

Three-Month Report 2025

January to March

Introduction

The first quarter of 2025 has shown significant progress and development in various sectors. This report aims to provide a comprehensive overview of the key achievements and challenges during the months of January, February, and March.

TransCape has been actively engaged in a range of impactful projects throughout this term. These initiatives include the aftercare project, which has shown renewed interest and engagement from students and their parents alike. Additionally, our scholarship program continues to support deserving students, ensuring they have the resources and encouragement to succeed academically.

The Nonqubela Preschool project has seen significant advancements, providing early childhood education and preparing young learners for their future schooling. Our microfinance initiative empowers local entrepreneurs through financial support, fostering self-sufficiency and economic growth within the community.

Moreover, skills development has been a key focus, with sewing and computer lessons that equip individuals with valuable, marketable skills. Our health education efforts, particularly regarding HIV/AIDS awareness, have been extensive, involving school visits, house visits, and community workshops aimed at spreading crucial information and support.

These diverse projects reflect TransCape's commitment to holistic community development, addressing educational, economic, and health-related needs. The efforts and successes in each of these areas highlight the dedication and impact of our programs in fostering a thriving and empowered community.

Afterschool Program

The schools re-opened on January 15th with a fresh batch of 45 students: 30 girls and 15 boys. The renewed interest in our afterschool program was evident from the start. Our initial sessions were dedicated to introductions, especially for the newcomers. We didn't engage in academic activities; instead, we fostered a comfortable environment by encouraging students to speak in English. While some were shy, they gradually opened as they shared their holiday experiences, ranging from family gatherings at the beach to helping grandparents and spending their pocket money at local shops.

In February, we focused on enhancing English language skills and basic mathematics. Storytelling became an integral part of our sessions, allowing each child to participate and improve their English proficiency. Additionally, all students were encouraged to read storybooks, furthering their language skills. The success of our program last year, with all students advancing to the next grade, motivated both the children and their parents to remain committed. Parents actively participated by encouraging their children and assisting with homework, which contributed to the increasing number of attendees.

March saw a variety of academic activities tailored to different grade levels. We had 15 grade two students, 5 grade ones, 10 grade four students, and several others across grades up to nine. The grade nine students particularly struggled with sentence building at the beginning of the year. We dedicated three days a week to this, and it was rewarding to see their progress. In mathematics, the focus was on Algebra, where students learned to navigate positive and negative signs, significantly enhancing their understanding of the subject.

At the former school, students are currently engaged in their first term exams and will receive their progress reports after a ten-day holiday. They mentioned that they will bring their reports on the 8th of April to show Transcape what they have been working on in the afterschool program.



In literacy, children are learning a great deal about sentence building, descriptive words, punctuation, pronouns, and tenses. To ensure comprehensive understanding, each lesson is taught three days a week. This repetition makes a significant difference, as it helps students retain the information better. Previously, students often forgot what they had learned when lessons were taught only once.

In mathematics, the children have faced considerable challenges. Many initially disliked the subject, but continuous motivation has helped them recognize its importance. We started with solving problems, and one student asked why we solve for x . This was a difficult question, but I explained that solving for x helps develop problem-solving skills necessary for real-life situations. The students appreciated this explanation, noting it was the first time they received a satisfactory answer to this question. Their former teachers hadn't addressed such inquiries. We also covered geometry, focusing on straight lines, perpendicular lines, and parallel lines.

This year, I am working with grades 1, 2, and 3, handling 27 students in total. We concentrate on ABC sounds, letters, and spelling. Despite some students struggling to write their names initially, regular attendance has helped them catch up. Following a lesson plan has streamlined my teaching process, making the job easier. Every Friday, we focus on a different letter and its sound. Additionally, we have a "news time" where students share their experiences from the morning or afternoon. This activity is particularly beneficial for those who are shy, helping them become more comfortable speaking in class.

Successes

As part of our outreach efforts, I visited the house of a parent who initially refused to allow their children to attend the afterschool program. During the visit, I explained the numerous advantages of the afterschool program for the child. It was clear to the parent, and as a result, they stopped preventing their children from attending. Now, their kids are coming often to the afterschool sessions. This change in attitude and the continued high attendance numbers are significant successes. Moreover, the progress these children have made at their local school further demonstrates the effectiveness of our program.

