

AFTERCARE REPORT

Aftercare resumed on July 22nd and I was happy to welcome back 22 students, with 17 girls and 5 boys. To help everyone settle in and get to know each other, we started with a fun ice breaker activity. This helped the children to focus and encouraged them to use their brains for thinking and problem solving. I noticed they enjoyed playing chess, and I spent time observing them during their games. Chess is a great way for them to develop concentration and strategic skills. We also read a story together called “Secret of the Sands,” which gave the students a chance to learn more about tenses and introduced them to new vocabulary. The children were enthusiastic about the story and participated well in the activities that followed.



During this week, there were fewer students attending aftercare because a sports event was happening at the former school. Even with a smaller group, we continued with our classes. On July 30th, the older students focused on understanding the meanings of words, which helped them fill in missing words during an activity. I asked everyone to bring their third term progress reports, and I was proud to hear that nobody had failed. All the children were promoted, which made me very proud of their hard work and my support for them. In the first quarter, only one student, Aphelele, failed the Xhosa subject, but with extra help, she improved in the second quarter.

On August 5th, the older students worked on Geometry in math class. They learned about different types of angles and the reasons behind them. On August 8th, the lesson focused on fractions, including common, decimal, mixed, improper, and proper fractions. I plan to keep teaching fractions until everyone is confident in their understanding. For the younger students, we practiced expanded notation in math, and

they did very well. On August 11th, I organized a reading competition between the boys and girls. The girls won the competition, showing their speed and strong reading skills.



In the beginning of September, from the 1st to the 3rd, I taught the younger children about rounding numbers to the nearest ten in math. At first, they struggled, but on the third day, everyone understood the concept and completed their exercises correctly. The children were very excited about their progress. On September 16th, the lesson was about advertisements, where the students read definitions and filled in the correct words. In math, they learned about flow diagrams and tables, using rules to find the output value for given input values.

Transcape is planning to expand its program to other villages starting next year, in 2026. This is good news for parents who value education, and some parents have even come to check their children's attendance. The children are not only learning English and math but also playing games that teach them to follow rules and work together. However, attendance has been decreasing because of a water shortage at school. The pipes were damaged after heavy rains in April, and there is no water available. The children have been fetching water from streams to wash their uniforms, which takes up a lot of time.



We are all hoping for rainfall in spring so things can get better. On August 18th, the older students read about Nelson Mandela's true story in English, which captured their interest and inspired them. For the younger children, we continued with step 3 in our lesson plan, combining what they learned in steps 1 and 2. I am happy to see that their spelling and pronunciation are improving, and they have learned about vowel combinations as well. Overall, the students are making good progress and I am proud of their achievements, even during challenging times.

PERSONAL STORY OF MIKHA MAPHESELE



My name is Mikha, and I am 8 years old. I am currently in grade 1 at Sikhoma J.S.S., and I love going to afterschool. My journey began when I joined afterschool in grade R at Mdumbi Pre-school. From the start, school has not always been easy for me. I often struggled to keep up in class, and my teacher noticed that I needed more attention than some of the other children. While she tried her best to support everyone, she spent extra time observing me to help me learn.

One day, my teacher decided to visit my home and speak with my parents about my slow progress in class. My parents were surprised—they hadn't realised that I had difficulty learning. They had only noticed that I had trouble concentrating, and that my mind would get tired quickly. Sitting still and listening for a long time was hard for me, and sometimes I just wanted to stop and rest.

Concerned, my parents decided to start taking me to the local health centres to see if they could find ways to help me.

Even though my parents cannot read or write themselves, they have always encouraged me to keep going to afterschool. At afterschool, my teacher helps me step by step, showing patience and understanding. I can keep coming back, knowing that I have a safe place to learn and grow. With the support from my family and teachers, I am hopeful that my learning will improve, and I am proud of the progress I am making, even when things feel tough.

