

Company registration number: 6693065

Charity registration number: 1127701

South African Youth Education for Sustainability Ltd

known as

SAYes

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 December 2020

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South African Youth Education for Sustainability Ltd

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South African Youth Education for Sustainability Ltd

Reference and Administrative Details

Trustees	Diana Gerald (resigned 6 July 2020) Marit Mohn (resigned 6 July 2020) Gillian Anderson (resigned 6 July 2020) Lisa Bryer (resigned 6 July 2020) John Pinkerton (resigned 7 June 2021) Andrew Planting (resigned 20 March 2020) Joy Hatwood (resigned 7 July 2020) Rebecca Le Flufy (appointed 14 July 2020 and resigned 7 June 2021) Alexia Deleigne (appointed 14 July 2020 and resigned 7 June 2021) Paul McHale (appointed 14 July 2020 and resigned 19 March 2021) Simon Warren (appointed 15 July 2020 and resigned 7 June 2021) Adil Jiwa (appointed 15 July 2020 and resigned 7 June 2021) Mary Anne Mulready, Chair (appointed 7 June 2021) Marlon Bruce, Treasurer (appointed 7 June 2021) Charlotte Twynning (appointed 7 June 2021) David Jackson (appointed 7 June 2021)
Secretary	Michelle Potter
Principal Office	Sanford House 81 Skipper Way St Neots PE19 6LT The charity is incorporated in United Kingdom.
Company Registration Number	6693065
Charity Registration Number	1127701
Bankers	NatWest Bank Westminster 57 Victoria Street London SW1H 0HN
Independent Examiner	David Dixie F C A Dixie Associates 167 Black Haynes Road Selly Oak Birmingham B29 4RE

South African Youth Education for Sustainability Ltd

Strategic Report for the Year Ended 31 December 2020

The trustees, who are directors for the purposes of company law, present their strategic report for the year ended 31 December 2020, in compliance with s414C of the Companies Act 2006.

Background

SAYes Mentoring was founded in 2008 to improve personal, social and employment outcomes for under-served young people through mentoring. We partner with community-based organisations, high schools, non-profit organisations, and child and youth care centres throughout South Africa, providing 9 months of one-to-one mentorship to the young people in their programmes. We also work directly with independent NEETs (not in education, employment or training) aged between 18 and 25. In Hout Bay, our community programmes in Hangberg and Imizamo Yethu include learners, interns and CBO volunteers at Sakhisizwe Youth Development, Waves for Change, Silikmava High School and Hangberg High School. We also work directly with a number of school leavers and independents who have graduated from these programmes previously.

In 2020, in response to Covid-19, we transitioned to remote mentoring, allowing us to match under-served young people with trained and supported volunteer mentors from around the globe.

The Need

Formal mentorships, especially for at-risk youth, have been shown to improve outcomes across a range of domains relevant to a young person's independence and well-being. These include a more positive vision of themselves and their future, positive schooling outcomes, workplace placement and retention, and a range of positive impacts on the community and peer groups in which they interact. We know in South Africa young people face not only material inequalities, but also a history of segregation and oppression which has resulted in considerable social poverty. This entails a poverty of perspective, of social capital and of secure social bonds which impact the quality of decision making and healthy practices among young people. This is especially problematic during adolescence, where such disadvantages compound the challenge of rapid developmental changes, and set behavioural pathways long into the future. The resultant instability in housing and family relationships, in educational attainment, and in risk behaviour (including crime and drug taking) can further destabilise communities already fragile due to unreliable, inadequate or expensive infrastructure (e.g., water, sanitation, transport, digital access, informal economies, unemployment) and high levels of physical and mental health burden. This vulnerability is especially stark for young people facing significant life transitions, like the transition from high school into tertiary study or employment. In this context, many young people leave education with poor skills and poor career decision making and are at the same time ill-equipped to navigate the complex social structures that determine access to employment. This transition also takes place at a time when young people age out of the social protection they may have accessed when they were younger. Many fall out of the social and economic systems entirely. Young NEETs then become especially vulnerable and at risk of long term economic and social exclusion during their transition into adulthood.

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How We Meet This Need

At SAYes we design, deliver and support mentorships for underserved young people. We recruit, screen and train volunteer mentors, who are individually matched with a same gender mentee and are supported throughout their mentorship by a specialist team. Mentors meet for one hour a week for a nine month cycle, providing guidance, advocacy and support in the context of transition planning and behavioural design. In March 2020 we transitioned all mentorship meetings to remote (WhatsApp Video call), and provided cell phones and a weekly (1 GIG) data allowance to over 100 mentees in our programmes. During weekly meetings mentors and mentees work through a transition planning and implementation process cumulating in goals across ten domains. These include education & learning, home & family, community & citizenship, work & money, and sport & recreation; as well as physical health, social health, identity health, emotional health and cognitive health. Each match is assigned a Transition Specialist, who provides extensive support to the mentors and mentees throughout the 9 month contract. This support involves formal Individual Transition Plan (ITP) meetings, interventions, and match resourcing through access to information, experiential opportunities (e.g., job shadowing), and where appropriately vetted, material/resource support (e.g., transport, scholarships, food parcels). “[O]ne recent study showed that every dollar invested in quality youth mentoring programs yields a \$3 return in benefits to society at a minimum” David Shapiro, President and CEO, MENTOR (USA).

Our Impact

Our primary objectives are improvements in independence and well-being, measured through improvements in the quality of decision making and the consistency of healthy practices. Additional impact measures include a selection of psychometric indicators (e.g., executive function and emotion regulation) as well as community level indicators (school attendance, drop out, grade progression, drug use, unplanned pregnancy, and conflict with the law). In collaboration with the Children’s Institute we have carried out a rigorous evaluation of the impact of our programmes, demonstrating significant improvements in decision making and healthy practices across all ten domains. We also recently published on our transition to e-mentoring due to COVID in order to share knowledge and insight with community organisations and other non-profits in South Africa whose programming was affected by the pandemic

SAYes is aligned with the following UN Sustainable Development Goals:

Goal 1: No Poverty; Goal 3: Good Health & Well-Being; Goal 4: Quality Education; Goal 5: Gender Equality; Goal 10: Reduced Inequalities.

