

4th TERM REPORT 2025

Aftercare classes

Schools reopen on October 13, 2025. The first day is always special, as we do not write anything but instead enjoy chatting and sharing stories about our holidays. We call this news time. It is a wonderful moment when every student is eager to stand up and tell their classmates about their adventures, who they spent their holidays with, and what made it memorable for them. This kind of story time is especially helpful for those who are shy or find it hard to speak in front of others, as it gives them a chance to express themselves in a friendly environment.

On that first day, I also read a lovely storybook to the class called "The Brave Little Cat." The story is about a little cat who wanted to go to school just like the other children her age. Sadly, her mother did not want her to go because she struggled with drinking. Despite this, the brave little cat went to school without her mother's permission. When she arrived, her teacher told her to wash up in front of the other students, which made her feel very embarrassed. The next day, I asked the students to draw the little cat, and they enjoyed bringing the character to life with their own creativity.



Not all stories are happy ones, though. There was a difficult time in our community when news spread about a girl who had been hurt by someone she knew. The police took the man away, but it reminded us all that many children face challenges. One of my students bravely shared that she, too, had escaped a similar situation. This encouraged others in the class to open up, and we realized that several had experienced or escaped danger. Because of this, I decided to start a special group for the older children. We meet every Wednesday to talk openly about anything that worries us and to support each other with advice. I believe this is a very important part of their education. For now,

we are doing this with the older students, but I am considering including the younger ones as well in the future.

The younger children in the aftercare program are making great progress. They just finished step 3 in their learning program and took a test to move on to step 4. They have also completed step 4 and will be ready for step 5 next year in 2026. I am happy to see how much the children are improving in spelling, pronunciation, reading, and writing. Their progress reports from their regular schools show real improvement. Some parents have noticed these changes and are encouraging their children to keep coming to aftercare classes. During our end-of-year party, many parents gave their children money to buy cake, and the kids proudly brought in cakes to share and enjoy. It was wonderful to see their excitement.



When exam time arrived, the older kids asked me to help them revise, especially in math, which many of them find challenging. I was glad to help, and I could see their confidence grow as we worked together. The program for the younger ones is called GR Mankosi, and it mainly covers grades R, 1, 2, 3, and 4. Before moving on to the next step, I was trained to support the children the best I can. A specialist who tested the kids in step 3 advised me to focus extra attention on those who needed to catch up, so I made sure to help everyone, especially during exams, even when students brought work from other subjects.

The children also get to learn computer skills in aftercare. For some, it was their very first time using a computer, and they were so excited to try something new. As we reach the end of the year, the kids are waiting for their final term progress reports to see if they can move up to the next grade. Besides studying, the students are always willing to help me around the classroom. After we finished our end-of-year activities, they came back the next day to help me pack books nicely on the shelves. I noticed they enjoy doing chores, such as cleaning the floors and windows, and they took pride in keeping their classroom neat and tidy. We ended the school year with 85 children—25 boys and 60

girls—and we all had a wonderful time on the last day. We played different games that helped them practice listening, concentration, and develop their muscles. The children also enjoyed art and craft activities, and they all drew a fish, finishing their work with smiles and a sense of accomplishment. It was a joyful way to end the term, and I am proud of every student for their hard work and enthusiasm.

Personal story of Mila Patekile

My name is Amila Patekile, and I am a 13-year-old girl from the rural areas of Mankosi. I was born in 2012, and I have two younger brothers who are twins. They are both in grade R at Mdumbi Pre-school and will be graduating next year in 2026. I started attending afterschool classes in 2022 when I was in grade 5, and I have never stopped since then.



I live with both of my parents, who are married. My mother is a housewife and stays at home, while my father works as a teller at a bank in Butterworth. He only visits us on weekends when he is not working or on leave. My mother is the one who encouraged me to join afterschool because she noticed I was not doing well at my previous school. The afterschool programme has helped me a lot, especially with mathematics. My afterschool teacher is always kind and supportive, and her personality has made a big difference in my life.

Since joining the programme, I have not failed any class, and next year I will be in grade 9. However, I went through a very difficult time in

September when I lost my brother, who drowned in the sea while we were celebrating our cousin's birthday. He was taken by the water right in front of me, and I tried to save him, but others stopped me for my own safety. We found his body on the fourth day at the other side of Mdumbi beach. That experience left me traumatised, and I missed afterschool for a while. My afterschool teacher was incredibly supportive to my family during this time, always checking on us and helping us through our pain. My brother, who passed away, was in grade 2 and also attended afterschool. He was the leader of his group.