Personal Stories

One of the remarkable students in our program is Likhona Gebengana. Born in 2012, Likhona is now 13 years old and has two siblings - a sister in grade 12 and a younger brother in grade R. Likhona lives with their grandmother, who suffers from knee, waist, and back pain. Despite these challenges, Likhona is dedicated to helping around the house, making coffee for their grandmother every morning, and completing household chores before heading to school.

Likhona attends Sikhoma JSS, which is quite a distance from home, requiring an hour and thirty minutes to reach. Every day starts early, with Likhona waking up at 5 a.m. to prepare for the day ahead. The afterschool program has been a part of Likhona's life since grade 1, offering vital support, especially in mathematics. Likhona, who once struggled with mathematical signs, now helps peers with the same challenges.

Outside of academics, Likhona enjoys music and serves as a Sunday school teacher at church, demonstrating a commitment to both education and community service. Likhona's story is a testament to the resilience and determination of our students, who thrive despite the obstacles they face.

Scholarship

In this first term of 2025, we are focusing on the academic progress and support for two dedicated students under the Transcape scholarship program: Onelihle Yhoyho and Phelokazi Sigcau.

Student Profiles and Progress

Phelokazi Sigcau

Phelokazi Sigcau completed her matric last year with a Diploma from St. Martins High School. Initially, she aspired to become a doctor, but unfortunately, she did not meet the university's entry requirements. As a result, Phelokazi has decided to improve her grades by repeating grade 12 at Nogemane SSS, a school located in the rural areas of Ngqeleni. This year, she continues with the same subjects:

- Xhosa
- English
- Mathematics
- Physical Science
- Geography
- Social Science
- Life Orientation

Phelokazi's dedication is evident as she has opted to stay in school accommodation until September when she will sit for her trial exams. She is currently awaiting her first term results, having already completed her exams. Due to the high number of students who are in need of better education in the community and after having meetings with Phelokazi's parents TransCape has concluded that moving forth we will no longer be supporting her financially to give others the opportunity to get better education. We will

however be emotional and physical supportive as we remain hoping and believing she will make a difference in the community.

Phelokazi has shown immense gratitude toward Transcape for their invaluable support over the past three years. She mentioned that it was not an easy journey and often wished she could have done more to excel. Her mother, overwhelmed with emotion, shared tears of joy and relief, expressing that she had no idea how they would have managed without the assistance of the organization.

Onelihle Yhoyho



Onelihle Yhoyho, who is also studying at Nogemane SSS, has made significant changes to her academic path. Finding difficulty in Mathematics, Physical Science, and Social Science, she decided to switch her subjects. Consequently, she has realigned her career aspirations from nursing to law. Onelihle is now focusing on the following subjects:

- Xhosa
- English
- History
- Agricultural Science
- Life Orientation
- Life Science
- Mathematical Literacy

She will receive her progress report on the 8th of April when schools re-open after the term break.

Nolutho Maxhoba

Nolutho Maxhoba is another student who is actively engaged with Transcape. she has completed her matric which is grade 12 and had not yet secured a school placement, she remains committed to her goal of becoming a teacher. Nolutho is in constant communication with Transcape, updating that she will be starting her class in the semester.

Program Expansion Proposal

Transcape has been providing support for students from Grade 10 to Grade 12, as well as first-year tertiary level students. Andisiwe has proposed extending this assistance to include students from Grade 9 to Grade 12. This initiative aims to address the challenges students face in securing university placements post-matric, even when

they have passed with a Bachelor's degree. This move is essential as it will help students better prepare for university requirements and career planning from an earlier stage.

While the scholarship program has seen considerable success, there are ongoing challenges. These include varying levels of proficiency in crucial subjects like Mathematics and Sciences, and the initial shyness of students. Through continuous motivation, parental involvement, and tailored teaching methods, we have been able to overcome these hurdles and provide individualized attention to each student

Our strategic initiatives, including the proposed expansion, set a solid foundation for continued success throughout the rest of the year. We are committed to driving innovation in our teaching methods, expanding our reach, and consistently delivering value to our students and their families

The first term of 2025 has been a period of significant achievements and growth. Despite facing challenges, our strategic initiatives have positioned us well for continued success in the upcoming quarters. We remain dedicated to supporting our students' educational journeys and delivering on our commitment to excellence in education.

