



SHINE LITERACY ANNUAL REPORT 2015



OUR VISION

A nation of readers.

OUR MISSION

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

OUR ETHOS

- ★ Each individual matters.
- ★ Listen with respect and without interruption.
- ★ Treat each other as thinking peers.
- ★ Ease creates, urgency destroys.
- ★ Practice the art of appreciation.

A MESSAGE FROM OUR CHAIRPERSON



Kathryn Torres
Chairperson for Shine, July 2016

According to latest figures, 29% of Grade Fours across South Africa are illiterate, and 58% cannot read for meaning. That is why in my eighth year as a Board member and my second as Chairperson, I am as dedicated to Shine as the day I joined.

2015 was a year of both growth and consolidation. We gained four new Chapters (social franchises); Shine's Book Buddies programme was piloted in new contexts; we expanded our involvement with youth as volunteers; and ran more Family Literacy Workshops than ever before, resulting in more parents being equipped to play an active part in their child's learning journey.

I am proud to work with a dedicated and long-serving Shine Board – Amanda Simpson and Kay Price-Lindsay have been with us since Shine was founded in 2000, and Diana Turpin joined us in 2010. Last year we gained three new members, all of whom are perfectly placed to advise us in their areas of specialisation: Hywel George - financial sustainability; Khethiwe Cele - scalability and sustainability; and Xolisa Guzula - relevant content and context, and quality of training and programmes. My thanks goes to each of them, to the Shine staff, to our volunteers and to Maurita, for their unstinting commitment to Shine's vision.

Through my personal weekly experience as a Shine learning partner, I see the power of the Shine programme first hand. Witnessing that particular moment when text begins to make sense to a child continues to inspire me to be a part of this organisation. I am proud that Shine is making a significant contribution to the future social and economic wellbeing of this country, and I thank each of you who help make it possible that South Africa becomes a 'nation of readers'.



Board members from left to right: **Amanda Simpson** – partner at Shepstone & Wylie Attorneys; **Diana Turpin** – independent director and retirement fund trustee; **Khethiwe Cele** – director of Young in Prison South Africa; **Kay Price-Lindsay** – co-founder and casting director at Kayos Casting Directors and Kayos Thinking; **Hywel George** – director of investments, Old Mutual; **Xolisa Guzula** – bi-literacy teacher and community trainer, researcher, storyteller, author and translator of children's literature.

OUR TEAM IN 2015

Bea Volbrecht – Manager: Shine Centres



Beth Silbert – Centre Manager: Good Hope Seminary



Carrie Mashek – Operations Manager



Amanda Voss – Centre Manager: St Agnes



Daniswa Jacobs – Reading Co-ordinator: Sosebenza



Diane Kerswill – Centre Manager: Claremont



Hanli van Aswegen – Project Co-ordinator



Indi Hamilton – Centre Manager: Rosmead Central



Julie Fischer – Finance Manager



Kerry White – Funding and Events Manager



Lara Krause – Centre Manager: Sosebenza



Linda Rutler – Senior Trainer



Madalitso Chimphango – Volunteer Co-ordinator



Nomawethu Nika – Centre Manager: St Paul's



Nosipho Mabaso – Centre Manager: Zonnebloem



Sally Wells – Centre Manager: Zonnebloem



Trudy Coetzee – Centre Manager: Prestwich Street



Not pictured: Jennifer Court – Programme Director, Rowena Salo – Office Administrator and Training Co-ordinator, Heidi Seller – Centre Manager: Rosmead Central, Jenny Didrichsen – Office Intern

A MESSAGE FROM OUR EXECUTIVE DIRECTOR



In 2013, our Minister of Basic Education said that education is the key responsibility of our country and citizens. My aim is for Shine's work to inspire as many people as possible to play their part.

I didn't think I had the capacity to be as excited about another programme until we became involved with the Western Cape Government's Year Beyond programme. Meeting our young matriculants, seeing their passion for life and our country, and supporting their growth while they volunteer in our programmes, has been a privilege. It has also reminded us of the huge reservoirs of talent and goodness that exist in the next generation.

In partnership with Edupeg and Action Volunteers Africa (AVA), we started our own version of the programme called LiteraSEA, which was successfully piloted in three schools in Gugulethu.

In 2016, our Centres and Chapters have continued to thrive, with our growing team of 767 dedicated volunteers delivering the Shine Literacy Hour to over 1 100 children each week. Van der Berg (2015) analysed data from the Annual

National Assessments and found that Grade Four outcome patterns mirror those in matric remarkably closely, further confirming the power of early intervention and the benefits of focused adult attention in a caring learning environment.

Last year, much of Shine's focus was on the issue of sustainability. Thanks to Deutsche Bank and the Tertiary School in Business Administration (TSiBA), I was able to attend a year-long course on the topic. Out of this, a new business plan for Shine has developed. At the same time, we have been working hard to develop and refine the systems that support all of our programmes, enabling new efficiencies, and improving our capacity to monitor quality and impact.