I am determined to keep attending afterschool because it is very helpful to me, and I always encourage my school friends to join too. My teacher motivates me to choose books from the library, which has really improved my reading and spelling. I hope the afterschool programme continues for a long time so that more children can benefit like I am.

Scholarship program

The Transcape scholarship programme officially opened for the fourth term on 13 October 2025, continuing its mission to support learners and their families through education. Since it started, the programme has assisted several students in achieving academic progress and developing life skills. Families report positive changes, both in their children's confidence and in their commitment to learning.

This term, our scholarship recipients are Onelihle Yhoyho currently in grade 11 at Nogemane Senior Secondary School (Nogemane S.S.S.), awaits her final progress report for the term. She has demonstrated reliable conduct, takes responsibility for her own school supplies, and maintains a respectful attitude towards both teachers and peers. Her dedication is evident in her attendance and participation, and she continues to set a positive example for fellow students.

Nogemane S.S.S. maintains strict school rules, including restrictions on mobile phone usage and extended hours from 07:00 to 18:00, Monday to Saturday. The school is recognised for its strong academic reputation and commitment to discipline. Due to renovations, some classes are held temporarily in alternative spaces, but teachers ensure continuity in instruction. Past and current scholars have benefited from the school's supportive environment and emphasis on academic achievement. Andisiwe our scholarship programme manager emphasises that it is very important to keep ongoing collaboration with parents to the scholarship programme. Regular progress reports are shared with families, and staff maintain open communication with parents to discuss students' development. Plans for parent meetings and further updates are underway for the coming year, aiming to strengthen support networks and keep families informed about their children's progress and future opportunities.

Personal story of Onelihle Yhoyho

My name is Onelihle Yhoyho. I am 17 years old, and I live with both my parents and two sisters. My father receives a disability grant due to a neck injury, but the money is not enough for our whole family, though we manage to get by. I am currently in grade 11 at Nogemane SSS, and I was selected by Transcape for their scholarship program in 2023 when I was in grade 9 because of my good results and kindness.

I still attend the same school and continue to rent a room in a girls-only hostel. My landlady keeps us separated from the boys, and I share the room with two girls who are my age. We are all in grade 11, but we study different subjects. My subjects include Xhosa, English, History, Mathematics Literacy, Agricultural Science, Life Science, and Life Orientation. I was a bit worried when I switched from Mathematics and Physics to History and Mathematics Literacy in grade 10, but I decided to stay committed to my studies. Joining extra classes at my school helped me improve, and a teacher supported me in Mathematics Literacy.

The biggest challenge at my school and in the hostel is the scarcity of water, which led to cholera outbreaks and many students were hospitalized due to diarrhea. Fortunately, I escaped this disaster. The government stepped in by installing new pipes in our community, and my school will soon have its own water supply. I performed well during all terms, but I am currently waiting for my final progress report but i know i will get good results because i have studied very hard and confident I passed grade 11. Next year, I will be in grade 12, and I have worked very hard this year for good results.

In four years, I imagine myself and my family living in a big house with a garage, and I want to support my sisters to move up to the next grades. I enjoy studying my books, and I don't have many friends as i dont want too much distraction. My school schedule runs from 7:00 AM to 6:00 PM, Monday to Saturday, and phones are not allowed on the premises. I only use my phone after school. I admit that I am lazy and like to sleep and be alone, but I don't like to stay in a dirty place.



On Sunday, my off day. Balancing long school hours and studies leaves me exhausted, but I know these efforts will help prepare me for my final year. Attending all week up to Saturday has been my biggest challenge, as now the pressure of being a pre-matriculant has started. This has made me really sleep a lot.

Personal story of Asonela Gxala



My name is Asonela Gxala, and I was born in 2012 in the Mankosi area. I am a 13-year-old girl and have four siblings—three sisters and one brother, including my twin sister. Although we are twins, we are not in the same grade; I am in grade 8 at Sikhoma JSS, and she is in grade 7. I am known for being kind and respectful, and I enjoy working cooperatively with others in class, especially during group activities because sharing knowledge helps everyone learn.