Nonqubela Preschool

We are thrilled to share the progress of our preschool students at Nonqubela School. With 37 enthusiastic kids on board, we've had an exciting start to the year. Although some tears were shed initially, by the end of February, our little learners had settled in beautifully.



Our dedicated teacher, aided by a supportive assistant, has created a warm and welcoming atmosphere. The classroom is designed to foster exploration, creativity, and socialization. even though we are having 1 claasroom we dived them into groups of 2

Our preschoolers have made remarkable strides in various areas. Initially, the children were captivated by outdoor games, which helped them develop gross motor skills and teamwork. As they became more comfortable, they transitioned to engaging with puzzles, shapes, and "my body" activities, laying the foundation for future academic success. We've also observed significant growth in social skills, including sharing, taking turns, and cooperation.

To monitor progress, we use a combination of observation, feedback, and developmental checklists. Our assessment criteria include skills such as problem-solving, memory, and language development, as well as gross motor skills like coordination, balance, and movement. We also evaluate fine motor skills, including

hand-eye coordination, dexterity, and manipulation, and social-emotional development, encompassing self-awareness, self-regulation, and relationships.

Our committed teaching team is dedicated to providing a nurturing environment that supports each child's unique development.

We encourage parents to engage with their child, asking about their daily experiences and learning adventures. Role-playing and storytelling activities can promote social-emotional development, while providing opportunities for problem-solving and exploration can support cognitive growth. By working together, we can ensure our preschoolers receive the best possible start to their educational journey.

We are happy that TrasCape has assisted us with the stationery to ensure our kids have all the necessary equipment to learn better. We are proud of how far we have come and we are looking forward to continued support and growth.



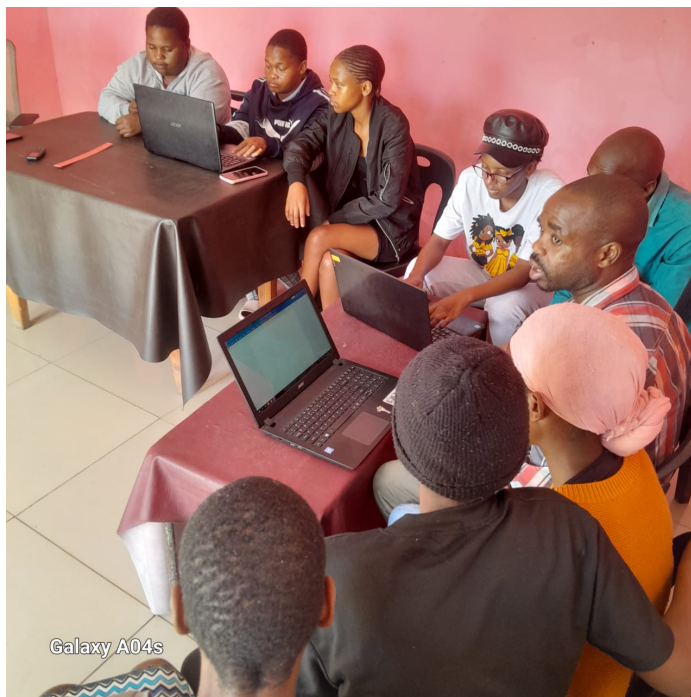
Skills Development

Computer skills

We are excited to announce that our efforts to overcome the challenges of student retention have been met with success. By reaching out to the surrounding villages, we have managed to extend our computer lessons to a broader community.

In January, we decided to approach Gazini village to discuss the idea of computer lessons. We were pleasantly surprised by the positive reception and enthusiasm of the villagers. They expressed that such opportunities are rare in their area, and they were delighted that we were thinking of them.

Following our initial meeting, we worked together with the villagers to find a suitable venue for our classes. By the end of January, we received a call confirming that they had secured a location and recruited interested participants. We visited the site to ensure it was safe and equipped with electricity, which is essential for our lessons. The venue was perfect, complete with chairs and tables, meaning we only needed to bring our computers.



In February, we commenced our classes with 15 eager students. The group comprised 11 females aged 21 to 55 and 4 males aged 25 to 33. Due to a shortage of computers, we divided the students into two groups based on age. The younger group attends classes on Mondays, while the older group attends on Wednesdays.

