

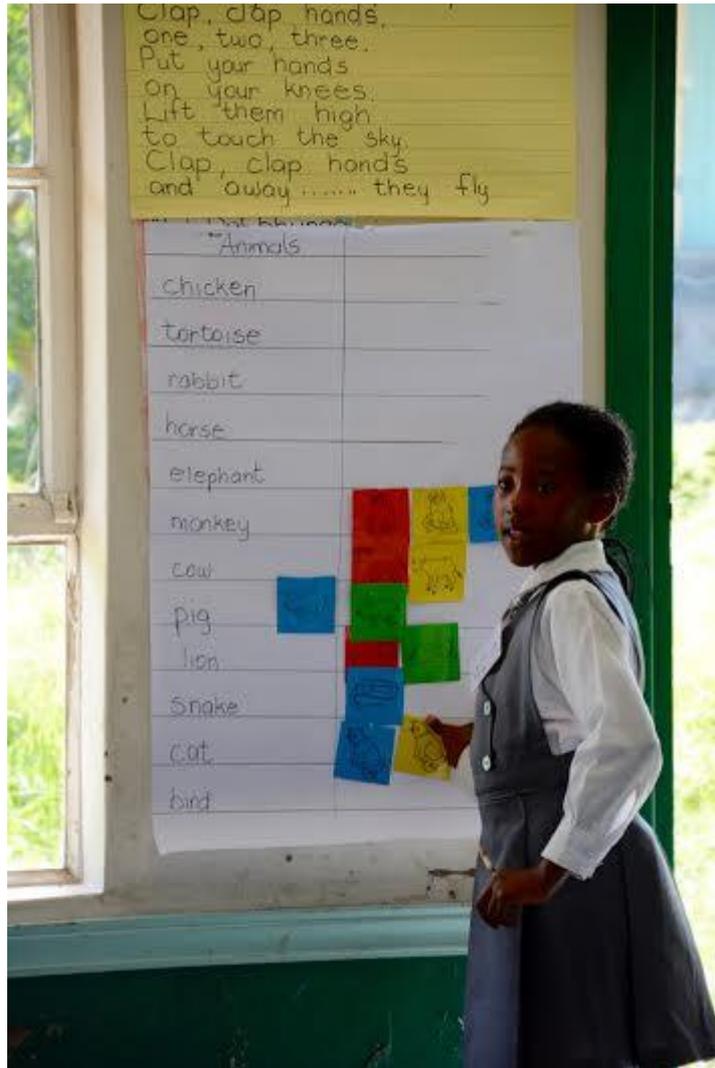


# TYUME VALLEY SCHOOLS DEVELOPMENT ASSOCIATION ANNUAL REPORT 2015-2016



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TVS is an independent charity working in a rural area of Eastern Cape Province, South Africa. Its mission is to enhance educational opportunities and improve life chances for children in the Tyume Valley.



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## TVS

TVS is a charity registered with the Charity Commission (registration no.1103909).

**Joint chairs:** Sue Richards and Caroline Glendinning

**Treasurer:** Margaret Kiloh

**Newsletter and Minutes Secretary:** Elizabeth Hanks

**Committee members:** Liz Button, Stephanie Gallier, Jim Lewis, Geraldine Palmer

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## Overview 2015-2016

Tyume Valley Schools Development Association (TVS) aims to improve educational opportunities and life chances for children in Tyume Valley, Eastern Cape, South Africa. This impoverished rural area still carries many legacies, in the form of major social and economic inequalities, from the Apartheid era when it was part of the Ciskei 'homeland'. Raising funds from charitable trusts and subscribers in the UK, TVS works closely with primary and secondary schools in the Valley. TVS' activities concentrate on: developing teachers' and children's proficiency and confidence in English; introducing children to basic IT and keyboard skills; and reinforcing this learning through more relaxed experiences at residential study camps.

During the past 12 years over 3,000 children have benefitted from TVS' activities. Many more have benefitted indirectly, through the support and resources TVS has given to local teachers to develop their educational skills and confidence and thereby improve their students' learning experiences.

TVS' effectiveness has been hugely enhanced over the past three and a half years by UK volunteer Vicky Riley. Vicky is based in Tyume and works closely with schools and local community organisations to make sure activities run smoothly; she also supports our local staff. We have fortunately been able to continue supporting Vicky's work during 2016.

The emphasis of our work is increasingly on ensuring our activities and achievements are sustainable for the future.