My favorite subject is mathematics, and I also enjoy playing netball, where I take the center position. I study a range of subjects including Xhosa, English, Social Science, Technology, Life Orientation, Creative Arts, Natural

Science, and Economic and Management Science. At home, I help my father in our small garden, planting different kinds of vegetables. My father used to work as a mineworker, but due to health issues, he left that job and now works as a caretaker at camping sites by Mthatha Mouth, earning R1000 per month. My mother decided to work as a domestic worker to support our family.

Our home has two rondavels, and we use wood to cook. Since the disaster in June that broke the water pipes and took our roof away, we now fetch water from the river. Despite these challenges, I remain curious and ask questions in class when I don't understand something. I love afterschool activities and often come to school even alone, but I try to organize others from my village to join me. I am creative and look forward to art and craft days, which make me happy. Next year, I will be doing grade 9 at Nogemane SSS, and it will be my first time staying away from my parents, helping me learn independence. I hope agriculture will become one of my subjects in the future.

One challenge I face is crossing a big forest on my way home after afterschool, which motivates me to bring others along for safety and companionship. Even as I start high school next year, I will continue to encourage others to attend afterschool. I believe Transcape must remain sustainable and keep doing such valuable work for students like me.

COMPUTER LESSONS REPORT FOR 4TH TERM 2025

We didn't close the computer lessons since we were using the community hall, which allowed us to continue classes even during the school holidays. During this time, we focused on revising everything we had covered in September, and this set the stage for our computer test, scheduled for when schools reopened on October 13, 2025. I encouraged all students to ask questions before the exams began, ensuring everyone felt prepared and confident.

However, I noticed a drop in attendance, with the number of students decreasing from 44 to 31. After speaking with the class, I learned that many students had traveled to Cape Town to reap grapes, a seasonal activity for some families. I wished they had informed me earlier, as I could have arranged for them to take the test and earn their certificates before leaving. Unfortunately, by the time I found out, it was too late to make accommodations.

During our revision sessions, I observed that several students had made significant improvements in their typing speed and accuracy. Comparing their current work to their first assignments, the progress was clear and encouraging, suggesting that the upcoming test would be manageable for them. I provided test dates and grouped students according to when they would write, scheduling the exams from October 14 to October 18, 2025.

Excitement grew as we received news that new computers would be arriving, thanks to Kwasa support. The computers needed to have Word and Typing Land installed before use. When the exams began, we had access to five computers, and organized testing with five students for two hours each, accommodating twelve students per day since I work across two locations and cover



eight hours daily. We started the exams on October 14 at Lujizweni No. 4, with the first group of students: Sebezela Nonkoliseko (35 years old), Maxhakana Onele (early 20s), Nongcata Kamva (21 years old), Mgagula Ongeziwe (same age as Maxhakana), and Sichefu Ziyanda (19 years old). Before each test, I explained how the question paper was structured, ensuring clarity for all participants. The first session ran from 8:00 AM to 10:00 AM, followed by the next group from 10:00 AM to 12:00 PM. At noon, I would leave for Welese J.S.S. to continue my duties there.

At Welese, I initially had 52 students when we started our computer lessons, but when it came time to write the test, only 33 students were present. This was understandable, as some had notified me beforehand that they would be away. Before the exams began, I received a call from one of my students telling me she was admitted to Canzibe hospital with stomach cramps and was unsure when she would be discharged. I reassured her to rest and promised that I would arrange for her to write the test whenever she was ready, even if she was alone.

To manage the test sessions, I grouped students according to the number of laptops available, scheduling two-hour slots per group and four hours for two groups each day. Traveling from Lujizweni to Welese via taxi took about ten minutes, and when I arrived, the students who were scheduled to write were already waiting in the school hall. That day, there were four students instead of the expected five: Bhekizulu Nocawe, Zizi Isiphile, Novokoza Kamva, and Nzuzo Sixolise. Welese proved to be a productive environment, with classes held in the hall and teachers showing genuine interest in our activities.

One memorable student, Malusi Nkebethwane, was always making noise and joking with classmates. At first, I suspected he might have vision problems because of how he looked at the computer, but he was simply playful. Malusi frequently joked about being the only student I liked, and his antics kept the class lively. Despite his mischievous behavior and tendency to arrive late, he was not a slow learner and managed to keep up with the lessons.

