

# TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION

England & Wales · Charity number 1103909

## Details

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**Other names** TVS, TYUME VALLEY SCHOOLS

**Status** Registered

**Legal form** Other

**Registered** 2004-05-25

**Register** [View on the Charity Commission register](#)

## Contact

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**Address** 2 Old Blackfriars  
Marley Lane  
Battle  
TN33 0DQ

**Phone** 01612489405

**Email** [office@tvschools.org.uk](mailto:office@tvschools.org.uk)

**Website** [www.tvschools.org.uk](http://www.tvschools.org.uk)

## Activities

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**Objects:** TO SUPPORT THE EDUCATIONAL DEVELOPMENT OF PUPILS AND TEACHERS IN THE TYUME VALLEY REGION OF SOUTH AFRICA, IN COLLABORATION WITH PARTNER SCHOOLS AND APPROPRIATE ORGANISATIONS.

**Activities:** Working with schools and other organisations to improve the educational opportunities and standards for children in the Tyume Valley, Eastern Cape, South Africa. Activities include training workshops for teachers, intensive IT and English teaching programmes for children, study camps for children, a library and computer laboratory.

## Classification

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- **How:** Provides Other Finance, Provides Human Resources, Provides Services
- **What:** Education/training, Arts/culture/heritage/science
- **Who:** Children/young People

## Geography

- **Area of benefit:** PUPILS AND TEACHERS IN THE TYUME VALLEY REGION OF SOUTH AFRICA
- South Africa

## Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£42,696	£29,766	-	-
2023-12-31	£38,566	£45,176	-	-
2022-12-31	£31,230	£47,417	-	-
2022-04-05	£52,220	£48,908	-	-
2021-04-05	£31,311	£19,508	-	-

## Trustees

Name	Role	Appointed
<b>Dr MARGARET GRACE KILOH</b>	Chair	
Aileen Barbara Hill		2025-03-30
Denise Heggie		2022-10-08
Dudzile Jele		2025-04-14
Jim Lewis		2014-07-05
Rhys William Torrington		2025-03-29
Stephanie Gallier		
Stephen Muggeridge		2021-03-20
Tatenda Matinde		2025-03-29

**TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION**

England & Wales - Charity number 1103909

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# Accounts

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# TVS Annual Report and Financial Statement to December 2024



## Tyume Valley Schools Development Association (TVS) Organisational Details for the year ending 31 December 2024

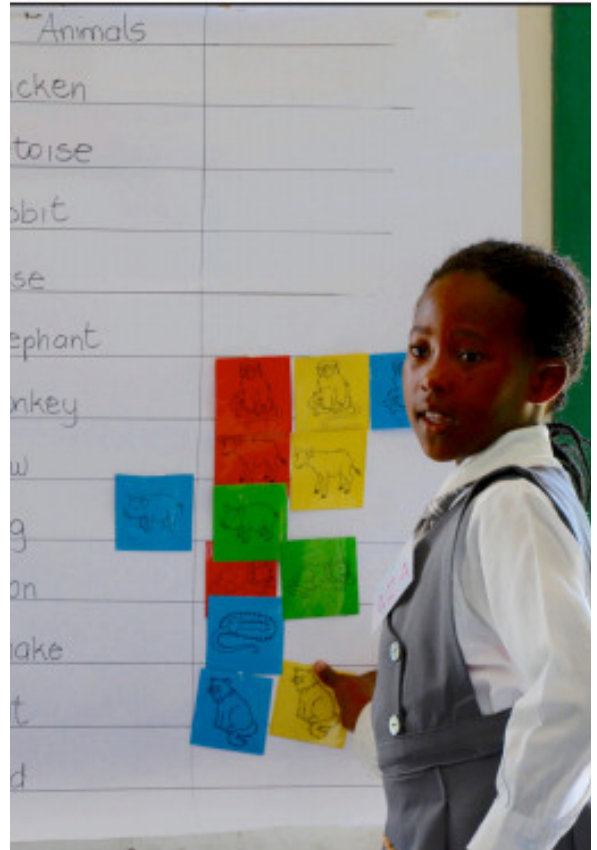
Charity Number	1103909	
Registered Address	2 Old Blackfriars Marley Lane Battle TN33 0DQ	
Website	<a href="http://www.tvschools.org.uk">www.tvschools.org.uk</a>	
Email	<a href="mailto:office@tvschools.org.uk">office@tvschools.org.uk</a>	
Trustees	Margaret Kiloh Wendy Hodgkinson Stephanie Gallier Claire Davies Gaynor Cobb John Hagestadt Denise Heggie Jim Lewis Stephen Muggerridge Margaret Woodward	Chair Deputy Chair Secretary Treasurer
Bankers	Barclays Bank 355 Station Road Harrow HA1 2AN	
Independent Examiner	Carol Harris Battle Town Council The Almonry High Street Battle TN33 0EA	

## Introduction to TVS

TVS was registered in 2004, ten years after the election of the first non-racial democratic government in South Africa. Its founders, Archie Sibeko, Margaret Kiloh and Margaret Woodward were part of the international solidarity movement which helped to achieve the ousting of the apartheid regime. The foundation of TVS was a recognition of the need for continuing international support for South Africans struggling against the enduring inequalities which are the legacy of apartheid.

### **Organisational Structure**

TVS's Board of Trustees has responsibility for the strategic oversight and financial management of the charity. The Board meets every three months or less, either in person or remotely. There are currently eleven members, including four Officers who undertake responsibility for day-to-day operations. There are no paid staff in the UK, but TVS employs a part time Project Coordinator based in South Africa.



### **Recruitment and Appointment of Trustees**

Trustees may be appointed at the AGM to serve for a period of one year or co-opted by decision of the trustees at any intervening point. All trustees give their time voluntarily and receive no benefit from the charity. Any expenses claimed by trustees are set out in the accounts.

### **Risk Management**

The most significant risk to the charity is that of ensuring sustainable growth. Our supporters and our trustees represent an aging demographic and a number of retirements, including that of the Chair, are expected. The political and economic climate in the UK and South Africa has led to decreased income and increased costs and fundraising has been extremely challenging. The trustees have attempted to mitigate the financial risks by focussing on the recruitment of trustees and volunteers with the skills to help us move forward.

#### *Public benefit statement*

*The Trustees have had regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant. We review our aims, objectives and policies each year and ensure that our programmes and activities remain in line with our stated charitable objectives.*



## Message from the Chair

2024 has been a year of both growth and resilience for Tyume Valley Schools. With the support of our partners, donors, and the local community, we have continued to expand our reach and impact, bringing quality education and opportunity to the children of Tyume Valley. Our core mission remains unchanged—to provide every child with the opportunity to succeed, regardless of the challenges they face.

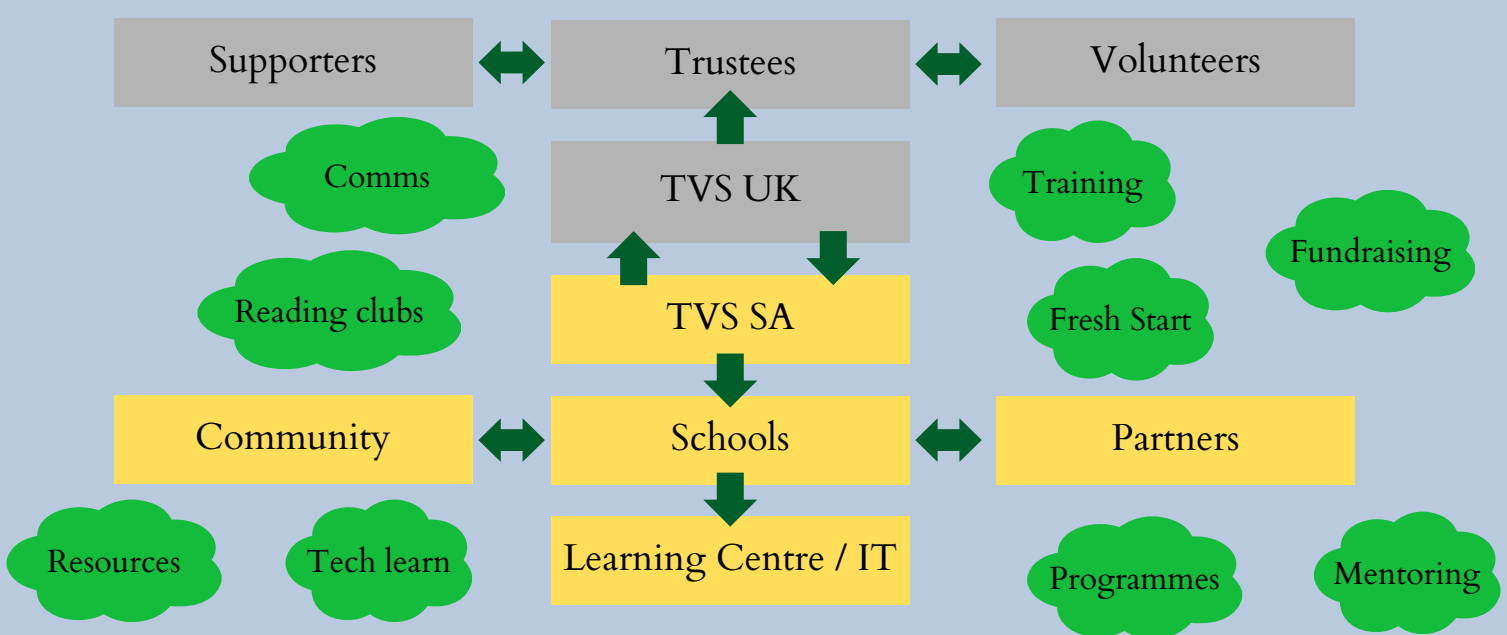
Key accomplishments include the successful expansion of our Fresh Start Programme, enhanced teacher training initiatives, and the growth of our community-based reading clubs. Despite ongoing infrastructural and funding challenges, our commitment to fostering literacy, numeracy, and digital skills remains stronger than ever.