Achievements and performance

Report from the Operations Director 2020

In 2020, social change programming throughout the world encountered the immediate and severe impact of the COVID-19 health crisis and associated containment measures. At SAYes Mentoring *in-person meetings* across all our programmes were restricted, requiring us to transition to *e-mentoring* in order to continue providing mentorship support. In addition, a range of familiar yet seriously compounded challenges emerged for the young people we work with, especially with respect to education, employment, health, mental health, citizenship, safety and security, and food and housing. Without a rapid and dynamic adaptation in our programming we would not have been able to support SAYes mentees in 2020, who in turn would not have been able to support the families, community organisations and institutions they are part of. Happily, with the help of donors, corporate partners and volunteer mentors from all over the world, we successfully transitioned all stages of our programming to online and contracted **105 mentors and mentees in 2020**. This compared to 122 matches in 2019 is an impressive outcome. Below we give a brief overview of the challenges we encountered, describe the adjustments made to our organisation and programming, and report on mentee feedback on and community level indicators of mentoring impact.

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The challenges

Child and Youth Care Centres (CYCCs): As managed group care settings, CYCCs were one of the first groups to have on-site access legally restricted (including for volunteers and support programmes). This effectively closed in person programming to SAYes, and led us to anticipate likely disruptions throughout the year and beyond. In addition, digital resources among many of our partners are limited (i.e., the majority of young people did not have phones and very few homes had computing or internet access available to young people). Further, there were reasonable concerns with safeguarding in the context of cellular communication and access to the internet. There were also equity considerations, where for example, some but not all young people had (or might be given) devices. During 2020, many of our CYCC partners faced high staff turnover and disruptions in staffing due to illness and quarantine periods. In most cases holiday/ home placements were disallowed leaving young people frustrated and deeply isolated from their families and communities. Likewise, with school closures, the burden of home schooling fell to CYCC staff, with limited digital resources or teaching experience.

Care leavers: Young people transitioning out of care during this period (and care leavers in our *Independent programmes*) encountered a context of food insecurity, grief, illness, including caring for sick relatives, job and income losses (especially in the informal economy and hospitality, entertainment and tourism sectors) and limited employment opportunities. Combined with disrupted tertiary options, frustrated access to social grants and documentation (especially for asylum seekers and refugees) and increases in crime and domestic violence (especially related to the prohibition and then sale of alcohol) the need for support was especially pressing.

Community Partners: With the closure of recreational and after-school facilities (and public spaces such as beaches) many of our community-based partners were required to cease group programming. For some grassroots organisations this left their young staff/volunteers (our mentees) without an organisational structure or affiliation. In other cases young mentees felt the impact of being unable to meaningfully support their direct beneficiaries (e.g., school children) as their programming was curtailed or diluted. At the same time community organisations that were positioned to provide local emergency relief (such as food parcel delivery) found themselves having to rapidly adapt to new roles, with shifting demands and uncertainties then felt by their staff/volunteers (our mentees). Perhaps most difficult for these community organisations and the mentees within them (as for other non-profits more generally) was the extremely long working hours and demand to maintain focus and motivation in the face of month-to-month funding uncertainty.

High Schools: Interruptions in schooling, especially for students in their final year of secondary school was especially challenging in 2020. We know that disruptions to schooling disproportionately affect more vulnerable students. This is true both with respect to educational attainment as well as employment outcomes. Young people in South Africa face a job market where youth unemployment is at all time high levels (59% in the first Quarter of 2020, 52% in the second Quarter of 2020, Statistics South Africa). The effects of transitioning out of high school, during a pandemic, with limited preparation for tertiary education, will be felt for many years and will further highlight the obvious inequalities between private, fee-paying and no/low fee-paying schools. The capacity of no/low fee-paying schools to deliver online teaching was understandably poor. Indeed, remote teaching for young people in our programmes was near impossible given a range of considerations associated with digital inequalities in historically disadvantaged schools and/or schools serving historically disadvantaged areas. For example, most young people did not have fully functioning or reliable mobile devices, let alone computing, even at the household level (i.e., devices with cameras and whatsapp). Further, school records are unreliable given historically limited access to landline numbers, frequent cellular number changes (i.e., phones not on contracts) as well as limited access and adoption of technology such as broadband internet and email. Home environments cannot also be assumed to afford private space for study and school work, especially during lockdowns. Indeed, even assuming young people would have had ready access to device charging (i.e., electricity) is presumptions. Limited knowledge (or access to adults with knowledge) of word processing software and cloud platforms (i.e., google hangouts, gmail, google drive) is another consideration. Perhaps most debilitating for schooling under COVID has been the absurdly high cost of cellular data and shameful cell network coverage provided to poorer areas in South Africa. Lastly, schools faced more the usually high rates of staff turnover during 2020.

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Our response

At SAYes our philosophy is to ensure that effective and meaningful transition support is available to all, irrespective of chance differences of background or circumstance. In 2020, more than ever, we turned this lens inward, dynamically adjusting our organisation and our programming, so that we could continue to powerfully effect social change.

First, we transitioned our digital systems to support 100% remote work: SAYes as an organization has been cloud based (Office 365, SharePoint online) for some time. Combined with the shift to flexitime work for programme staff (made in January 2020) we were well situated to shift to 100% remote operations in mid-March. Doing so however required overhauling our internal workflows and relationship management system (CRM). As a fully remote organisation, we are no longer limited by geographic location in staff recruitment. Office meetings, administration and project collaborations now take place online and we have experienced improvements in efficiencies across all organisational and programme functions. External meetings with national and international partners, attendance at forums and capacity training have all improved due to the shift to remote work. The teams are reporting high job satisfaction (work life balance, meaningful work time) and productivity. Prioritising remote work and online collaboration infrastructure has also reduced our carbon footprint.

