

EDSA

EDUCATION FOR DEMOCRACY IN SOUTH AFRICA

Annual Report for the year to end 31st March 2005

Registered charity No 1003795

Supporting the young black people of the townships and informal settlements of the Western Cape to achieve their full educational potential.



For over ten years EDSA has been raising funds to support Saturday Schools, teacher training and other vital initiatives which are essential in enabling these young people to gain a foothold in tertiary education and take the path towards the world of professional work.

- ✓ Around 2,600 young people a year attend Saturday Schools; girls outnumber the boys by 3:2.
 - ✓ A total of 600 teachers to date have benefited from a voluntary programme to support their skills and knowledge base.
 - ✓ A container library in Gugulethu has become a valued resource in harsh and deprived surroundings.
 - ✓ A free student magazine, written, edited and published by learners, reaches over 5,000 young people.
 - ✓ A new after school playgroup in Smitsville, Barrydale provides the only access to toys and music for the young children of this impoverished community.
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TRUSTEES

Judy Brown (Chairperson), Ann Applegate
 Pamela Bankart MBE, David Brodie OBE (Treasurer)
 Ann Brown, Dr Gary Lock

CORRESPONDENCE ADDRESS

P O Box 164 , Chipping Norton D.O., Oxon OX7 5UQ
 E-mail: edsafrica@aol.com

CHARITY REGISTRATION NO.

1003795

CONSTITUTION

EDSA is a charitable trust, constituted by deed executed on 24 June 1991, the main object of which is the advancement of education and relief of poverty of disadvantaged students in South Africa.

COMMITTEE MEMBERS

John Applegate, Niall Murphy
 Anthea Head (Administrator)

BANKERS

CafCash Ltd, Kings Hill, West Malling
 Kent ME19 4TA

INDEPENDENT EXAMINER

John Clarke
 119 Hanover Road, London, NW10 3DN

Eleven years into the new democracy, South Africa remains a deeply divided society. The stark inequalities entrenched by 5 decades of apartheid are still largely in place. As President Mbeki has said: 'South Africa is a country of two nations - one poor and largely black, one rich and largely white.' Approximately 5% of the national income is shared among the poorest 40% who are almost entirely black and live below the poverty line. HIV AIDS has devastated these poor communities.

The province of the Western Cape, the second wealthiest after Gauteng, is spectacularly beautiful and Cape Town, its capital, attracts millions of tourists. Yet the poverty in this Mother City is as bad as anywhere else in Southern Africa. Squatter camps line the outer highways of the city, and penetrate deep into the sand dunes of the Cape Flats. You do not see white or coloured faces among these vulnerable and overcrowded shacks for the

different races still live in areas where the apartheid laws placed them.

Poorly trained, demotivated teachers whose lives are often in danger from visiting gangs, struggle to teach in under-resourced township schools. Ill health and gang violence are further challenges to learner survival. The number of Aids orphans in the country currently stands at 1.1m. **As things stand, the only hope for impoverished black learners in the squatter camps is supplementary education which tops up what they learn at school and unlocks their true potential.**

For over 20 years our NGO South African partners, ASSET (previously the South African Institute of Race Relations Western Cape) have been providing just such supplementary education through the Saturday and Winter schools, seen as a life-line to 2500 young people every year

In the words of the leading South African economist Servaas van der Berg: **"Without a drastic improvement in school performance, most South African students will not be able to achieve their potential and will remain condemned to playing a subordinate role in the labour market."**

EDSA Aims:

1. To support disadvantaged students from the Cape informal settlements and townships of South Africa to achieve their full secondary and tertiary educational potential and to participate meaningfully in the transformation of South Africa.
2. To offer further innovative training, resources and support to teachers and other educators within informal settlements and townships particularly with regard to the challenges of the new outcomes-based education curriculum.
3. To work against racial prejudice in South Africa through the delivery of creative educational projects.



