

Second Term Report 2025

Nonqubela School – Preschool



During the second term at Nonqubela School, the preschool class had a total enrollment of 40 children. Of these, 19 are girls and 18 are boys, with ages ranging from one to five years, while the SD group included children from birth up to four years old. On the day of visitation, 20 children were present—12 girls and 8 boys—while some enrolled students were absent at the start of the term.

The daily routine for the preschoolers is structured to support both learning and development. The day start at 7:45 a.m. with arrival and a period of free play, allowing the children to settle and engage with their peers. At 8:00 a.m., the children participate in table work within small groups, fostering collaboration and foundational academic skills. This is followed at 8:25 a.m. by a session of pace and circle songs, encouraging movement and musical engagement.



At 9:00 a.m., the children observe their toilet routine, promoting independence and self-care. Breakfast is served at 9:10 a.m., providing a nutritious start to the day and an opportunity for social interaction. Mathematics activities are conducted at 10:35 a.m., where children are introduced to early numeracy concepts through play, followed by a break at 11:00 a.m.

The weekly program also includes a variety of enrichment activities. On Mondays, Wednesdays, and Fridays, outdoor activities are held at 11:30 a.m., allowing the children to participate in games and physical exercise. On Tuesdays and Thursdays, the same time is dedicated to art and craft sessions,

which encourage creativity and fine motor development. Lunch is served at 12:00 p.m., concluding the structured portion of the day.



While the second term brought steady adjustment for most students, the transition was not always without emotion. Some children continued to shed tears in the mornings, especially at the start of the term; however, their flexibility has grown noticeably, and they are now embracing the school environment with far greater confidence than in the

first term. The process of settling in has been gentle, with each week witnessing more smiles and laughter as the children discover security and joy in their daily routines.

Among these routines, one of the greatest pleasures in class is from the children's natural curiosity and wonder. Every day, the classroom buzzes with questions that make even the simplest moments memorable: "Teacher, do you also have kids like us?" or "Do you want to go home with us?" Sometimes, laughter fills the air when the little ones ask, "Can we play here at school longer and come home late like our older siblings?" Their inquiries, often serious and sometimes mischievous, open windows into their thoughts and lives beyond the school gates.

Ntosh, their teacher, finds special joy in these exchanges. These questions are more than playful chatter—they hint at each child's background, their hopes, and what home means to them. For Ntosh, it's an essential way to understand her students' well-being, and sometimes, a thoughtful question leads her to arrange a home visit for a child in need of extra support.



Besides these heartwarming conversations, the children relish their time outdoors, where games and laughter fill the open air. The playground becomes a stage for chasing, running, and inventing new games together. Indoors, coloring books are a treasured activity, with children often gathering in small groups, each eager to bring their worlds to life with bright crayons and imagination. It is in these joyful moments—whether sharing stories, playing outside, or filling pages with color—that the class truly comes alive, creating the spirit of togetherness that defines each day.

A particularly heartwarming aspect has been the caring spirit among the

children. One student stands out as a genuine source of comfort for their peers, frequently singing cheerful songs to soothe those who feel homesick or anxious. We are deeply grateful for this thoughtful and empathetic child, whose signature reassurance—"Don't cry, I will share my lunch box with you"—has become a beloved refrain in the classroom. This gesture not only lifts the spirits of others but celebrates the sense of community we are nurturing.

We are also immensely appreciative of the ongoing support from the lunch box fund, which enables us to provide a nourishing breakfast each day. The porridge, prepared early each morning before the children arrive, is served warm and welcoming, setting a positive tone for the activities ahead. This term, with the addition of pap alongside the porridge, every child has had the energy and comfort they need to participate fully in their learning and play.

Personal Story of a Spirited Young Boy



Among the cheerful voices and lively footsteps in the preschool class, there is one child whose presence is always felt—Lunabile Gxala. At just five years old, Lunabile stands out in more ways than one. He is the only boy among four siblings, a fact that both colors his world at home and influences his adventures at school. Energetic and spirited, Lunabile brings with him a whirlwind of curiosity, mischief, and a deep yearning to belong.

From his very first day, Lunabile made an impression on everyone. His energy is infectious, but sometimes it spills over into actions that challenge the harmony of the classroom. Known as a “naughty” child by some, Lunabile has, on more than one occasion, found himself at the

center of spirited disagreements with his classmates. His tendency to tease or “bully” other children has sometimes made it hard for him to build the friendships he secretly longs for.



Yet, behind this challenging behavior is a story still unfolding. The teachers and caregivers at school, dedicated to understanding every child, noticed early on that Lunabile's actions were not born of malice but perhaps of unmet needs and unspoken emotions. His willingness to come to school and learn was often at odds with the way he interacted with others, and the gap between his intentions and his actions grew clear.

Concerned about Lunabile's struggles, his teacher, Ntosh, took gentle but decisive steps to support him. The school reached out for help, involving a social worker to better understand Lunabile's world beyond the classroom. His parents, loving and hopeful for their son, became active

partners in this journey. Together—with patience, open hearts, and many conversations—they began to explore the reasons behind Lunabile's behavior, seeking ways to help him thrive both at home and in school.

This is not a story of a "difficult" child, but rather one of a young boy learning how to fit into a world that sometimes seems confusing or overwhelming. Lunabile's journey is still in progress, and each day brings new challenges, small victories, and moments of hope. His teachers refuse to give up on him, and his family continues to believe in his potential. With the continued support of those around him, Lunabile is slowly learning to channel his energy into more positive choices, to express his feelings with words rather than actions, and to discover the joy of true friendship.



There are days when the process feels slow, but with every gentle reminder, every shared story, and every second chance, Lunabile grows. The school remains committed to walking alongside him, confident that, in time, he will find his place—not just as the only boy among siblings, nor as the class troublemaker, but as a valued and beloved member of the community.

This story is a testament to the power of patience, understanding, and hope. It is a reminder that every child's heart can be reached, and that with support and kindness, even the most challenging journeys can lead to bright new beginnings.

Our Current Challenges



While our community is sustained by resilience and hope, we continue to face significant challenges that test our resolve. The most immediate and pressing of these is the lack of enough classroom space. With only two classrooms available, we are very aware of how limited our environment is for the growing number of energetic, curious children who fill our school each day. The cramped quarters mean that both learning and playtime are sometimes restricted, and dreams of expanding into even just one more room remain on the horizon—a goal we hold close to our hearts. A larger, more welcoming space would not only accommodate our current students more comfortably but also allow us to

reach more children in need of care, support, and education.