Second, we carried out COVID-19 related mental and physical health interventions immediately: In mid-March our team began calling all past mentees over 18 under 25 (living in the community) using a structured discussion script (updated daily as developments unfolded). These calls provided mental and physical health interventions targeting the pandemic and its associated effects (e.g., virus and policy (lockdown) education, resourcing options, hygiene practices, emotion regulation strategies, social connection strategies, and informational discernment). We also included information from ministerial briefings on proposed plans for access to social grants, including the Social Relief of Distress Grant designed for such emergencies. We also used this time to determine capacity for video calls and updated records on the location and current situation of the mentees. For mentees we were unable to reach, we enlisted the support of our alumni to use a snowball sampling technique across social media platforms to locate past mentees. Updated records have been transferred to the Dynamics 365 CRM system. This information will prove invaluable in engaging otherwise hard to reach past mentee populations (e.g., care leavers).

Third, we contracted with our partners for remote mentorships, established new procedures and provided digital safeguarding protocols and training: We contracted with both established and new partners to carry out online mentoring, allowing us to extend our reach to sites throughout South Africa, to connect communities across inequalities during the pandemic and to partner with local community organisations and volunteer networks in identifying food insecure households, making health referrals, gauging community perception and unrest (e.g., xenophobia) and oversight/advocacy of suspected corruption (e.g., in food distribution). In addition to establishing new standard operating procedures to accommodate remote mentorships, we developed (and delivered) online safeguarding training and protocols based on international best practice (including the creation of a new role at the partner sites of an Online Safeguarding Officer). This training is essential in ensuring digital literacy and safety in the online space, especially in Child and Youth Care centers and grassroots organisations where additional protections are required in working with vulnerable youth. We have also worked with our partners to accelerate the adoption of digital infrastructure (e.g., fibre connections and Wi-Fi) and to further support access to online programming and the internet.

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Fourth, we trained 150 young people in transition mentorship and are providing data and devices to support online mentorships: We adapted mentee training into one-to-one structured interviews carried out via video call (1 hour). In 2020 we trained over 150 young people for online mentoring using one-to-one calls. We sourced, purchased and delivered smart phones to mentees where their devices were not suitable for video calls. Dual sim smart phones were sourced to allow mentees to retain previous numbers if required and to allow us to use different network providers depending on the network coverage at the mentees home location. In 2020, we provided 1 GIG of data per week per mentee (500mb on Monday, 500mb on Thursday) to allow for video calls and additional online transition work (e.g., school work, attending group meetings, background research, applications, and communicating with their beneficiaries, families and organisations).

Fifth, we recruited, screened and trained mentors from all over the world: We created and drove campaigns for the recruitment of mentors for remote mentoring. In parallel, we began exploring safeguarding concerns surrounding remote mentoring in the context of potential institutional failures (including but not limited to the health care system). We carried out our first online mentor interview on the 23rd March and continued to receive applications to mentor from all over the world, carrying out over 140 prospective mentor interviews in 2020 (1 ½ hours each). We adapted mentor training for online delivery (using Zoom) and extended the length of training (to 18 hours over a series of classes). Recording of video lectures has allowed us to use classroom training to focus specifically on refining mentoring and transition planning skills. We have maintained 100% 5-star reviews for both our training and interviews ([read reviews here](#)).

Sixth, we contracted 105 mentor-mentee matches and providing ongoing transition support through our specialist teams: We had 4 early closures (1 mentor initiated, 3 mentee initiated) in 2020, with 101 matches active at the end of 2020. As we contracted matches throughout the year, and the mentorship contract is for 9 months, 30% of our matches will graduate in Feb/March 2021 (and will be rematched with new mentors) while the rest will have staggered graduations throughout 2021 depending on their contracting date. Those who were matched met weekly at percentages higher than we have ever seen. Our team meets to review match cases weekly, checking weekly logs, reviewing required interventions and intervention content, and considering resourcing options for the matches (e.g., information, experiential opportunities and material resources). Our alumni liaison engages with mentees directly to ensure youth voice is represented in team meetings and our transition team have carried out a schedule of Individual Transition Planning meetings with matches (in first 6 weeks, at 3 months, at 6 months, at 9 months).

Seventh, we carried out process and impact evaluations: We engaged research partners at *Queens University Belfast* and *The Children's Institute, University of Cape Town* to do a desk review on remote mentoring and to carry out empirical work with our pilot cohort of online mentor mentee matches (34, March - June). Research teams carried out one-to-one interviews and focus groups with the mentors and mentees. We have published one peer-reviewed article on this work to date (see, MacDonald, M., Dellis, A., Mathews, S., & Marco, J. (2020). *Implementing E-mentoring with care-experienced youth under "lock-down": a South African Experience*. Journal of Children's Services. Emerald Publishing Limited, DOI 10.1108/JCS-07-2020-0032.)

Eighth, we engaged and organised our alumni to effect policy: In partnership with policy and advocacy experts we engaged our alumni to work on policy for care leavers and to translate research findings from formal evaluations on the impact of mentorship into a child friendly format of key messages. As part of this work the alumni submitted a proposed amendment to the Children's Act, requesting transition support in the form of mentorships be provided to care leavers as a matter of policy. All these meetings have been carried out remotely.

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Our Impact

SAYes mentoring targets improvements in the quality of decision making and the consistency of healthy practices. In 2020, the SAYes team of staff and mentors guided young people in navigating health information and services (including mental health services), grants, food parcels, UIF, and benefit payments and housing, and helped them to connect to existing and new networks of support that they have previously not felt empowered to access. The role of mentors as advocates was especially salient. For example, many mentees were employed outside of formal contracts in hospitality and catering and were not guided in clarity from employers on next steps due to COVID-19 layoffs. Our team managed and supported many interventions during the year, including those related to housing, hunger, grief, illness, trauma, suicidality, depression and anxiety. By digitally provisioning mentees, we have supported schools and organisations in continuing their work, while also capacitating organisations for a digital transformation in their programming. In response to the pandemic and with the support of their mentors, mentees have been involved in various civic initiatives in support of their communities (e.g., rebuilding houses, food parcel delivery, advocacy for foreign nationals). Mentees have also been instrumental in articulating concerns about the food distribution strategies among inexperienced NGOs and volunteers, adding accountability to support initiatives. This in addition to the transition work carried out by matches during weekly meetings focused on independence and well-being domains.