When I inquired about the fifth student, Mggibelo Lona, no one knew her whereabouts. As I handed out the question papers, it was already 12:30 PM and the next group was waiting. While the students were writing, a lady in her 40s entered and asked to speak with me privately. She turned out to be Lona's mother, who reported that Lona had a toothache and had just returned from the hospital, so she would not be able to write her test that day or the next. Lona, being very quiet and shy, had not reported her absence herself, so her mother came to explain. We rescheduled her test for Friday, making her the sixth student for that group.

After finishing the exams, the students anxiously asked about their results and when they would be ready. I assured them that as soon as the results were available, they

would receive them immediately . I also promised to keep everyone informed about the certificate ceremony, where we hope to properly thank all those who contributed to making the lessons a success.

After concluding the exams with the Lujizweni and Nomadolo groups, I was approached by mother Mzantsi, who informed me of another group from a nearby village under Lujizweni. Since I had time before the December break, I agreed to start with this new group right after finishing the previous ones. Upon meeting them, I found out it was a group of 22 students, and I was very excited to begin, especially since the additional computers purchased by Transcape were ready for use.

We now had a total of nine computers—four newly bought and five existing ones—so I organized the students into two groups of 11, allowing for two students per computer or one per device. The first group attended from 8:00 AM to 11:00 AM, while the second group met from 11:30 AM to 3:30 PM. During these sessions, I noticed two ladies, Phathiswa Nosetsha (35 years old) and Nomhle Gxagxisa (in her early 40s), struggling with the lessons. After speaking with them, they shared that they considered themselves slow learners. To help them catch up, I dedicated an extra hour after class for individual support and even welcomed them to my home for additional help when needed.

Both Phathiswa and Nomhle are married, and I made sure to teach this group differently from my first experience in the village, implementing new techniques I learned from Mr. Bango, a volunteer who often assists when I'm not available. This time, I focused solely on the Lujizweni group without moving around, which allowed me to build stronger connections.

One day, a girl named Qhawe Molose approached me during class. She explained that she is an EA at Nkantsini SPS and wanted to join the computer skills group but was unable to attend daytime classes due to her school commitments. We agreed to have afterschool lessons at my residence, as I needed to leave the hall by 5:00 PM. When it came time for her to write the exam, she planned to seek permission from her principal, and together we moved forward with her lessons.

This group turned out to be quite talkative, and I even made friends among them. They were incredibly helpful, assisting me in moving computers between the hall and my house. During a community meeting, members thanked me for keeping their children engaged and off the streets, and some even requested that I extend my work to other villages. I told them to submit their list of interested students, and I would discuss it with the board before making any decisions. It became clear that this village was eager for skills and development opportunities.

We continued classes throughout October, and when the students were ready, I scheduled the test for November 15. Since this was a small group, we managed to finish

writing in just four days. As the test dates approached, anxiety set in, with some students expressing worries about failing and how they would explain it to their families. I encouraged them to stay positive, and in the end, everyone completed their exams. Now, they are waiting for their results and certificates, which we plan to distribute at the start of the 2026 first term.

PERSONAL STORY OF ZEZETHU BHOSANATHI

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My name is Zezethu Bhosanathi; I am 27 years old and a proud mom to a lovely daughter. After I finished my matric, I decided to take a break because I was pregnant. I wanted to focus on my pregnancy and my family. Recently I started exploring new opportunities and got interested in computers, which led me to attend this program. Currently, I am studying computer skills and am very excited about it. As a mom, my day starts early to prepare breakfast for my family and get my daughter ready for school. It is a big responsibility, but I am managing it on my own and I am proud of that.

After my daughter goes to school, I prepare myself for class. When I am on my way to computer lessons, I get so excited because it was my first time touching computers and I love the feeling. When I get to class, I engage with my group and help each other, and you can see for yourself that these are in love with the computers. After class, I head straight home and take a short break to recharge before fetching water from the river. When I come back from the river, I get ready to cook supper for my family. Sometimes, when I come back from class, I go and collect firewood from the forest with my little sister. It is a long and tiring trip, but we get it done because we need the wood for cooking. So when you get back from the firewood, you need to take a bath to wash off the sweat. My mother usually gets dinner ready when I am not around till late, and I also enjoy eating food cooked with my mom's hands.