Another profound challenge that affects us all is the ongoing water crisis. Our water tanks, once reliable, now stand empty, dry by the absence of rain and the stillness of the clouds above. The situation is made more difficult by the slow response from our municipality—our calls for assistance have, so far, been met with silence. This shortage impacts every aspect of our daily routine, from preparing meals to maintaining the hygienic, nurturing environment our children deserve. Every day without water is a day filled with uncertainty, yet also a day where our determination to find solutions grows stronger.

We share these challenges not as a sign of defeat, but as a testament to our commitment to persevere. With every obstacle, our community draws closer together, united in the belief that through support, creativity, and action, brighter days are always possible.

Scholarship Programme

The Transcape Scholarship for the second term of 2025 officially opened on the 19th of April, marking another chapter in the journey of empowering young learners from our community. This term, I worked closely with Onelihle Yhoyho, who is currently in grade 11. Onelihle's story is one of resilience and personal growth. Since changing her subjects, she has noticed a significant improvement in her ability to master her coursework, a transformation that fuels her dedication to her studies.



At her school, Onelihle is not involved in extracurricular categories or activities; instead, her focus remains steadfastly on her academic progress. However, the environment poses serious challenges. The school faces a severe water shortage, with no running water available on the premises. Students are forced to fetch water from distant rivers and streams just to wash their uniforms, while the water tanks, managed by the principal, are reserved solely for drinking. The rivers are located far from the school, making even basic tasks like relieving themselves a challenge, often requiring trips to the nearby forest. Occasionally, the municipality provides some relief by donating water, but these moments are infrequent and the need remains pressing.

Despite these hardships, Onelihle continues to persevere. She looks forward to receiving her progress report on July 22nd, when the third term begins. Throughout these challenges, Transcape's support remains a vital force in her life, not only providing educational opportunities but also improving her quality of life. The meals Onelihle receives while at school are markedly better than those she used to have at home, where circumstances were much more difficult. Her living arrangements now include a caring landlady who acts as a surrogate parent, regularly organizing meetings to encourage the students to take their studies seriously. She requests progress reports each term and motivates them never to disappoint her steadfast belief in their potential.

NOGEMANE SENIOR SECONDARY SCHOOL
 17 KEMPEL AVENUE, NOGEMANE, 1740
 011 802 3171, 011 802 3172, 011 802 3173
 011 802 3174, 011 802 3175, 011 802 3176
 011 802 3177, 011 802 3178, 011 802 3179

Progress Report for: **ONELIHLE CHAKHLE**
 Report Cycle: **Term 2**
 Date: **2020/06/04**
 School: **NOGEMANE SENIOR SECONDARY SCHOOL**

Grade: **Grade 11**
 Class: **11E**
 Date: **2020/06/04**
 School: **NOGEMANE SENIOR SECONDARY SCHOOL**

Subject	Desired Mark	Score Mark	Score %	Credit Average %
Agribusiness Science (Gr 11)	5	57	87	78
English First Additional Language (Gr 11)	4	58	88	78
History (Gr 11)	6	72	88	78
Mathematical Sciences (Gr 11)	5	82	88	78
Life Orientation (Gr 11)	4	53	88	78
Life Sciences (Gr 11)	4	58	88	78
Mathematical Literacy (Gr 11)	4	58	88	78

Assessment: **Assessment**
 General Comments: **ONELIHLE CHAKHLE**
 Would you like to make an appointment to discuss your child's progress? ☒ Yes ☐ No
 Days Absent To Date: **0**
 Principal's Signature: **NOGEMANE SENIOR SECONDARY SCHOOL**
 Class Education: **NOGEMANE SENIOR SECONDARY SCHOOL**
 Parent: **NOGEMANE SENIOR SECONDARY SCHOOL**

Onelihle's commitment extends beyond her own work; she also helps her classmates, sharing knowledge and encouragement. The influence of Transcape is evident in her growing confidence and academic achievements.

Another scholarship recipient, Nolutho, continues to pursue her dream of becoming a professional teacher. Having secured a placement at a school through Northlink in Cape Town, Nolutho benefits from ongoing support, including assistance with email communication via our programme. The Transcape team is immensely proud of her progress and the realization of her aspirations through the organization's support.

While Phelokazi will not receive direct financial assistance from Transcape, emotional and educational support is still provided. Whether it's coming to the office to conduct research, using our computers, or borrowing books from

our library, she has access to resources and encouragement as she pursues her own goals.

A Personal Story by Onelihle

Choosing a future path is never simple, especially when the weight of one's experiences and the hopes of my family and community rest gently on your shoulders. My decision to become a lawyer was born from a deep sense of justice and a desire to give a voice to those silenced by circumstance. In my community, I have witnessed the pain of people who have suffered unjustly—some even dying in jail for crimes they did not commit. These injustices stirred something powerful within me, igniting a flame that guides my ambition to become an advocate for fairness and truth.

The legal profession, to me, is much more than a career. It is an intellectual pursuit that demands critical thinking, problem-solving, and communication—skills I have worked hard to develop as I advance through my studies. These abilities are not confined to the courtroom; they are transferable to countless other fields, opening diverse pathways for personal and professional growth. The prestige and influence of lawyers in society is undeniable, yet it is their capacity to make a positive impact that truly inspires me. By upholding justice, protecting individual rights, and shaping public policy, lawyers help build the foundation for a more equitable world.

My father sets a remarkable example of service in our community. As a traditional healer, he helps people who are gravely ill, drawing upon both wisdom and compassion. His commitment to aiding others, often in the face of adversity, has shaped my understanding of what it means to serve. I admire the way he brings hope to those who have none, and I am determined to channel that same spirit into my own work—advocating for the vulnerable and fighting for justice.

Changing my school subjects marked a turning point in my academic journey. Suddenly, I found my coursework more accessible, and my confidence grew as I mastered new material. While I am not currently involved in extracurricular activities, my energy is dedicated to my studies, driven by the knowledge that education is my path to empowerment. I do not attend extra classes, but I strive to keep pace with my lessons, seeking clarity and deeper understanding in every topic I encounter.

The challenges I face are real and constant. Water shortages at school mean that every day is shaped by uncertainty. There is no running water, and fetching water from distant rivers is a task shared by students like me. The basic routines that many take for granted—washing uniforms, maintaining hygiene—become daily tests of perseverance. Yet, these hardships have only strengthened my resolve. Every obstacle is a lesson in resilience.

