders and partners in literacy to join our strategy review where we looked at which projects delivered the best outcome and impact. The full Shine Literacy Hour programme, running in 26 schools, remains our top success story. Our wish is to grow our Shine Chapters in a way that is cost-effective. To this end, we are now seeking partnerships with corporates to adopt or start a Shine Chapter and we salute the Volkswagen Community Trust for being our first corporate partner.

We realise that in order for our work to be sustainable, we need to work more closely with each school’s team of educators to ensure that they improve the literacy profile of their school and create a culture of reading. Going forward, we are working in partnership with Edupeg, Pearson and Partners for Possibility as each of these organisations provide mentors who work directly with the school principals and/or foundation phase teachers.

IN 2017 WE AIM TO:

• host a Chapter Indaba in Cape Town for all our Chapters;

• work with Action Volunteers Africa (AVA) to set up our Khanyisa programme. This will involve training 90 recent matriculants to become Shine Reading Partners in 90 Grade Two classrooms across 24 underperforming schools in the Western Cape;

• expand our Creating a Culture of Reading workshops to Partners for Possibility and the Principal’s Academy in addition to all schools hosting a Shine Literacy programme;

• introduce our first South African Council for Educators (SACE) endorsed training of Book Buddies and Shine Literacy methodology to educators, Heads of Department and principals;

• run a record number of training sessions, including Literacy Hour Training for new volunteers; Family Literacy Workshops for parents and caregivers at schools that host Shine programmes; training recent matriculants for our youth-led programmes; and facilitating new Chapter orientation training.
READING IS A POWERFUL TOOL TO TACKLE POVERTY AND INEQUALITY: WHEN CHILDREN READ FOR PLEASURE, IT HAS A GREATER EFFECT ON THEIR EDUCATIONAL ACHIEVEMENT THAN THEIR FAMILY’S SOCIO-ECONOMIC STATUS.

- Kirsch, I. et al., 2002
Words can change worlds
LET’S KEEP IN TOUCH

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Facebook: facebook.com/shinecentre Phone: +27 (0) 21 762 4320
Street address: Unit 2 Devonshire Court, 20 Devonshire Road, Wynberg, 7800, Cape Town, South Africa
Postal address: PO Box 18089, Wynberg, 7824, Cape Town, South Africa
NPO Number 06-06-96  PBO Number 930025382

WORDS CAN CHANGE WORLDS