Scholarship Report

The third term of school began on the 22nd of July. This report focuses on the progress of Onelihle Yhoyho, who is currently in grade 11 and supported by the Transcape scholarship programme. This year, Onelihle changed one of her subjects, which was a



big step for her. She did not face many problems with her new subjects, except for Life Science, which she found difficult at first. However, Onelihle did not give up. One of her friends is very good at Life Science, and Onelihle often studies with her to get help. Transcape also organised extra support by finding a teacher who could help her with Life Science. This extra help made a big difference, and Onelihle's marks improved by September. She is now feeling more confident in her studies.

Transcape continues to support Onelihle by helping her with rent, food, transport, and paying for extra classes. The school she attends teaches students from grade 8 to grade 12. It is considered one of the good schools in the rural areas of Ngqeleni, especially for grades 8 to 11. However, some people think that it is not the best for grade 12, but it still provides good education for other grades. About ten years ago, the school

faced big problems. There was a strike, and the learners even burnt the school down. The school's performance became very low, so the education department changed the principal from a man to a woman. The government then brought temporary classrooms so that learning could continue. Even though the school buildings are still not rebuilt, the students' results are much better now. This shows that success in education is not only about having nice buildings, but also about good teaching and hard work.

Onelihle is a very responsible student who takes good care of her books and values her education. The scholarship has changed her life and the lives of many other families in the community since it started in 2008. Scholarship support helps students to focus on their studies and gives them hope for a better future. Many students who have received scholarships from Transcape have gone on to achieve great things.

For example, Masithembe, who was a scholarship student in 2020, is now working as an assistant teacher at a local school. He teaches grade 3 and also coaches soccer. He even attended a cricket workshop to help children learn new sports. Although he did not pass grade 11 the first time at St. Martins, he did not give up. The scholarship gave him the chance to improve and discover his love for teaching. Now, he plans to apply to university next year to become a professional teacher. The rules and guidance that Transcape gives to scholarship students help them not only while they are at school, but also later in life.

To inspire new students, Transcape invites past scholarship students to share their stories and motivate those who are just starting their scholarship journey. This makes the programme stronger and helps everyone feel supported. The scholarship programme continues to make a positive difference in the community, helping students achieve their dreams and become role models for others.

In summary, the third term has been a time of learning, support, and success for Onelihle and other students. With continued help from Transcape, more students will have the chance to improve their lives and build a brighter future for themselves and their families.

Onelihle personal story

My name is Onelihle Yhoyho. I am a grade 11 student at Nogemane High School, which is located in the rural areas of Ngqeleni town. I live far from my own community, so I rent a place nearby where I share a home with two other girls who are my age. Ever since last year, we have been living together in harmony, supporting each other in every way. We may take different subjects, but we are all in the same class, and our friendship remains strong—none of us holds a negative attitude towards the others.

I am taking the following subjects: Xhosa, English, History, Agriculture, Life Science, and Mathematics Literacy. Every day, my school starts very early, at 6am, and only finishes at 5pm. Our school is very strict; if I arrive late, I cannot enter the gate without bringing my parent to explain the delay. This has taught me the importance of discipline and being responsible.



Of all my subjects, the one I have found the most challenging is Life Science. At first, I struggled a lot, but I did not give up. In the third term, things started to change for me. I met a friend who is passionate about Life Science, and she encouraged me to read more and practice regularly. She was always by my side, giving me extra activities and helping me understand the difficult parts. Thanks to her support, I saw a big improvement in

my marks during the third term, and I became much more confident in myself.

Living in the village comes with its own set of challenges. We do not have piped water, so I fetch water from the river and streams. There is only one tank in the yard where I stay, and it is shared by many people, so the water runs out quickly. Even though this is difficult, I have learned to face the challenge with determination. I am not alone when fetching water—other students help, and we work together, which makes it less lonely and even enjoyable at times. Another challenge is electricity; when it runs out, we have to collect firewood and make a fire to cook food or boil water, even if it is raining outside.

Despite these obstacles, I remain motivated because I know what I want to achieve in life. I believe that our government should look into delivering water to our area to help prevent water shortages and reduce the risk of diseases like cholera, since water is essential for life and health.