As we look ahead, we aim to build on these successes by deepening our engagement with schools, expanding digital literacy initiatives, and forging new partnerships to sustain and grow our impact in the region.

## TVS Model and Strategic Framework

TVS operates through a sustainable, multi-layered approach combining educational support, community involvement, and strategic partnerships.

Our model is based on school partnerships that improve educational resources, community engagement through reading clubs and workshops, and capacity building via training for teachers, learning assistants, and students in key subjects like literacy, numeracy, and digital literacy.



TVS trustees work closely with our partners and staff in South Africa to provide programmes for learning in English and Maths which closely follow the SA curriculum.

## Overview of TVS Activities in 2024

This year, TVS expanded its reach with four schools enrolling in the Fresh Start Programme and receiving intensive support. Eight schools benefited from computer equipment and IT training. Learning assistants attended 30 weekly training sessions, while 100 children participated in study camps focused on environmental education, maths, and life skills. In addition, 2,000 books were distributed to schools and reading clubs.

8 

Schools benefitted from the provision of computer equipment and training

2000 

Books were distributed to reading clubs and schools

30 

Weekly training sessions were held for learning assistants

100 

Children attended study camps in environment, maths and life skills

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## Programmes in Focus

### Fresh Start Programme

Launched in 2023 and continued throughout 2024, the Fresh Start Programme targeted four village primary schools, providing resources, teacher training, and classroom support. The mainstay of the programme was our team of Learning Support Assistants, part-funded by the government Social Employment Fund (SEF). The LSAs taught children English and Maths for four days a week, using resources and lesson planning skills developed by TVS. This provided continuity and progression for the learners in multigrade classes that often lack a teacher.

Training sessions were set up for the LSAs each Friday, with a focus on interactive teaching using practical resources and projectors. Assessment and differentiation were also key to our work in schools. These new skills were readily applied and experiences shared.



Three paperclip icons in green, blue, and orange are positioned vertically on the left side of the page, partially overlapping the blue background.

## A Learning Assistant's Success Story

Zaneli, a 24-year-old from Tyume Valley, joined TVS as a learning assistant in 2022. With limited prior experience, she underwent intensive training and has developed into a confident educator, supporting over 50 students. Teachers have recognised her ability to engage struggling learners, and she now plans to pursue formal teacher training in 2025.

*"This opportunity has transformed my life. I always wanted to help children learn, and now I have the skills and confidence to do it every day." - Zaneli*

Four paperclip icons in yellow, green, blue, and orange are positioned on the right side of the page, partially overlapping the blue background.

## TechLearn Programme

Based at the TVS Learning Centre in Kwa Kwa village, the TechLearn Programme integrates English language teaching with basic computer literacy.

It currently serves learners from Amabhele Secondary School and Mabandla Primary School, with postgraduate students from Fort Hare University leading instruction.

TVS plans to expand TechLearn once improved internet connectivity is secured, allowing for broader participation.



## Working in the Community - Reading Clubs

Five village reading clubs, led by community members, provide structured educational activities. One such club, the Gwali Reading Club, has grown from 15 to over 40 children per session, fostering enthusiasm for reading at home.

Parents report increased engagement, and teachers note significant literacy improvements among regular attendees.

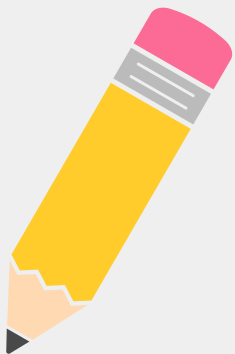
*"We are changing lives here, one child at a time. This is not just about reading—it's about giving children the tools they need to succeed in life." - Nthuthu Lutshete*



## Working in the Community - Study Camps

Several study camps took place this year. In November, a group of school leavers were given the opportunity to work on and improve their IT skills, in preparation for further education or the world of work. Each student set up an email account and researched job and funding opportunities via the web.

Two other study camps were run in collaboration with partners in the area. These were for primary school children and focussed on the environment and maths problem solving skills. The study camps took place at Hobbiton Outdoor Education Centre in Hogsback- a wonderful experience for all.

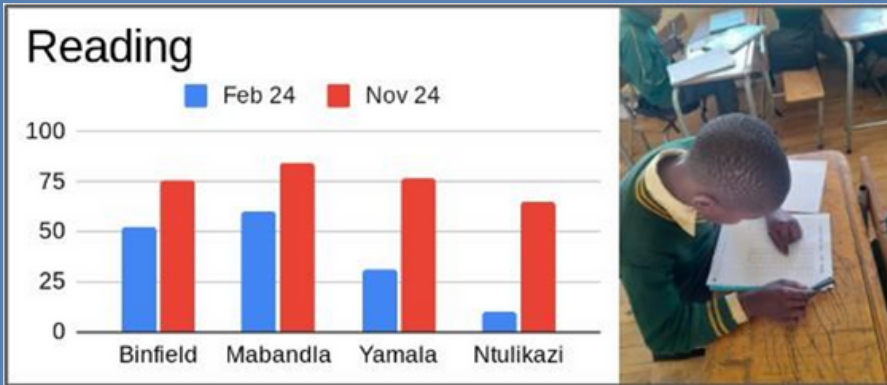


## Key Activities and Impacts

### Fresh Start Programme:

Our focus on improving English and Maths skills resulted in measurable improvements in student outcomes. The median English proficiency improvement across participating schools was 55%, while mathematics scores also showed a positive trend. Assessment data from the start and end of the year demonstrate substantial gains, though results varied based on individual school circumstances.

The following graphs show the average % scores per school at the start and end of the school year. We did not use standardised tests in 2024 but are looking at how we might include some in the year ahead.



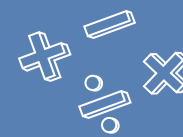
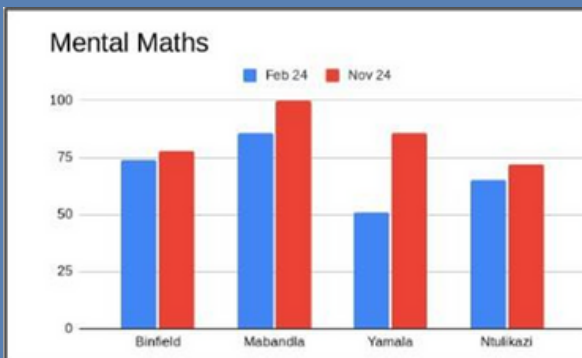
This was conducted as a sight reading test of the first 100 high frequency words. The data shows school averages at the start and end of the year to show progress.



Devised by us as a tick sheet to show what the children could do in terms of listening to a set of questions or instructions and responding verbally.



### Speaking & Listening



The maths scores were based on four operations + - x div. This was a test devised by us based on the work covered in school.

### **Community Reading Clubs:**

The community reading clubs continue to grow from strength to strength. Their growing success was celebrated at a special BOOK DAY in August. A total of 130 children, aged 4 to 15 years, participated in the morning's activities, which included lessons on book care. They also enjoyed a light lunch of fruit and sandwiches, with refreshments served throughout the event.

Local educational professionals were on hand to support and encourage literacy throughout the day, making the event a memorable success.

TVS received 2,000 books from this year's Book Dash collaborative book run. We carefully selected 12 titles to distribute to homes, ECD centres, reading clubs, and schools within our community.



### **Future Plans**

Looking ahead, TVS plans to expand the reach of the teaching programmes, increasing our focus on reading skills and reading for meaning.

