

A group of approximately 12 children and one adult woman are posing outdoors on a grassy field under a clear blue sky. The children are of various ages, some kneeling in the front and others standing behind. They are wearing casual clothing like t-shirts and shorts. The adult woman, wearing a pink shirt and a black headwrap, stands in the back right, smiling. A large, semi-transparent green rectangle with a decorative, irregular border is centered over the group, containing the title text in white.

# 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 Muggeridge 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.

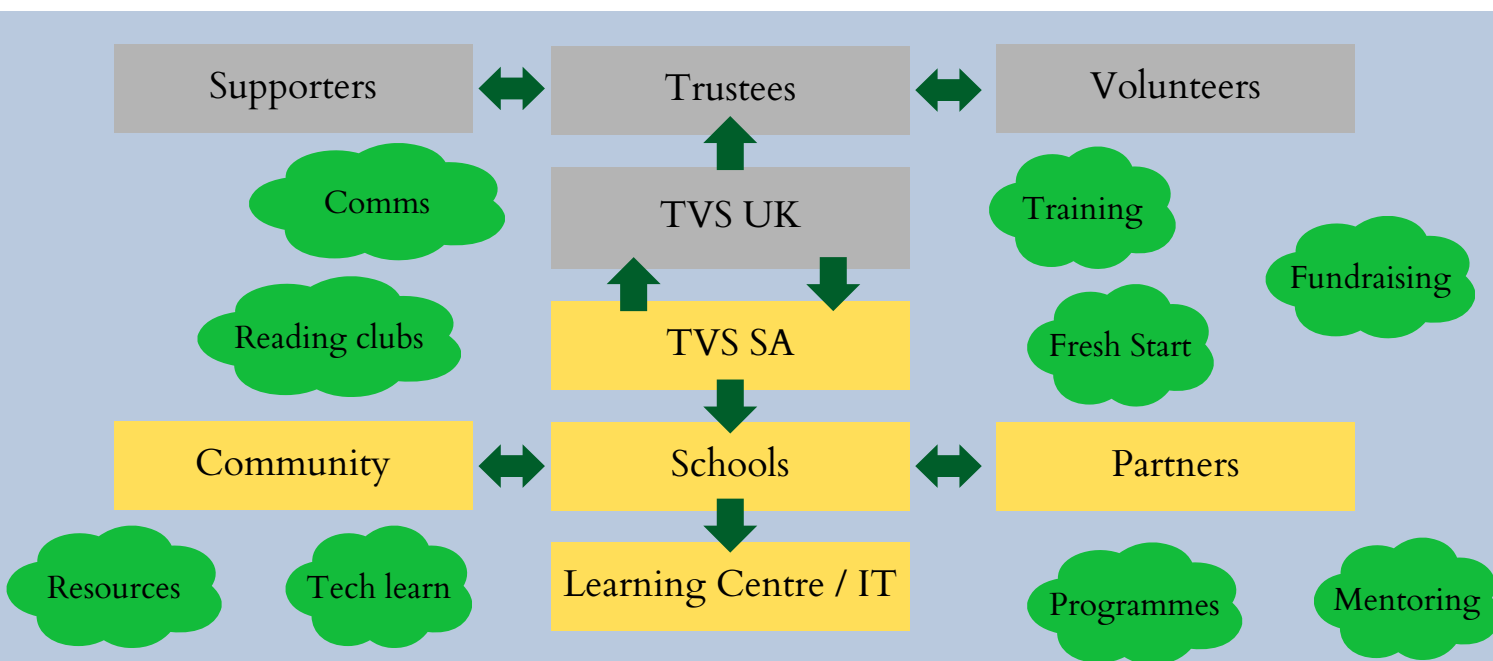
Key accomplishments include the successful expansion of our Fresh Start Programme, enhanced teacher training initiatives, and the growth of our community-based reading clubs. Despite ongoing infrastructural and funding challenges, our commitment to fostering literacy, numeracy, and digital skills remains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



## 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*



## 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.

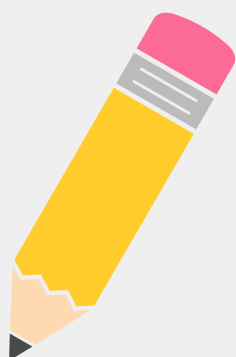
*"We are changing lives here, one child at a time. This is not just about reading—it's about giving children the tools they need to succeed in life." - Nthuthu Lutshete*