Through these experiences, I have learned resilience and the power of support from both friends and the community. My journey is not easy, but I am proud of the progress I have made and hopeful for the future. I want to continue working hard and inspire others in my community to never give up, no matter the challenges they face.

Computer classes



During the third term of 2025, I taught computer lessons at Lujizweni No. 4 and Welese J.S.S. in Nomadolo village. Classes started on 1st September with 51 students at Lujizweni. To manage the number of students and laptops, I divided them into two groups. The first group came at 8:00 with 17 students, and the second group came at 10:00 with 27 students. Seven students did not arrive for the first class, so I worked with 44 students in total. The students' ages ranged from 20 to 55 years old. I welcomed everyone, including Xolisile Maqabuka, who uses a wheelchair. His mother was concerned about whether he could join, but I assured her that everyone has the right to education. Xolisile joined the class and participated fully.

All the students were beginners, so we used an app called Typing Land to help them learn how to type with both hands. The app made teaching easier because it guides students step by step. We had five laptops for the first group, with each laptop shared by four or five students. The atmosphere was positive and students

enjoyed using the app. The second group had 27 students and was divided among five laptops, with most laptops shared by five or six students. After a week, the students were more comfortable with typing and improved their skills.

In the third week, a volunteer from Nkantsini S.P.S. offered to help with the lessons. She assisted while I attended sewing classes at the Skill Centre, and the students appreciated her support. In the fourth week, we started learning Microsoft Word, which was easier for the students because Typing Land had already helped them build basic computer skills. The students understood the lessons well and made good progress.



Mr Bango, the principal of Nkantsini S.P.S., visited and showed interest in our computer programmes. He was keen for his school children to learn computers, as the programme was new in their school. He even helped us with tables for the lessons and suggested that I could spare an hour for school kids. He thanked us for bringing free computer education to the villages, saying that many students do not have this opportunity.

One student, Zosuliwe Nzuzo, was absent from class because her child was in hospital with severe vomiting and diarrhoea. She explained that she needed to stay at the hospital for six days to care for her child, as advised by medical staff. She apologised for her absence and promised to catch up on missed work as soon as possible. I appreciated her commitment and understanding.

Overall, the third term computer lessons were successful, with students learning new skills, supporting each other, and making good progress. The support from volunteers, the community, and the school helped make the classes a positive experience for everyone involved.

Personal story of Nocebo

My name is Nocebo Mlungwana, and I live in Lujizweni with my six children in our small one-room house. Life can be tough, but I do my best to provide for my family by working in my garden. I grow vegetables like spinach, cabbage, potatoes, and carrots, which I sell to buy food for my kids. Every morning, I wake up at five o'clock to get my children ready for school and prepare food for them. While they are eating, I open the chicken coop and feed the chickens, which I also raise and sell when they are old enough.



Once my kids leave for school, I get myself ready for work. I am grateful to have a piece job at Public Works, which starts at eight o'clock and is not far from my home. I work at Masakhane preschool, where I water the plants in the garden, clean the yard, and wash the windows. This takes about two hours, and then at ten o'clock some of us join computer classes for two hours. Our manager agreed to let us attend the computer lessons as long as we complete our work.

After the computer classes, we return to finish cleaning and mopping the preschool classes. At three o'clock, I finish work and head home. When I arrive, I cook for my children so they have something to eat after school. I also help them with their schoolwork, making sure they don't struggle alone. Even though my days are busy and sometimes challenging, I am proud of how I manage to support my family and continue learning new skills. I hope my children see how important it is

to work hard and never give up, no matter the circumstances.

I also started the classes at Welese on the same day as Lujizweni. At Welese, I had 52 students at first, but after some time, the number dropped and I ended up with 49 students. I divided them into two groups based on the number of laptops and time available. The first group had 22 students and started at 12:30, since I left Lujizweni at 12:00. The second group had 27 students and came in at 14:30. At Welese, the students' ages were from 18 up to 45 years old. When I got to Welese, I was welcomed by the principal, who let me use the school hall for the classes because there was no community hall in the village.