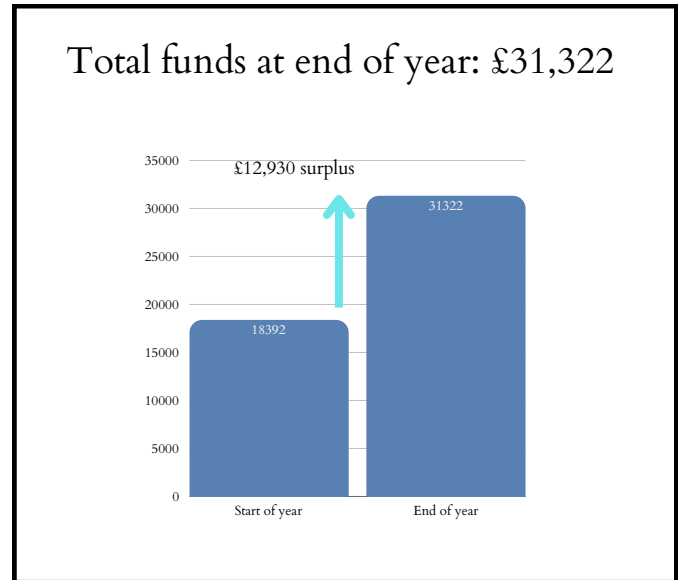
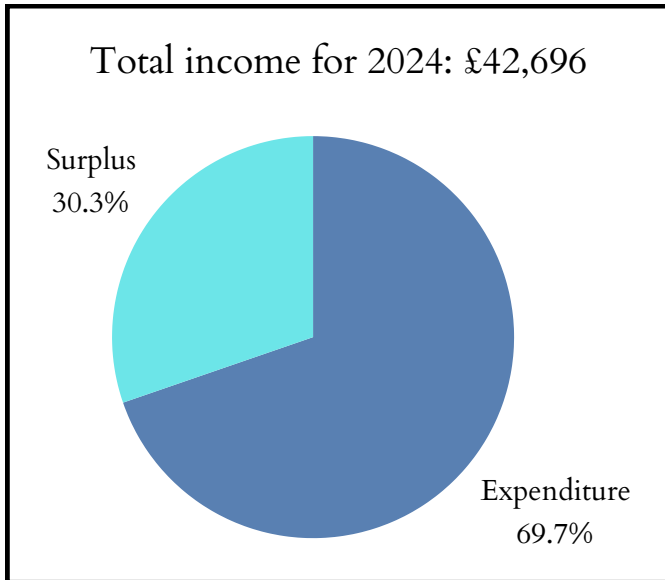
We will continue to increase after school learning clubs, launch digital literacy and teacher mentorship and support groups.

We will continue to support staff and teachers with appropriate training and resources for teaching.

Our aim is to strengthen partnerships in South Africa, to empower local teachers and thus ensure long term sustainability.

## Financial Overview

At the start of the year, our balance was £18,392. Our total income for 2024 was £42,696, while our expenditure was £29,766, resulting in a surplus of £12,930, and leaving us with £31,322 of funds at the end of the year.



Regular supporters contribute £11,284 annually, alongside repeat funding from the Solon Foundation and South African Government funding through the Social Employment Fund, and for 2024 The Funding Network.

## Reserves Policy

TVS aims to maintain reserves equivalent to three months of operating costs (£8,000).

## Acknowledgments and Partnerships

We extend our gratitude to all supporters, donors, and partners who make our work possible.



**Tyume Valley Schools Development Association**  
**Receipts & Payments Accounts**  
**1st January 2024 to 31st December 2024**

	12 months to 31.12.24			9 months to 31.12.23		
	Unrestricted Funds £	Restricted Funds £	Total Funds £	Unrestricted Funds £	Restricted Funds £	Total Funds £
<b>Receipts</b>						
Donations	22,238		22,238	25,103	-	25,103
Grants		9,130	9,130	-	8,696	8,696
Bank Int	60		60	100	-	100
Gift Aid Repayment	6,070		6,070	2,972	-	2,972
Misc	5,198		5,198	1,695	-	1,695
<b>Total</b>	<b>33,566</b>	<b>9,130</b>	<b>42,696</b>	<b>29,870</b>	<b>8,696</b>	<b>38,566</b>
<b>Payments</b>						
SA programme costs:						
Staff Costs	5,935		5,935	7,763	-	7,763
Activity Costs	6,009	8,652	14,661	10,410	8,985	19,395
Study camps	-		-	-	-	-
School fees	4,378		4,378	3,802	-	3,802
Vehicle expenses	1,916		1,916	2,078	-	2,078
Monitoring & programme visits by UK trustees &			-	3,484	-	3,484
	<b>18,238</b>	<b>8,652</b>	<b>26,890</b>	<b>27,537</b>	<b>8,985</b>	<b>36,522</b>
SA administration costs	413		413	1,659	312	1,971
UK fundraising costs	414		414	6,083	-	6,083
UK administration costs	1,892		1,892	444	-	444
Bank charges	157		157	156	-	156
<b>Total payments</b>	<b>21,114</b>	<b>8,652</b>	<b>29,766</b>	<b>35,879</b>	<b>9,297</b>	<b>45,176</b>
<b>Net receipts</b>	<b>12,452</b>	<b>478</b>	<b>12,930</b>	<b>-</b>	<b>6,009</b>	<b>-</b>
<b>Analysis of cash funds</b>						
	as at 31.12.24			as at 31.12.23		
UK bank account	28,179	478	28,657	16,745		16,745
SA bank account & petty cash	2,666		2,666	1,647		1,647
	<b>30,845</b>	<b>478</b>	<b>31,323</b>	<b>18,392</b>	<b>-</b>	<b>18,392</b>



CHARITY COMMISSION  
FOR ENGLAND AND WALES

Independent examiner's report on the  
accounts

Section A Independent Examiner's Report

Report to the trustees

On accounts for the year ended  Charity no (if any)

Set out on pages

Responsibilities and basis of report

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [ ] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below \*) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed:  Date:

Name:

Relevant professional qualification(s) or body



(if any):

Address:

**Section B Disclosure**

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

Date:  Signed:   
Name:

Relevant professional qualification(s) or body:

IER Oct 2018 2 Oct 2018 IER



Thank you

**TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION**

England & Wales - Charity number 1103909

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# Accounts

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# **Annual Report and Financial Statement to December 2023**

**Tyume Valley Schools Development Association (TVS)  
Organisational Details for the year ending December 31<sup>st</sup> 2023**

Charity Number	1103909	
Registered Address	2 Old Blackfriars Marley Lane Battle TN33 0DQ	
Website	<a href="http://www.tvschools.org.uk">www.tvschools.org.uk</a>	
Email	<a href="mailto:office@tvschools.org.uk">office@tvschools.org.uk</a>	
Trustees	Margaret Kiloh Wendy Hodgkinson Stephanie Gallier Claire Davies Gaynor Cobb John Hagestadt Liz Hanks Denise Heggie Jim Lewis Stephen Muggeridge Margaret Woodward	Chair Deputy Chair Secretary Treasurer
Bankers	Barclays Bank	
Independent Examiner	Carol Harris Battle Town Council The Almonry High Street Battle TN33 0EA	

## INTRODUCTION

TVS was registered in 2004, ten years after the election of the first non-racial democratic government in South Africa. Its founders, Archie Sibeko, Margaret Kiloh and Margaret Woodward were part of the international solidarity movement which helped to achieve the ousting of the apartheid regime. The foundation of TVS was a recognition of the need for continuing international support for South Africans struggling against the enduring inequalities which are the legacy of apartheid.

### **Our Charitable Objectives**

The objects of Tyume Valley Schools Development Association (TVSDA), as set out in its governing document, are to enhance educational opportunities and improve the life chances of children in the remote and impoverished Tyume Valley, Eastern Cape Province, South Africa. TVSDA furthers its charitable purposes for the public benefit, by working closely with primary and secondary schools in Tyume Valley AND to provide additional resources, teaching and other learning opportunities.

Our key areas of work are:

- Improving children's ability to read, write, speak and understand English Language
- Improving children's understanding of mathematical concepts and ability to work with figures
- Introducing children to basic IT skills and vocabulary
- Involving local teachers, school principals and community members
- Promoting links between Tyume Valley schools and the wider world.

## GOVERNANCE STRUCTURE AND MANAGEMENT

### **Governing Document**

The organisation is a registered charity, registered with the Charity Commission on 25 May 2004. It is governed under its constitution which was adopted in 2004 and subsequently amended in 2016 and 2022.

### **Organisational Structure**

TVS's Board of Trustees has responsibility for the strategic oversight and financial management of the charity. The Board meets every three months or less, either in person or remotely. There are currently eleven members, including four Officers who undertake responsibility for day-to-day operations. There are no paid staff in the UK, but TVS employs a part time Project Coordinator based in South Africa.

### **Recruitment and Appointment of Trustees**

Trustees may be appointed at the AGM to serve for a period of one year or co-opted by decision of the trustees at any intervening point. All trustees give their time voluntarily and receive no benefit from the charity. Any expenses claimed by trustees are set out in the accounts.