## 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.



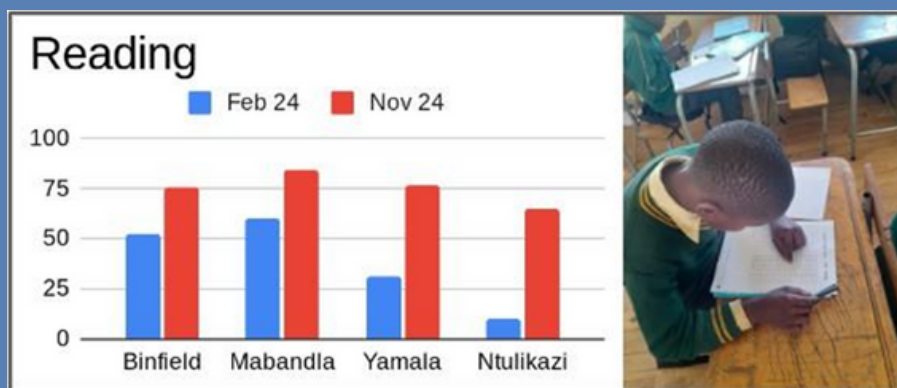


## Key Activities and Impacts

### 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.



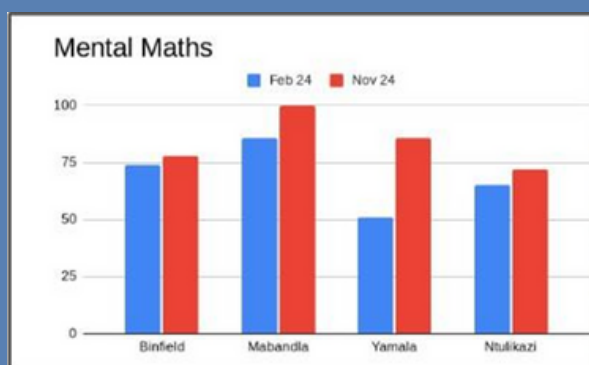
This was conducted as a sight reading test of the first 100 high frequency words. The data shows school averages at the start and end of the year to show progress.



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.

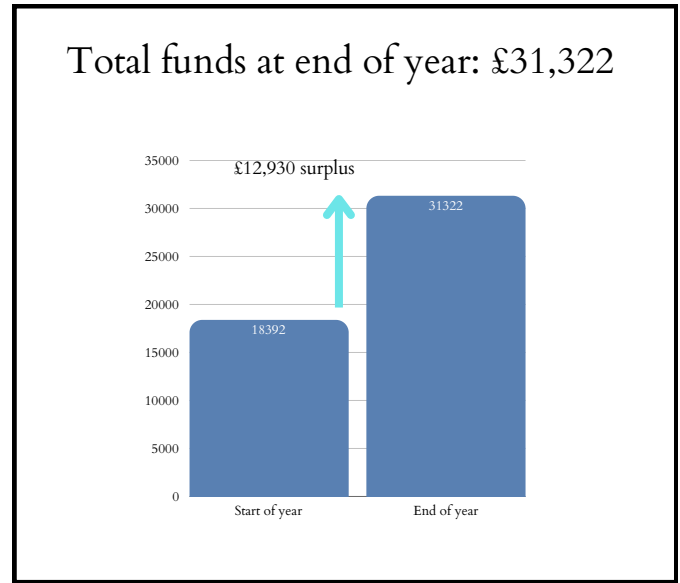
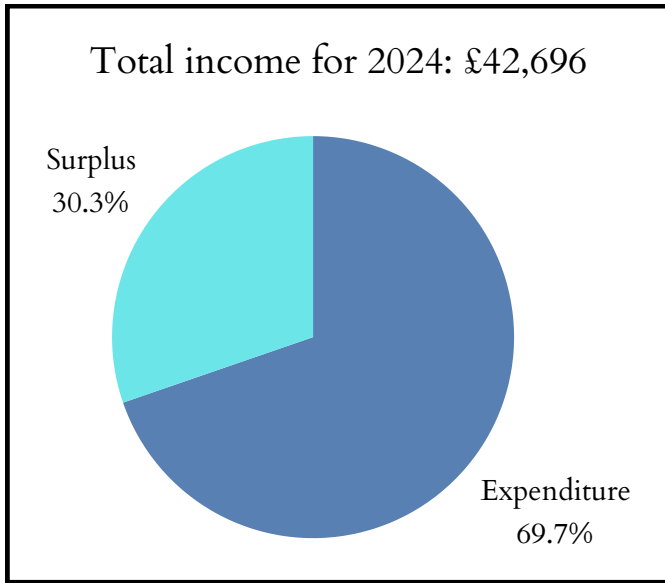
We will continue to increase after school learning clubs, launch digital literacy and teacher mentorship and support groups.

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

Transforming life chances through education

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	Restricted	Total Funds	Unrestricted	Restricted	Total Funds
	Funds	Funds		Funds	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

Charity Name  
Tyume Valley Schools Dev. Assoc.

#### On accounts for the year ended

31<sup>st</sup> December 2024

#### 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.

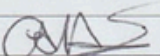
I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below \*) which gives me cause to believe that in, any material respect:

- 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:



Date:

10/3/25

Name:

CAROL HARRIS

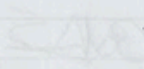
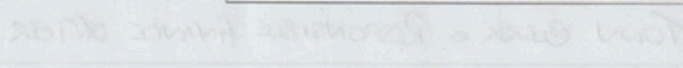
Relevant professional qualification(s) or body

TOWN CLERK & RESPONSIBLE FINANCE OFFICER



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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.	<div style="border: 1px solid black; height: 400px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><b>Examiner's statement</b></p> <p>I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than those disclosed below) which give me cause to believe that in any material respect:</p> <ul style="list-style-type: none"> <li>the accounting records were not kept in accordance with section 130 of the Charities Act, or</li> <li>the accounts did not accord with the accounting records or</li> <li>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.</li> </ul> <p>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.</p> <p>* Please delete the words in the brackets if they do not apply.</p> </div> <div style="width: 35%; text-align: right;"> <p>Signed: </p> <p>Name: CAROL HARRIS</p> <p>Relevant professional qualification(s) or body: </p> </div> </div>

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Oct 2018
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Oct 2018
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A group of approximately 12 children and one adult male are posed outdoors on a grassy field. The adult, wearing a red shirt and a tan cap, stands at the back left. The children are dressed in casual clothing like striped shirts, jeans, and a blue jacket. One child in the center holds a large, light-colored ball. The background shows a clear blue sky and a distant mountain range.

Thank you