On days when our computer teacher is absent, I use the time productively. I take my phone and download Word so that I can practice on my phone. I also catch up on household chores like cleaning, laundry, and polishing the door to keep our home tidy. Sometimes my mother sends me to town to do groceries, which I enjoy as a chance to get out of the house.

PERSONAL STORY OF ZANDILE MOLOSE

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My name is Zandile Molose, and I am a proud 42-year-old woman, born and raised in a small but beautiful village called Mgojweni in Ngqeleni, Eastern Cape. My story is one of strength, love, and perseverance—a journey that has been filled with both challenges and blessings, shaping me into the woman I am today. I grew up in a close-knit family and was raised by my mother, who was a remarkable woman of courage, kindness, and wisdom. She taught me the importance of respect, hard work, and compassion for others. Life was not always easy, but my mother's strength was our family's pillar. She raised us single-handedly, with very little, yet she made sure we had everything that mattered—love, guidance, and faith.

I never met my father, but I learned early on that family is not only about who is present, but about those who love and support you through life's ups and downs. My mother played both roles—she was a nurturer and protector, a teacher and a provider. Sadly, she passed away in 2009, and losing her was one of the most painful experiences of my life. Even though she is no longer with me physically, her spirit continues to live in my heart and guide me in everything I do.

I come from a big family of seven siblings, and although one of them has passed away, I still hold close the memories of our childhood together. Growing up in Mgojweni taught me the value of unity and community. We didn't have much, but we had each other, and that was enough. Our upbringing taught us to share, to care, and to support one another, no matter what life brings.

My educational journey began at Nkuzimbini Junior Secondary School, where I started to build the foundation of my learning. Later I continued at Nkantsini SPS, and eventually, I completed my high school education at Phondolwendlovu S.S.S. Those school years were not always easy—I faced many challenges, but I was determined to complete my studies and make my mother proud. Education gave me hope and the belief that, no matter where you come from, you can still achieve something meaningful with hard work and perseverance.

At the young age of 20, I was married to my husband, Mtheleleli Molose, who has been my partner and friend through life's many seasons. Together, we have been blessed with six beautiful children, who are the greatest gifts in my life. Watching them grow, learn, and find their own paths has been my biggest joy and motivation. I am also blessed with one grandson, who fills our home with laughter and new energy every day. Family is everything to me; it is the reason I wake up each morning with purpose and gratitude.

Professionally, I am an ECD (Early Childhood Development) Practitioner at Masakhane Pre-school, a center that opened in 2014. I was fortunate to be part of this school from its early beginnings. Working with young children has always been close to my heart. I believe that early education is the foundation of every child's future. Every child deserves love, care, and the opportunity to learn in a safe and supportive environment.

Through my work, I aim to give children not only knowledge but also confidence and a sense of belonging. Seeing their little faces light up with excitement and curiosity each day reminds me why I chose this path.

In 2025, I decided to challenge myself once again and enrolled in computer skills. I attended my classes every day at 11:00 a.m. at Lujizweni community hall. Learning about computers has been a completely new experience for me, but I enjoyed it very much. I believe that in today's world, technology is an important tool, and I want to equip myself with new skills that will help me both in my job and in my personal growth. It's not always easy balancing work, family, and studies, but I believe that learning never ends and it is never too late to better yourself.

So when I am not in the computer class, I am in school with the kids, but I have an assistant, so when I attend at 11:00 she takes over. After my class, I have to go home and be a wife and a mother to my family. Throughout my life, I have faced many challenges—losing my mother, raising a family, and striving to make a difference in my community—but each obstacle has taught me valuable lessons about faith, resilience, and hope. I have learned that even when life feels heavy, God always provides strength for the journey.

Today I look back with pride at how far I've come. From a young girl raised by a single mother to a devoted wife, mother, grandmother, and teacher, I have grown through every experience. My life is a testimony that hard work, love, and faith can turn even the simplest beginnings into something meaningful.

My dream is to continue growing in my career as an ECD practitioner, to inspire young minds, and to be a role model for other women and mothers in my community. I want to show others that it's never too late to chase your dreams and rise above circumstances. After I got my certificate for computer skills, I am going to buy a laptop and a copying machine for the school; I am not going to write with a pen anymore. I would like to thank Transcape for this opportunity.