CHAIR'S REPORT

It has been a privilege to take over as Chair in 2004 from Ann Brown, the founder member of EDSA as well as a great friend and inspiration to all of us on the Board of Trustees. Ann remains very involved and has been instrumental in adding Net vir Pret to our portfolio of work in South Africa. Ann now spends half the year in her homeland and half the year here in Oxfordshire and often acts as a bridge between our work here and the work we are supporting, over there. Our valued treasurer, Ann Applegate, also stepped down at the end of March after more than ten years of keeping careful account of our financial records which she has done with great diligence and unfailing good humour. David Brodie now takes over this role for which we are extremely grateful.

EDSA is a small organisation and we are very proud of our track record of work with our South African partner, ASSET. We spend a great deal of time ensuring that the work being carried out in our name is reaching as many of our target groups as possible, that it is fulfilling our aims effectively.

This year we held our first EDSA "away day" when we took stock of our work over the last 12 years and discussed how we can develop and sustain the important work which is taking place. All Trustees are very aware that our big challenge is to try and ensure that the good practice which has developed over many years in both the Learner and Teacher Development Programmes being delivered by ASSET is shared and in some way encompassed within mainstream provision. This is no easy task, but we can see, from ASSET's carefully collated statistical evidence that the Saturday School programmes, together with the additional teacher support, are indeed impacting on the general results of those schools whose students and teachers have been regularly participating. Anyone visiting the projects only has to see the thousands of young people streaming into the Saturday School to see just how very important this work is. We know that the teachers who give up their Saturdays to deliver these additional classes are some of the most dedicated and gifted. We also have evidence that the teachers who attend the Teacher Development Programme are the keen ones, the ones who recognize their developmental needs. We feel sure that they will move through the system and eventually become those

"special" teachers who make a real difference in their school and to their students' futures.

There is so much to do - the standard of mathematics and science within the Black township schools is falling far short of that of comparative schools in Cape Town and has a detrimental affect on the ability of township young people to enter University to study these subjects. This is not equality and we are committed to doing as much as possible to change this situation through our Saturday Schools and Teacher Development.

We see many young people in township schools struggling to find a quiet space to do homework and often feeling too hungry anyway to want to do it. This is not equality and we are humbled that a small after school feeding scheme supported by one of our twinning projects can make such a difference to those young people staying behind to do their homework.

Our alumni of past students often told us that they had no books at home either for study or for pleasure or few toys to play with and that this remains the fact in many township homes. This is not equality. We are delighted to have supported in a small way one of our ex-Saturday School students to set up a community based library in three used containers in one of the Cape Flats townships and it is used by hundreds of children and young people for reading, story telling and homework.

Our initial work has taken us down a variety of paths always led by ASSET and the students, past and present.

We have seen ourselves the enthusiasm and dynamism of the Saturday School students. We are proud to be playing a small part in their empowerment and we guess that some of them will be the leaders of tomorrow.

2005 is a crucial year for Africa and EDSA wants to continue to support the enormous transformation taking place in South Africa by ensuring as many township young people as possible are enabled to gain the best education possible. We know that our work with our partner organization is reaching thousands of young people and is part of the wider transformation programme. This is the inspiration behind EDSA - a few of us, trying to make a difference.

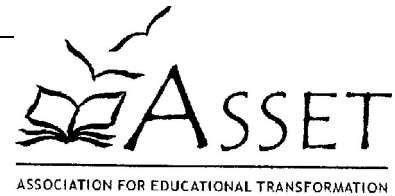
Judy Brown, July 2005

Our Projects:

- Working to support **ASSET** in its provision of **Learner Development** and **Teacher Development** programmes through monitoring and fund raising;
- Supporting **Students in Action** alumni club who support and advise **LDP** students, and publish a magazine.
- A **Twinning Programme** between a squatter camp school and Radley College, Oxfordshire;
- Hosting an annual delegation of learners to attend the **United World Youth Conference** in collaboration with **Radley College**, Oxfordshire and the **Davis, Laing & Dick College**, London.
- Promoting the wider use of **books and resources** in the informal settlements to stimulate learning, in particular through the creation and maintenance of a **library** created out of old shipping containers;
- The establishment of an **after-school club** in a small community located on the famous the Wine Route which is historically disadvantaged.

EDSA/ASSET Partnership

ASSET is a Western Cape, section 21 non-profit organisation which was formed in 2003. It previously operated under the auspices of the W. Cape branch of the SA Institute of Race Relations and has a long, proud history of serving the educational needs of disadvantaged students. Funded by donations received from local, national and international donors, over the years and with EDSA support the organisation has made a substantial contribution to educational development in the country and to the general well-being of the community that it serves.