Our first class began with a round of introductions, where each student shared their motivations for attending. We then covered the basics of computer usage, such as turning on the computer, entering passwords, and shutting it down. During the session,

a student inquired about assistance with creating CVs, indicating a strong interest in practical applications of computer skills.

Our commitment to providing valuable and accessible education continues to drive our efforts. We look forward to seeing the progress of our students and the positive impact these lessons will have on their lives.

Sewing Lessons

We opened our sewing lessons in January 2025, but we only began classes in February. The recruitment process started in January as the initially promising participants were unavailable due to other commitments.

During the first week of February, we began with two ladies, Lungiswa Makawula and Lilitha Mafukula. On our first day, we oiled the machines and checked our materials for sewing, evaluating what needed to be bought. We cleaned the Sewing Development Center (SDC), preparing for lessons the following day.



We started by learning how to operate an electric sewing machine. Initially, I asked whether it was their first time using the machine or if they were familiar with it. It turned out that neither of them had ever used the machine.

In the second week of February, four more ladies joined: Thumeka Mpukwana, Khunjulwa Tyalinkomo, Busiwe Mankunkwana, and Sandiswa Gungqele. This brought the total number of participants to six, with ages ranging between 23 and 38 years, all of whom are married.

Before starting the classes, we had a small meeting to ensure everyone was on the same page and understood what they were committing to. Each participant shared their interest in sewing and their motivations for starting sewing lessons. One of the ladies expressed her desire to open a business sewing traditional attire(shweshwes)for the community, noting that most people in the village buy their shweshwes in town, which is more expensive than purchasing them locally. The others were interested in sewing for themselves and encouraging others to join the lessons, seeing this as a productive use of their time rather than waiting at home for their children to return from school.

To ensure efficient use of resources and to facilitate collaborative learning, we have decided to pair up the six participants to work in groups of two, sharing the three available machines. We believe that working together will expedite their learning process as they will be able to assist and motivate each other.

The pairs are as follows:

- Lungiswa Makawula (36 years old) will partner with Khunjulwa Tyalinkomo (38 years old).
- Sandiswa Gungqele (32 years old) will team up with Busiwe Mankunkwana (32 years old).
- Thumeka Mpukwana (35 years old) will work with Lilitha Mafukula (23 years old).

The dynamic of these pairings plays to the strengths and familiarity of the participants. Lungiswa and Lilitha, having started the classes early, are already adept at some sewing machine techniques. They will take the lead in demonstrating to others, showing how to operate the machine, including threading the needle and setting up the bobbin.

Given their commitments at home, the participants have opted to attend classes three days a week. We have made arrangements to be available from Monday to Friday, should anyone wish to make additional progress. Our flexible schedule accommodates their marital and household responsibilities, ensuring they can balance learning and personal chores effectively.

On the first week of March, we decided to start learning straight line using fabric. I saw that Lilitha and Lungiswa are fast learners because when we did straight line on the first day, they got it correctly and said they wanted to sew something on the following day. I asked them to sew small bags. They worked diligently on the bags for two days before finishing them. While they were busy with the bags, the others continued practicing straight lines.

While I was occupied with this group, I decided to reach out to the group from last year (2024). I successfully contacted Nosiphe Mhlola, also known as Noncedo. She told me that she is currently in Rustenburg, staying with her husband Thobile Mhlola and their

children. I asked her how the sewing lessons had helped her and she kindly agreed to write a small paragraph about her experience.

Hi Transcape, my name is Noncedo Mhlola. I was born in 1985, which means I am 40 years old this year. I left school at an early age because I got married at a young age and my husband did not want me to go to school while I was married to him. While I was at home, I was always wondering what I could do for myself besides schooling so that I could have something for myself. My dream was to become a seamstress, but I didn't know where to start. When I heard about SDC, I decided to approach Khanyisa and she didn't have a problem with me starting classes.

I told my husband that I wanted to take sewing lessons. At first, he refused, but over time and with my persistence, he decided to let me. I started classes last year and was very excited about it. This made me learn every technique so fast because I was doing something that I had been longing for for a long time. There were challenges at home that I faced during this time, and it was not easy to overcome them. One of the challenges was that my mother-in-law was not happy with me taking these lessons. During the process, I bought a machine to learn while I was at home, and I was approached by my church to help sew some church clothes. However, that machine was burnt when our house caught fire, the cause of which I did not know. I was very disappointed and hurt, but since there was nothing I could do, I decided to go to a city where my husband works in the urban areas and I started a small business sewing for the people living around me and that is how I am surviving. I was also approached by the wives who are there to visit their husbands to train them sewing and they pay for my services.