I am grateful for the support of Transcape, which has provided educational opportunities and improved my quality of life. School meals are far better than what I once had at home, and my living arrangements are steadied by the care of my landlady, a surrogate parent who motivates us to excel. She requests progress reports each term and encourages us never to disappoint her unwavering faith in our potential.

Beyond my own work, I try to assist my classmates whenever possible, sharing knowledge and encouragement. I believe that the ripple effect of support and collaboration strengthens not just individuals, but the entire community. The influence of Transcape is clear in my growing confidence and academic progress.

Looking ahead, I see the law not simply as a profession, but as a calling—a chance to offer hope and justice where it is needed most. Lawyers have the power to advocate for clients, draft legislation, and contribute to legal reforms. They can influence positive change and promote social justice, shaping the world for generations to come. As I continue my journey, I am motivated by the possibility of becoming one of those agents for change, upholding justice and making a difference in the lives of others.

This is my story—one of determination, transformation, and hope. I carry with me the lessons of my father, the support of my community, and the unwavering belief that a better future is always possible. Through hard work and perseverance, I strive to become the lawyer who stands for what is right, and who never loses sight of the power of justice to heal and uplift.

After school

Afterschool Programm started with high hopes and deep excitement. Schools re-opened on April 9th, and from that day forward, learning spaces were once again filled with the voices and footsteps of eager children. The afterschool programme began with an initial group of 30 students, each arriving at different times, their enthusiasm undiminished by the staggered start. This term stands as a testament to collective growth and commitment of both educators and learners.

As the term progressed, student numbers continued to swell, reaching a total of 55 by the closing weeks. These students spanned grades 1 through 9, representing a diverse blend of ages, backgrounds, and abilities. Of the 55 students, 22 are boys and 33 are girls, ranging from 6 to 14 years old. The rapid increase in enrollment reflected the programme's growing reputation for supporting academic achievement and personal development.



For the youngest students—those in the earliest grades—the curriculum began with essential skills such as self-introduction and basic English comprehension. Story books formed a central part of daily lessons, with students encouraged to listen closely and answer questions related to the narratives. These activities were more than mere exercises in recall; they nurtured confidence and set the stage for effective participation in class.

A major focus for the little ones was learning the parts of the body, a topic brought to life through song and movement. While most students quickly grasped the fundamental concepts, certain distinctions—such as the difference between eyelashes and eyebrows, or chin and cheeks—proved challenging. The teacher responded by

dedicating extra time and clear explanations to ensure understanding. The children's engagement in singing and interactive activities fostered both learning and enjoyment.

The English programme for grades 1 through 4 extended from January to March and concluded with the completion of the first-quarter worksheet. Moving into the second term, a new workbook—step two—was introduced, designed to carry students through to September. In response to observed challenges, individual attention was given to students who struggled, with one-on-one sessions and group work encouraged. These strategies proved especially effective for boys like Mikha and Akahlulwa, whose noticeable progress in reading, writing, and classroom participation was celebrated by all. Once thought to be special needs students, their improvement demonstrated the transformative impact of targeted teaching and persistent encouragement.

Older students, meanwhile, tackled more complex aspects of language. They learned about tenses and verbs, with a particular emphasis on changing present tense verbs to their past tense forms—a topic that initially caused significant difficulty. Recognizing the need for repetition, the teacher revisited the lesson multiple times each week, ensuring that struggling students had the opportunity to catch up and build confidence.



Maths developed as an area of both challenge and progress this term. Group discussions revealed a persistent dislike and fear of the subject, rooted in experiences at community schools where explanations were often lacking and exam answers were

simply provided by teachers. To counter these issues, the afterschool programme focused on deepening understanding through patient instruction and hands-on practice.

Algebraic equations and formulae were introduced, and students were guided through problem-solving processes. On May 7th, the class explored exponential numbers and square roots, with each lesson beginning with a recap to consolidate previous learning. For younger students, maths lessons covered ascending and descending order, as well as filling in missing numbers and organizing them sequentially. Though challenging, these activities helped develop both analytical and organizational skills.

During the term, older students engaged in writing communication letters—a practical exercise designed to clarify the difference between formal and informal letters. Many students struggled to distinguish between the two, prompting the teacher to repeat the lesson over consecutive days. By providing example letters riddled with punctuation and structural errors, students were tasked with identifying mistakes and rewriting correct versions. This iterative process strengthened their understanding of grammar, punctuation, and effective written communication.

Spelling tests and vocabulary exercises, particularly for the younger learners, were incorporated to boost independence and improve literacy. By splitting the class during these assessments, students were encouraged to rely on their own knowledge and build confidence in their abilities.

A hallmark of the programme was its commitment to collaborative learning. Recognizing the hesitancy of students to answer questions—often due to fear of being laughed at for wrong answers—the teacher established a supportive environment focused on mutual respect. Students were reminded that everyone is learning and that perfection is not expected. Gradually, laughter at mistakes was replaced by encouragement and peer support.

To further facilitate teamwork, group leaders were appointed and students were organized into smaller working groups. This structure not only made teaching more efficient, but also fostered leadership, responsibility, and cooperation among the learners. The willingness of students to help one another, especially when someone was struggling, contributed to a nurturing and inclusive classroom atmosphere.

On May 28th, outdoor play was incorporated into the programme, emphasizing the importance of listening and following rules. The featured game, based on colour recognition and patterning, promoted cognitive development by challenging students to sequence colours and think strategically. The competitive aspect, with Group B emerging victorious, underscored the value of teamwork, fair play, and resilience.

The teacher observed significant growth in individual students over the course of the term. Previously quiet and reserved learners—such as Anelisiwe and Anothando—became increasingly talkative, asking questions and engaging actively during class. Students who once struggled with public speaking or reading found new confidence, standing in front of their peers to share their ideas. This transformation was particularly evident among those who attended regularly and benefitted from the supportive learning environment.



Despite the many successes, the term was not without hardship. The loss of a student, Othalive Patekile, cast a shadow over the community. Othalive, an 8-year-old boy in grade 2, tragically drowned at Mdumbi beach and was found on June 3rd. He was known for his helpfulness and kindness toward classmates. The funeral, held on June 14th, was attended by Transcape staff and students, who offered support to his family in this difficult time. The impact of his absence was keenly felt by everyone involved.

A key component of the term was the teacher's participation in training for the second term's English lessons. This ensured that delivery of the new step two workbook was effective, and that students received instruction aligned with their evolving needs. The importance of ongoing professional growth was evident in the teacher's willingness to adapt, seek new strategies, and observe students closely to better serve them.