## IT programme

Our weekly IT teaching programme is now delivered in 8 primary and 3 secondary schools, reaching over 300 pupils each week. Our two South African IT trainers, one full-time and one part-time, manage the equipment and deliver the lessons within the schools. The students are tested each year and we monitor the slow but steady improvements they make over the years. School staff also comment on the improvements in the children's English which flow from all of our various programmes. We have gradually phased out our ageing European desk-top computers with more modern laptops. We are about to increase the number of these to 30. Some schools also have a few laptops received from elsewhere which helps especially with larger classes.

## English programme

The end of 2015 saw the completion of the pilot phase of the English Language Programme. This began in 2012 and 2013 with two cohorts of children who eventually finished the programme together. The results of the pilot have been written up and are being used to inform the rewriting of materials and applications for grant funding to extend the programme to cover all the primary schools in the Tyume Valley.

In addition to the two cohorts on the main pilot another cohort began the programme in January 2015. The new cohort consisted initially of 62 learners from four schools - Auckland Primary (a large, overcrowded school) and three small primary schools - Gilton, Nomvume and Elethu. During the course of the first term the number increased to 74 due to late school enrolments. Because of the distance from the TVS Resource Centre at Dyamala, teaching took place in Auckland classrooms, with learners from the other schools being transported by TVS funded transport.

Attendance throughout the year was very good. All the learners had their photos taken and 2 x A5 photos of each learner were printed on an A4 sheet and laminated - one to go on the wall at school, the other to be taken home to their family. This proved a good 'motivational' thing to do which helped keep everyone interested/involved.

Four educators were recruited at the beginning of 2015 - one from the previous teaching team and the others from the participating schools. Educators' training took place three times during the year and the educators soon seemed to discover that teaching in a much less formal classroom environment leads to the learners being much more responsive, opening up and gaining confidence quickly. The educators also began taking initiative and incorporating a few of their own songs, games, ideas etc into their teaching.

As in previous years, food was provided to keep the children going throughout the afternoon. The cook at Auckland school was hired to provide a traditional meal of samp and beans.

All the children starting on the programme were non-English speakers. At the end of the first year's programme, learners were tested on their speaking and listening skills. Out of the 74 who took the test only 9 scored less than 50% and 52 scored over 80%. All the learners also took a Grade 4 and 5 Reading and Writing Pre-Assessment test. The average score for this group (who had just started Grade 4) was just over 50% - ranging between 30% and 84%. These results will be used as a comparison for end of year testing in 2016.

In 2016 we asked teachers currently involved in the programme (9) and their school principals/colleagues (12) for their views on the programme. There was unanimous agreement that children were learning English faster; were more confident in speaking and writing English; and that this was benefitting their learning in other subjects as well. All the teachers themselves also reported being more confident about teaching English and were adapting the new teaching methods from the English programme to other subjects as well.

Almost all also reported sharing their learning from the English programme with other teachers in their schools. This feedback highlights the less tangible benefits of the English programme - in particular its impact on learners' confidence and self-esteem, and the wider diffusion of learning to other school subjects and to other learners and educator colleagues.

## Study camps

In December 2015 we repeated our post-Matriculation study camp for school-leavers from 5 secondary schools in Tyume Valley. 24 school leavers, all of whom were expected to get good Matric results and go away to college or employment, attended a week of IT training at Hobbiton Outdoor Activity Centre in Hogsback, followed by a further non-residential week at Fort Hare University in Alice. This year Vuvu Tomi, TVS' IT trainer, took overall responsibility for organising the study camp. She was supported by Ntombomzi Siyanga (Nontombi), Bongiwe Maneli (our two IT assistant trainers) and Sigqibo Masala (Selby - a local man who worked for several years in Hogsback before commencing studies at Fort Hare University, Alice). The focus for the study camp was 'Keeping Healthy' and the 'World of Work and Study'.

The feedback from TVS staff and students was very positive. The cost was approximately £100 per student for the two weeks.

A study camp for primary aged children will take place in September 2016 at Hobbiton Outdoor Education Centre. Up to 100 children from Tyume Valley will experience a mixture of lessons in English and outdoor activities. The focus this year will be 'The Food We Eat'. This will be a further opportunity to improve the speaking and writing skills of the learners and also to give their teachers the opportunity to experience a range of teaching and learning styles. This study camp will be organised and run by three volunteer teachers from the UK.

There will also be a further pre-college study camp for up to 30 school-leavers, in December 2016.

## School partnerships

School partnerships are an excellent way of channelling teaching and learning resources into Tyume Valley schools. They also enable children in UK partner school to learn more about life in South Africa. Email, Skype and blogging make it increasingly easy to set up and maintain relationships between schools and learners. Teacher exchanges between partner schools can have lasting impacts on South African teachers' skills and confidence.