Transcape helped me a lot because now I have this skill and nobody can take it from me. I also hope that you will help others to get this skill that I have. Thank you so much.

In the last month of this quarter, I still have these six ladies I know that they will not drop out. While I spoke with them, they promised me they would continue. The other day, while we were busy sewing, I had Lilitha alone in the class. As we worked together, a man from the village, who is a traditional healer, approached us. He said, "Khanyisa, can you please teach me how to sew?" We laughed, amused by the idea of him sewing, and joked, "You sewing?! You'll break our machines." However, I decided to give him a chance and put him in front of one of our machines. His name is Thwasa, and he is the father of Onelihle Yhoyho, who is one of our scholarship students.

Thwasa's enthusiasm and willingness to learn were inspiring. Despite the initial jest, he quickly showed that he was serious about acquiring sewing skills. This unexpected addition to our class brought an interesting dynamic and reinforced the inclusive nature of our lessons. His presence reminded us that learning and growth can come from the most unexpected places and people.

Conclusion

Our commitment to providing valuable and accessible education continues to drive our efforts. We look forward to seeing the progress of our students and the positive impact these lessons will have on their lives. The sewing lessons not only empower individuals with new skills but also foster a sense of community and self-sufficiency.

Microfinance Report: Lujizweni Agricultural Project

Challenges and Progress

The Lujizweni Agricultural Project has been a beacon of hope and productivity for our community. This initiative, helped by the support of microfinance, aims to empower local farmers and provide sustainable agriculture solutions. However, the journey has not been without its challenges.

In our last report, we highlighted the relentless rain that had posed a significant threat to our crops. The continuous downpour destroyed some of the seeds, leading to an unfortunate loss. Despite this setback, some crops managed to thrive, notably the spinach, which became the primary vegetable for sale.

With the rain continuing to be a challenge, the farmers decided to wait for winter before planting other vegetables. In the meantime, they opted to grow crops like beans and sweet potatoes, which are resilient and can grow in any season. This strategic move ensures that the farming activities continue despite the adverse weather conditions.

During my recent visit to the project site, I inquired about the expected harvest time for these crops. The farmers informed me that the beans and sweet potatoes would be

ready by winter. At that point, they plan to harvest these crops and proceed with planting their vegetables.



The project has been diligent in managing its finances. The money set aside for the seeds is safely kept in the bank, ensuring that funds are available for future planting efforts. We are pleased to report that the farmers are only two months away from completing their microfinance payments.

One of the mamas, who directs and manages the project, expressed her heartfelt gratitude to the donors. Their support has been instrumental in keeping the project running and providing the farmers with daily activities that prevent them from idle time at Although the rain has presented significant challenges, the resilience and adaptability of the Lujizweni Agricultural Project have shone through. The farmers' decision to grow beans and sweet potatoes during this period demonstrates their ingenuity and determination. We extend our deepest thanks to the donors for their unwavering support, which has helped sustain this valuable initiative. We look forward to seeing the positive impact of these efforts on the community and the continued success of the project.

Personal Story

At 62 years old lady, I have witnessed the ebb and flow of life's challenges and triumphs. Born in the village of Mgojweni location in Ngqeleni on the 16th of March 1963, I am the last born in my family. I attended Nkunzimbini S.P.S for my primary education and later went to Nomadolo J.S.S where I completed standard 7 before staying home due to backward upbringing the circumstances of the time.

In 1978, I secured a job at a shop to work and further my education. However, my path took an unexpected turn when I was forced into marriage by my parents, as was customary in those times. I left my job and became a housewife, dedicating myself to raising my children. Life blessed me with two sets of twins: the first, girls born in 1987,

and the second, a boy and a girl born in 1990. Raising four children was no easy feat, but it shaped me into the resilient person I am today.