As the term drew to a close, the afterschool programme stood strong, beyond by the dedication of its staff, the curiosity and resilience of its learners, and the support of the broader Transcape community. The steady increase in student numbers is a testament to the programme's impact, while the individual stories of progress and transformation highlight its spirit of hope and possibility.

Personal story of Nqophisa Lukhozi



Nqophisa Lukhoazi is a twelve-year-old girl whose story reflects determination, self-reflection, and hope.

Attending grade 4 at a community school, she is the only girl among four siblings, growing up in a village where family and community ties are strong. Her mother, though a housewife by title, is a skilled seamstress trained by Transcape and now runs a small business sewing and selling clothes like trousers, skirts, shirts, and gowns to the community. Her father is a mineworker in North West Province, often away from home but steadfast in supporting the family. Their perseverance and resourcefulness have deeply influenced Nqophisa.

Each day, she walks half an hour to school, often with her friend who is her classmate and neighbor. In class, Nqophisa has been entrusted with the role of “reaper,”

responsible for filling in the daily attendance register and monitoring the neatness of her peers—a task that sometimes brings challenges, as classmates occasionally misinterpret her responsibility as a sense of superiority. Despite this, she continues with her duties, guided by her teacher’s trust.

Nqophisa excels in a variety of subjects, including Xhosa, English, Life Science, Mathematics, Life Orientation, Social Science, and Life Skills. She considers herself very good at studying, though she admits to occasional laziness, balancing this with her love of learning. She is diligent about punctuality, ensuring she arrives at school on time each day. Her schoolwork is complemented by spelling tests, vocabulary practice, and maths challenges, all of which she approaches with independence and a desire to grow.

Outside the classroom, Nqophisa enjoys playing netball as a defender, a role that develops her agility and teamwork. She is also the Sunday school choir master at her church, where she leads her peers in song and worship, further building her confidence and public speaking skills. Nqophisa is kind, confident, and eager to help others—a presence that shines in her interactions with classmates, church members, and her wider community.

Looking ahead, Nqophisa hopes to become a model and support other children in her community who share her interest in modeling. Her aspirations are rooted in personal growth and a desire to encourage and uplift those around her.



A significant part of Nqophisa's life is her involvement in the "nkciyo" culture. Aware of the high rates of teenage pregnancy and HIV in her community, she joined this practice to keep herself safe and to inspire others to make responsible choices. Seeing a peer become pregnant at thirteen was a motivator for her, and she now encourages her classmates to join nkciyo, believing it provides guidance and a sense of protection.

Nqophisa's journey is not without obstacles. Balancing schoolwork, family duties, and leadership roles is demanding, and sometimes the comments from others sting. Nevertheless, her self-esteem and determination help her persist. She remains sensitive to the struggles of those around her, especially the challenges faced by young people in her community, and chooses to use her voice and actions to promote positive change.

Through her experiences and actions, Nqophisa is shaping her future and that of her community, proving that with resilience, support, and a clear sense of purpose, overcoming adversity and inspiring others is possible. Her story continues to unfold, and her courage and kindness will leave a lasting impact.

The second term of 2025 afterschool Programme was marked by a blend of academic achievement, personal growth, and community togetherness. The challenges faced—including persistent maths anxieties, peer pressure, and the tragic loss of a beloved student—were met with compassion, determination, and the conviction that learning is a journey shared by all.

Through a combination of targeted instruction, group collaboration, extra-curricular activities, and attentive mentorship, students of all ages made meaningful steps in their education. Their developing confidence, social skills, and academic abilities are proof of what is possible when children are given the resources and encouragement they need to thrive.

As the next term approaches, the lessons learned and relationships will continue to guide both educators and learners. The afterschool programme remains a beacon of hope, striving to uphold its mission of nurturing each child—not just as a student, but as a member of a caring, resilient community.

Computer Classes

Gazini village, one of the remote Mankosi communities, continues to present both challenges and opportunities for Transcape's outreach. Despite the distance and the need for transport, the organisation committed to bringing computer education to Gazini, recognising its importance in a cluster of seven villages. In the first term, there were 25 students attending classes on Mondays and Wednesdays—Mondays for a

group of 10 students (6 females and 4 males), and Wednesdays for 15 female students. The focus for both groups was Basic Computer skills, with an emphasis on word processing, and the goal was to provide six months of instruction, culminating in a test and certification for those who passed.

However, after the Easter break in April, attendance declined. Numbers fell to 5 in one group and 6 in the other, leaving 11 engaged students. Initially, there was hope that the missing students would return, but by the second week it was clear that some had found employment. Three males secured jobs with a construction project mending the road from Canzibe Hospital to Mankosi area, which was a positive outcome, aligning with the vision that education should empower people to improve their livelihoods. Another student, Siyandiswa Hlomendlini, in her late thirties, began working as a caregiver assistant health teacher in Ngqeleni, but arranged to continue Monday classes since her job occupies her on Tuesdays and Thursdays. Altogether, four students left due to employment, while the whereabouts of others remain unknown.



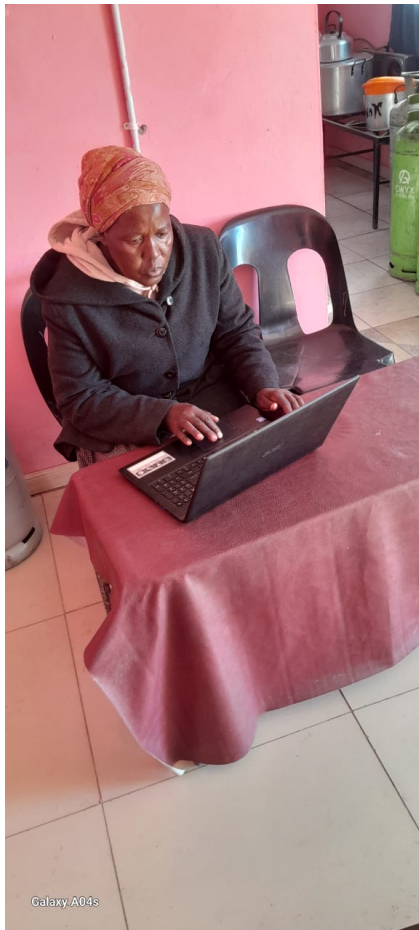
The remaining Monday group now comprises six students: one male, Yola Kupiso (19), and five females—Sesethu Ncanywa (21), Khanya Ndavuzza (20), Sinentlahla Ntengo (18), Siphathisiwe, and Siyandiswa Hlomendlini (38). Lessons in April focused on navigating computer icons, and two students, Siphathisiwe and Sinentlahla, volunteered to assist in class. Familiar with computers, they offered to help their peers with writing accurate CVs and application letters, particularly for those less quick to grasp new concepts. With this support, the group was divided into faster and slower learners, and the assistants, though only attending Mondays themselves, committed to coming on Wednesdays to help the second group.