### **Risk Management**

The most significant risk to the charity is that of ensuring sustainable growth. Our supporters and our trustees represent an aging demographic and a number of retirements, including that of the Chair, are expected. The political and economic climate in the UK and South Africa has led to decreased income and increased costs and fundraising has been extremely challenging. The trustees have attempted to mitigate the financial risks by reducing costs in South Africa by finding alternative

ways of working and not replacing a member of staff. In the UK fundraising consultants have been employed to support the Chair with the aim of increasing grant income and strict budgetary constraints have been introduced.

## **PUBLIC BENEFIT STATEMENT**

The Trustees have had regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant. We review our aims, objectives and policies each year and ensure that our and activities remain in line with our stated charitable objectives.

## **CHAIR'S REPORT**

### **Overview**

Organisational capacity has been a major constraint in 2023. All roles continued to be filled by trustees and volunteers with the Chair, Deputy Chair and Secretary taking on duties that in other better funded charities would be undertaken by paid members of staff. This has limited our ability to develop the organisation and has impacted on our activities in South Africa.

### **Supporters**

We have a fixed number of supporters which has been steadily reducing, mainly through old age, illness and death. Communications remain a challenge. We do not have the in-house expertise to update and make best use of our website or Mailchimp database. We have a presence on Just Giving, the Big Give, Facebook, LinkedIn and Instagram but do not take advantage of what these platforms can offer. Direct communications with supporters by email and Newsletters is limited by the lack of capacity in the organisation to take this on. The 20<sup>th</sup> Anniversary Lunch held in October successfully reconnected with foundation supporters, but this has not so far been capitalised on.

### **Partners**

During the year we maintained contact with the Small International Development Charities Network and reconnected with the SA-UK Trust Network and ACTSA (Action for Southern Africa). Links with the Quaker Africa Interest Group (QUAIG) loosened as QUAIG members' interests became more focussed on the issue of reparations and less aligned with the TVS mission. Through A4ID (Advocates for International Development) we have been linked with Allen & Overy LLP who are providing assistance with registering a TVS offshoot in South Africa. In South Africa TVS has collaborated with ASSITEJ (the Association of Theatre for Children and Young People), the One Heart Foundation, the Cape Parrot Project and the All-Saints Trust in running workshops and study camps. We have also reinstated a friendly working relationship with the University of Fort Hare.

### **Challenges**

Partnerships and the amount of information and support available online can play a positive role in organisational development but unfortunately the amount of time needed for networking, webinars etc is often not available. Other organisations are subject to the same pressures as TVS and cannot always deliver and political disruption may undermine activity.

### **Conclusion**

Because TVS puts all of the money that it raises into work in South Africa rather than organisational development we once again find ourselves in need of new trustees and volunteers who can provide operational support – particularly in the fields of

relationship management, fundraising and social media. This should be a major topic for the strategy review to be held in March 2024 and in planning to commemorate South Africa's 30 Year Anniversary in April 2024.

## **ACHIEVEMENTS AND PERFORMANCE**

2023 proved to be a challenging year. A dip in grant funding in 2022 and 2023 meant that TVS was forced to use its reserves to cover a shortfall in the cost of operations in South Africa. Nevertheless, activities were able to be continued with grants from the Waterloo Foundation and the Solon Foundation, South Africa, and support from the South African Government Social Employment Fund for the short-term remuneration of Learning Support Assistants, Reading Club leaders and other support staff. A combined total of 364 learners was reached through our TechLearn and Fresh Start programmes, Reading Clubs, IT teaching and sponsored study camps.

### **LSA Training**

This year the number of Learning Support Assistants was reduced from 6 to 4 (later increased to 5), these being selected according to their performance in 2022. A considerable amount of effort was put into training, with regular Friday training sessions as well as termly workshops. In the first two terms this included training on The Role of an LSA, Reading for Enjoyment, Basic Excel Formulas and Spreadsheets, Capturing Data, Assessment Training, Mathematical concepts, Teacher Talk Time, Special Educational Needs and Total Physical Response and in Term 3 an outside trainer worked with the TVS Project Coordinator to deliver training on Technical Projector Use, the Value of Power-point for Lesson Planning, the Importance of Mental Health, Performance management and Excel Graphs & statistics. On 10 February training in the use of DBE Readers & Big Books was conducted by the Sustainable Network Development & One Heart Foundation at the Learning Centre and on April 22<sup>nd</sup> our partner ASSITEJ (the Association of Theatre for Children and Young People) ran a workshop for LSAs on storytelling. UK trustees set up a mentoring scheme for LSAs with regular contact using WhatsApp.

### *Challenges*

Regular and unpredicted loadshedding had an adverse impact on training requiring the use of electricity and on attempts at using the internet for mentoring.

### **TechLearn**

171 Learners, from 8 Primary Schools were enrolled on the TVS 2023 TechLearn Programme which began on the 6th of February and ran for two terms. Learners attended one computer-based afternoon session at the Learning Centre backed up by two days of in-school support from LSAs. Attendance was high, with a minimal amount of absenteeism (due mostly to seasonal illnesses) occurring. Post Course tests in English demonstrated an average improvement of 25%. Ranging from a school average low of 13% to 50%. The Maths test results reflect an even greater increase of 34% between the pre-course & post-course tests, with school averages ranging from 27% - 43% for the pre-course tests and from 54% – 82% for the post-course test results.

### *Challenges*

On the technical side, interrupted power supply and power failure (loadshedding) has been disruptive to the technical aspects of the programme. The setting up of laptops, prior to each session was a lengthy and laborious process, requiring the installation of more plug-points and almost a third of the Notebooks could not hold up to the

demands placed on them by the 2023 TechLearners. On the transport front, high costing taxis proved unreliable with correct pick-up & delivery schedules, delaying start and finishing times.

### **Fresh Start**

The start of the 3<sup>rd</sup> academic term for 2023, coincided with the launch of TVS's Fresh Start Programme, aimed at improving performance in English and Maths and encouraging teachers to use technology in the classroom. 4 Primary Schools were fitted with a mounted projector and write-on whiteboard, 5 LSAs were assigned to teach 4 days a week at designated schools and were equipped with a laptop for each school. Each school was provided with a lock up resource box, stocked with stationery, teaching aides and resources. Altogether some 100 Grade 4/5 learners were involved in the programme. Post course tests were conducted at all four schools. These showed improvements for most learners with regards to their final results in Maths with school averages increasing from 46% to 70%. There were less marked improvement in English although teachers & principals noted that they had seen general improvements in the learners' reading and confidence with speaking English.

#### **Challenges**

As well as continued loadshedding the introduction of the new programme faced other major challenges. There was a clash between the content of Fresh Start and the requirements of the CAPS English lessons as taught in school. Social abuse affecting Grade 4 learners at one of the Fresh Start schools had an adverse impact on learner concentration and class participation. In another school, teachers would not cooperate with the LSA and in others the principal wanted to use LSAs to teach subjects outside the Fresh Start programme. Also, the move to morning school-based teaching from afternoon Learning Centre sessions meant that although technically LSAs had more face-to-face time with learners this was eaten into by schools focussing on other priorities such as revision and lesson catch-ups before final exams.

#### **ICT**

TVS employed two SEF funded facilitators to teach basic computing skills. ICT lessons for 44 Grade 8 & 9 learners were held at Amabhele High School (host of the TVS Learning Centre) on Tuesdays and Fridays. Learners from the intermediate class at Mabandla Primary also made rotational trips to the Learning Centre every Tuesday afternoon.

#### **Reading Clubs**

5 TVS community-based Reading Clubs continued to operate during term time and the school holidays, giving children some fun activities to enjoy along with reading books. 120 certificates were produced to hand out to those Reading Club members who had regularly attended Reading Club for the whole of 2023.

#### **Study Camps**

TVS partnered with two other organisations to facilitate two outdoor educational camps at Hobbiton during the 4<sup>th</sup> term. First was a Maths Camp, sponsored by the All Saints Trust and facilitated by Andrew Stevens. This camp took place from 29 Oct – 01 November. There were 40 participants on the camp, all from Amabhele High School featuring Grades 8 & 9. The second camp, sponsored by the Cape Parrot Project, included 60 Grade 7 Learners from 4 different Primary schools in the Tyume Valley. This camp took place from the 4<sup>th</sup> – 9<sup>th</sup> December and focussed mostly on outdoor education.

## **FUTURE PLANS**

Future plans for TVS are set out in our Business Plan but funding difficulties dictate the need to undertake an urgent review of all plans and programmes beyond 2024. A strategic review will take place in March 2024.