HIV/AIDS COUNSELLING AND EDUCATION

Our HIV/AIDS counsellor has been actively engaged in several important projects over the past six months, including conducting house visits, school visits, and small community awareness campaigns. During this period, our health educator Siyandiswa worked in three different villages, focusing on building relationships with community leaders and introducing herself to the villages. This approach was crucial in gaining

support and guidance, which enabled her to secure slots for educational sessions at three out of the five local schools.

Siyandiswa shared her enthusiasm for these opportunities, emphasizing that one of her main goals is to help young people avoid contracting HIV/AIDS. She expressed, "I am very invested in helping young people from getting HIV/AIDS and from them getting teenage pregnancy, as I have experienced the same situation at my young age which affected me in so many ways. I fell pregnant while my future was still not where I wanted it to be, and it was very difficult for me as everything changed—not only my academics, but also because my parents never saw it coming, as I was not a problematic child but a victim of not having a lot of knowledge about teenage pregnancy."

Siyandiswa continued, sharing her personal experience: "As if that was not enough, having to stay at home and be embarrassed pregnant while I was going for clinic check-ups, only to find out that I am HIV positive as well—I did not accept it for a while before I was hospitalized. That is when I realized that HIV could end my life and I would leave my new baby with no mother. Through all this, my mother was there, but I couldn't tell her how I felt as I didn't want to disappoint her even more. From then, I started accepting and knew that I do not want this kind of situation to happen to anyone."

In my outreach work, I visited several villages and noticed that many homes, particularly those with teenagers, were in need of guidance and support. Although these villages are quite a distance from my own, I was able to build trust with the young people by providing relevant health education. In Mamolweni village, I visited 17 homes, offering combined sessions on HIV/AIDS, teenage pregnancy, and treatment adherence. I found that addressing these topics together helped families feel more comfortable, as many were hesitant to discuss HIV or treatment adherence openly. However, during these visits, I often faced challenges such as language barriers, stigma surrounding HIV, and some families' reluctance to allow conversations about sensitive health matters in their homes. Many parents appeared visibly uncomfortable, sometimes even avoiding the sessions or not wanting to participate, which made it difficult to ensure the message was received by everyone in the household.



My second village was Lower Mdumbi with 21 homes, where I received tremendous support from the subheadman, who even opened his home for future awareness events. The principal was also very supportive, given the village's proximity to the school, and together we formed a strong team to promote health education. However, even with this support, there were challenges—some community members were

initially suspicious of my intentions, worried that discussing topics like HIV/AIDS and teenage pregnancy might bring shame or negative attention to their families. At times, I had to address concerns about confidentiality and reassure families that my aim was only to help, which required patience and empathy.

The third village I visited was Mabovini with 9 homes, which is close to Grirha School. This village proved particularly challenging at first, as the community was not very welcoming. Starting my outreach here was tough—I almost lost my motivation and felt somewhat bullied. The resistance came in many forms: some households would not open their doors, others would openly question my qualifications or the necessity of the visits, and a few even spread rumors to discourage their neighbors from attending. Additionally, dealing with my own emotional response to rejection and hostility was challenging, but I pushed through, reminding myself that one difficult experience does not define all, and continued with my work. I am grateful to the Transcape team for providing me with counseling and support, which helped me persevere and continue making a difference despite these obstacles.

In addition to house visits and school outreach, I held three community awareness events during this term. The first was at Sinenjongo Disability Center, where I collaborated with two sister organizations. They agreed to join me and teach about their work: HIV/AIDS education from Transcape NPO, disability support from Zanokhanyo, and drug and alcohol abuse awareness from Masenze Youth. This was a highly productive and educational day, allowing us to provide HIV education not only to young people and adults, but also to people living with disabilities—who are often excluded from such discussions, despite facing similar health challenges as everyone else. Seeing their joy and sense of inclusion inspired me to consider holding similar awareness sessions every six months. We had an attendance of 46 people, making it a successful community engagement event.

SCHOOL EDUCATION

In the past six months, I have been teaching students in local schools about HIV/AIDS, teenage pregnancy, and other health issues. During our lessons, I explained that HIV is a virus that hurts the body's immune system, and AIDS is the last stage of HIV. I talked about how HIV spreads through unprotected sex, sharing needles, or from mother to child during pregnancy, birth, or breastfeeding. I also shared that HIV cannot be spread by hugging, shaking hands, or sharing food, which helped clear up many misunderstandings.