On my second week at Welese, I got very sad news that the principal was in an accident while driving to school on the last Friday I was there. This was really hard for me because he was the one who allowed me to use the school premises and supported the computer lessons. Some students were coming from far away, walking 5km every day to attend the lessons. I told them to stay in their own village for now and gather more youth there, so when I finish at Lujizweni and Welese, I can come to their village to teach more people at once. They understood and were thankful because it was hard for them to walk so far every day.

The classes at Welese run from Monday to Friday, from 12:30 to 14:30. When I arrived, the students were very excited because they did not expect to get free computer lessons in their village. The classroom was full, and I told them jokingly that some of them might drop out, but they laughed and said they would not. I also told them to call me by my name, but they insisted on calling me "miss," which made everyone laugh.

One of the students, Kamva Novokoza, said he would still call me “miss,” and the class found it funny.

There are seven male students at Welese between the ages of 23 and 35. These men are very passionate about learning and want to finish the class. I teach in both villages five days a week, working nine hours each day. From 8:00 to 12:00 I am at Lujizweni, then I travel to Welese and start the class at 12:30. The first class ends at 14:30, and then I teach the second class until 16:30 before going back home to Lujizweni. We decided that it would be cheaper for me to stay in one of the villages instead of traveling from Mankosi every day, which cost too much. Now, I only pay R500 for food and rent where I stay, and the transport between Lujizweni and Welese is much cheaper.

The only big challenge is when students have to write their tests, because there are not enough laptops for everyone to write at the same time. They will write in groups of five, but we hope to buy more laptops if we get more donations. Another challenge was in the third week of September when some students asked to leave because they got jobs in Cape Town to pick grapes. At Welese, seven students left, and two at Lujizweni. I understood their decision because they needed to work and support their families.

Personal story of zolulamo from wellese

My name is Zolulamo. I am 21 years old and I have one child. My life has not been easy. I became pregnant when I was young, and it was very hard, but I did not let that stop me. I worked hard and passed my grade 12. I am proud that I managed to finish school even while I was pregnant.



When I started high school, I wanted to go to university. After I finished my matric, I could not go because I applied late and there was no space. I felt sad and worried about my future, but I did not give up. I know I still have time to apply because I am still young. Now I am learning computer skills with Transcape NPO. I want to make a better life for myself and my child.

It is not easy to look after my child and go to school, but I am managing. When I am home, I help with housework and look after my child. It is a lot, but it is worth it because I love my child. My mother and brothers and sisters help me by caring for my child while I am at computer classes.

I like being in class with other students because we help each other when we struggle with the computers. In my group, we always try to solve problems together. These lessons make me feel proud because I did not give up even when things were hard.

I am learning to be strong and to tell others not to give up. I have already applied to go to university in 2026, and the computer skills helped me with the application. I want to focus on my education and see what happens. I am happy that I am learning computers before I go to university. When I finish the lessons, I want to volunteer and help Khanyisa if she goes to another village. I do not want to stay at home doing nothing. Learning these skills will help me at university.

Mankosi skills development

The Mankosi Skill Centre sewing classes opened in the second week of July 2025. We did not open on the first week because parents were busy taking their children to school and organising school fees and transport for the new term. In the first week, only two women, Lungiswa and Anganathi, came on Wednesday at 11:00. We took the sewing machines out to oil them and put them in the sun. While waiting for the machines, we started cutting fabric so we could begin sewing as soon as possible. I told them that washing the fabric with cold water and drying it in the sun makes it easier to sew. We also checked what materials and tools we still needed to buy.



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On Thursday, they started sewing shweshwe skirts. Shweshwe skirts are made by cutting the fabric into panels. If someone wants to buy one, they need to know how many panels they want. We made skirts with eight panels and seven panels to practise the different sizes. Sewing with panels is easy because there are lines on the fabric to guide you. You just match the panels together to make what you want.