I love my work because every day I meet people who are helping our children to create a better future for themselves. This includes parents, teachers, curriculum advisors, partner organisations, donors, volunteers, and our outstanding head office team. I am humbled by this work and deeply thankful to all who contribute towards it.

A handwritten signature in black ink, reading 'Maurita Weissenberg'. The signature is stylized with a large, looped 'M' and a cursive 'W'. It is positioned above the printed name and title.

Maurita Weissenberg
Shine Executive Director

WHERE WE **WORK...**





SHINE CENTRES & CHAPTERS

Shine Centres and Chapters provide a deep and sustained literacy intervention to children in **Grades Two and Three** using the **Shine Literacy Hour**. Volunteers, also known as learning partners, work with one or two children at a time during the school day for at least one year. Shine Centres are directly managed by Shine staff. Shine Chapters are social franchises that deliver the Shine Literacy Hour model but are run independently. A glimpse into 2015:

- ★ **8 Shine Centres and 15 Chapters**
- ★ **726 volunteers**
- ★ **1 062 children supported by the Shine Literacy Hour**
- ★ **12 919 teaching hours in our Centres alone**
- ★ **1 226 children were given access to books through class book clubs**

‘Shine is not just a place of learning, it has become a home for the learners, a place of belonging for them where they can come at any time for guidance, for help, or just for us to acknowledge that they are present, that they matter. It’s powerful to know that the Shine Centre plays such a big role in the learners’ lives.’ Trudy Coetzee, *Prestwich Centre Manager*

THE STORY OF THE PRESTWICH SHINE CENTRE



‘Our children speak Xhosa. We teach in English and Afrikaans. That means they arrive at this school already with a disadvantage. I have a father here who’s told me he could send his son to a school near their home in Khayelitsha – it would be closer and easier in a lot of ways – but the point is, he believes his son will get a better education here, 25 kilometres away from his home. It’s my job to make sure he’s right. We have a very healthy partnership with the Shine Centre. We have children coming from impoverished environments, and they are being mentored by individuals who care. Each volunteer is a beacon of strength who can nurture and guide the children, so already, we are winning. **On top of that, the programme is proven to be successful. Children who couldn’t read at all, suddenly have an interest in books and are learning to read**’. Mr Mahdi Samodien, *Principal of Prestwich Street Primary, Cape Town*

The Shine Centre at Prestwich Street Primary opened in 2009. In 2015, this Centre had **82 volunteers providing weekly literacy support to 83 Grade Two and Grade Three children**. Some of these volunteers have been journeying with Shine since the Centre opened.





OUR INVOLVEMENT WITH YOUTH DEVELOPMENT

The Shine Literacy Hour forms part of two collaborative programmes – Year Beyond and LiteraSEA – that use youth as learning partners. Unemployed school leavers are trained as literacy tutors to provide individual support to young children in disadvantaged communities. In addition, the youth also participate in leadership and self-development courses to prepare them for the job market. Our partners in these programmes include Edupeg, Action Volunteers Africa (AVA), the Western Cape Government and the Western Cape Education Department (WCED).

In 2015, 60 youth were trained in the Shine methodology. They were each placed in one of 11 schools in Khayelitsha, Gugulethu, Mitchell's Plain, Heideveld, Manenberg and Delft, directly assisting 720 children every week.





THE STORY OF A YOUTH VOLUNTEER

The Year Beyond programme was developed by the Western Cape Government as a way to improve educational outcomes and stem the problem of learner drop-out rates in the province. Recent matriculants are invited to give a year of their time to tutor children in underperforming schools.

‘I grew up in Bellville South. The community has a lot of unemployment, but there are still facilities available. My father’s a carpenter, and my mother runs an aftercare.

I found Year Beyond on Facebook and got into their education programme. I always wanted to be some sort of teacher. I just wanted to help wherever I could. Something big for me, personally, was going into the different communities. Growing up, we’d hear stuff about other communities, about gangsterism and violence. I’m very grateful to Year Beyond because now I’m not afraid to go into those communities, regardless of what is happening, because we are helping the children and I think that’s important to remember. I feel honoured to be a part of Year Beyond. I think there are many ways we can help with education in this country. If you live in that community, it’s important to have someone who’s rooting for you. **Despite everything that happens, the core is that we’re helping children with education and moral support.**’ Marco Charles, *Year Beyond volunteer*, 2015

THE STORY OF FAMILY LITERACY WORKSHOPS

The Western Cape Education Department's Language Strategy 2015-2019 emphasises the importance of engaging parents in supporting reading and writing at home. Family Literacy Workshops are half-day training sessions that take place on Saturday mornings. **We aim to equip parents and caregivers with knowledge and resources that enable them to play an active role in their child's education.** We do this by teaching reading techniques and relationship skills, and offering tips around how parents can build their child's self-confidence. **In 2015, 23 Family Literacy Workshops were attended by 971 parents and caregivers.**

'How to teach my child to read and be able to help with homework was all new to me. The games will make learning much more fun than it was before. I also learnt how to treat my child with respect and compassion.' *Father who attended the Zonnebloem Family Literacy Workshop*



Research shows that if children have supportive families they are much more likely to thrive at school.