TVS has already helped to set up a number of partnerships between Tyume and UK schools. We actively support a long-term partnership between Settle Primary School North Yorkshire and Kwezana Primary School in Tyume. School partnerships are an area of activity TVS hopes to develop further in the coming year, as they can provide on-going support to local schools even if TVS has to reduce its level of activity in the valley.

We have produced a publicity leaflet that has been widely circulated through our contacts in UK schools; contacted a number of schools on the DFID/British Council Global Partnership list; and pursued personal contacts with local schools. However, recent attempts to set up further partnerships have been less successful. The reasons for the slow uptake are much to do with the ongoing pressures on schools in both the UK and South Africa for academic results and on teachers in terms of workload, pay and conditions of service.

In 2015 we provided a small amount of financial support to Enkenkwezini secondary school who, with the help of their local School Governing Body, organised a 'Matric Camp' for their top year students. Students spent up to 5 weeks boarding at school to prepare for their Matriculation exams. The impact was clearly visible in significantly improved exam results - Enkenkwezini achieved the highest Matric results of the whole school district!

## **Fundraising**

During the financial year 2015/16 we were successful in raising £34,000. This has enabled us to keep all three of our programmes, IT, English and residential study camps, funded over the past year, reaching about 500 pupils in fifteen schools.

We are immensely grateful to our loyal regular donors, many of whom have faithfully supported us over more than ten years. Apart from a few leaflets and educational materials we spend almost no money in the UK. Any volunteers claiming their expenses when visiting Tyume Valley re-donate these to TVS, thus making them eligible for Gift Aid. This year our regular donors, plus their Gift Aid, raised over £10,000. One-off donations, grants from small trusts and ad hoc fundraising activities, plus our annual participation in the Big Give Christmas Challenge, raised over £17,000. For the first time we received a donation from the Prince of Wales Trust, plus the second tranche of a three-year donation from Make My Day Better. These grants are much appreciated and have helped us develop services which we would otherwise have been unable to provide.

## **Planning for the future**

TVS was originally established as a 10-year project; it has already exceeded that target. We are now planning a gradual exit strategy with the aim of leaving a lasting legacy in the Valley.

We are increasingly handing over responsibility for managing the IT programme to Vuvu Tomi who is now responsible for liaising with local schools and organising both her own teaching timetable and that of her assistant Nontombi. TVS Committee members organise their visits to Tyume to ensure essential preparation and support for study camps is provided. We are also making a major effort to set up longer-term partnerships between Tyume Valley and English schools.

A major priority is to secure further funding to continue our very successful English programme; we have established links with the South African Research, Training and Development Institute (SADRAT) in Port Elizabeth, which will enable TVS to apply to South African funding bodies.

## **TVS Reserves Policy**

Our reserves policy is designed to enable us to wind down the organisation and meet its liabilities, should there be an unexpected loss of income.

TVS is fortunate in having no overheads, very low operating costs, a small but steady stream of unrestricted income from subscribers and Gift Aid and no statutory redundancy liabilities. Our main risk is from unplanned/emergency expenditure (eg the need for major repairs to, or replacement of, one of our vehicles).

To mitigate this risk:

- We maintain on-going scrutiny of anticipated income and expenditure, with decisions about future spending reviewed at quarterly Committee meetings.
- Planning for future activities is based only on guaranteed income, not possible future grants.
- Annual budgets include a specified sum for unforeseen contingencies.
- We ensure that we always have funding available for three months operating costs.
- We plan for each calendar year to end with a specified sum surplus bank balance. This enables any sudden unanticipated/emergency expenditure during that year to be met.

## Accounts for 3 April 2015 to 4 April 2016

Opening balance    £29809.51

Period	Income £	Expenditure £
3 April to 1 May	1372.20	1000.00
2 May to 4 June	2069.98	1080.56
5 June to 3 July	730.32	1169.00
4 July to 4 August	703.24	21000.00
5 August to 4 September	2221.85	1000.00
5 September to 2 October	1202.50	1000.00
3 October to 4 November	996.39	6185.30
5 November to 4 December	1572.00	1351.73
5 December to 4 January	7545.55	1000.00
5 January to 4 February	9104.67	2000.00
5 February to 4 March	5769.50	11000.00
5 March to 4 April	736.85	1104.97
<b>TOTALS</b>	<b>34025.05</b>	<b>48891.56</b>

Closing balance    £14943.00

These accounts were produced by the Treasurer and reviewed by an independent financial examiner.

## Trustees Statement

These summarised accounts have been produced by the Treasurer and have been extracted from the full annual financial statements that have been approved by TVS Trustees. The full annual financial statements have been reviewed by a qualified accountant. The full Annual Report and financial statements have been submitted to the Charity Commission.