Last year, I was honoured to be selected to be part of the people who received micro finance. This opportunity allowed me to start selling my vegetables, receiving a stipend from my own business. Today, I am deeply involved in community work, sometimes getting hired and paid to support my children. In my spare time, I encourage even my own grandchildren to show interest in the gardening, ensuring a modest income. My children have grown up and now fend for themselves, which helps me maintain my independence.

HIV/AIDS counselling

The HIV/AIDS project has undergone significant changes and developments from January to March. Initially, we faced the challenge of finding a suitable candidate to lead the project after our previous project leader relocated to Cape Town. However, Zintathu has since taken over the project management while we search for a permanent fit.

Two individuals applied for the project leader position, and we selected one with relevant experience. Unfortunately, she lasted only a month and a half before moving to Cape Town, necessitating a new search for leadership. In the short-term, Zintathu has stepped in to ensure the continuity of our efforts.

This month, Zintathu is working closely with Nomathemba, a volunteer who recently completed her caregiver course and is committed to interning with us for the next three months. Her involvement has brought fresh energy and perspectives to our initiatives.

School Outreach

We began our outreach by visiting three schools with the aim of educating students about HIV/AIDS prevention, treatment, and the dangers of drug and alcohol abuse. Only one school, Gqirha Junior School, received approval for our program. The principal and students welcomed us warmly, and the principal expressed concerns about certain students' health issues, suggesting a need for further investigation.

At Gqirha Junior School, we focused our efforts on Grade 9 students, aged 12-16 years. The engagement was productive, and we are optimistic about the impact of our

educational sessions.



The principal at Gqirha Junior School brought to our attention unidentified health issues among some students. We plan to collaborate with local health authorities to investigate and provide necessary support to these students.

In our ongoing efforts to educate young people about crucial health topics, This term we conducted we educated at school a group of 27 students. This initiative was assisted by the Life Orientation teacher, who played a key role in ensuring that the class remained orderly and focused.

We started by introducing a familiar face—the Life Orientation teacher—to the students, aiming to create a comfortable and welcoming environment. However, we also understand that, for some students, the presence of a teacher can be inhibiting. Therefore, we asked the students if they preferred to have the teacher stay or leave. In this case, the students unanimously preferred to be left alone with our team.

To warm up the students and build bond, we began with our famous icebreaker games. These activities are always a hit, and it was heartening to see the students' warm smiles and enthusiastic participation. After the icebreakers, we introduced ourselves to the students.

During this term, we focused on several key topics related to HIV/AIDS:

- What is HIV/AIDS?
- How is HIV transmitted?
- What to do if you want to know your status?
- What happens when you have tested positive?
- What are opportunistic diseases?

These sessions were conducted over a period of two weeks before moving on to the subject of drug and alcohol abuse. The students were highly engaged and asked numerous questions, many of which reflected their backgrounds and personal experiences

Among the participants, we noticed that two boys were initially less engaged. To address this, our counsellor held one-on-one sessions with them. These sessions proved to be very helpful, as we discovered that one boy was feeling isolated due to his lack of interest in dating girls; instead, he was attracted to other boys. Unfortunately, he faced bullying at home and was warned that he would contract HIV for dating the same gender.

Our counsellor carefully explained how HIV/AIDS actually works, and we could see the relief in his eyes. Although he requested that this information not be shared with the class, it was evident that the individual counselling provided him with much-needed support and clarity.

Personal story of Nkazimulo

One particularly memorable moment involved a 15-year-old student named Nkazimulo. Known for his loud and often off-topic remarks, Nkazimulo initially struggled to pay attention in class. However, in the fourth week of our program, he approached our counsellor for a private conversation.

During their talk, Nkazimulo revealed that he was on medication for HIV/AIDS but had been too shy to discuss it openly. He shared, "This was bothering me so much that I thought something was wrong with me until you guys came to school. I now feel happy and will even ask at home that we have an open topic about HIV/AIDS."

This breakthrough was a significant step for Nkazimulo, showing the impact of our program in fostering understanding and acceptance.

Our outreach program continues to make significant strides in educating young people about HIV/AIDS and related health issues. By fostering a supportive and understanding environment, we aim to empower students with the knowledge they need to make informed decisions about their health and well-being.

House Visits and Village Meetings

Our team visited Mamolwe village, where we met with the traditional leader and introduced our program. The community received us with warmth and enthusiasm, especially during the local meeting where members recommended starting with the smallest section of the village.