## **FINANCIAL REVIEW**

### **Review of the charity's financial position at the end of the period**

At the start of the year, we had balances of £25,002. Our total income in 2023 was £38,566 compared with £31,230 the previous year. This includes membership, donations and income from grants and events. Expenditure for the year was £45,176, compared with £47,417 in 2022, which includes staffing, rent, IT etc. and all project related costs. The accounts show that TVS ended the year with a deficit of £6,610, compared to £16,187 in 2022. Our year end balances were down to £18,392 from £25,002, at the end of the previous year.

### **Principal Funding Sources**

Our main funding source is our regular supporters who make monthly donations amounting to £9,425 a year (plus Gift Aid). These now number 52, down from 55 in 2022. Most supporters pay £5 per month, with a small number paying substantially more. Income from Match Funding of donations via the Big Give, which was previously a major source of funding, has now dried up, and since we lost our charity place at the London Marathon income from sponsored events has been severely reduced. We have been lucky to secure repeat funding from the Solon Foundation, South Africa, and to access some South African Government funding through the Social Employment Fund but attempts to obtain further grant funding have been unsuccessful.

### **Reserves Policy**

The Charity Commission recommendation is that charities should hold reserves representing around 3 months operating costs. For TVS this amounts to around £8,000.

### **2024 Budget**

A budget has been set for 2024 taking into account contractual commitments and programme plans. This acknowledges that without the renewal of SEF payments TVS will be forced to either cancel activities or use remaining reserves to fund these, leaving the charity insolvent at the end of the year.

## ACCOUNTS

### Tyume Valley Schools Development Association

#### Receipts & Payments Accounts

1st January 2023 to 31st December 2023

	12 months to 31.12.23	9 months to 31.12.22
	<b>Total Funds</b> £	<b>Total Funds</b> £
<b>Receipts</b>		
Donations	25103	22847
Grants	8696	5500
Bank Int	100	62
Gift Aid		
Repayment	2972	2771
Misc	1695	50
<b>Total</b>	<b>38566</b>	<b>31230</b>
<b>Payments</b>		
SA programme costs:		
Staff Costs	7763	18919
Activity Costs	19395	10408
Study camps	0	0
School fees	3802	0
Vehicle expenses	2078	2106
Monitoring & programme visits by UK trustees & volunteers	3484	7810
	<b>36522</b>	<b>39243</b>
SA administration costs	1971	6200
UK fundraising costs	6083	1443
UK administration costs	444	383
Bank charges	156	148
<b>Total payments</b>	<b>45176</b>	<b>47417</b>
<b>Net receipts</b>	<b>-6610</b>	<b>-16187</b>
<b>Analysis of cash funds</b>	<b>as at 31.12.23</b>	<b>as at 31.12.22</b>
UK bank account	16745	21897
SA bank account & petty cash	1647	3105
	<b>18392</b>	<b>25002</b>



Section A Independent Examiner's Report

Report to the trustees Charity Name Tyume Vallet Schools Dev. Assoc.

On accounts for the year ended 31 December 2023 Charity no (if any) 1103909

Set out on pages N/A

Responsibilities and basis of report

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [ ] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below \*) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
the accounts did not accord with the accounting records; or
the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed: [Signature] Date: 30/11/2024

Name: CA HARRIS

Relevant professional qualification(s) or body

TOWN CLERK & RESPONSIBLE FINANCE OFFICER



(if any):

Address:

**Section B**

**Disclosure**

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

Date:

Signed:

Name:

Relevant professional qualification(s) or body:



**TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION**

England & Wales - Charity number 1103909

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# Accounts

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**Section A Independent Examiner's Report**

<b>Report to the trustees/ members of</b>	Charity Name Tyume Valley Schools Dev Assoc		
<b>On accounts for the year ended</b>	31 December 2022	<b>Charity no (if any)</b>	1103909
<b>Set out on pages</b>	N/A <small>(remember to include the page numbers of additional sheets)</small>		

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

**Responsibilities and basis of report**

As the charity trustees, you are responsible for the preparation of the accounts in accordance with the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

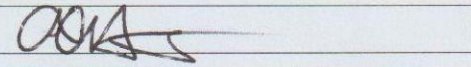
[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. *Delete [ ] if not applicable.*

I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below \*) in connection with the examination which gives me cause to believe that in, any material respect,:

- the accounting records were not kept in accordance with section 130 of the Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

*\* Please delete the words in the brackets if they do not apply.*

**Signed:**  **Date:** 31/05/2023

**Name:** Carol Harris

**Relevant professional qualification(s) or body (if any):** Town Clerk & Responsible Finance Officer  
Battle Town Council

**Address:** The Almonry, High Street, Battle, TN33 0EA


**Section B**

**Disclosure**

Only complete if the examiner needs to highlight matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here details of any items that the examiner wishes to disclose.

None.

Tyume Valley Schools Development Association							
Receipts & Payments Accounts							
6th April 2022 to 31st December 2022							
	9 Months to 31.12.22			2021-2022			
	Unrestricted funds	Restricted funds	Total funds	Unrestricted funds	Restricted funds	Total funds	
	£	£	£	£	£	£	
<b>Receipts</b>							
Donations	22847		22847	16447	0	16447	
Grants	500	5000	5500	6539	22714	29253	
Bank Int	62	0	62	46	0	46	
Gift Aid Repayment	2771	0	2771	3802	0	3802	
Misc	50	0	50	2672	0	2672	
<b>Total</b>	<b>26230</b>	<b>5000</b>	<b>31230</b>	<b>29506</b>	<b>22714</b>	<b>52220</b>	
<b>Payments</b>							
SA programme costs:							
Staff Costs	7919	11000	18919	15288	8503	23791	
Activity Costs	4703	5705	10408	3810	2964	6774	
Study camps		0	0			0	
School fees		0	0	3910		3910	
Vehicle expenses	2106	0	2106	3690		3690	
Monitoring & programme visits by UK trustees & volunteers	7810	0	7810	71		71	
	<b>22538</b>	<b>16705</b>	<b>39243</b>	<b>26769</b>	<b>11467</b>	<b>38236</b>	
SA administration costs	6200	0	6200	3791		3791	
UK fundraising costs	1443	0	1443	1140		1140	
UK administration costs	383	0	383	5582		5582	
Bank charges	148	0	148	159		159	
<b>Total payments</b>	<b>30712</b>	<b>16705</b>	<b>47417</b>	<b>37441</b>	<b>11467</b>	<b>48908</b>	
<b>Net receipts</b>	<b>-4482</b>	<b>-11705</b>	<b>-16187</b>	<b>-7935</b>	<b>11247</b>	<b>3312</b>	
<b>Analysis of cash funds</b>							
	as at 31.12.22			as at 05.04.22			
UK bank account	21897		21897	10451	10000	20451	
SA bank account & petty cash	2503	602	3105	18431	2307	20738	
	<b>24400</b>	<b>602</b>	<b>25002</b>	<b>28882</b>	<b>12307</b>	<b>41189</b>	

**TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION**

England & Wales - Charity number 1103909

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# Accounts

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# ANNUAL REPORT April 2021 - March 2022

Registered Charity Number 1103909

## Objects

The objects of Tyume Valley Schools Development Association (TVSDA), as set out in its governing document, are to enhance educational opportunities and improve the life chances of children in the remote and impoverished Tyume Valley, Eastern Cape Province, South Africa. TVSDA furthers its charitable purposes for the public benefit, by working closely with primary and secondary schools in Tyume Valley to provide additional resources, teaching and other learning opportunities, with a focus on:

- Improving children's ability to read, write, speak and understand English language
- Introducing children to basic IT skills and vocabulary
- Involving local teachers, school principals and community members
- Promoting links between Tyume Valley schools and the wider world.

The Trustees have had regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.



## The Impact of Covid-19

NB The South African school year runs from January to December, so this report covers part of two school years.

**2021** It should be noted that like 2020, 2021 was not a normal year. Although most school lockdowns took place in 2020 the impact of Covid-19 continued to cause uncertainty and disruption in schools throughout 2021. The first school term began in mid-February, a month late. The country was on adjusted alert level 3 (restrictions on many activities including workplace and socially) from 16 June to 27 June and 26 July to 12 September 2021 and on adjusted alert level 4 (extreme precautions to limit community transmission and outbreaks) from 28 June to 25 July 2021. The resulting adjustments and shortening of the school term times and academic weeks disrupted teaching and learning. Social distancing requirements meant that it was not possible to transport children to afternoon classes and it was not until May 2021 that TVS was able to begin to provide the restricted programme of activities described in the next section.

**2022** By the beginning of 2022 the direct impact of Covid-19 was no longer felt but the legacy of two years of disrupted education still had a major effect on learners, whose socialisation and levels of understanding in key subjects was far below the standard required for them to progress satisfactorily.