The next week, all the ladies came to class. One woman, who I last saw in February 2025, also joined. She said she works at Mdumbi Home Based Care, but now she has time to come learn sewing, even if only once or twice a week. While they were

sewing, I heard them talking about a funeral in Mngcibe village. They wanted to wear the shweshwe skirts they made to show others what they learned. They said they would pay

for the skirts so we could buy more fabric, and I agreed because it helps us get more people to join the class.



This term, there are eight ladies learning sewing: Lungiswa Swazana, Anganathi Gxala, Nosive Gxala, Khunjulwa Tyalinkomo, Liyema Jampo, Sikholise, Awakhe Makhawula, and Lilitha Mafukula. Some joined in September while I was teaching computer lessons in another village. The women who started in January are now helping the new ones. I visit them twice a week, and everyone is always happy. They told me one of the machines was not working, so I decided to take it for repairs in Umtata. Khunjulwa, who I talked about in the last report, finds sewing difficult but really wants to learn. She makes everyone laugh in class. One day she said she would sew something amazing because she dreamed about it, and everyone laughed and offered to help her. Anganathi and Lungiswa are doing their best to help others. Liyema and Sikholise only joined in the second term, but Liyema made a skirt in her first week and is very passionate. Awakhe is always helping her. Lilitha finds it hard to come to class because she is pregnant and gets tired from walking, but she tries to attend once a week.

After making the (traditional skirts) shweshwe skirts, the ladies wore them to the funeral. Many people asked who made the skirts, and the ladies said they made them themselves. Some people did not believe them until someone asked the group to make and sell a skirt for her. We used the money from selling the skirts to buy more fabric so we could make and sell more skirts at a lower price. In town, these skirts cost R700, but we sell them for R350 so we can buy our own fabric. We want Transcape to stop buying fabric for us, and we want everyone in the village to come to the skill centre and learn how to sew shweshwe because it is easy and all the brides here wear them. We are excited because soon everyone can sew their own clothes. One day, Lungiswa told me that her usual tailor asked where she would get money now that she is sewing for herself and others. This shows some tailors are worried about losing customers if more people learn how to sew for themselves.

Lungiswa personal story

My name is Lungiswa Makhawula. I was born in the Mankosi area, in the village of Tshani, Nkumandeni, near the Mthatha Mouth. There are six siblings in my family—four

girls and two boys. I am 37 years old. I started school at Sikoma Junior Secondary when I was six. After completing grade 9, I went to high school at Dumezweni S.S.S. I passed grade 10 and moved up to grade 11, but unfortunately, I could not finish because my parents struggled to keep all of us in school. I left school in 2011 and stayed at home.



One day, while I was at home, my mother sent me to her house to cook for my grandmother. I didn't realise anything unusual was about to happen, but one of my brothers had tried to warn me not to go. I was still young and didn't notice the warning. On my way, I met three men carrying "izagweba". At first, I didn't think they were there for me until one of them said, "Hey wena, let's go." I laughed and asked where we were going, but then they told me I was going to my husband. I was shocked and thought they were joking, but soon I realised they were serious. They carried me to the river we cross to get to Mngcibe. I cried a lot because I was scared and hoped someone would help me, but even my neighbour walked by without saying anything. That's when I understood I was being married to a man I didn't know.

It was December 2012, and I was 24 years old. I decided not to fight the men. When we arrived, they introduced me to my "husband", but he wasn't my type—he was always dirty from riding horses. I cried, but no one cared. I chose to stay there for a while, hoping to find a way to escape. We slept in the same room, but on separate beds. I warned him not to come near me. In January 2013, I tried to escape, but his parents stopped me and shouted, saying they had paid lobola for me. At that time, parents accepted lobola without consulting their daughters. I was angry with my parents, but eventually, I got the chance to go home and told them I was leaving for good. They apologised, saying they didn't know I wouldn't want the marriage and promised to return the cows. I forgave them, because they are my parents after all.

I stayed at home for about a year. In 2015, I married my boyfriend, who worked as a lifeguard. Even though he didn't have cows for lobola, I told my parents I wanted to be with him. He paid lobola little by little. We have three children: a 14-year-old daughter in grade 9, a 10-year-old son in grade 3, and a 5-year-old son who is in grade R at Mdumbi preschool and will start grade 1 this year. We are very happy together as a family.

