

Tereo Project : Theory of Change

A process for thinking about and describing;
the change we want to see; and our plans for
achieving that change.

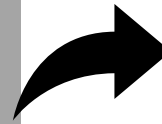


Tereo Project School: Theory of Change

- Children who live in an environment where the abuse and rape of women and children is commonplace and death by physical assault an everyday occurrence, often results in these children falling out of the formal education system or never forming part of it.
- In the Helderberg areas of Sir Lowry's Pass, Macassar, Chris Nissan, Lwandle and Nomzamo a significant portion of the population aged 20 and under has no education, while this area also has the highest proportion of adults over 20 who are unschooled. (URDR Study, University of Stellenbosch).

Our Mandate is to:

- Special purpose school for street children and children at risk (Gr 1 – 5)
- Build the gap between the current unschooled state of the children and mainstream schooling
- Offer teachers and teaching methods which understand their circumstances
- Offer learners free access to education
- Encourage on-going self development through psychological support and extramural activities

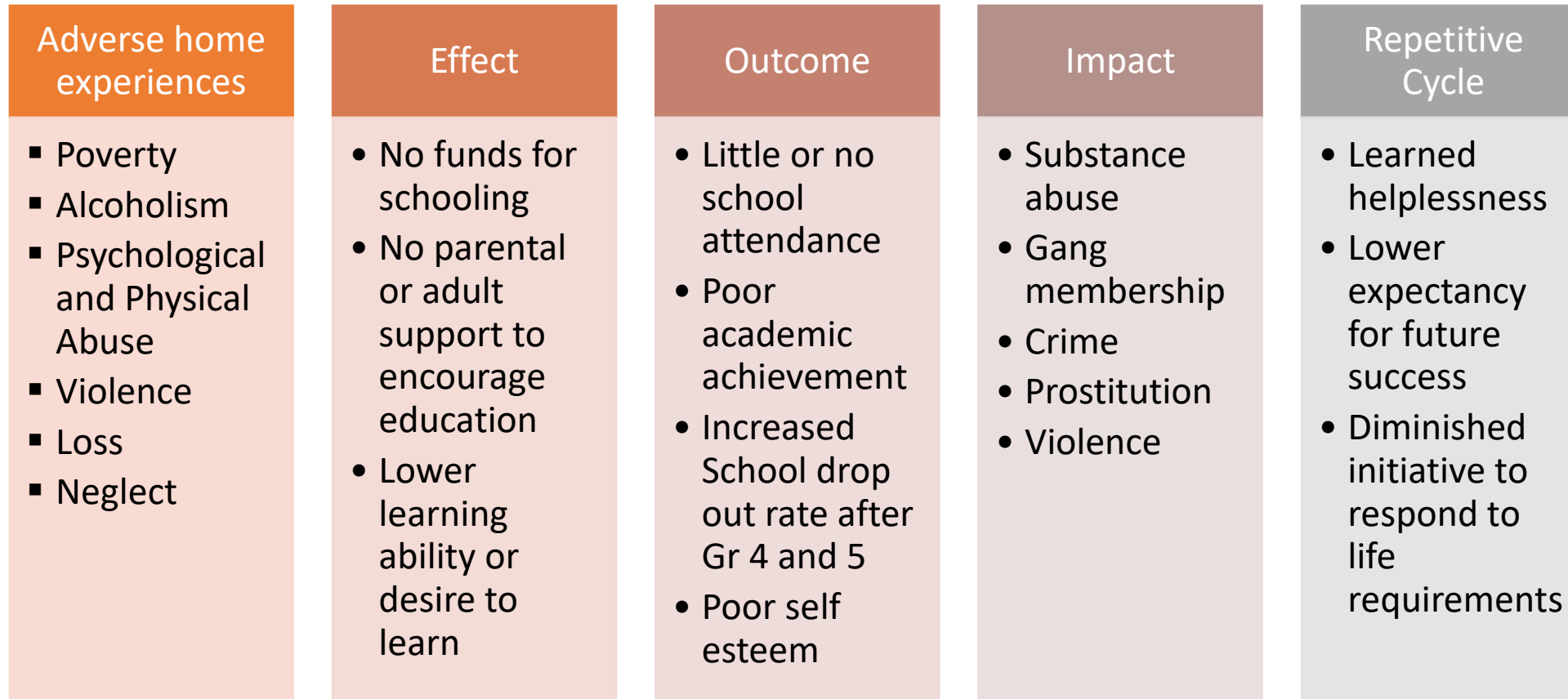


These investments in communities result in sustainable outcomes that:

- Break the cycle of poverty caused by little or no education
- Build resilient young people who realize their own potential who work productively and fruitfully to make a contribution to their families and communities
- Give them an alternative to turning to crime or prostitution which so many are forced to do so due to circumstances.

The Journey to Mainstream Education and Academic Success

From Environmental Input....