## Primary School Teaching and Learning

### **2021 School Year (April to December)**

At the beginning of the school year a total of eight Learning Support Assistants were recruited and given training in general teaching methodology and English Language teaching before being allocated for two days a week to local primary schools. to support teachers with school post-Covid catch-up. To accommodate as many learners as possible and fit in with changes to the school timetable TVS cut the length of its pre-Covid *Starting English* course to a six-week module focussing on English as a spoken language and engaging learners through action songs, rhymes, games and stories. Participation was extended to some 300 children. An initial cohort of 163 Grade 4 learners from 8 different primary schools began the course in May, followed by a second cohort of 137 Grade 4 learners from 7 different Primary Schools. The six-week module took place in the afternoons at the respective schools' premises, with one TVS staff member, one Learning Support Assistant and one schoolteacher in attendance and TVS supplied the learners with sandwiches and juice.

The academic ability and language fluency varied from school to school which required each lesson to be adapted to each different circumstance and learner abilities. Lesson extensions together with practical advice and guidance was supplied through various mediums by the expert TVS team based in the U.K. and the TVS ground staff quickly learnt to adapt the lessons to the various circumstances. The programme was well received by School Principals, teachers and enthusiastic learners alike. Learning Support Assistants were able to provide a continuation and support of the lessons learnt during the *Starting English* programme during normal school hours. Travelling to and conducting the *Starting English* programme in different schools allowed for a broader understanding and solving of each schools' particular challenges and the overall evidence indicates that

the *Starting English* programme had a positive influence on learners' attitudes towards and understanding of the English Language in general. This being achieved within a relatively short period of time.



### **2022 School Year (January to March)**

With the ending of social distancing at the end of 2021 it was possible for TVS to revert to a full afternoon programme but TVS found itself without a base. Both Phandulwaze High School and Dyamala Primary School, which had previously hosted the programme, no longer had space to accommodate it and strenuous efforts to find accommodation at Melani Primary School and Tyali High School were unsuccessful. When the opportunity arose to occupy unused classrooms at Amabhele High School in Krwa Krwa village the offer was accepted with thanks. Once the buildings had been upgraded and repaired it was possible for TVS to set up two classrooms. Shelving and books were transferred from the former library in Dyamala and given a new home in the old science laboratory at Amabhele and four composting toilets were installed close to the TVS classrooms for the use of TVS learners.



The difficulties encountered during the Covid outbreak highlighted the need for increased support in key subjects such as English and Maths and for the use of ICT in teaching and learning.

Plus, it was clear that all schools enrolled in 2021 were still in need of help. In response TVS developed eight-week modules of *Starting English* and a new *Starting Maths* course to be presented to Grade 3 and 4 learners (to be presented in Terms 1 and 2) and a revised version of the TechLearn course piloted in 2019 for Grades 5 and 6 (to be presented in Terms 3 and 4). Learning Support Assistants worked with the same schools as in 2021 but with extended hours, and training for LSAs and teachers was developed using specially written Teaching English and Teaching Maths modules closely integrated with both afternoon sessions and in-school lessons. The provision of laptops and projectors enabled the introduction of the use of Powerpoint presentations and videos for teaching purposes which were particularly useful in encouraging a new approach to Maths education.

The first cohort of the Starting English and Starting Maths Programmes, consisted of eight primary schools, totalling 138 Grade 3 & 4 Learners. The first few weeks of the course, being held in the afternoons during mid-summer, proved quite difficult with learner fatigue and high temperatures creating a limit on the amount of course content that the learners could absorb. Fortunately, the in-school, morning follow up sessions with the LSAs proved most helpful and lesson content that was not covered during the afternoon session, was taught during school hours the next day. The introduction of Maths was especially problematic. Some of the LSAs found it difficult to present unfamiliar teaching material and extra training and support was required. Once again there was considerable variation between learners from different schools which needed to be addressed.

## **Reading Clubs**

Due to Covid, the work of the reading clubs was unable to take place throughout much of 2020. Some books were collected and cleaned and redistributed to children in the villages. But this had to be done individually as gatherings were not permitted under lockdown rules. The beginning of the school year in 2021 saw a renewed effort to develop and grow the village Reading Clubs. The new LSAs were trained using the Nali'Bali online course. This gave them the skills and knowledge to help in villages but also to promote reading and a love of books within schools. By April of that year the initial four Reading Clubs were up and running again and by April 2022 this had increased to seven, covering around 200 children.

## **Study Camps**

Although TVS was unable to hold any study camps during this reporting period due to Covid restrictions we were able to facilitate the participation of seventy Tyume primary school children in a Leadership, Environment and Sustainability Education (LEASE) camp held at Hobbiton in Hogsback in November 2021

## **Amabhele High School Tech Lessons**

Midway through term 1 and at the request of the Grade 8 learners of Amabhele High School, Wednesday morning computer classes commenced with 28 willing and eager learners, who are basically following TVS TechLearn principles and exercises. Once the

TVS strong room has been completed (to store the laptops on the premises), Grade 12 learners will be taught basic I.T. skills by the TVS team.



## Monitoring and Evaluation

**2021** A pre-course “Speaking and Listening Test” consisting of basic introductions, checking learners’ abilities to follow instructions in spoken English as well as vocabulary and narrative skills was conducted with each learner before the beginning of the 6-week Starting English module. Running the Starting English Programme in eight different schools showed different levels of capability within the various groups of learners and how they participated in the programme. Through close monitoring and mentoring by the South African management staff, Learning Support Assistants and tutors, and the U.K. TVS team, these challenges were addressed as they arose. A Whattapp group was appointed for this purpose and regular, online meetings took place to allow for adaptations/extensions of the programme to take place. Unfortunately, due to academic school calendar disruptions caused by Covid-19 lockdown regulations, TVS staff were unable to complete all of the post-course testing but results from MacFarlane Primary School, which had a lower school average than the other schools with the first test, showed an overall 24% improvement with their post-test results, suggesting a positive impact.

**2022** In June 2022 a group of TVS trustees paid the first visit to Tyume by any Board members since September 2019. This provided familiarisation for new trustees and the opportunity to conduct an extensive monitoring and evaluation exercise aimed at reviewing the period to April 2022 and assessing a number of outcome indicators including

- Improvement in the quality of teaching
- Teacher and LSA implementation of interactive teaching methodology
- Improvement in levels of literacy
- Improvement in numeracy
- Increased parental and community involvement

The exercise concluded that key activities had all been progressed according to plan. Analysis of the outcome indicators suggested that improvements in the quality of teaching had taken place, that teachers and LSAs were implementing more interactive teaching methodology, and that the children involved participated more, had more

confidence, and enjoyed learning. There was, however, insufficient data to identify a measurable improvement in levels of literacy and numeracy.

All of the children in the 2022 cohort were severely affected by the impact of the Covid pandemic on schools. They lost many months of education at the start of their school career which they had not yet made up and they had had no previous input from TVS. Assumptions made about their level of education based on that of pre-Covid cohorts may have been over-optimistic. Furthermore, it is likely that the eight-week modules studied (*Starting English* and *Starting Maths*) were simply not long enough to produce any identifiable progress.

The lessons learned from the evaluation were taken on board and will play an important part in planning for 2023.

## Thanks

Thanks are due to

- Our dedicated staff and volunteers
- our regular supporters, without whose help we could not continue
- Tom Redman who ran the 2021 London Marathon on our behalf
- The Solon Foundation, South Africa, which has supported us for the last four years
- Waste to Wonder, which donated furniture for the Amabhele Learning Centre
- The Chalk Cliff Trust
- The Souter Charitable Foundation

### BOARD OF TRUSTEES

Maxwell Ayamba

Gaynor Cobb

Claire Davies (Treasurer)

Stephanie Gallier (Secretary)

John Hagestadt

Liz Hanks

Wendy Hodgkinson

Margaret Kiloh (Chair)