I decided to follow my dream of learning to sew clothes at the Mdumbi Mankosi Skill Centre. I had always wanted to sew, but never had the chance. This year, I approached Khanyisa Hlohla, the sewing skills manager, and asked if I could join the sewing classes. She welcomed me, saying everyone is invited. I started in February 2025 and have

already noticed a big difference in my life. Every morning, before going to sewing lessons, I do the house chores and make sure my children are ready for school. I walk my youngest to Mdumbi preschool before preparing myself for the day. Whenever I go to class, I make sure to come home with something I have sewn, so I can show my husband what I am learning.

In the sewing class, I love helping others because sewing is in my blood. One day, I hope to have my own sewing machine and make clothes for people who do not want to learn to sew. It feels wonderful to be at the skill centre with the other ladies—we laugh a lot and forget about our problems.

Nonqubela school

Nonqubela School is a vibrant village preschool with 18 boys and 19 girls enrolled. We follow the school curriculum, focusing on social development, and receive valuable support from TransCape NPO. Our programme begins at 8:00 am and concludes at 12:30 pm. The children enjoy breakfast in the morning and have lunch before going home.

This term has been particularly joyful and exciting for our learners. The children have settled in well, and we no longer see tears at drop-off time. They are learning to share, understand, and help each other, which is wonderful progress. It is heart-warming to see them greet the teacher happily each morning, and sometimes they even suggest starting the day with outdoor activities. This initiative demonstrates significant growth in their social skills.



We organised a singing competition where the children performed their favourite songs.

It was delightful to watch them sing all the funny songs and imitate famous artists, even if the lyrics were not quite right. These activities have given us insight into what the children are exposed to at home and in their environment.

During our third term parent meeting, we emphasised the importance of monitoring the content children are exposed to, as certain content can influence their behaviour. We also discussed the need for supervision during holidays. Teacher Ntombovuyo, who lives near the school, noticed some children lingering by the gate during the break. This suggested that there may not always be an adult present to guide them, possibly because older children are caring for younger ones while parents attend community events or go into town.



This experience has led to a noticeable improvement in the relationship between parents and teachers. During our discussions, some parents initially responded defensively and tried to deny certain concerns, but as the meeting progressed, they opened up and promised to be more engaged in their children's wellbeing. Eventually, the matter was resolved, and there was a renewed sense of commitment from everyone involved. We also encountered significant challenges with water supply, as no water was coming from the taps due to issues with the pipe supplier. This problem affected the entire Mankosi community and was especially difficult because we rely on a single water tank. The situation highlighted the need for an additional tank, since it was announced that the problem persists and the municipality is struggling to fix it. As a result, we asked parents to send bottles of water for their children to drink at school. We sincerely hope these issues are resolved soon, as purchasing water has become costly, with a truck delivering 2,000 litres now costing R1,600, since the water must be sourced from as far as Coffee Bay.

This term, we also celebrated some notable success stories among our learners. One boy who previously struggled with behavioural issues has shown remarkable improvement—no longer shouting, fighting, or taking things from others. Instead, he now participates enthusiastically in class activities, revealing his intelligence and his passion for animals and drawing. At first, he resisted getting involved, but over time, his positive transformation has inspired his classmates. He not only encourages others but also helps them by naming animals they are unfamiliar with. We are incredibly proud of the progress he has made and the positive influence he has had on those around him.



HIV/AIDS COUNSELLING

This term brought a new chapter for our health programme as we welcomed a new person to serve as our health coordinator. Unfortunately, we faced another setback when she was unable to submit the reports on time. While this was disappointing, we are actively working to resolve the issue and have begun to closely monitor the situation. Moving forward, we plan to review and adjust our approach, focusing on specific areas of the project that need the most support. We look forward to sharing more about this revised strategy with everyone in Term 4, and remain hopeful for positive changes ahead.