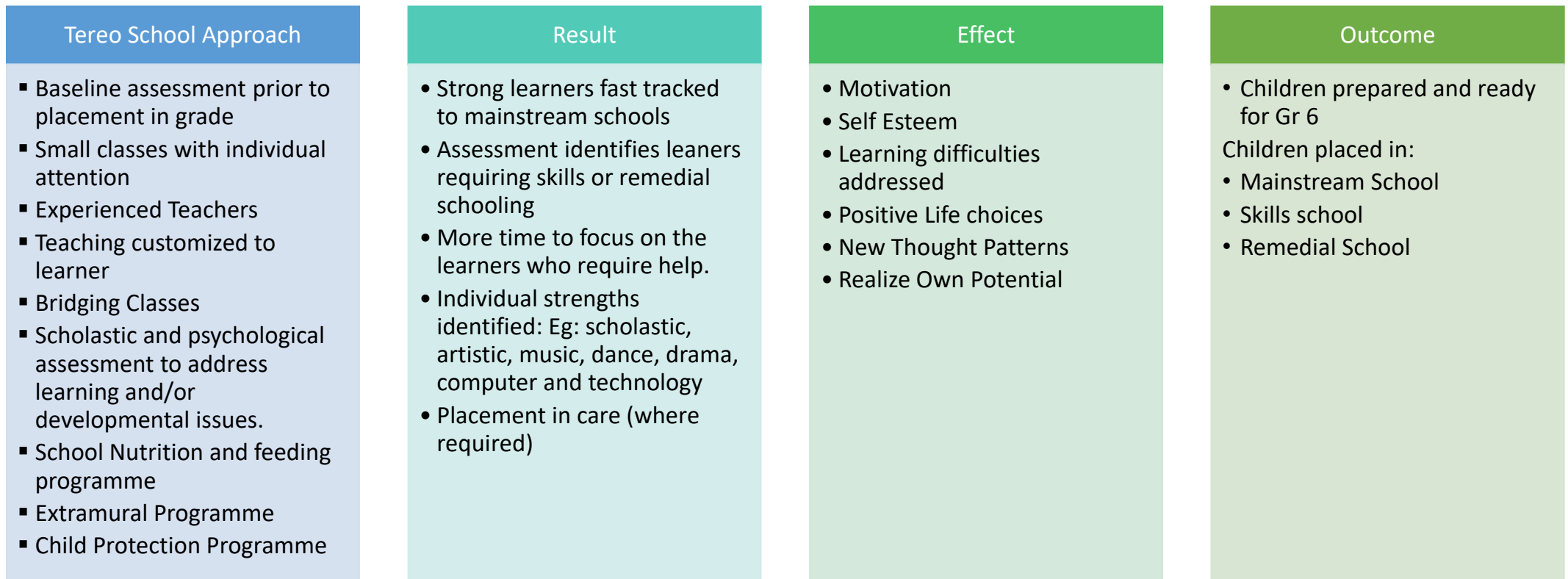


"Education is central to the success of a whole range of other human endeavours" – Nelson Mandela

The Journey to Mainstream Education and Academic Success



To successful integration in mainstream schooling....



"Without Education your children can never really meet the challenges they will face"— Nelson Mandela

Tereo Project Outcomes

- Education in all different forms is key to breaking the cycle of poverty. Education can be the catalyst needed to pull families and communities out of the cycle of poverty. Knowledge gives children the power to dream of a better future and the confidence needed to pursue a full education, which in turn will help generations to come. It has an uplifting effect on other aspects of society that may seem totally unrelated, such as girls' education lowering the number of prenatal deaths.
- The relationship between poverty and education is complex, but we know that education helps people make healthier and smarter decisions about their children, their livelihoods and the way they live.

22 years of impact since inception in 1999

Since inception 1060 children have been enrolled at school


70% of the scholars exit Tereo school into mainstream learning environments

A safe place where learners can receive personalized education from teachers who understand their circumstances

2020 – 85 children enrolled

2021 – 81 children enrolled

Bridging class which we established in 2016, is ensuring an easier transition to the formal education process



KEY FOCUS OF TEACHING STAFF

Grade 1, have a 50% pass rate as the learners are raw coming in, often with no formal or informal education.

They know the list of swear words but not colours and shapes.

Grade 1 teachers often need an assistant to cope with getting them used to the routines and even formal learning.

Competent and Qualified Teachers focus on getting the stronger learners into mainstream schools from grade 2 onwards so that there is more time to focus on the learners who need help getting used to routines & formal schooling.

Being adequately socialized is also an area that teachers need to address, as a lack of socializing is also often a challenge.

Tereo Project Impact Results

Bridging/Multigrade Class:

This class aims to ensure an easier transition to the formal education process especially for children that are older when starting school or those with learning challenges e.g., Fetal Alcohol Syndrome (FAS) or other cognitive problems due to parental substance abuse during pregnancy.

2019: 7 pupils

2020 : 8 pupils

- 2 Pupils started Grade 1 at ages 10 & 11. Upskilled and progressed to Grade 4 in 2021
- 2 pupils progressed to the main Gr 2 and 3 class in 2021

2021: 10 pupils

- Grade 1 – 2 pupils
 - Grade 2 – 4 pupils
 - Grade 3 – 4 pupils
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Grade 1:

2019: 19 pupils

2020: 19 pupils

- 9 progressed to Grade 2

2021: 18 pupils

Grade 2:

2019: 22 pupils

2020: 17 pupils

- 13 progressed to Grade 3

2021: 13 pupils

Grade 3:

2019: 18 pupils

2020: 18 pupils

- 14 Progressed to Grade 4

2021: 14 pupils

Grade 4:

2019: 13 pupils

9 progressed to Grade 5. (3 dropped out due to home circumstances. 1 child placed in foster care out of the area)

2020: 14 pupils

- All progressed to Grade 5 (of which 2 progressed to mainstream)

2021: 14 pupils

Grade 5:

2019: 8 pupils

All progressed to mainstream schools

2020: 9 pupils

All progressed to mainstream schools

2021: 12 pupils

Tereo Support Programmes 2021

Extra Mural

All children exposed to Extra Mural Activities

- 81 children : Computer Laboratory
- 15 Dance class
- 15 Drama class
- 8 Pottery
- 8 Music class
- 11 Art class
- 16 Lego Play
- 1 child : Gifted Programme

Psychological & Scholastic Support

- 1 Child placed into place of safety
- 9 Children in play therapy
- 2 Children scholastic assessed for accelerated progression
- 13 children assessed by Educational Psychologist for possible placement in Skills or Remedial schooling