THE STORY OF A SHINE CHILD

Nzele Omari relocated to South Africa with her parents and four siblings in 2005 after fleeing war-torn Democratic Republic of Congo. She attended the Shine Centre at Observatory Junior School in Cape Town. Today, Nzele, 20, is in her second year of a four-year degree in Business Studies at the Cape Peninsula University of Technology. She says she doesn't know where she would be without Shine.

'It was quite a challenge from the beginning because my family didn't know English. My first language is Swahili and my parents spoke French, but we never got a chance to study French in school because we kept moving around to different countries trying to run away from the war. I started at Observatory in Grade Three, and I was expected to know the basics in English, but I hadn't really been in school before. I remember those first years at Shine were wonderful because we would read and play games and it would take my mind off of other things. I enjoyed it and always looked forward to just playing and learning. **I started to believe that things weren't as bad as they seemed. I was speaking, reading and writing better and I improved in all of my subjects.** My teachers were impressed. Shine was there for me from day one.'



'GOING FORWARD, THERE IS A HUGE BODY OF RESEARCH THAT CONCLUDES THAT THE MAIN THRUST OF LITERACY DEVELOPMENT IS THE PROMOTION OF A SCHOOL-WIDE READING CULTURE WHICH ENCOURAGES LEARNERS TO BECOME ENGAGED AND MOTIVATED READERS.' Angie Motshekga, *Minister of Basic Education*



THE STORY OF BOOK BUDDIES

Shine's theory of change focuses on increasing children's access to high quality literacy opportunities and materials. **Shine's Book Buddies programme makes use of resources every school has – older and younger children.** By pairing them together, the reading skills of both are enhanced and a love of reading is developed. The training materials for this programme are being refined and will become open source.

'Book Buddies can change little kids' minds. He or she wants a bright future, so let me hand them over another clue to have it.' *Older Buddy, Khayelitsha*

DONORS

**Shine's work and growth simply would not be possible without our donors.
We are deeply grateful for their support and generosity in 2015.**

MAJOR FUNDERS

Abax Development Fund, Annie Lennox Foundation, Coronation Fund Managers, Deutsche Bank Africa Foundation, DG Murray Trust, Egg Trust, Frank Robb Trust, Grindrod Family Centenary Trust, Lucy Pooler, MAID Foundation, Mapula Trust, Oppenheimer Memorial Trust, Paddy and Sue Kell Family Trust, Rolf-Nussbaum Foundation, Shikaya Trust, The Roddick Foundation, Vintage with Love, Vitol Foundation.

OTHER DONORS

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IN-KIND HELP

b2 Strategic Marketing, Book Dash, Craig and Daniel Tate, Di Kerswill, Jason Bacon, Karen Taylor, Kelly Harding, Mullers Optometrists, Print Matters, PUO Books, Robin-Stuart Clark, School Aid UK, Shine Cyclists: 2015 Cape Town Cycle Tour, Shine volunteers who made contributions to their Centres, St Cyprian's School, Susie Moffatt, Tessa Gauntlett, Tori Bacon, Tsogo Sun Garden Court Sandton City, Tsogo Sun Garden Court South Beach, Tsogo Sun Newlands, Tsogo Sun The Cullinan



‘LEARNING TO READ FOR MEANING AND PLEASURE IS THE BEDROCK OF PRIMARY SCHOOLING. AS A NATION WE ARE PLAGUED WITH INEQUALITY AND INJUSTICE, AND WE FACE COUNTLESS CHALLENGES. BUT WE HAVE TO STAND UP AND SAY THAT THIS SKILL IS THE ONE NON-NEGOTIABLE.’ Dr Nic Spaul

A MESSAGE FROM OUR TREASURER



As a fairly small non-profit organisation, Shine constantly needs to source sustainable funding so that we can provide literacy and language support to as many children as possible, enabling them to participate fully in school, life, and in time, our country's future development. Shine has focused on ensuring that we have diversity in our funding streams, so as to minimise the risk of being wholly dependent on only a small number of big donors. We have also worked hard towards building up unrestricted funding so that we have more flexibility in responding to the needs of our key stakeholders, the community, policy changes or emergencies. That said, our reporting for unrestricted funding is as rigorous as that for restricted funds.