On Wednesdays, the other group of five—Jonga, Mpho, Olwethu, Spesande, and Tembakazi—also benefited from the assistants' help during lessons on icon recognition and practical applications. Teaching required patience and repetition, but with teamwork, students gradually mastered the basics. Each class session lasts four hours, with a 15-minute break. The hope is to have one of the

assistants become a permanent helper, especially as their confidence in public

speaking and leadership grows, which would be invaluable as the programme expands to other villages.

In May, a former student, Tembisa Qwayi, in her early fifties and a member of the Zankhanyo community-based care organisation, approached the instructor. She explained that her previous dropout was due to difficulty concentrating in groups and shyness, and requested one-on-one lessons for an hour after regular classes. Her determination to learn was deeply respected, and she was gladly accommodated.



Interest in computer lessons has started to spread beyond Gazini. Two women in their sixties from another village, involved with the Naluncedo disability organisation, enquired about bringing the programme to their area. They had heard about Gazini's classes and were eager for their own children—some who had finished matric but could not afford university, others who had dropped out—to have the same opportunity. After exchanging phone numbers, the women soon reported that about 50 potential students were interested. A meeting was set at their community hall, where 120 people attended (100 females and 20 males, aged 18 to 55). Although some were university graduates struggling to find jobs, many simply wanted to volunteer and stay active, recognising that idleness can lead to poor decisions. The lack of local projects stood out as a problem, and the suggestion was made to include sports, such as netball, to help keep the youth engaged and away from negative influences.

Despite the enthusiasm, it was made clear that expansion to new villages could only come after completing the current six-month course in Gazini, which began in February. The limitation of having only five laptops is a problem, and for at least if we have five more was presented as a priority to accommodate the high demand in future villages.

Throughout the term, the computer lessons programme in Gazini navigated attendance fluctuations, celebrated the success of students finding jobs, and adapted to meet the needs of slow learners and those facing personal challenges. The emergence of student assistants demonstrated the power of peer support, while the growing community interest highlighted the programme's positive impact and potential for expansion. The journey of computer education in Gazini is more than technical instruction; it is about

empowerment, connection, and hope for both individuals and the broader community.



Personal story

My name is Siyandiswa, I am 38 years old, born and raised in Gazini, nestled in the Mankosi area of Ngqeleni district. I am the fifth of seven siblings, and I'm grateful that both my parents are still alive and supported by the government's old age grant. My life has been a patchwork of responsibilities, small victories, and ongoing dreams knit together by the hope that learning is never finished, no matter your age, circumstance, or past.

I completed my Grade 12, but life had its own plans. At 27, I became a mother to a daughter who is now eleven, tall and beautiful, with a dark complexion and a bright spirit. As a single parent, I have always been determined to show her, not only through words but through action, that perseverance is the key to building a better life. She is currently in grade 5 at Mavubeza SPS, and though my days are full, she remains at the center of my world.

At home, my weekends don't offer much rest, yet I don't mind. I help my mother with cleaning, cooking, and checking my child's schoolwork. I also find time for community service, visiting homes to counsel about HIV—not as a job, but as a calling. I remind people that an HIV diagnosis is not the end; it is simply another chapter, and with the right support and medication, life goes on. Sometimes, when I am not tied up with household chores, I dedicate my weekends to this work, because I want to give back for all the support I have received.

The computer classes themselves have become a source of both knowledge and joy. Our instructor, Khanyisa, has a gift for making everyone feel welcome. She tells jokes, and laughter has become part of the classroom culture—an antidote to nerves and uncertainty. I am grateful for the supportive environment, and for my classmates, who remind me daily that learning is not a solitary journey.



I am also proud of the small steps I have already taken. I know how to switch a computer on, navigate the icons, and even help my classmates when they are unsure. I have volunteered to assist others, helping them write their CVs and application letters—skills that are vital for job-seeking in our region. Confidence does not come all at once; it grows, little by little, with every new task mastered.

At home, I see how my own learning motivates (and sometimes frustrates!) my little sister, who is not as eager to help out. I once invited her to a class, and though she attended only once, I hope she will join again. I want her to see what I see: that learning opens doors. There are lighter moments too—like the time I was busy with my hair in class and had to ask for a break, making everyone laugh. These moments of levity build strong bonds between us. Khanyisa always says that after we joke, everyone focuses better; laughter is our classroom glue.

As word has spread about our computer classes, even women from other villages have come to ask for the same opportunity for their children. This demand speaks to the hunger for education in our community. The hope is that, once our six-month course finishes, the programme can expand further, reaching even more people who, like me, want to improve their lives.

Looking back, I am proud of my determination, and that I am always willing to help—whether by charging the computers, supporting my mother and daughter, or assisting classmates. I am grateful that, even when life is busy and complicated, I have found ways to keep learning and growing.

In the end, these computer classes are not just about mastering technology. They are about empowerment—showing myself and my daughter that it is never too late to try, to help, and to hope. They are about building a community that lifts each other up, one lesson, one laugh, one act of kindness at a time.

Sewing Lessons

On our last report, we were working on straight-line sewing, and soon after, we challenged ourselves to make small carrying bags. I encouraged all the ladies to attend every day if they wished, but now, due to my involvement with computer classes in other villages, we settled into a rhythm—meeting every Tuesday, Thursday, and Friday from 10:00 to 13:00. This schedule has worked well, ensuring everyone gets dedicated time without changing our original hours.



Galaxy A04s

The first week of the second term, starting in April 2025, marked a new chapter in our learning. We began exploring fabric cutting, focusing on tracing methods. Lungiswa, with her enthusiasm for cutting, is always the first to volunteer and likes to demonstrate for the others. Our sessions always start with a group chat, giving everyone a moment to focus and shake off distractions. I understand how demanding life can be, especially for those who are the main caretakers at home, so it is important to create a space where everyone feels welcome and comfortable. Gradually, everyone's concentration has improved, and the group has become more attentive and present.

To keep connected and support each other, we created a WhatsApp group. This has helped us communicate about attendance, so if someone cannot make it, we all know in advance. In May, after running out of fabric, we bought new material with shweshwe(traditional skirts) panels. Sewing with panels made the process easier since we could cut piece by piece. This small adaptation boosted everyone's confidence and efficiency.