It's important to use condoms, take PrEP (a medicine that helps prevent HIV), and get tested regularly to stop the spread of HIV. I taught students that testing is quick and easy, and knowing your HIV status is very important. If someone is living with HIV, they

can take medicine called antiretroviral therapy (ART) to stay healthy and reduce the risk of passing the virus to others. I explained that people with HIV can live long, healthy lives with proper treatment and support.



During these sessions, I also encountered misconceptions among some students, who believed that HIV is always fatal and that people cannot survive with it, despite the availability of medication. I had to clarify that, with proper treatment such as antiretroviral therapy, many people with HIV lead healthy lives. There was a lengthy debate, as many thought HIV could only be contracted through sexual activity, so I emphasized that transmission can occur through other means, such as sharing needles and from mother to child during birth or breastfeeding.

Additionally, several students questioned whether HIV is now curable, which prompted me to address common myths and facts about HIV/AIDS. I explained that while there is no cure yet, medication helps control the virus and prevent progression to AIDS. I made sure to dispel these myths, providing clear, evidence-based information to help students better understand the realities of living with HIV/AIDS.

Another common theme I observed was that most of the boys believed taking PrEP alone is enough to prevent HIV and suggested that if everyone used it, there would be no new infections. Some of them even asked why there aren't injections available instead of taking daily pills. I explained that while other countries may have injectable options, in our area, PrEP is currently only available as a pill. I also noticed that many of their questions and suggestions were influenced by things they see on social media, which can sometimes be misleading or only reflect ideas that might become possible in the future.

I discussed other health issues too, like sexually transmitted infections (STIs) and ways to stay safe. Getting tested and treated quickly is very important for staying healthy. I told students that knowing their health status and sharing it with partners is key to stopping HIV and STIs.

The students and teachers were very happy with these lessons. Ms. Patel, a teacher at one of the schools, said, "These sessions have opened my eyes to the realities of HIV and teen pregnancy. The students are engaged and asking great questions." I will keep working hard to teach students about HIV/AIDS, teenage pregnancy, and other health topics. I want to give them good information and support so they can make smart choices and live healthy lives.

I have noticed that in schools, there is a continued need for more education and support. For this reason, I am committed to visiting each school once a week to provide additional lessons and guidance. Along with these visits, I will bring more educational booklets and incorporate engaging visuals, such as playing a short clip on a laptop, so students can clearly see the difference between reality and myths. By doing so, I hope to ensure that students receive the ongoing information and encouragement they need to make healthy choices and stay informed.

HOUSE VISITS

Over the past six months, our team has been dedicated to conducting house visits in the community to educate families and individuals about HIV/AIDS. We visited a total of 41 homes, reaching a wide range of people with crucial information and support. During these visits, we started by explaining what HIV is, how it's transmitted, and addressed common myths and misconceptions that often cause confusion or fear in the community.

Many community members opened up about their worries, and we provided accurate, compassionate information to help alleviate their concerns. We emphasized the importance of knowing one's status and encouraged regular HIV testing, highlighting available resources and local testing sites. Prevention methods were discussed, including condom use, PrEP, and safe sex practices. People were eager to learn about the latest HIV treatments and how to manage the virus, especially those already living with HIV or caring for loved ones affected by it.

Stigma and discrimination remain significant challenges in the area, so we encouraged everyone to support and show compassion toward those living with HIV. Some people shared during education about their struggles and some how they are winning or handling them.



Our team also focused on the importance of treatment adherence and regular check-ups, addressing questions about medication side effects and ways to manage daily routines. We encountered some resistance, especially around discussing topics like sex and HIV openly, but adapted our approach to foster trust and create a safe space for dialogue.

The feedback from these house visits has been overwhelmingly positive. Many community members expressed appreciation for our efforts, with one saying, "You've given me hope and information. I will make sure to get tested and take care of myself." We've already seen an increase in people getting tested and seeking information about HIV treatment.