We were encouraged by the overwhelmingly positive response to our programming (both locally and internationally) in 2020. Mentors reached out through their networks and companies to get more people involved. Our partner organisations were exceptionally pleased with the mentorships as reflected below;

"Our guys have told us that this is the best thing Waves for Change has ever done for them" – Robyn Cohen (National Director Waves for Change)

"Connection to the outside world has been invaluable during this time" - (Dawie Marias, Manager, SA Children's Home).

Feedback from SAYes mentees on e-mentoring has also been positive and constructive as gauged by our mentee liaison officer as well by evaluations carried out by an independent research team. Examples of reflections from mentees on international e-mentoring include;

"We have also been saying that it's like we have met already but we haven't, that's how cool it is between me and her".

"I feel like when you meet people from different parts of the world and different cultures that have different lifestyles, you learn so much. You feel like ... I personally feel like I've travelled with other people to those places. So that's what I like the most about meeting different people and learning about cultures, lifestyles and also being able to be in pyjamas and in my bed".

Mentee Feedback

We surveyed (42) mentees from across our programmes who graduated in early 2021, and asked them to reflect back on the impact of their work with a mentor. Surveys were carried out by Transition Specialists who had supported the mentee throughout their match, and occurred at least one week after match graduation via video call. In some cases mentees completed the survey themselves via an electronic survey link.

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96% of mentees said having a mentor positively affected their life (48% 'life-changing', 48% 'much positive impact' and 3% 'some positive impact'). When asked to give reasons for this rating themes emerged related to the role of mentorship in guidance (building perspective), advocacy (building social capital and affordances), and support (building a secure bond). Examples of these are organised below.

Perspective

"He helped with the change in mindset after leaving the children's home and being able to get back on track and be more motivated and determined"

"I felt a change on my personal outlook on life, after and during"

"I manage to find my true purpose. It made it clear the path I wanted to follow. I also gained the skills to set realistic goals to follow them daily"

"It was my first time having a mentor. She helped me grow so much personally and professionally. I am more clear about what I want out of my career."

"I got my mentor at the beginning of lockdown - I got to know a lot more about myself through my mentor. I initially thought I could live on a day-to-day job, but realised quickly that I would have to dig deep."

"I used to think life was boring and expensive. After I met my mentor I quickly realised that all I need to do was get out of my comfort zone and take chances."

"I am prioritising more. I am more focused on my choices."

"I have more direction now and the way forward is clear."

"I did not know where I was going and now I do. I know how to set goals and work on them and I have a better understanding of life"

"I am generally a negative thinker and now I look at things more positively"

"I learnt how to plan goals and time frames - life lessons and planning - setting deadlines - being more social and involved in the community and working in groups. I am now able to look at things from a broader perspective"

"I had been struggling with what to do with life and with accomplishing goals but now I have learnt how to structure goals and find ways to reach them. And how to be in control of myself and be more aware of things that can be challenging through the journey and how to attack those things."

"There were certain things and choices I was making and doing that I realised were not good choices. He helped to move on and to be able to face the working world and be more emotionally stable"

"Having a mentor makes you want to do more so you can concentrate more in class and it is someone to look up to"

Social capital

"It equipped me with practical tools to go out into the world and build myself."

"My mommy didn't know some stuff but she always knew the answers and she gave me motivation and so without her I wouldn't have got the bursary I got. The Rotary bursary"

"I would not have thought about my future plans and applied for certain things, and being supported in achieving goals"

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"Exams - I never had a mentor before who could help me like that if I feel overwhelmed. She helped me through the whole of last year and she just helped me"

"I learnt about time management and communication"

"He helped with getting solutions and looking at career choices"

"He made sure I was on time and helped me with what I need to do and I got into Wynberg because of my mentor. He also helped me get a bike and laptop"

"Got a bursary through her guidance and worked very hard"

"It opened my eyes and do research and get guidance on what career path."

"Before I did not have anyone to talk to and be pushed forward. She gave me motivation and information and opened up thinking to possibilities."

"It's a great opportunity to talk to a new voice that has no bias, someone that isn't a family member - that can guide you with school work and personal issues."

Secure bonds

"I always felt comfortable with my mentor. She understood me better than my own family understands me"

"If it wasn't for the program I don't know how I would have dealt with some things in my life."

"She supported me when my mom died"

"Having someone there for me in every way"

"The mentorship program was a very positive outlet for me by having someone to talk to about my situations that I was in at the time. My mentor also gave me good advice to follow during those times and he also shared his past experiences with me."

"Because there was some who support me in everything I do and makes sure I'm doing well"

"I was very conscious about talking about my feelings and stuff. It was great to have had someone like my mentor to help me. I used to keep to myself a lot and never spoke about my feelings. Having my mentor really helped me grow."

"She helped with my confidence and to learn how to choose what I want in life. I realised I am able to live alone and finish my course as a chef"

"She helped me get through my emotions and do the right thing."

"With all the challenges of last year it was great to have someone to talk to, and focus on positive things."

"If I did not have a mentor things would have been stressful and challenging"

"It was someone I could depend on when I need help, with college and work frustrations."

"Having someone talk to about anything - and always supports you"

"I would say mentally, my mental health, I think that's been one of the biggest improvements for me out of the whole thing because I think I had to focus on what I had control over and that was how I was going to look at life differently and how I was going to confront that in terms of my mental health"

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We asked further questions concerning the specific impact on independence (informed choices) and well-being (healthy practices).