Jim Lewis

Stephen Muggeridge

Margaret Woodward

### Declaration

Signed on behalf of the charity's trustees

Margaret Kiloh

Stephanie Gallier

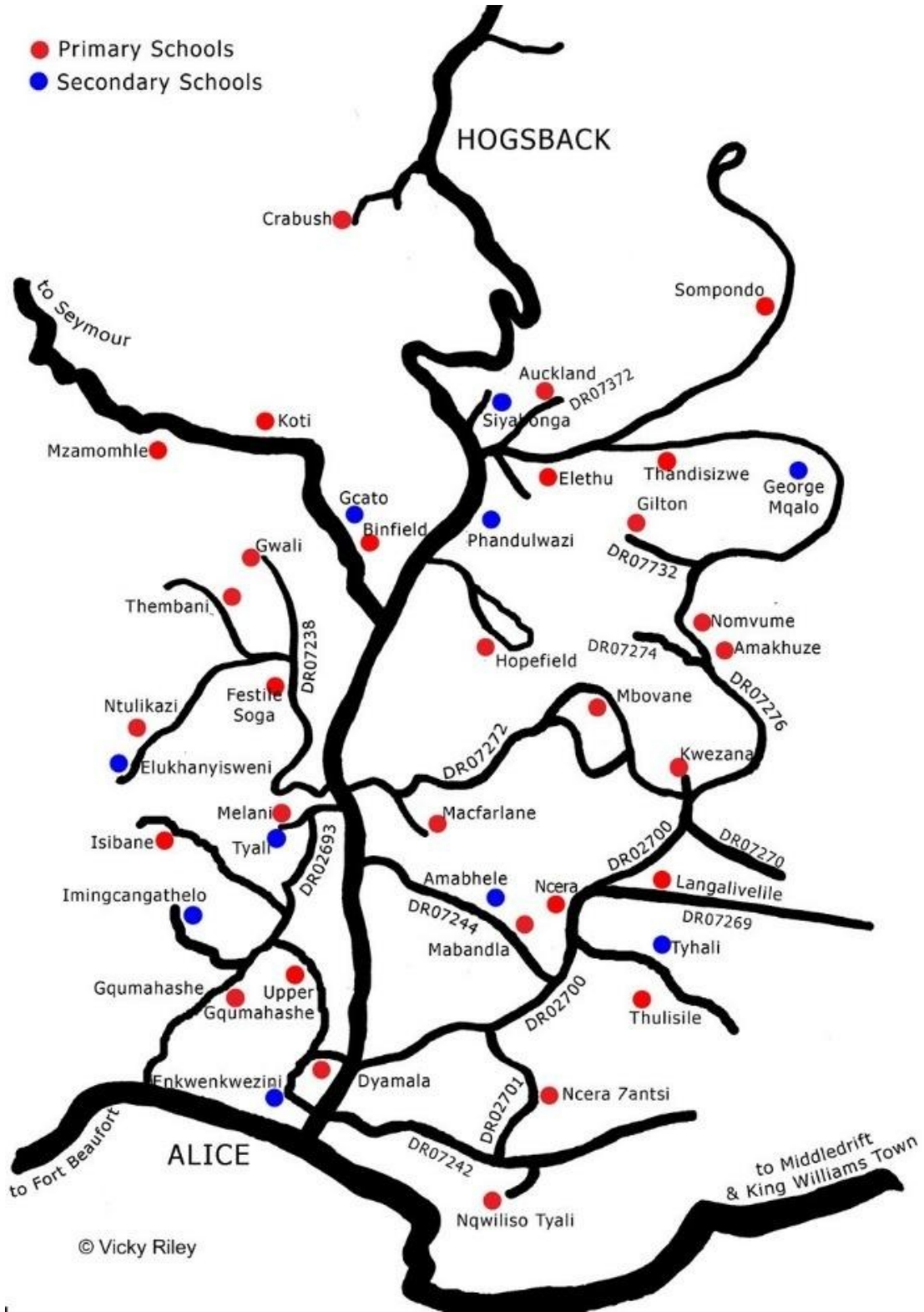


Chair

Secretary

Date: 30 November 202

# TYUME VALLEY SCHOOLS



Tyume Valley Schools Development Association							
Receipts & Payments Accounts							
6th April 2021 to 5th April 2022							
	2021-2022			2020-2021			
	Unrestricted funds	Restricted funds	Total funds	Unrestricted funds	Restricted funds	Total funds	
	£	£	£	£	£	£	
<b>Receipts</b>							
Donations	16447		16447	15655	1915	17570	
Grants	6539	22714	29253	6000	2681	8681	
Bank Int	46		46	40	0	40	
Gift Aid Repayment	3802		3802	5020	0	5020	
Misc	2672		2672				
	<b>29506</b>	<b>22714</b>	<b>52220</b>	<b>26715</b>	<b>4596</b>	<b>31311</b>	
<b>Payments</b>							
SA programme costs:							
Staff Costs	15288	8503	23791	7308	4319	11627	
Activity Costs	3810	2964	6774				
Study camps			0	48		48	
School fees	3910		3910	0	3130	3130	
Vehicle expenses	3690		3690	3163	0	3163	
Monitoring & programme visits by UK trustees & volunteers	71		71	0	0	0	
	<b>26769</b>	<b>11467</b>	<b>38236</b>	<b>10519</b>	<b>7449</b>	<b>17968</b>	
SA administration costs	3791		3791	446	0	446	
UK fundraising costs	1140		1140	657	0	657	
UK administration costs	5582		5582	306	0	306	
Bank charges	159		159	131	0	131	
<b>Total payments</b>	<b>37441</b>	<b>11467</b>	<b>48908</b>	<b>12059</b>	<b>7449</b>	<b>19508</b>	
<b>Net receipts</b>	<b>-7935</b>	<b>11247</b>	<b>3312</b>	<b>14656</b>	<b>-2853</b>	<b>11803</b>	
Analysis of cash funds							
UK bank account	10451	10000	20451	23273	0	23273	
SA bank account & petty cash	18431	2307	20738	13544	1060	14604	
	<b>28882</b>	<b>12307</b>	<b>41189</b>	<b>36817</b>	<b>1060</b>	<b>37877</b>	



Section A

Independent Examiner's Report

Report to the trustees/ members of

Charity Name

TYUME VALLEY SCHOOLS DEV. ASSOC.

On accounts for the year ended

31 March 2022

Charity no (if any)

1103909

Set out on pages

N/A

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31/03/2022

Responsibilities and basis of report

As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below \*) in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed:

[Signature]

Date:

10/11/22

Name:

CAROL HARRIS

Relevant professional qualification(s) or body (if any):

TOWN CLERK & RESPONSIBLE FINANCE OFFICER  
BATTLE TOWN COUNCIL

Address:

THE ALMONRY HIGH STREET BATTLE TN33 0SA

**Section B**

**Disclosure**

Only complete if the examiner needs to highlight matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

NONE	
Report to the trustees: members of	TYNNE VALLEY SCHOOLS TRUST
On accounts for the year ended	31 March 2005
Set out on pages	N/A
Responsible and basis of report	
Independent examiner's statement	
Signature:	[Signature]
Name:	GARL HARRIS
Relevant professional qualification or body (if any):	THE ACCOUNTING FINANCE OFFICER
Address:	BATTLE TOWN HOUSE THE VILLAGE HIGH STREET BATTLE HANTS ON

**TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION**

England & Wales - Charity number 1103909

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# Accounts

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## TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION

Registered Charity Number 1103909

ANNUAL REPORT April 2020 - March 2021

### Objects

The objects of Tyume Valley Schools Development Association (TVSDA), as set out in its governing document, are to enhance educational opportunities and improve the life chances of children in the remote and impoverished Tyume Valley, Eastern Cape Province, South Africa. TVSDA furthers its charitable purposes for the public benefit, by working closely with primary and secondary schools in Tyume Valley to provide additional resources, teaching and other learning opportunities, with a focus on:

- Improving children's ability to read, write, speak and understand English language
- Introducing children to basic IT skills and vocabulary
- Involving local teachers, school principals and community members
- Promoting links between Tyume Valley schools and the wider world.

The Trustees have had regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

### Achievements and Performance

As set out in the accompanying financial report, almost all TVS' budget is spent directly on activities to benefit children in Tyume Valley. However, as reported at the end of the last Annual Report, lockdown in South Africa was introduced on March 26<sup>th</sup>, 2020. This had an enormous impact on what we were able to achieve over the year. Our planned programmes came to a halt, and we had to implement new strategies and respond to the challenges of a global pandemic. With schools closed for many weeks and lockdowns in place, children were not able to meet for reading clubs or after school programmes.

#### *Covid 19*

The **TVS Covid-19 Roadshow** was born out of the necessity for TVS to continue with its pledge to support education in the Tyume Valley. The plan grew organically as various options were explored and considered as to how we could operate within the restrictions and regulations of the Covid-19 lockdown and subsequent closure of schools.

While most urban and private schools moved swiftly to online and blended learning platforms, these options were not viable nor conducive to the limitations of the schools in the Tyume valley.

Acutely aware that the rural learners were being left further behind from the academic opportunities of their counterparts, as they wandered aimlessly through the villages with no school to attend, TVS began to explore ways and means to reach and teach them whilst still under the restrictions of lockdown.

The objective of the TVS covid-19 roadshow was to reach and teach the learners of the Tyume valley in a fun, interactive format, aimed at easing their fears and anxieties surrounding the covid-19 pandemic together with the shortening of the academic school year, by empowering them with practical knowledge and by allowing them a safe and nurturing platform from which to express themselves in an additional language.

Initially, the eight schools, totaling 103 learners, who had been identified and prepared for this year's *Starting English* programme, were presented with the Roadshow.

However, once the success of the Roadshow was established, the TVS committee decided that it would be worthwhile to reach more schools and learners within the limited time left of the 2020 school year.

Another 4 schools were identified and approached to commence the third round of the TVS Roadshow during the month of November. The total number of learners for these four schools is 122, which is more than the first two rounds of eight schools, combined.