ASSET's Mission is to contribute towards the process of educational transformation by providing opportunities for students from disadvantaged communities to realise their full educational potential so that they are able to meet the challenges of life and make a positive contribution to society. Website www.asset.ac.za

The Learner Development Programme In 2004

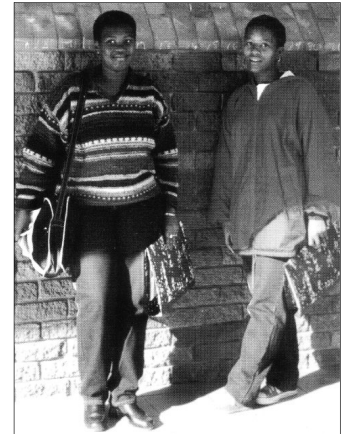
Disparities in the education system of the Western Cape remain enormous and most township schools are still under-resourced and overcrowded and the teachers working in them over-burdened and often under-trained. In 2004 the LDP continued to provide supplementary tuition for 600 Grade 11 and 2000 Grade 12 learners from historically disadvantaged black schools in the form of Saturday and holiday schools. All core curriculum subjects are taught, with Maths and Science offered at High Grade (increasingly only Standard Grade is taught in mainstream schools) but which is an essential prerequisite for entry to tertiary level study in these subjects.

An essential **Life Skill** class is also offered which assists in the creation of a conducive learning environment by addressing youth and social development issues through seminars on issues such as HIV/AIDS and gender sensitivity. Career-oriented field trips and visits by representatives and role models from business and industry and tertiary institutions help learners to make appropriate career choices and decisions for further study.

Statistics based on examination grades continue to demonstrate the positive impact of these programmes' pass rates.

John Wilde writes: *We paid our first visit to the Saturday schools in February of this year. It was an inspiration to meet Derek Joubert*, his totally committed team, and their students. We could not fail to be impressed by their energy, dedication and optimism.*

*Derek Joubert, is Executive Director of ASSET



Some comments by the 2004 LDP participants:

I started attending ASSET's Saturday School classes in Grade 12 because I heard about them from my friends and saw them getting good results especially in Mathematics and Physical Science. At my school we didn't finish the Mathematics syllabus and we didn't even start Trigonometry. But ASSET was able to help me and I got close to a B for Maths on the Higher Grade and I was top in my school. I want to thank ASSET's teachers and wish that they will do their best for other learners.

Silosamangwe Mvelase - now studying Medicine at the Medical University of South Africa

ASSET provided us with extra support which I am very grateful for. I am where I am today through hard work but also through great help from my Saturday teachers. To all achievers out there - Attend ASSET's Saturday School! You'll definitely see the outcomes!

Nozuko Mabaso - now registered for B Com at the University of the Western Cape

I attended the Saturday School in 2003 and 2004 while I was doing Grades 11 and 12 and what a wonderful experience it has been. I was struggling with Accounting and Biology and my marks were very low but at ASSET were very understanding teachers who were there to assist me all the way and my marks improved. Thanks most of all to the Life Skills classes. Because of them I am now sure of what I want to be.

Nonqaba Ndiki - now registered for BA in Psychology at the University of the Western Cape

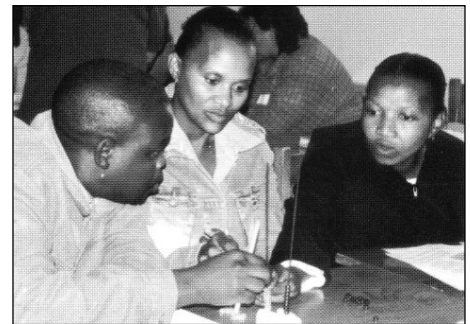
Students in Action

The Students in Action Club is a group of LDP alumni now studying at tertiary level with support from ASSET's Bursary Programme. The enthusiasm of these students to support the LDP is inspirational. This year they set up a desk at **Winter School** which provided information on careers and tertiary study. They also ran a full-day workshop on Sexual Abuse which was well-attended and the scene of lively debate. The eighth edition of their magazine, **AngleSearch** was published during the course of the year. The original team to publish the first edition in 2001 have now graduated and a new team is in training to take over.