100% of mentees thought that having a mentor positively improved their choices related to independence (56% 'life-changing', 37% "much positive", 7% "some positive"). 44% of mentees thought that the biggest impact area for independence was Work & Money, followed by Education & Learning (27%) and Home & Family (15%). Ratings of more than 80% positive impact were achieved across all independence domains, with especially high impact ratings occurring within Education & Learning (100% positive including 36% 'Life changing'), Home and Family (90% positive including 44% 'life-changing') and Work & Money (88% positive and 36% 'life-changing'). In terms of how decision making improved, mentees felt the largest impact (yes - a lot) was in improved *focus* (85% 'yes - a lot', 31% 'yes - a little'), though 100% of mentees also felt they had explored more options now than before. We asked for examples of making more informed choices due to mentorship. Consistent with the rankings above mentees gave examples of choices with respect to money (especially saving and budgeting), career/work and education, as well as home & family.

Money

"I have savings and money in my account which has never happened before. My mentor helped me to understand that value of budgeting"

"My mentor helped me start a savings plan. She gave me options of how I could do it and then I got on it myself"

"I worked to my budget. I used to get paid and then the following day I would be broke. After my mentor taught me to budget I became more frugal and now I have savings."

"I used to be someone that spends a lot - she made me realise that I could make money work for me and budget"

Work

"My mentor encouraged me to be more serious about finding a holiday job than I have ever been and I am glad I was lucky enough to find one."

"At some point I wanted to be a social worker - it was when my mentor and SAYes made me realize that I can help people in whatever industry I work in. I learned a lot about the power of marketing as I went and investigated and interned in the industry"

"When I started I was only working with one organisation and wanted to go on a business venture and get a second job. I needed to sustain my lifestyle and with that positivity I got a second job and keep both"

"Able to network with people in my area and build relationships with the community and start my business. Talk to older people"

"Decision on staying or leaving job - the pay was great but environment not good - chose to go with less money but better environment and look for other ways to earn additional money. To follow my heart and not the money"

"Got a promotion but I am still looking to what is happening over the next 5 years"

Education

"I'm studying"

"Applying for honours at UCT"

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"I am studying - events management - because of having a mentor"

"During lockdown I had to do course to gain the skills so that I could live better with the money that I earned. I did three courses that helped me a lot including a barista course, because of guidance and advocacy from my mentor"

"Going back to school"

"Last year I was last for applying for university - but then my mentor set me up with someone that has experience - and now I can contact that person"

"To go further into studies - I stopped at level 3 and was going to not go back but now realised that going back to complete it makes sense - will give me much more opportunity"

"Education - to make better choices and get the process going."

"For the past 6 years I kept saying I will apply but didn't but this year I applied to a number of universities around the country because my mentor broadened my mind to the possibilities"

Home & Family

"When it comes to cooking I won't just let my mother do the cooking. It's mainly on weekends as I work in the week"

"I had challenges at home with my mom and I was able to reconnect and forgive her"

"Being nice and friendly to people. Look at things from all angles. Respect others"

"Moved out of home and living with a friend"

"Putting down the boundaries and being ok with that and how saying no is no problem. Communicating with family better."

"Me and baby mama had a fall out for 1 year and not seeing eye to eye but we kept in contact but now I have decided to talk through everything and figure out what when wrong. I was able to look inwards first and work on myself and now we are happy and strong"

97% of mentees thought that having a mentor positively improved their practices related to well-being (45% 'life-changing', 45% 'much positive impact', 7% 'some positive impact'). 32% of mentees thought that the biggest impact area on well-being was Emotional health, followed by Identity health (20%) and Social health (20%). Ratings of more than 85% positive impact were achieved across all well-being domains, with especially high impact ratings occurring within Cognitive health (97% positive including 29% 'life changing'), Emotional health (96% positive including 38% 'life changing'), Physical Health (93% positive including 34% 'life-changing'), Identity health (88% positive including 34% 'life-changing') and Social health (86% positive, including 32% 'life-changing'). In terms of how healthy practices improved, mentees felt that the largest impact was in options explored (74% yes – a lot, 21% yes – a little), although awareness and acceptance was also highly impacted (73% yes – a lot, 22% yes – a little). We asked for examples of healthy practices due to mentorship. Mentees gave examples of practices related to all of the domains.

Physical health

"I started running"

"I eat better, I joined the lifesaving club so I am training a lot now and feel healthy"

"I started hiking with groups of strangers to improve my network"

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"I used to catch public transport to work even though work is quite close to where I live. I now jog or walk to work depending on how much time I have and get to save some money."

"Exercise and meditation more regularly"

"She introduced me to yoga and drinking lots of water - been working on sleep"

"Eating healthier and exercising and being more confident after weight loss"

"Drink more water and avoid taking public transport, to walk more"

Social Health

"I know there are more options than just sucking it up - I need to speak out"

"Respecting others"

"I know I need to be around others because that is who I am and it is important to embrace who you are"

"Make new friends and it felt great being with other people - and even last week for the first time in a long time I mingled with new and familiar friends"

"I did food distribution parcels for foreign nationals who were not being looked after. I built my aunt two houses with the help of SAYes and my mentor"

"Talking to people more - connecting more and growing my network - being open"

Emotional Health

"There were times when I stayed in bed because I didn't know what to do. Having to pull myself up and get going because I had to get up and get going. My mentor would give me tasks to do to keep me from getting bored and depressed."

"Learning to deal with emotions and conflict situations and thinking before acting - controlling emotions"

"I knew my worth after a while. I used to bring myself down. Through my mentor I was able to gain my confidence"

"Understanding we are all different and accepting that, putting myself in someone else's shoes, controlling emotions better, managing emotions and being rational especially around money."