The need for awareness campaigns was highlighted due to concerns about many individuals discontinuing their medication. We have planned small community workshops to foster personal connections and encourage openness about health challenges.

One of the major challenges identified during our outreach activities is the discontinuation of medication by several community members. To address this, we are organizing workshops aimed at educating and encouraging individuals to adhere to their prescribed treatment.

Home Visits Report

Our outreach program has been committed to educating communities about HIV/AIDS and providing vital counselling services. This term, we focused on visiting homes to ensure that individuals receive personalized attention and support. This report details the activities and findings from our home visits.

During this term, our dedicated team visited 26 homes across various communities. In each visit, we provided comprehensive HIV/AIDS education and offered one-on-one counselling to every individual present. These personalized sessions lasted between 45 minutes to an hour, allowing us to address specific concerns and foster a deeper understanding of individual

We discovered that one-on-one counselling is highly effective in encouraging individuals to openly discuss their feelings and health challenges. Unlike group sessions, personalized counselling allows individuals to express their emotions without fear of judgment, leading to more honest and impactful conversations.

To support our education efforts, we distributed 75 pamphlets written in both Xhosa and English languages. These materials were designed to provide clear and accessible information about HIV/AIDS, helping individuals to better understand the disease and the importance of treatment adherence.

During our visits, we identified five individuals who were bedridden and afraid to seek medical help. These individuals were not taking their HIV/AIDS medication, which posed a significant health risk. We made referrals for all five to ensure they receive the necessary medical care and support.

One of the major challenges we encountered was the discontinuation of medication by several community members. This issue is compounded by the fact that, according to the local clinic, approximately 30+ new individuals tested positive for HIV in the past six months, but only half have shown up for their treatment. The status of the remaining individuals is unknown, highlighting a critical gap in treatment adherence.

Community Workshops

To address these challenges, we have planned small community workshops aimed at educating individuals and encouraging them to adhere to their prescribed treatments. By fostering personal connections and creating a supportive environment, we hope to improve treatment adherence and overall health outcomes.

Last month, our organization hosted a community workshop with 52 people focused on HIV/AIDS awareness, education, and support. The event brought together community members, healthcare professionals, and local leaders to promote a comprehensive understanding of HIV/AIDS and its impact on individuals, families, and the community at large.

The objectives of the workshop were threefold: Provide accurate and up-to-date information on HIV/AIDS transmission, prevention, and treatment. Reduce stigma and promote a supportive environment for individuals living with HIV/AIDS. Foster collaboration among community members, healthcare providers, and local organizations to address the HIV/AIDS epidemic.

We gave educational pamphlets to everyone who attended the workshop, ensuring that they left with valuable information to support their understanding and awareness of HIV/AIDS. Despite the cold weather, the community showed remarkable engagement and participation, reflecting their commitment to learning and supporting one another. Many attendees expressed their desire for regular educational sessions, requesting that we provide these on a monthly basis.

Moreover, the community hall was made available to us at no cost, and we have been invited to use it each month for our educational initiatives. This generous offer from the community not only underscores their support for our program but also provides us with a valuable resource to continue our mission of educating and empowering the community about HIV/AIDS.

The workshop positive outcomes:

- **Increased Knowledge:** Participants demonstrated a significant increase in their understanding of HIV/AIDS transmission, prevention, and treatment.
- **Reduced Stigma:** The workshop helped to reduce stigma and promote empathy among participants, fostering a more supportive environment for individuals living with HIV/AIDS.
- **Community Engagement:** The event facilitated collaboration among community members, healthcare providers, and local organizations, laying the groundwork for future initiatives and support networks.
- **Resource Distribution:** Participants received educational materials, including pamphlets, posters, and contact information for local support services.

Conclusion

This year commenced with promising participation and engagement from the community in our projects. We have witnessed remarkable changes and improvements in the areas we focused on, such as HIV/AIDS awareness, education, and support. TransCape NPO remains steadfast in its mission to help the people of Nyandeni Municipality, making a significant difference in the fight for good health, poverty alleviation, education, and skill development.

None of these accomplishments would have been possible without your invaluable contribution. Your support has made a profound impact on our lives and the community at large. We are deeply grateful for your dedication and generosity.

Once again, thank you.

Yours faithfully,

Zintathu