TEACHER DEVELOPMENT PROGRAMME (TDP)

Nationally, the orientation and training of teachers to implement the new Outcomes Based Curriculum is widely acknowledged to be entirely ineffective, leaving them struggling through a lack of experience, inadequate training and often with a poor knowledge of their subjects. The TDP was established in 1999 to provide the knowledge, skills, values and attitudes that are needed to implement OBE effectively and to give educators the time and space to interpret the new curriculum in a practical way. The programme aims to do this through deepening subject knowledge and developing pedagogical skills.

This year 100 educators registered from a total of 27 schools (both primary and secondary). The courses are stimulating and challenging and all participants find the materials provided extremely useful and many share them with colleagues in their respective schools. Courses in Language, Mathematics and Natural Science were offered as 4 separate self-contained modules. The total contact time over the year was 50 hours



Recognition and accreditation of Courses

In 2004 the Cape Technikon and the University of the Western Cape agreed that successful completion of the Mathematics and Language modules would constitute a partial credit towards a further degree. Negotiations continue to put the Science course on a similar track.

Comments from participants

"We need to have more time and also invite more educators to attend this programme so that it could not be a drop in the ocean."

"Highly beneficial!! Teaching for ten years I desperately needed a refresher in approach and method. I advise any teacher to do the course."

"I would love the course to continue and embark on a campaign to get each school on board towards a transformed approach. "

Comic Relief remain a major funder of the LDP, Students in Action and the TDP and their guidance has been invaluable.

Bursary Programme

With family income in the townships often at or even below subsistence level students able to continue to college are desperate for bursaries. In fact financial difficulty remains a major cause of promising young people dropping out of college. Many students go hungry and even the cost of the bus fare to college may be beyond their reach. While this programme is now largely funded by endowments through ASSET, EDSA has a small but essential bursary budget which is used to meet emergency needs.

Twinning Programme: Matthew Goniwe Memorial High School, Khayelitsha Township & Radley College, Oxfordshire

Matthew Goniwe Memorial High School is situated in the heart of an informal settlement on the outskirts of Cape Town. The catchment area is a typically poor community that lives well below the breadline and in hazardous conditions. The school is named in memory of the late Matthew Goniwe, a teacher, who was assassinated in 1985 by the Apartheid regime.

The twinning programme between Radley College and Matthew Goniwe has been going for a several years. Many children go hungry and Radley supports the Feeding Scheme which is run by township parents for matriculation students which has encouraged them to stay for extra classes and has dramatically improved exam results. More and more students are taking the opportunity to stay on at Matthew Goniwe to take their matriculation exams (189 in 2002, rising to 315 in 2005).

At present there is an e-mail exchange between 21 students from Matthew Goniwe and 23 Radley boys. The students correspond frequently and both sets of learners find it a stimulating and valuable

exchange. Some of the students met each other at this year's United World Youth Council (hosted by Radley) since 3 of the Radley South Africa committee were delegates at the UWYC.

The boys on the Radley committee undertake various fund-raising activities during the school year on behalf of the Matthew Goniwe School - so far this year approximately £700 has been raised through a Chapel collection, a sponsored bike ride along the Ridgeway and the selling of tracksuit tops. The intention is also to provide curriculum support to the school (where syllabuses are broadly compatible) by e-mail and website links, as well as textbooks and other school resources. In March 2005 the Radley 1st XI cricket tour donated lots of cricket equipment to the school. It is hoped that Radley teachers will be visiting Cape Town, Khayelitsha and the Eastern Cape in the near future to monitor the links between the 2 schools and other projects.

The United World Youth Conference

Every year EDSA invites four or five learners from the Saturday Schools to attend the United World Youth Conference organized by the **Fontainebleau Youth Foundation** and held at **Radley College** at Easter. Around 130 young people from all over the world attend for the week-long conference to discuss issues of both global and cultural importance. This is a unique opportunity for everyone concerned and a valuable experience for the young South Africans who, on their return home, organized a mini-conference with the theme "*Cultural Heritage vs. Globalisation: What are the perspectives for the indigenous youth of today?*" About 230 Grade 11 learners and their teachers attended.