"It is easy to be social but I won't go out of my way to start a conversation but I learned it is important to speak to people and connecting with others can change your life and uplift you, and to speak to someone when you are faced with challenges"

"I really worked on my music this year and channelled my emotions through his music. I got my own equipment"

"I used to focus on my mother not being around anymore but what I learnt was to focus on the happy moments and memories it makes things easier for you"

"My uncle died and my mentor helped me cope with the grief"

"Last year I had problems at campus when writing exams which took a toll on my mental health and I suffered from depression. Seeing a shrink helped - which was guided by my mentor because I did not understand what was going on"

South African Youth Education for Sustainability Ltd

Strategic Report for the Year Ended 31 December 2020

“They helped my positive side to come out and I did things in a more positive way and look forward to everyday”

Cognitive Health

“Thinking about making a decision before saying no and thinking about what my needs are first”

“I had been trying to think about what I wanted to do and now I know and I know what steps to take - having clarity”

Identity Health

“I developed a lot in self this last year. I am more consistent, committed and eager for growth everyday”

“Last year I was under a lot of pressure on what to do next year and now I better understand my strengths and weaknesses and know myself better”

“Being a parent makes it sometimes harder to work on myself but having the encouragement from my mentor helped, around healthy eating - remembering to focus on myself and not just my kids. My awareness of my physical health increased. I loved the check in and the motivation”

Community Indicators

While community level indicators are not the most reliable or valid predictors of outcomes for either independence or well-being, for completeness we include the following indicators based on the mentee self-report survey described above.

- 64% of mentees were in formal education during 2020
- 74% of these passed a grade or level in 2020
- 22% are still currently doing a course
- 4% did not pass a grade or level
- 30% of mentees were in their final school year during 2020
- 50% obtained a Bachelors pass
- 25% obtained a Diploma pass
- 13% obtained a Higher Certificate Pass
- 13% did not pass matric.
- The national matric pass rate for 2020 was 76.2% with a 36.7% Bachelors Pass)
- 40% of mentees gained work experience during the mentorship
- 57% of mentees are currently employed (note the current sample is skewed upwards by a large proportion of employed interns at one of our NPO partner programmes)
- 23% of the mentees are still living in residential care, with a further 8% in hostel/alternative care.
- Of those living independently
- 81% are in stable accommodation (“living in a place and I know I can stay here for a while”)
- 19% are in unstable accommodation (“living in a place but I am not sure how long I can stay here”)
- None are currently homeless
- 7% (3) of mentees became or had a partner become pregnant in 2020
- All pregnancies resulted from consensual intercourse though pregnancy was unplanned in each case

South African Youth Education for Sustainability Ltd

Strategic Report for the Year Ended 31 December 2020

- 2 pregnancies are planned for term
- 1 pregnancy was aborted
- 78% of mentees are South Africa citizens with required documentation
- 5% are South African citizens without documentation
- 13% are not South African citizens though they have documentation in support of residency
- 5% are not South Africa citizens and they do not have documentation in support of residency
- One mentee was in conflict with the law in 2020 (for not wearing a mask)
- 73% of mentees never used cigarettes in 2020
- 15% did so daily
- 88% of mentees never used cannabis in 2020
- 5% did so daily
- 31% of mentees never used alcohol in 2020
- 22% less than a few times a year
- 17% every few months
- 9% monthly
- 9% every few weeks
- 7% weekly
- 2% every few days
- 100% of mentees would ('yes - a lot') recommend SAYes mentoring to other young people
- 93% of mentees felt they can now more easily cope with setbacks, challenges and changes related to their well-being
- 95% of mentees felt they can now more easily cope with setbacks, challenges and changes related to their independence

Beyond 2020

The year 2020 has tested our '*menos*' - our mental strength and resilience in almost ancient greek proportions. Indeed, there is not much about the past year that would not find a place in Homer's Odyssey, with the wise and strong Athena garbed as *Mentor*, steadying our ever so mortal resolve. Yet, we have been inspired once again by the goodness and generosity of people, and impressed by the tenacity of the mentors and mentees who took on e-mentoring under extraordinary conditions. The potential for vastly extending the sustainability and reach of our programming, as well as for improving the impact of existing grass roots organisations and other NPOs, is of course promising. As is the potential for building robust and supportive international partnerships. We have not however forgotten what it means to meet in person, and we do look forward to old familiarities, renewed and invigorated by yes, we will say it, a 'new normal'.

Financial review

During 2020, the Charity met all its expenses from donations with a small deficit arising from transferring the surplus from 2019 to South Africa. All donations received are unrestricted funds. The income from donations, trusts and foundations, and fundraising activities around the globe amounted to £33,803 of which £11,733 was from donations, and £22,070 from fundraising. Expenditure on charitable activities amounted to £38,433 with governance costs of £523. This left a deficit of £5,153 which was transferred to reserves. Gift Aid tax refunds on donations were £2,265. Reserves as at 31 December 2020 were £5,104.

South African Youth Education for Sustainability Ltd

Strategic Report for the Year Ended 31 December 2020

Reserves policy

All reserves and income historically donated to support SAYes South Africa operations will be transferred to the SAYes South Africa charity to support activity in South Africa. The reserves historically agreed for supporting the UK charity will be maintained within the UK charity (about £2,000), as will future donations from 1 August 2020.


Plans for Future Periods

Fulfilling our commitment to diversify, we are continuing to work with under-served youth groups through a variety of programmes (in and leaving Care, Sport for Development, Mental Health, NEETs) in South Africa.

These programmes will run remotely, so that we can support our beneficiaries via video phone, while in-person mentoring is not an option while restrictions are still in place.

In addition, we will pilot our Transition to Independent Living Programme in the UK supporting Care Experienced People aged 18-29. This will require us to revise our Charitable Objects and our charity name.

The strategic report was approved by the trustees of the charity on 11/02/21 and signed on its behalf by:


.....
Marlon Bruce
Trustee

South African Youth Education for Sustainability Ltd

Trustees' Report

Objectives and activities

Public benefit

The trustees confirm that they have complied with the requirements of section 4 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission for England and Wales.

The objects of the charity are:

To act as a resource for marginalised children and young people living in South Africa, by providing advice, assistance and organising programmes of physical, educational and other activities as a means of:

advancing in life and helping young people by developing their skills, capacities and capabilities to enable them to participate in society as independent, mature and responsible individuals;

advancing education;

relieving unemployment;

providing recreational and leisure time activity in the interests of social welfare for people living in the area of benefit who have need by reason of their youth, age, infirmity or disability, poverty or social and economic circumstances with a view to improving the conditions of life of such persons.

