1st Quarterly REPORT January - March 2025

This report mostly covers the first academic term of 2025.

Schools opened on the 15th of January and (officially) close on the 28th of March.

Update and developments:

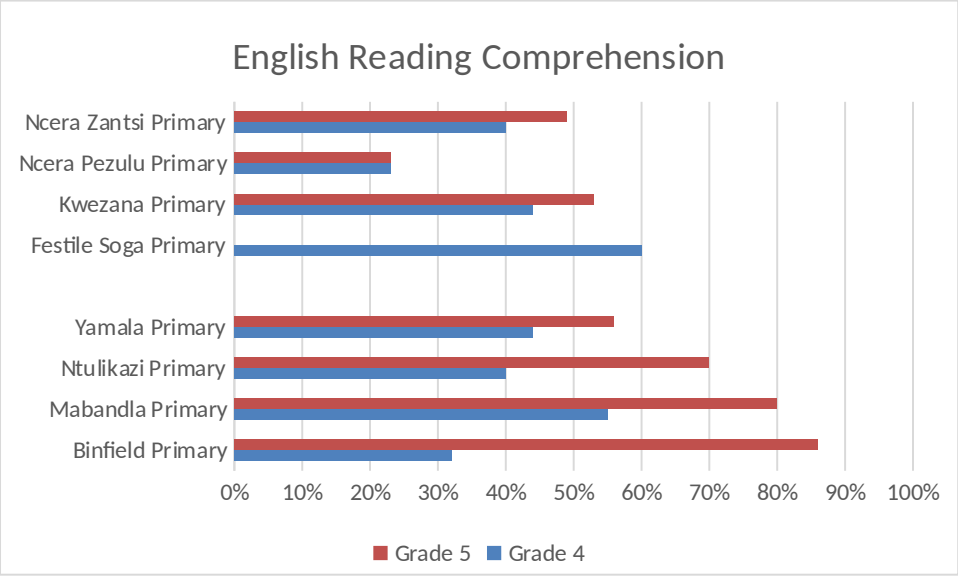
- **Reading Stars Programme**

This year, four primary schools were added to the Reading Stars Programme. Each new school is being equipped with a projector, securely mounted in a protective cage, and a converted whiteboard to enhance learning.
Our Reading Ambassadors visit all eight schools twice a week, conducting group, paired, and one-on-one reading sessions, as well as engaging reading activities.

The TVS Reading Ambassadors began the year by conducting assessments to evaluate the literacy levels of Grade 4 and 5 learners and group them accordingly based on their skills.
The results revealed that approximately 30–40% of Grade 4 learners were not yet reading fluently in their home language.
Additionally, there was a noticeable difference in language skills between Grade 5 learners who had participated in last year's Fresh Start schools, and those in the new cohort, highlighting the impact of sustained literacy support.

The first term's administrative and coordinative work was hampered by the TVS's vehicle being out of action due to several, severe mechanical problems and the lack of availability of spare parts causing a delay in repairs.

Academic activity was minimal during the first term, as school athletics competitions and multiple teacher and principal workshops organised by the Department of Education took precedence.
A slight decline in school enrollment has led to unfilled teaching posts, leaving many schools understaffed and increasingly reliant on multi-grade classrooms. No teaching or education assistants were provided by the Department of Education during the first term; however, EAs are expected to return to schools in May.



This chart presents data from our reading comprehension assessment. The cluster of four schools at the top represents the new schools, while the schools at the bottom belong to the first cohort.
Grade 4 learners at Festile Soga outperformed all other schools. Notably, this group was taught by Vuvu in Grade 3 last year.

- **Reading Clubs**

  Our reading clubs received a much-needed boost with the return of Vuvu, whose involvement and expertise have been invaluable. Rejoining our team this year, Vuvu is focusing on strengthening existing Reading Clubs while also assisting with the setup and training of new clubs in more villages across the Tyume Valley.



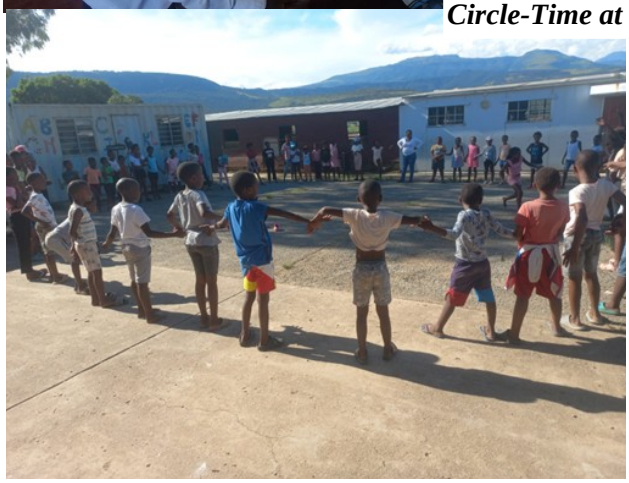
Nonthuthu's Reading Club







Circle-Time at the Reading Clubs





Ntulikazi Reading Club

- **Zazi iZandi – Foundation Phase Phonics**



Lucy working with the Grade R class at Festile Soga

Our two participants from last year's Zazi Izandi training applied their phonics skills in the classroom, despite receiving no formal support from the organization that developed the program.

Lucy supported our colleague, Vuvu, who was overwhelmed with teaching Grade R to Grade 3 learners at Festile Soga Primary School, due to the non-replacement of a retired Grade R teacher. Lucy took over the Grade R class (twice per week), providing them with a jump-start in phonics through play-based learning.

Khalipha kept her training alive and relevant by teaching various grades at Kwezana & Ncera Pezulu Primary Schools.

- **TVS Learning Centre**.

Due to the disruptions in the first term and the lack of a vehicle to transport the laptops, our ICT lessons were only held for one week this term. However, the TVS library has been regularly visited by learners from Amabhele High School, particularly the new cohort of Grade 8 learners. Sweetness, our Learning Centre Cleaner, has stepped in as the librarian and often oversees the loaning and returning of books by the students.





Sweetness on library duty

- **Training**

Our Reading Ambassadors successfully completed certified online training modules on teaching Literacy and Numeracy through the Funda Wanda website.

Regular Friday sessions with the Reading Ambassadors continued, focusing on weekly lessons that addressed both the challenges encountered and the achievements made throughout the week.

- **Update on key meetings and external relationships**

❖ Book Dash and SFSA have invited TVS to select books from this year's book run, scheduled for May. We have chosen 2,000 books in both English and isiXhosa, along with two wordless book titles, to support our Reading Clubs and schools. Most importantly, these books will be given to children to own and take home.

❖ SOLON sponsored a four-hour online workshop on crowdfunding, which took place on March 18.

❖ We attended the farewell event for Ms. Saki, who served as the principal of Mabandla Primary School for 28 years, after receiving an invitation.

❖ We engaged in discussions with Zama Zulu from the Masinyusane Educational Organisation regarding obtaining resources for the Zazi Izandi Programme. He advised that further training and implementation of the programme are planned for the next cohort of SEF (SEF 4) participants.

❖ ASSITEJ, SA has informed us that they have applied for SEF 4, as the current SEF 3 cycle concludes on April 20, 2025. While there are no guarantees at this stage, it is likely that TVS will be invited to submit an application and proposal.



Preparation of the celebration lunch at Ms. Saki's farewell



The children of Mabandla Primary School