The programme was designed to work with and reinforce lessons from the *Starting English* programme. so, once the schools were reopened in 2021, these learners were ready for the next step. However, the Starting English Programme was unable to restart until May 2021 (which will be covered in the next Annual Report). But in the meantime, we decided to recruit and employ young people to work alongside teachers in schools, focusing on catch-up in English.

### **Learning Support Assistants (LSAs)**

As a result of the pandemic, many young people in SA were unemployed and TVS aimed not only to help the teachers and learners in schools, but also to provide work and training for suitable post-graduate students and others. It was important to have trainees with good English skills for speaking, reading and writing. They also needed enthusiasm and an interest in children and learning. Working with Harambee (a SA recruitment NGO) we

were able to interview and appoint ten new LSAs (though two dropped out at an early stage). The initial two-day training was written by TVS and delivered by staff in SA. This took place in January 2021 at the start of the school year.

The LSAs were deployed for two days a week in their schools for the rest of the term and the plan was to also begin providing afternoon support for the Starting English programme and reading clubs as soon as possible. They were initially paid a stipend of R225 per day and their contracts were for three months.

Despite some initial problems in schools with a lack of support from the teachers, the new recruits grew into their roles and discovered new strengths and skills. The schools had struggled considerably with post lockdown teaching. The timetables were affected, and social distancing and staff shortages had a huge impact. As a result, the teaching of English was low down on the list of priorities for most schools. The LSAs were left with large groups of different ages and abilities to teach but support was readily available from TVS staff in SA and also trustees in the UK. Communication was set up via WhatsApp and further training sessions were organised. Much of their work has continued throughout 2021, but this will be covered in the next Annual Report.

Some of the new LSAs were of a high calibre and offer potential for future TVS staff and, indeed, careers in education. TVS has given them an initial step up the ladder and without their hard work at the start of the year, the learners of Tyume Valley would not have gained as much confidence in English as their first additional language.

### **Reading Clubs**

Due to Covid, the work of the reading clubs was unable to take place throughout much of the year. Some books were collected and cleaned and redistributed to children in the villages. But this had to be done individually as gatherings were not permitted under lockdown rules. TVS staff used some of the time to sort and collate suitable books at the Dymala library. There was also a successful application for books from Biblionef. The beginning of the school year (January 2021) saw a renewed effort to develop and grow the village Reading Clubs. The new LSAs were trained using the Nali'Bali online course. This gave them the skills and knowledge to help in villages but also to promote reading and a love of books within schools. By February/March 2021 the initial four Reading Clubs were up and running again.

### **Study Camps**

We were unable to hold any study camps during this reporting period due to Covid restrictions.

### **Proposed Learning Centre**

The difficulties encountered during the Covid outbreak highlighted the need for the use of ICT in teaching and learning. None of the schools in the area have access to functioning computers for use by learners and internet connectivity is extremely poor. The Trustees have been working on developing a proposal for the setting up of digitally enabled Learning Centre as a base for the introduction of blended learning programmes for teacher training and the teaching of ICT, English and Maths. Fundraising and Stakeholder engagement on this proposal has been hindered and delayed by Covid regulations but this is continuing and will be reported on in the next reporting year (2021 - 2022)

### **Local Partnerships**

Local partnerships were severely impacted on by Covid as it was not possible to meet in person and individuals were not equipped to meet using Zoom. TVS lost a key member of its local team with the death of Nomonde Nelana, and she is much missed.

## **Financial Review**

TVS finances took a blow from the inability of trustees and volunteers to visit South Africa and the preoccupation of funders with domestic, Covid-related, causes. We were unable to participate in The Big Give, previously one of our largest sources of income, and failed to replace the money from other sources. In the circumstances we were extremely grateful to receive grants from the Solon Foundation, South Africa, and the Chalk Cliff Trust in East Sussex and donations raised by Frankie Crouch, our runner in the Virtual London Marathon and Andrew Pledger who completed a sponsored bike ride. These, together with regular monthly giving by our supporters, enabled us to continue to pay our volunteer staff in South Africa and to deliver our very much scaled down activities.

## **Structure Governance and Management**

### *Governance and Trustees*

TVSDA's governance framework is set out in its Constitution dated 02.01.2004.

During the reporting period Tim Gallier, the TVSDA joint treasurer resigned from the Board. We are grateful to him for his hard work. Claire Davies took over as Treasurer. Due to the Covid-19 pandemic, Trustees have met mainly online to review activities against anticipated income and expenditure. Trustees have also reviewed TVSDA's Safeguarding, Data Protection, Equality and Diversity, Complaints and Reserves policies. Following a recruitment drive, five new Trustees have been appointed and we are extremely grateful for their expertise and support.

### *Volunteers*

TVS relies very heavily on volunteers, both in the UK and South Africa; without their significant input, we would be unable to carry out much of our programme.

Unfortunately, due to Covid, none of our volunteers or Trustees have been able to visit South Africa this year. This has created much difficulty in communication; however, we have been fortunate to have Lydene Naylor continuing as the coordinator of TVS in SA and Yuvu Tomi as IT and Reading Club supervisor. Both also support teaching English and facilitate training sessions for teachers and LSAs.

With the help of fortnightly video calls to SA and regular reports, the work of our staff and volunteers has managed to continue successfully.

In the UK we are very grateful to Seema Naz Inamdar, who redesigned the TVS website, to Kai-Nneka Townsend, who acted as the initial project manager for the Learning Centre project, and to Mandy Caruana, who has given invaluable help in sorting out our social media accounts.

## **Reference and administrative Details**

Charity name: Tyume Valley Schools Development Association

Registered charity number: 1103909

Charity's principal address: 2 Old Blackfriars, Marley Lane, Battle TN33 0DQ

Names of the charity trustees who manage the charity:

Maxwell Ayamba  
Stephanie Gallier  
Liz Hanks  
Margaret Kiloh  
Jim Lewis

Margaret Woodward  
 Gaynor Cobb  
 Stephen Muggerridge  
 Claire Davies  
 Wendy Hodgkinson  
 John Hagestadt

## Declaration

Signed on behalf of the charity's trustees

*S Gallier*

Margaret Kiloh  
 Chair

Stephanie Gallier  
 Secretary

Date: 01/11/2021

### Tyume Valley Schools Development Association Receipts & Payments Accounts 6th April 2020 to 5th April 2021

	2020-2021			2019-2020		
	Unrestricted funds £	Restricted funds £	Total funds £	Unrestricted funds £	Restricted funds £	Total funds £
<b>Receipts</b>						
Donations	15655	1915	17570	27064	9651	36715
Grants	6000	2681	8681	5800	3879	9679
Bank interest	40	0	40	23	0	23
Gift Aid Repayment	5020	0	5020	0	0	0
	<b>26715</b>	<b>4596</b>	<b>31311</b>	<b>32887</b>	<b>13530</b>	<b>46417</b>
<b>Payments</b>						
SA programme costs:						
TechLearn co-ordinator	0	0	0	3823	0	3823
IT co-ordinator	0	0	0	9153	0	9153
IT facilitator	0	0	0	782	0	782
TechLearn programme	0	0	0	0	5220	5220
Staff Costs	7308	4319	11627	0	0	0
Study camps	48		48	1170	0	1170
School fees	0	3130	3130	0	7735	7735
Vehicle expenses	3163	0	3163	254	0	254
Donation (Kwezana)	0	0	0	0	467	467
Monitoring & programme visits by UK trustees & volunteers	0	0	0	11449	0	11449
	<b>10519</b>	<b>7449</b>	<b>17968</b>	<b>26631</b>	<b>13422</b>	<b>40053</b>
SA administration costs	446	0	446	907	0	907
UK fundraising costs	657	0	657	0	0	0
UK administration costs	306	0	306	3220	0	3220
Bank charges	131	0	131	236	0	236
<b>Total payments</b>	<b>12059</b>	<b>7449</b>	<b>19508</b>	<b>30994</b>	<b>13422</b>	<b>44416</b>
<b>Net receipts</b>	<b>14656</b>	<b>-2853</b>	<b>11803</b>	<b>1893</b>	<b>108</b>	<b>2001</b>
<b>Analysis of cash funds</b>						
UK bank account	23273	0	23273	9219	1761	10980
SA bank account & petty cash	13544	1060	14604	2944	2152	5096
Cash in transit	0	0	0	10000	0	10000
	<b>36817</b>	<b>1060</b>	<b>37877</b>	<b>22163</b>	<b>3913</b>	<b>26076</b>



Section A Independent Examiner's Report

Report to the trustees/ members of

On accounts for the year ended  Charity no (if any)

Set out on pages  (remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 06/04/2021

Responsibilities and basis of report As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below \*) in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.

\* Please delete the words in the brackets if they do not apply.

Signed:  Date:

Name:

Relevant professional qualification(s) or body (if any):

Address:

Section B Disclosure

Only complete if the examiner needs to highlight matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).