At the end of May, Busiwe Mankunkwana—whom we also call Nosive—approached me to say she would be leaving for Rustenburg to join her husband for a few weeks, but promised to return and catch up at the end of June. This left me with five ladies. Meanwhile, Lilitha, the youngest makoti (Lunami by her married name), was not attending her sessions regularly because her husband was home on leave. Lilitha is very shy and devoted her time to making her husband feel welcomed, since he had been away. I visited them, and her husband assured me he never asked her to stay away from class. When I asked Lilitha, she smiled and said she was simply doing her wife duties. Eventually, she returned to class, and her peers teased her, leading to laughter and camaraderie. Lilitha replied with humor, saying, “Do you want my husband to leave me for not taking care of him when he is around?” The lighthearted moment reminded me of how much these women share and support one another, even through their married life stories.

One day, Khunjulwa asked to attend class alone, explaining that she was a slow learner and found the group distracting. She started by washing fabric, which makes sewing easier, and then moved on to setting up the machine. She needed my help with inserting the needle, as her eyesight isn't as strong as it used to be. We worked together, and she joked about my reputation for speaking

loudly, asking me not to "shout" at her. In the midst of our lesson, she received an urgent call and had to leave, but the exchange left us both smiling.

The first week of June 2025 brought unexpected hardship—a heavy rainstorm with fierce winds left several families without homes. It was a traumatic time, especially for those with loved ones in Mtata, as some people were swept away by the water, and a search for missing family members began. The disaster also hit our community at Transcape: we lost electricity for almost two weeks, making it impossible to continue our lessons. By the third week of June, power was partially restored, but still unreliable, so we waited for it to stabilize before resuming.

When electricity finally returned, Lungiswa and Sandiswa were the first to call, eager to know if classes could resume. Their dedication was clear—they wanted to get a head start on cutting fabric before sewing began. Cutting is a big job, and they preferred to finish it in advance so that sewing could be more focused. Unfortunately, on the day we planned to sew, the power went out again due to unannounced load shedding. We decided, with understanding and patience, to pause for another week and see what would happen.

Despite these challenges, the group's spirit remains undiminished. The classes have become more than just lessons in sewing; they are spaces of laughter, sharing, and resilience. The women support each other through every difficulty, drawing strength from their companionship and the skills they are building together. As we look ahead, I feel hopeful for what this group will achieve—not just as seamstresses, but as a community bound by learning and solidarity.

Personal story

My name is Khunjulwa Tyalinkomo, and I am 38 years old, living in Tshani, one of the villages in Mankosi. I grew up in a family of eight children, and my parents struggled to make ends meet. Even though times were tough and my parents were unemployed, I attended school, hoping for a better future. As the years went by, financial difficulties forced me to leave school and find work to help my family. I worked at Anchorage Hotel, cleaning rooms, and contributed what I could.

At one point, my parents wanted me to marry an older man from our village, hoping the marriage would bring cows to our family. Though I was reluctant, I agreed, but I was deeply unhappy. Eventually, I left the marriage and decided to return to school, even though I was much older than my classmates. Struggling to keep up, I finally asked the person I truly loved to marry me, and we started a new life together. I am now happily married with two daughters, both attending the same school I once did.

After losing my parents in 2018, I focused on raising my girls. To keep myself busy and learn a useful skill, I joined the local skills center for sewing lessons. I now balance caring for my family, doing house chores, gathering firewood, and learning to sew. Sewing has given me confidence and the hope of making clothes for my family, especially for special occasions. I look forward to the day I can sew for my daughters and mother-in-law and no longer have to buy expensive dresses. My journey has taught me resilience and the value of working towards what makes me happy.

MICROFINANCE PROJECT 2ND TERM REPORT FOR 2025

An In-Depth Narrative of Progress, Challenges, and Community Resilience

The Microfinance Project has continued to play a transformational role in the lives of women and families in our community over the last two years, particularly throughout 2023 and 2024. During this period, three dedicated women received loans to launch small businesses, and I am pleased to report that each of them repaid their loans in full, demonstrating both responsibility and determination. I make it a priority to visit these women regularly, not only to offer encouragement but also to witness firsthand the growth and ongoing challenges of their enterprises.

One of the recipients, Tembela, has maintained her spaza shop despite a number of persistent obstacles. Running the shop alongside her duties at the preschool, as she candidly shared with me, is an extraordinary challenge—certainly not “child’s play.” Tembela explained that she once attempted to hire someone to help manage the shop, hoping to ease her burdens, but unfortunately, this only led to greater losses. After this experience, she resolved to be present in the shop herself during busier days, believing her personal oversight is key to the shop’s success. She also finds that school holidays bring a smoother routine, as she can dedicate herself fully to the business while at home. Recently, she has also been caring for her daughter’s child, which limited her time even further. Still, with admirable persistence, she has kept the shop functioning, even if progress is sometimes slow and less stock than she would prefer to have. Her story is a testament to the adaptability and resilience required to sustain a small enterprise when life’s many responsibilities compete for time and attention.

Another participant, Nosethu, continues to operate her business, though she has become reluctant about sharing details with me. She confided that she expected our involvement to end once her loan was repaid, expressing some frustration at continued follow-up. I tried to reassure her that sharing her experiences helps us improve the microfinance programme and inspires others contemplating their own ventures.

Nevertheless, her wish for privacy is respected, and I am grateful that her business endures.

Nosayinile, who used her loan to raise and sell chickens, encountered a particularly distressing setback when a forest cat invaded her shed and killed twenty chickens after her last delivery. This incident represented a significant financial blow, resulting in the loss of R1,300, considering that she sells each chicken for R65. Her last order covered fifty chickens, but after the attack, she was left with only thirty, which would bring in R1,950, leaving her with no profit for that cycle. Despite this hardship, Nosayinile expressed deep gratitude to Transcape for the opportunity provided by the microfinance project, as the business has enabled her to support her grandchild, who is now in their first year of college. Her perseverance, even when profits evaporate in the face of unforeseen loss, is a profound example of the courage and hope that sustains our participants.

Lujizweni project, I found their initiative and adaptability especially inspiring.

In my first-term report, I mentioned their focus on growing beans and sweet potatoes, crops that thrived thanks to the rainfall earlier in the year. Now, as winter sets in and the rains have ceased, the project participants remain busy harvesting and selling their produce. On my first visit of the second term, I found them hard at work in the garden, preparing for “ukulima”—the next planting. This winter, they plan to grow cabbage, a crop well-suited to the colder months. Unlike previous years, water is no longer a pressing concern; last year’s drought has been replaced by abundant rainfall from October through February 2025, leaving their water tanks full. My following visit in May revealed that the new crops had already sprouted and were being carefully watered, with some members preparing additional plots for other vegetables.