EDSA would like to thank Niall Murphy at Radley College along with the Radley South African Committee for their support of this project and to the boys particularly for befriending and hosting the young South Africans. Their life circumstances could not be more different but it was a wonderfully enriching and rewarding experience for everyone.

EDSA would also like to thank Alasdair Brown and the staff and students of the Davis, Laing and Dick College in Marylebone, London who hosted the five young people for a few days, following the 2005 UWYC and the families who accommodated the students during their stay in London. This visit to DLD was successful on every level and offered a further opportunity for sharing, particularly the exchange of life stories and of cultural values.

Comments by LDP delegates to The United World Youth Council 2004

Everyone learned new things. We learned respect, trust and patience. In your committee you had to respect the other person's opinion. You had to trust your committee because without trust your committee would not get anything done. You also had to have patience and if you did not have it you ended up gaining it.

Tembelihle Mtombeni - Committee on Development and Cooperation

I found that South Africa in one way or another is affected by what happens in other countries. We might feel

that we have fewer problems, but the fact remains that we are affected by what happens in Zimbabwe, Israel and Iraq. I learned that no country can survive on its own. Whether economically, socially or politically, we depend on each other.

Mkhululi Fumba – Committee on Community Affairs

Learning was a great part of the UWYC and I must say I learnt a lot. I learnt to be tolerant towards those who could not speak English very well; I learnt how to share ideas constructively and how to listen to other's opinions with an open mind. Thank you so very much.

Zandile Hoshe - Committee on Future

Net vir Pret (Just for Fun)

This playgroup was established in Smitsville, Barrydale by ex-EDSA chair, Ann Brown who helps to run the project when she is in South Africa. An impoverished community located on the glamorous tourist wine route in the Western Cape, most of the 'coloured' (mixed race) inhabitants of Smitsville rely on seasonal fruit-picking and packing for their income, and many have become addicted to the wine with which they were once paid. Many of the children of these parents are born with foetal alcohol syndrome, or often start drinking wine themselves at an early age – when there is nothing to eat in their homes. **The aim** of the playgroup is to encourage self-esteem by providing stimulating after-school activities which promote creativity, self-confidence and a sense of responsibility among marginalized young people.

Organised by local volunteers under the guidance of Peter Takelo, between 60 and 90 children attend each session. One teacher from a rural school has bussed in farm children who have never played with toys or used a musical instrument before.

A gift of 50 percussion instruments (triangles, tambourines, drums etc) was greeted with great enthusiasm, they stimulate the



children's innate musicality and the drums particularly provide a creative therapy for children who come from violent and alcoholic home backgrounds.

Highlights of the year included a day trip to the seaside and a street festival to which isolated farm children were bussed in.

Since its establishment in November 2003, generous UK donations amounting to £4,000 from the Casey Trust and the Hilden Charitable Fund in June 2004 ensured the development and expansion of the project and we would also like to thank the Jephcott Charitable Trust for their recent support which will enable the toy library to expand and the project to continue.



SAMLA

The container library set up by the **South African Mobile Library Association** continues to thrive and has developed into an important resource in harsh and deprived surroundings of Guguletu township. Run by volunteers, SAMLA is used by people of all ages – lively story telling sessions attract many younger children; the space provides a valuable retreat for students doing their homework and the library also offers an information resource for adults.

Founded by ex-LDP learner and ASSET bursar **Mongezi Tamana**, the library has received visits from Mary and Neil Jephcott of the Jephcott Charitable Trust (who helped to fund the original conversion), and also from John and Traute Wilde who have been tireless in their efforts to support EDSA/ASSET, all of whom have been impressed by the energy and dedication of the volunteers; and the sheer volume of people using the facility.



Mama, Mama, where's my book?

I want to read!

I want to read!!

Mama, Mama, where's my book?

I want to grow!

When you read you will grow!

Reading! Reading!

Reading will take you to places

You've never been before.

You read a book:

You read a picture.

O what a lovely book!

Mama, I love my book!

