



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

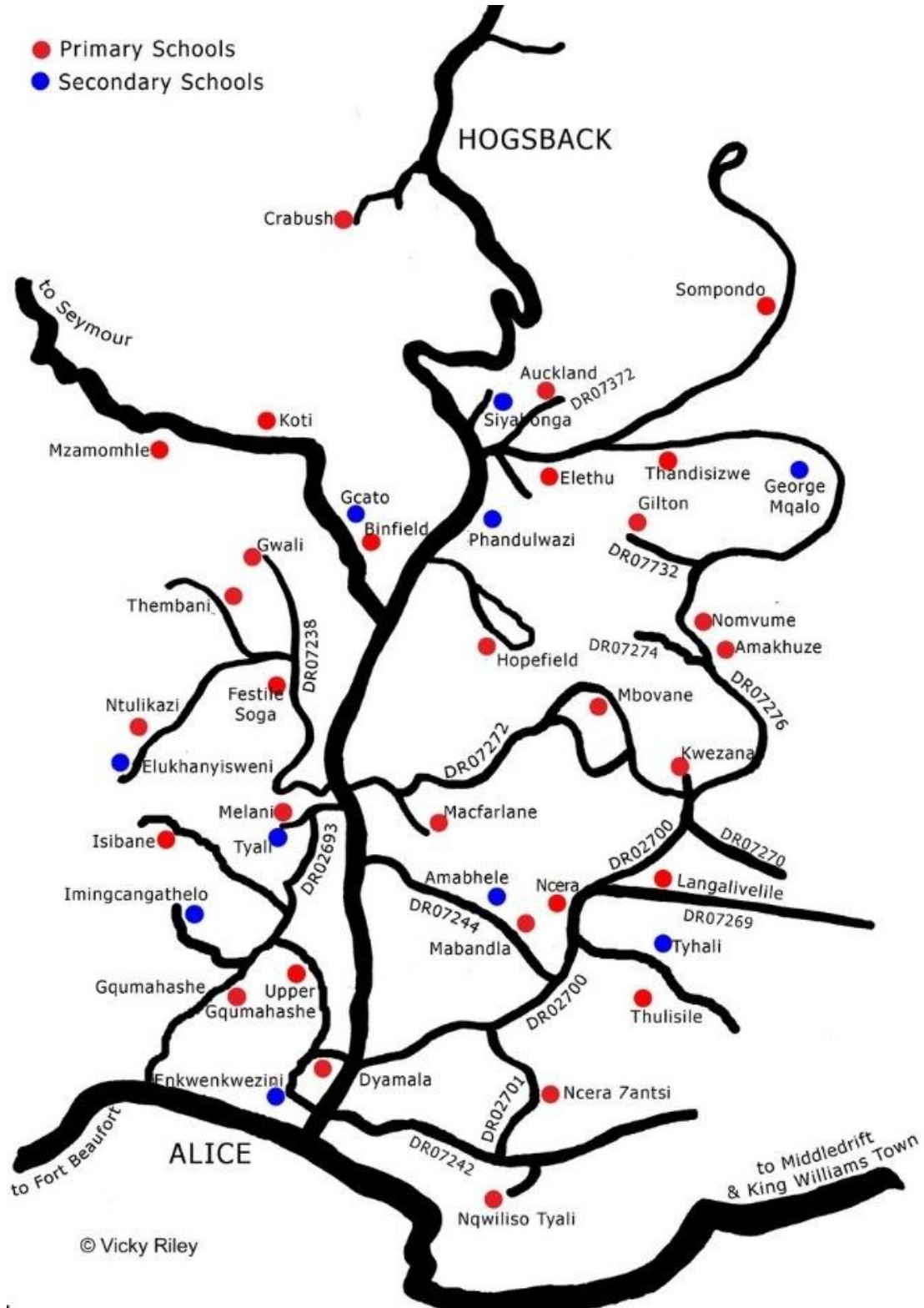


Chair

Secretary

Date: 30 November 2022

TYUME VALLEY SCHOOLS



Tyume Valley Schools Development Association								
Receipts & Payments Accounts								
6th April 2021 to 5th April 2022								
		2021-2022				2020-2021		
		Unresticte d funds	Restricted funds	Total funds		Unrestricted funds	Restricted funds	Total funds
		£	£	£		£	£	£
Receipts								
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				
		29506	22714	52220		26715	4596	31311
Payments								
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
		26769	11467	38236		10519	7449	17968
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
Total payments		37441	11467	48908		12059	7449	19508
Net receipts		-7935	11247	3312		14656	-2853	11803
Analysis of cash funds								
UK bank account		10451	10000	20451		23273	0	23273
SA bank account & petty cash		18431	2307	20738		13544	1060	14604
		28882	12307	41189		36817	1060	37877



CHARITY COMMISSION FOR ENGLAND AND WALES

Independent examiner's report on the accounts

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:

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