During one of these visits, Mama Hlomendlini shared that their current seeds include cabbage, spinach, and green pepper. These will be the focus of their winter planting. The group has also completed repayment of their microfinance loan and expressed a strong desire to receive support again in the future. I explained to them that our current policy prioritizes expanding the programme to benefit others, as the aim of microfinance is to empower more people to launch their own businesses and, in turn, strengthen the economy of our community.

The stories from this term highlight more than just the outcomes of financial investment; they recorded the journeys of women navigating adversity, supporting their families, and adapting in the face of uncertainty. Whether overcoming the loss of livestock, balancing multiple jobs, or learning to manage resources through changing seasons, these participants symbolise the values of perseverance, creativity, and mutual support.

Reflecting on their experiences, I am struck by the sense of community that microfinance has fostered among these women. Their willingness to share knowledge, encourage one another, and persevere through setbacks not only impacts their immediate families, but also serves as a beacon of hope and empowerment for others who aspire to create better futures for themselves.

As we look ahead to the coming months and years, the lessons learned this term will inform our continued efforts to expand the microfinance project thoughtfully and inclusively. We remain committed to supporting each participant not only with financial tools, but with ongoing mentorship, encouragement, and recognition of each woman's unique journey. The future of the microfinance project lies in these stories of courage and transformation—proof that with opportunity, support, and determination, individuals and communities can thrive together, even through the most testing times.

HIV/AIDS Counselling Project:

The HIV/AIDS Counselling Project has made important strides this term in helping our community understand and prevent HIV. Our dedicated counselor has spent a great deal of time meeting with people, sharing information, and ensuring that everyone knows about the latest options available for protection and treatment.

This term, There has been a strong emphasis on pre-exposure prophylaxis, commonly known as PrEP. PrEP is a simple pill that can help stop people from getting HIV, even

before they are exposed to the virus. Being able to take this medicine means people have one more way to protect themselves and their loved ones. We are happy to announce that our local health clinics now provide PrEP to those who need it, making it much easier for people to access this prevention method.

Young people who are sexually active are especially encouraged to consider PrEP, since it gives them an extra layer of safety. However, the benefits of PrEP go beyond just helping youth. In our region, especially in the Eastern Cape of South Africa, many women have husbands who work far from home in the mines of Johannesburg. These men are away for long stretches, and during their time away, they might be exposed to HIV through various situations. When they return home, they could unknowingly pass the virus to their wives. The counselor has been working hard to talk to both men and women, helping them understand how PrEP can be used to protect themselves and each other. By empowering both partners with this knowledge, the project hopes to reduce new HIV cases and support healthier families.



The HIV/AIDS counseling didn't just focus on PrEP. Another important aspect is encouraging regular HIV testing. Getting tested is key because it allows people to know their status early. If someone tests positive, they can start treatment right away and live a healthier life. The counselor also talks about the importance of safe sex practices, such as using condoms, which help stop the spread of HIV and other diseases. For people who are living with HIV, taking antiretroviral therapy, also called ART, is vital. ART is a treatment that helps people with HIV stay healthy and live longer lives.

Throughout these efforts, the counselor has been working through school visits, sometimes speaking at community gatherings, sometimes meeting privately with individuals or couples. The aim is always to make the information clear and accessible, to answer questions, and to support people who might be worried or unsure about what to do. The counselor listens patiently to concerns and explains that HIV is not something anyone should face alone. By educating everyone—men, women, and youth—the project encourages open conversations and reduces fear and stigma.

One of the most exciting developments this term has been the growing number of people who feel comfortable asking about PrEP and HIV testing. More people are coming to the clinics, and more are eager to learn how they can protect themselves and their families. The counselor has also seen that when one person learns about HIV prevention, they often share that knowledge with their friends and family, spreading the message even further.

The HIV/AIDS Counselling Project is committed to a comprehensive approach. This means not relying on just one method, but instead making sure everyone knows about all the ways they can prevent and treat HIV. By combining PrEP, regular testing, safe sex, and antiretroviral therapy for those who need it, the project is helping to fight HIV on many fronts.

As we look forward to the coming months, the team will keep working to reach even more people, especially those who are most at risk. Every conversation, every clinic visit, and every new person who decides to get tested or start PrEP is a step towards a healthier community. The project's goal is to make sure that no one is left behind and that everyone gets the support, information, and medical care they need to stay healthy.

School visits

One of the most exciting parts of this term was the special school visits. Our counselor was invited to two schools, Lower Mdumbi and Mavubeza, to teach students about HIV and AIDS prevention. These visits were important because schools are a great place to share information with young people who may not always feel comfortable talking about these subjects at home. At both schools, the counselor started with a general education session for all the students, boys and girls together. Then, the counselor held separate sessions for boys and girls. This way, everyone could feel more comfortable and ask questions that might be difficult to discuss in a mixed group.

During the boys' session at Mavubeza High School, one student brought up an important topic: circumcision. This is a traditional practice in our culture, and it is often talked about only among males. The student wanted to know if circumcision would affect his risk of getting HIV/AIDS. The counselor made sure to answer his questions and talk about how cultural practices and health are connected. This helped the boys understand how tradition and modern medicine can work together to protect their health.

Our counselor also spoke with all the students about the importance of prevention pills, known as PrEP, which stands for pre-exposure prophylaxis. PrEP is a simple pill that can help prevent people from getting HIV, even before they are exposed to the virus. The information about PrEP was especially important for young people who are sexually active.

A total of 68 students, aged 13 to 17, attended the sessions at the two schools. The students were very excited to learn about HIV and AIDS prevention, and they asked many thoughtful questions. Some wanted to know if two people who are both HIV-positive can re-infect each other. Others asked why using condoms is not always 100% effective and whether there is a cure for HIV/AIDS. The difference between PrEP, the prevention medicine, and ART, which stands for antiretroviral therapy, was also

discussed. ART is the medicine that people living with HIV take to stay healthy and live longer lives. The counselor was happy to answer all these questions because it showed that the students were paying attention and wanted to understand how to protect their health.

We shared with them that it is good that some people have started asking about PrEP and HIV testing, which is a great sign. Getting tested for HIV is very important because it helps people know their status early. If someone finds out they have HIV, they can start treatment right away and continue to have a healthy life.