Send me to school!

Where is my transport?

Mama, give me my money now!

Mama, I 'm running to school!

Good morning, class teacher!

May I sit down please?

Excuse me, teacher,

Are we going to read a book today?

Yes, my child.

Thank you teacher!

Thank you, teacher!!

Masi Hambeni

Our touring exhibition of photographs taken by seven members of Students in Action continued to be a means of both raising awareness of township life and also fundraising. It was displayed at the Oxford Playhouse for one week in July to coincide with performances of **Amajuba**, a dynamic play by five young South African actors relating their own experiences as young people struggling to gain an education and growing up in the townships. Thanks also to Kidlington Forum Youth Centre, who based their Africa Week involvement around the exhibition and to the Magic Café and to the Pegasus Theatre in Oxford who both showed the exhibition in their premises. Both Radley and Davis Laing and Dick Colleges have also hosted this unique exhibition.

Fundraising

Fundraising remains central to all our activities.

Comic Relief funds parts of both the Learner & Teacher Development Programmes as well as supporting Students in Action. Further funds are raised by ASSET but 2004 saw a substantial shortfall and in consequence LDP teachers agreed to take a temporary 25% reduction in pay. Fortunately further funding was found from within South Africa which enabled the programme to continue at full strength.

We would like to thank those that have supported our work over the past year, including: Hilden Charitable Trust, Casey Trust, Rowan Charitable Trust, Ryklow Charitable Trust and the CB & HH 1984 Charitable Trust plus many other private donors for sums large and small. Special thanks to Anthea Head for her hard work on our behalf seeking further funding, and thanks to you all - without your help the work of EDSA could not be continued.

EDUCATION FOR DEMOCRACY IN SOUTH AFRICA (EDSA)

Investment policy

The Trustees have unrestricted powers to invest surplus funds at their discretion. As funds held for longer term purposes are modest and cannot be exposed to any risk, these are held in a deposit account.

Reserves policy

EDSA

- o Applies all funds raised towards vital educational projects in South Africa, after retention of a very small amount needed for fundraising and administration in the UK, (6.2% in year end 31st March 2005)
- o Remits major grants to South Africa as soon as possible after the necessary funds are received, and
- o Does not commit to make grants except out of money already received.

Accordingly, reserves are necessary only to ensure the smooth continuation of fundraising and administration in the UK, and to retain a modest buffer for smaller grants that might be made in the short term. Reserves are reviewed annually, in conjunction with forecast income and expenditure, and sufficient funds are retained in reserve to ensure that these costs may be expected to be met over the following two years.

Risk management

The trustees have assessed the risks to which the charity is exposed and have put appropriate procedures in place to mitigate these risks.

Trustees and management

The trustees in office during the period and at the date of this report are listed on page 2. The trustees meet on a regular basis to ensure that strategic objectives are being followed. Day-to-day management is delegated to a part-time administrator who works closely with individual trustees in relation to their particular areas of responsibility.

Statement of Trustee's Responsibilities

Charity law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity at the year end and of its incoming resources and resources expended during that year. In preparing these financial statements, the trustees are required to:

- o Select suitable accounting policies and then apply them consistently;
- o Make judgements and estimates that are reasonable and prudent;
- o State whether applicable accounting standards and statements of recommended practice have been followed subject to any departures disclosed and explained in the financial statements; and
- o Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 1993. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by the trustees and signed on their behalf by

Judy Brown (Chairperson), 16 July 2005

EDUCATION FOR DEMOCRACY IN SOUTH AFRICA (EDSA)

The summarised accounts below are extracted from the full accounts for the year ended 31 March 2005 which were approved by the trustees on 16 July 2005 and received an unqualified report from our Independent Examiner. The summarised accounts are consistent with the full accounts but may not contain sufficient information to allow a full understanding of the financial affairs of the Trust. A copy of the full report and accounts is being lodged with the Charity Commission and may be found on our website. Hard copies are also available on request from EDSA, P O Box 164, Chipping Norton D.O., Oxfordshire OX7 5UQ.