The strategy employed to achieve the charity's objectives are:

To provide a Transition to Independent Living (TIL) Youth Mentoring Programme for:

2020: 105 youths

2021: 150 youths

2022: 160 youths

as they make the transition to self-sustaining, independent living.

To guide the programme beneficiaries towards life in society as independent, self-sustaining adults

To provide support with family and community reintegration

To build an effective resource bank in order to provide access to employment, education, skills training and bursary opportunities, and information on housing

To continually develop our model and carry out research to substantiate effectiveness

To incorporate a broader connection with the academic and civil society sector locally, nationally and internationally, to conduct research on the TIL programme to ensure continued development and improvement, and to assist in providing the necessary research on youth mentoring.

Medium Term Objectives

To provide an effective youth mentoring programme and organisational model that is scalable, impactful, sustainable, tractable, accountable and serving a neglected youth population.

South African Youth Education for Sustainability Ltd

Trustees' Report

Long Term Objectives

To provide an effective youth mentoring programme and organisational model that is scalable, impactful, sustainable, tractable, accountable and serving a neglected youth population.

Structure, governance and management

Governing Document

South African Youth Education for Sustainability (SAYes) is a company limited by guarantee and was incorporated on 9 September 2008. It is governed by its Memorandum and Articles of Association dated 9 September 2008 and amended to allow for current governance on 5 December 2008. It is registered as a charity with the Charity Commission. On 11 April 2011, the name was officially changed from Off The Street Kids to South African Youth Education for Sustainability (SAYes).

SAYes is a registered Trust, PBO, NPO and Section 18A organisation in South Africa.

Appointment of Directors

As set out in the Articles of Association the chair of the Board of Directors is nominated by vote.

Organisation

The board of directors, which can have up to 15 members, administers the charity. The board meets whenever needed and the Executive Director is appointed to manage the day to day operations of the charity. To facilitate effective operations, the Executive Director has delegated authority, within terms of delegation approved by the directors, for operational matters. The Board approves an annual budget and gives the Executive Director the responsibility of implementing it.

Risk Management

The directors have a risk management strategy which comprises:

- an annual review of the risks the charity may face
- the establishment of systems and procedures to mitigate those risks identified in the plan: and
- the implementation of procedures designed to minimise any potential impact on the charity should those risks materialise.

A key element in the management of financial risk is the setting of a reserves policy and its regular review by directors.

Financial instruments

Objectives and policies

The charity's activities expose it to a number of financial risks including credit risk, cash flow risk and liquidity risk. The use of financial derivatives is governed by the charity's policies approved by the board of trustees, which provide written principles on the use of financial derivatives to manage these risks. The charity does not use derivative financial instruments for speculative purposes.

South African Youth Education for Sustainability Ltd

Trustees' Report

Cash flow risk

The charity's activities expose it primarily to the financial risks of changes in foreign currency exchange rates. This is minimised by transferring funds when the exchange rate seems favorable as determined by a comprising the Chair, Treasurer and Chief Executive. There are no interest bearing assets or liabilities.

Credit risk

The charity's principal financial assets are bank balances and cash, and tax recoverable on donations under Gift Aid. The credit risk on liquid funds and derivative financial instruments is limited because the counterparties are banks with high credit-ratings assigned by international credit-rating agencies. The charity has no significant concentration of credit risk.

Liquidity risk

In order to maintain liquidity to ensure that sufficient funds are available for ongoing operations and future developments, the charity only uses short term deposits.

The annual report was approved by the trustees of the charity on 11/02/21 and signed on its behalf by:


.....
Marlon Bruce
Trustee

South African Youth Education for Sustainability Ltd

Statement of Trustees' Responsibilities


The trustees (who are also the directors of South African Youth Education for Sustainability Ltd for the purposes of company law) are responsible for preparing the trustees' report and the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by the trustees of the charity on 11/08/21 and signed on its behalf by:


.....
Marlon Bruce
Trustee

South African Youth Education for Sustainability Ltd

Independent Examiner's Report to the trustees of South African Youth Education for Sustainability Ltd

I report on the accounts of the charity for the year ended 31 December 2020 which are set out on pages 21 to 29.

Respective responsibilities of trustees and examiner

The trustees (who are also the directors of the company for the purposes of company law) are responsible for the preparation of the accounts. The trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed. Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- examine the accounts under section 145 of the 2011 Act;
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act; and
- to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 386 of the Companies Act 2006; and
- to prepare accounts which accord with the accounting records, comply with the accounting requirements of section 396 of the Companies Act 2006 and with the methods and principles of the Statement of Recommended Practice: Accounting and Reporting by Charities

have not been met; or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.


David Dixie FCA

Dixie Associates
167 Black Haynes Road
Selly Oak
Birmingham
B29 4RE

Date: 24/08/21

South African Youth Education for Sustainability Ltd

**Statement of Financial Activities for the Year Ended 31 December 2020
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)**

	Note	Unrestricted funds £	Total 2020 £
Income and Endowments from:			
Donations and legacies	11	33,803	33,803
Total Income		33,803	33,803
Expenditure on:			
Charitable activities	3	(38,956)	(38,956)
Total Expenditure		(38,956)	(38,956)
Net expenditure		(5,153)	(5,153)
Net movement in funds		(5,153)	(5,153)
Reconciliation of funds			
Total funds brought forward		10,257	10,257
Total funds carried forward	8	5,104	5,104
		Unrestricted funds £	Total 2019 £
Income and Endowments from:	Note		
Donations and legacies	11	31,199	31,199
Total Income		31,199	31,199
Expenditure on:			
Charitable activities	3	(24,808)	(24,808)
Total Expenditure		(24,808)	(24,808)
Net income		6,391	6,391
Net movement in funds		6,391	6,391
Reconciliation of funds			
Total funds brought forward		3,866	3,866
Total funds carried forward	8	10,257	10,257

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2019 is shown in note 8.