Despite the progress made, it became clear during the sessions that many students still face challenges at home. Several shared that their parents rely on traditional herbs to treat relatives with HIV/AIDS, rather than seeking medical care. This highlighted the ongoing issues of misunderstanding and stigma within the broader community, and underscored how essential continued education is—not just for young people, but for their families as well.

The students' enthusiasm was striking. Seeing their eagerness to learn, they expressed a strong desire for the counselor to visit their homes and speak directly with their families, hoping to bridge the gap between traditional practices and modern medicine. Recognizing that home visits to every family would be difficult, we assured the students that we would provide additional educational booklets for them to take home and share with their loved ones.

Perhaps most touching was the students' heartfelt request for the counselor to become their permanent teacher. "Please come and be our teacher forever; we will talk to the principal," they declared, a testament to the trust and admiration the counselor has earned. This outpouring of support shows just how meaningful these sessions have been, and how investing in open, compassionate education can transform not only individual understanding but also influence family and community attitudes for the better.

Looking ahead, we recognized the importance of reaching students in even lower grades, such as grade 8. This term, our focus was solely on grade 9, as they are considered the seniors of their schools. However, the genuine curiosity expressed by grade 8 learners—who, at times, pressed up against the classroom windows to catch a glimpse of the sessions—demonstrated their eagerness to participate as well. Their interest made it clear that health education should be inclusive and accessible for younger students too.

Furthermore, the Life Orientation teacher highlighted that some students are facing similar challenges as early as ages 11 and 12, including questions about HIV, AIDS, and issues like teenage pregnancy. This underscores the necessity of engaging with these

younger learners, not only to satisfy their curiosity but also to equip them with knowledge before they encounter these situations in their own lives.

To address the needs of the younger grades, we are planning to develop sessions specifically tailored for grade 8, with an approach that is lighter and age-appropriate. These sessions will cover basic information about HIV and AIDS, as well as topics like teenage pregnancy, using language and examples suitable for their age group. Our goal is to create a safe space where grade 8 learners can ask questions and receive guidance without feeling overwhelmed, empowering them to make informed decisions as they grow.

By broadening our outreach to include all grades, we hope to foster a culture of openness and understanding that starts early and continues throughout students' school years, ultimately helping to build healthier and more resilient communities.

Home Visits Report

This past term, our team conducted 18 home visits, focusing on Pre-Exposure Prophylaxis (PrEP), comprehensive HIV/AIDS counseling, and carefully monitoring of medical records to ensure that individuals remained consistent with their treatment regimens. These home visits provided a unique window into the realities faced by community members, shedding light on both progress and persistent obstacles.

During our visits, we discovered that adherence to treatment remains a significant challenge for certain groups, particularly older men who are more likely to miss follow-up appointments and medication schedules. In two notable instances, we encountered individuals who had missed their scheduled pill appointments, leading to a noticeable decline in their treatment progress. Such lapses can have far-reaching implications, not only for the health of these individuals but also for the well-being of their families and the broader community.

To address these issues, our approach emphasized holistic counseling, involving multiple family members in the conversation whenever possible. By fostering a supportive home environment, we aimed to create a network of encouragement and accountability for those undergoing treatment. These experiences inspired us to rethink our educational materials. Rather than relying solely on text-heavy booklets, we began developing new resources that incorporate visual characters and illustrations. The hope is that these engaging materials will resonate more deeply with individuals of all ages and literacy levels, making the information more accessible and memorable.

One practical technique we introduced during our home visits involved teaching older individuals how to use their calendars to mark clinic appointments and medication intake. This simple but effective strategy encourages them to track their progress

independently and recognize when it is time to collect their next batch of pills, reducing the risk of running out of medication and interrupting their treatment.

However, in these successes, we also encountered a troubling misconception within the community. Some individuals believe that appearing physically weaker increases their chances of receiving a temporary grant, leading them to intentionally neglect their health. This not only endangers their own lives but also places additional emotional and physical burdens on their caregivers. Recognizing the urgency of this issue, we collaborated with sister organizations to organize an educational event on World AIDS Day. For this occasion, representatives from the South African Social Security Agency (SASSA) will be invited to explain the actual eligibility criteria for relief grants, dispelling harmful myths and empowering people with accurate information.

Our home visits also highlighted the broader social and cultural dynamics that affect health outcomes. It became apparent that, in some households, deeply rooted beliefs in traditional remedies persist, sometimes at the expense of proven medical treatments. We approached these situations with sensitivity, encouraging open dialogue and patiently addressing concerns, all while respecting cultural practices. In many cases, family members expressed gratitude for the opportunity to ask questions in a safe and private setting, free from the fear of judgment or stigma.

Another encouraging development was the willingness of some individuals to share their experiences and progress with neighbors, serving as informal ambassadors for HIV/AIDS awareness in their communities. Their courage and openness help to break down barriers of silence and misinformation, paving the way for more people to seek testing, treatment, and support.

As the term drew to a close, the impact of our home visits was evident not only in improved medication adherence but also in an increased sense of community engagement. Families reported feeling more confident in managing health-related challenges, and several individuals committed to regular follow-up appointments at their local clinics. In reflecting on these experiences, it is clear that home visits play a crucial role in complementing school-based education by reaching those who may not have direct access to information or resources.

Building on these insights, we have decided to organize three small community events in each village during the next term. This approach emerged from our observation that, during door-to-door visits, neighbors often joined the conversations uninvited, turning individual sessions into unplanned group discussions. While this natural involvement reflects the community's eagerness to learn and engage, it sometimes makes it difficult to maintain the privacy and focus needed for meaningful one-on-one support with each household.

To strike a balance, these upcoming events will provide a structured space for open discussion and collective learning, ensuring that everyone interested can listen, ask questions, and share their perspectives without disrupting the intimacy of home visits. At each event, we will also communicate a clear guideline: when a home visit is scheduled, neighbors are kindly asked to wait for their own turn rather than joining uninvited. This will help preserve the confidentiality and comfort of the families being visited, while still ensuring that no one feels excluded from the broader information-sharing process.

For those who are comfortable, we will introduce a simple sign-up system, inviting individuals to write down their names in advance. This will allow us to schedule dedicated appointment visits to each home, ensuring that everyone receives the attention and support they need at a time that suits them best. By blending community gatherings with respectful, appointment-based home visits, we aim to foster both collective empowerment and personalized care, deepening trust and collaboration as we move forward into the new term.

In conclusion, we sincerely thank you for your ongoing support. We remain dedicated to serving our communities and are committed to continually improving both our work and the quality of our reporting. Your encouragement means a great deal to us as we strive to make a lasting, positive impact together.

Yours faithfully,

Zintatu.