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 MARCH 2005					
	Restricted funds	Unrestricted funds	2005 Total	2004 Total	
	£	£	£	£	
Incoming resources					
Total incoming resources	<u>118,010</u>	<u>11,639</u>	<u>129,649</u>	<u>120,351</u>	
Resources expended					
Direct charitable expenditure:					
- Grants and donations	118,750	3,518	122,268	109,528	
- Monitoring and liaison with projects	<u>0</u>	<u>1,900</u>	<u>1,900</u>	<u>1,723</u>	
Total direct charitable expenditure	118,750	5,418	124,168	111,251	
Costs of generating funds		2,015	2,015	2,659	
Management and administration		6,047	6,047	2,659	
Total resources expended	<u>118,750</u>	<u>13,480</u>	<u>132,230</u>	<u>116,569</u>	
Net movement in funds	-740	-1,841	-2,581	3,782	
Total funds brought forward	740	9,700	10,440	6,658	
Total funds carried forward	<u>0</u>	<u>7,859</u>	<u>7,859</u>	<u>10,440</u>	

**EDUCATION FOR DEMOCRACY IN SOUTH AFRICA (EDSA)
BALANCE SHEET AS AT 31 MARCH 2005**

	2005	2004
	£	£
Current Assets		
Bank balances	<u>7,859</u>	<u>63,240</u>
Total Current Assets	7,859	63,240
Current liabilities:		
Amounts falling due within one year	-	<u>52,800</u>
Net Assets	<u>7,859</u>	<u>10,440</u>
Financed by		
Restricted funds	-	740
Unrestricted funds	<u>7,859</u>	<u>9,700</u>
Total funds	<u>7,859</u>	<u>10,440</u>

Approved on behalf of the Trustees on 16 July 2005
and signed on their behalf by **Judy Brown (Chair) and David Brodie (Treasurer)**

Independent Examiner's Statement on Summarised Accounts

I have examined the summary financial statement set out above.

Respective responsibilities of the Trustees and Independent Examiner

The summary financial statement is the responsibility of the Trustees. My responsibility is to report to you my opinion on its preparation and consistency with the full financial statements and Trustees' report.

Basis of opinion

I conducted my work in accordance with the General Directions given by the Charity Commissioners.

Opinion

In my opinion the balance sheet and statement of financial affairs set out below are consistent with the full financial statements and Trustees' report for the year ended 31 March 2005 and comply with the requirements of the Charities Act 1993.

John Clarke FCA
119 Hanover Road, London NW10 3DN
16 July 2005

Donations

Investing in the education of these young people changes many more lives than just those of the students themselves. It benefits families, and communities and it is an investment in the future of South Africa itself.

Education engenders tolerance, justice and hope.

To continue our work we depend solely on grants and the generosity of individual donors.

Alternatives to sending a cheque are:

Charity Card Donations

To donate on line with a Charity Card, log on to www.allaboutgiving.org and select EDSA.

Standing Order

A Standing Order mandate form will be sent to you on request.

Gift Aid Donation

If you are a UK taxpayer, completing a simple Gift Aid form will increase the value of your donation by 28%. Gift Aid is an easy method of tax effective giving. Simply complete this form and send it to EDSA, P.O.Box 164, Chipping Norton D O, Oxon OX7 5UQ



Gift Aid Declaration

- I enclose a donation of £.....
- I want you to treat all donations that I make to EDSA from the date of this declaration to be treated as Gift Aid donations, until I notify you otherwise
- Please send me further details of how I can sponsor a student

Signed.....

Name.....

Address.....

.....Date.....

Notes on Gift Aid

You must pay income tax and/or capital gains tax at least equal to the tax that EDSA reclaims on your donations in the tax year (currently 28p for each £1 you give).

If your circumstances change and you no longer pay income and capital gains tax equal to the tax that EDSA reclaims, you can cancel your declaration. Also, please notify us if you change your name or address.

If you pay tax at the higher rate you can claim further tax relief in your tax return. If you claim tax credits, you can claim a deduction on your claim form.

If you are unsure about any of this, please ask us. We are happy to help.

If you would like any further information please do not hesitate to contact us.

EDSA

P O Box 164

Chipping Norton D.O.

Oxfordshire OX7 5UQ

www.edsa.org.uk

email: edsafrica@aol.com

Phone: 01608 642025