One of the greatest highlights of the house visits this term has been seeing entire families come together for education sessions. When everyone—from adults to children—joins in, it creates a warm and open environment where even the youngest family members feel comfortable asking questions in front of their relatives. Witnessing this kind of healthy

engagement gives me hope, showing that there are truly happy and supportive households in our community.

Families have been remarkably positive in their feedback regarding these visits. Many parents have expressed gratitude for the opportunity to learn alongside their children, noting that the information shared not only deepens their understanding but also strengthens their relationships within the home. Several guardians have remarked that the sessions encourage ongoing conversations about health and wellbeing long after the visit is over, fostering a sense of responsibility and curiosity among family members.

Children, too, have shown enthusiasm, often sharing how much they enjoy being able to speak openly and learn in a supportive setting. Relatives have commented on the positive changes they observe, from improved communication to more attentive care for one another. Altogether, these affirming responses reflect the profound impact that collaborative education can have, inspiring hope for even healthier and happier households in the future.

The downside that I have experienced so far is when I reach a home and families show me their struggles—some that are beyond my control, like asking for food or showing me wounds that need immediate help. In these situations, I can often only offer to accompany them to the hospital, and sometimes I have to step in as a strong caregiver and help clean the wound myself. It can be emotionally difficult to witness such needs and not always be able to provide what they require, but I do my best to support them however I can.

I am so grateful that we managed to help 6 families with old clothes that were donated. I am showing so much appreciation, as it is always nice to help where we can. The clothes donations meant a lot to the young kids; to them, they felt like new, and seeing their joy reminded me why these small acts of kindness matter so much. It fills me with happiness to witness the positive impact such generosity has on our community, especially for the children who now have warm clothing and a sense of care from others.

COMMUNITY AWARENESS

Small group awareness events are highly educational, as they bring together people from different villages to learn more about HIV/AIDS. These gatherings allow participants not only to receive information from health educators, but also to hear about other educational opportunities and events happening in their area. This term, I discover valuable insights during these sessions, such as what information is missing or most needed in each village, which helps me make future outreach efforts to better suit their needs and level of understanding.

During these events, people feel comfortable speaking openly, and many share what they believe are the biggest obstacles to overcoming HIV/AIDS or reducing stigma in their communities. Hearing these perspectives encourages meaningful discussions and helps everyone work together toward solutions that make sense for them.

Reflecting on these three community awareness events, I realized that by 2026, it would be highly beneficial to expand our educational tools. In addition to booklets, I envision using a large drawing board where we can visually illustrate what happens when someone stops taking their HIV treatment—a persistent challenge for many. This approach could make the information more accessible and memorable, helping families recognize warning signs if a relative is defaulting and learn how to offer support and encouragement. By visuals, we can ensure that everyone understands the importance of treatment adherence and feels empowered to assist their loved ones.

NONQUBELA SCHOOL

During this term at Nonqubela School, the preschool children took part in many fun and helpful activities that helped them get ready for graduation. Each morning, they started with circle time, singing songs and talking with their friends and teachers. They enjoyed making things in arts and crafts, like clay shapes, paintings, and graduation hats.

The children learned numbers, letters, shapes, and sounds through games and activities. They listened to stories that made them imagine new things and helped them learn new words. Playing outside was important, too. They joined in group games, gardening, and dancing which taught them to work together and solve problems.

There were special days, like Science Day with simple experiments, and Culture Day, when families shared music and traditions. As graduation got closer, the children rehearsed for the ceremony by singing, reciting poems, and practicing their walk on stage. Teachers supported everyone, making sure each child felt ready and proud.

These activities helped the children learn and grow, ending with the happy graduation of 18 preschoolers, cheered by their families, teachers, and friends.



For the preschoolers that will be graduating in 2026, the excitement during preparations was wonderful. The children clearly understood ahead of time that they wouldn't be

wearing graduation gowns. However, when the big day arrived, a few became emotional and wished they could wear the gowns like older students. Eventually, they accepted it and joined in singing and celebrating with their classmates. The atmosphere was filled with laughter and happiness, making it a true highlight of the year for everyone involved.

We are so grateful that we got all the support for the term. Transcape really assisted us with food, fruits, and drinks, as not all parents were able to afford to pay for their kids. Looking ahead to next year, we plan to start earlier so that all parents can contribute to their child's growth when necessary. By working together, we hope to create an even more supportive environment for the children and ensure that everyone benefits from these opportunities.