From the outset, Shine has realised the importance of building up a reserve fund so that we can ensure continuity of our work. We believe that holding one year of operational funding in reserve is a good target and indicates good corporate governance, as well as good risk management. This decision has been informed by average turnaround times for identifying, researching and applying for new funding, as well as understanding the legal obligations Shine has to our employees in terms of labour law.

Shine is considering setting up an endowment fund to ensure long-term and sustainable delivery of literacy projects to the communities we support. We would then encourage donors to help us build the fund by allocating a small percentage of their funding to it. Investment of interest earned, and fees for the services that we provide, will also generate additional income for Shine in the long term.

Diana Turpin, Treasurer

THE SHINE TRUST

Statement of Financial Position as at 31 December 2015

NON-CURRENT ASSETS	
Property, plant and equipment	412 436
CURRENT ASSETS	
Inventories	179 718
Trade & other receivables	47 765
Cash and cash equivalents	8 257 911
TOTAL ASSETS	8 897 830
TRUST FUNDS	
Accumulated surplus	5 298 035
NON-CURRENT LIABILITIES	
Deferred revenue	3 333 600
CURRENT LIABILITIES	
Provisions	83 460
Trade and other payables	182 735
TOTAL FUNDS AND LIABILITIES	8 897 830

Summary of Financial Performance for the year ending 31 December 2015

REVENUE	NOTES	8 601 016
Grants and donations	1	8 102 025
Training income		160 670
Interest income	2	338 321
EXPENSES	3	6 374 903
Programme Services		4 434 726
Administration		1 940 177
OPERATING SURPLUS FOR THE YEAR		2 226 113

NOTES:

1. Income from cash donations is up from R5 449 403 in 2014 to R8 262 695 in 2015. This represents a 52% increase.

2. Interest income has increased as cash flows have improved due to:

- deferred income of R3 333 600 received in respect of 2016
- overall 52% increase of donations as above
- a policy of creating reserves to ensure the sustainability of Shine

3. Overall, direct and indirect expenses have grown from R4 687 951 in 2014 to R6 374 903 in 2015. This is an increase of 36% due largely to the increase in employment costs and organisational development as Shine has positioned itself for national growth.

Increased funds of R2 824 931 were reported in 2015 leaving total cash resources of R8 257 911 at the end of the year. It must be mentioned, however, that R3 333 600 of these funds were earmarked for projects in 2016. This leaves approximately nine months cover in terms of expenses.

'RESEARCH STUDIES CONDUCTED ALL AROUND THE WORLD SHOW THAT READING FOR PLEASURE MOTIVATES LEARNERS TO READ MORE. AND WHEN THEY READ MORE, THEY START TO READ BETTER WHICH IN TURN IMPROVES THEIR COMPREHENSION AND SUBSEQUENTLY THEIR ABILITY TO LEARN. IN FACT, LEARNERS WHO READ BECAUSE THEY ENJOY IT PERFORM BETTER IN ALL SUBJECTS, INCLUDING SCIENCE AND MATHS'. Sullivan & Brown, 2013



DEVELOPING OUR SYSTEMS

In 2016, we plan to consolidate and strengthen Shine's existing programmes in order to gear up for future growth. We will:

- ★ **work with the Volkswagen Community Trust** to set up a Shine Chapter and run the Masikhulisane Book Buddies Programme in five schools in Kwanobuhle, Eastern Cape;
- ★ **train all Shine Chapters** in our new Quality Assurance Toolkit;
- ★ **set up a Community of Practice** for teachers, trainers and managers of Shine Centres and Chapters;
- ★ **expand our reach** into nine additional schools in Gugulethu and Khayelitsha through our collaborative programmes that use youth as learning partners;
- ★ **run our first in a series of 'Creating a Culture of Reading' workshops** for schools in the Eastern Cape and Western Cape;
- ★ **run a Family Literacy Workshop every Saturday morning** during term time as part of the 100 Schools Project that the WCED has launched;
- ★ **pilot the first phase of our Corporate Family Literacy Workshops** for employees of large corporations as part of our social enterprise arm.



TO ALL OF OUR VOLUNTEERS, DONORS, PARTNER ORGANISATIONS, SCHOOLS,
PARENTS AND CAREGIVERS WHO JOURNEY ALONGSIDE US AND PLAY A ROLE IN
CREATING A CULTURE OF READING IN YOUNG LIVES...



LET'S KEEP IN TOUCH



Website: www.shineliteracy.org.za **Email:** info@shineliteracy.org.za

Facebook: facebook.com/shinecentre **Phone:** +27 (0) 21 762 4320

Street address: Unit 2 Devonshire Court, 20 Devonshire Road, Wynberg, 7800

Postal address: PO Box 18089, Wynberg, 7824, Cape Town, South Africa

NPO Number: 06-06-96 **PBO Number:** 930025382

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