South African Youth Education for Sustainability Ltd

(Registration number: 6693065)
Balance Sheet as at 31 December 2020

	Note	2020 £	2019 £
Current assets			
Cash at bank and in hand		<u>5,105</u>	<u>10,257</u>
Funds of the charity:			
Unrestricted income funds			
Unrestricted income funds		<u>5,104</u>	<u>10,257</u>
Total funds	8	<u>(5,104)</u>	<u>(10,257)</u>


For the financial year ending 31 December 2020 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements on pages 21 to 29 were approved by the trustees, and authorised for issue on 14.08.21 and signed on their behalf by:


.....
Marlon Bruce
Trustee

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

1 Accounting policies

Summary of significant accounting policies and key accounting estimates

The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Basis of preparation

South African Youth Education for Sustainability Ltd meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern

The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement

The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Exemption from preparing group accounts

The charity has taken advantage of the exemption in section 398 of the Companies Act 2006 from the requirement to prepare consolidated financial statements, on the grounds that it is a small sized group.

Income and endowments

All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies

Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs

These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation

The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Research and development

Research and development expenditure is written off as incurred.

Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Borrowings

Interest-bearing borrowings are initially recorded at fair value, net of transaction costs. Interest-bearing borrowings are subsequently carried at amortised cost, with the difference between the proceeds, net of transaction costs, and the amount due on redemption being recognised as a charge to the Statement of Financial Activities over the period of the relevant borrowing.

Interest expense is recognised on the basis of the effective interest method and is included in interest payable and similar charges.

Borrowings are classified as current liabilities unless the charity has an unconditional right to defer settlement of the liability for at least twelve months after the reporting date.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

Financial instruments

Classification

Financial assets and financial liabilities are recognised when the charity becomes a party to the contractual provisions of the instrument.

Financial liabilities and equity instruments are classified according to the substance of the contractual arrangements entered into. An equity instrument is any contract that evidences a residual interest in the assets of the charity after deducting all of its liabilities.

Recognition and measurement

All financial assets and liabilities are initially measured at transaction price (including transaction costs), except for those financial assets classified as at fair value through profit or loss, which are initially measured at fair value (which is normally the transaction price excluding transaction costs), unless the arrangement constitutes a financing transaction. If an arrangement constitutes a financing transaction, the financial asset or financial liability is measured at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Financial assets and liabilities are only offset in the statement of financial position when, and only when there exists a legally enforceable right to set off the recognised amounts and the charity intends either to settle on a net basis, or to realise the asset and settle the liability simultaneously.

Financial assets are derecognised when and only when a) the contractual rights to the cash flows from the financial asset expire or are settled, b) the charity transfers to another party substantially all of the risks and rewards of ownership of the financial asset, or c) the charity, despite having retained some, but not all, significant risks and rewards of ownership, has transferred control of the asset to another party.

Financial liabilities are derecognised only when the obligation specified in the contract is discharged, cancelled or expires.

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

2 Income from donations and legacies

	Unrestricted funds		
	General	Total	Total
	£	2020	2019
		£	£
Donations and legacies;			
Donations from companies, trusts and similar proceeds	-	-	7,500
Donations from individuals	22,070	22,070	11,962
Gift aid reclaimed	2,265	2,265	1,996
Regular giving and capital donations	9,468	9,468	9,741
	<u>33,803</u>	<u>33,803</u>	<u>31,199</u>

3 Expenditure on charitable activities

		Unrestricted funds		
		General	Total	Total
		£	2020	2019
	Note		£	£
Grants to South African Trust		33,000	33,000	20,000
Fundraising and development expenses		51	51	217
Salary and pension contributions		4,833	4,833	3,600
Office costs		382	382	420
Sundry expenses		137	137	-
Bank charges		30	30	60
Governance costs	4	523	523	511
		<u>38,956</u>	<u>38,956</u>	<u>24,808</u>

4 Analysis of governance and support costs

Governance costs

	Unrestricted funds		
	General	Total	Total
	£	2020	2019
		£	£
Independent Examiner's remuneration	510	510	498
Legal fees	13	13	13
	<u>523</u>	<u>523</u>	<u>511</u>

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

5 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

No trustees have received any reimbursed expenses from the charity during the year.

6 Taxation

The charity is a registered charity and is therefore exempt from taxation.

7 Charity status

The charity is a charity limited by guarantee and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £Nil towards the assets of the charity in the event of liquidation.

8 Funds

	Balance at 1 January 2020 £	Incoming resources £	Resources expended £	Balance at 31 December 2020 £
Unrestricted funds				
General	<u>(10,257)</u>	<u>(33,803)</u>	<u>38,956</u>	<u>(5,104)</u>

	Balance at 1 January 2019 £	Incoming resources £	Resources expended £	Balance at 31 December 2019 £
Unrestricted funds				
General	<u>(3,866)</u>	<u>(31,199)</u>	<u>24,808</u>	<u>(10,257)</u>

9 Analysis of net assets between funds

	Unrestricted funds General £	Total funds £
Current assets	<u>5,105</u>	<u>5,105</u>

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

10 Analysis of net funds

	At 1 January 2020 £	Cash flow £	At 31 December 2020 £
Cash at bank and in hand	10,257	(5,152)	5,105
Net debt	<u>10,257</u>	<u>(5,152)</u>	<u>5,105</u>

South African Youth Education for Sustainability Ltd

Notes to the Financial Statements for the Year Ended 31 December 2020

11 Income from donations and legacies

	Unrestricted funds		
	General £	Total 2020 £	Total 2019 £
Donations and legacies;			
Donations from companies, trusts and similar proceeds	-	-	7,500
Donations from individuals	22,070	22,070	11,962
Gift aid reclaimed	2,265	2,265	1,996
Regular giving and capital donations	9,468	9,468	9,741
	<u>33,803</u>	<u>33,803</u>	<u>31,199</u>