

August 2023

QUARTERLY REPORT [May 2023 to July 2023]

Funding purpose

Khula's mission is to promote a positive culture of learning and strengthen the value of education and attendance for children at risk of school disengagement through school, home and community-based preventative and restorative initiatives.

School2home programme

Goal: To provide school- and home-based support of learners presenting with early warning signs indicating an increased risk of school disengagement and to promote learner and parental / household engagement in the child's education.

Love2learn community programme.

Goal: To promote a culture of learning and strengthen the value of education and attendance through child & primary caregiver participation, youth activation and community collaboration.

Child wellbeing support service

This service is supportive to the **School2Home** and **Love2Learn** Community Programmes. Referrals to this support service must meet a specific threshold of needs and risks.

Goal: To support vulnerable children through preventative interventions and collaboration with the aim to reduce risk of significant harm that impacts their safety, school engagement and well-being.

Beneficiary Reach

The beneficiaries are primary school learners at risk of dropping out of the school. The areas served are Paarl-East, Klapmuts, and Stellenbosch. The beneficiary breakdown is as follows: Race: 100% black Gender: Girls 48%, Boys 52%

Since our last report we again closed **48** cases. Of these cases **40** were for good progress and permanent school attendance. There was one learner that permanently dropped out of school. Other learners relocated etc. This means that we have a **95.8%** success rate with the learners that we support. Currently we have **407** beneficiaries that consists of **285** households, **196** adults and **211** children on our database.

School2home programme (S2H)

To better understand our model, it is necessary to mention that our S2H programme is our primary intake programme. This programme is the only allowed to register and close cases on our database. As we assess the learners from our risk index, they are internally referred to the L2L (Love2Learn) programme or for support from our CWB (Child Wellbeing) service. As these other programmes meet their goals, learners can be closed off in their programmes, but not necessarily from the Khula service. Once the learner meets their targets in all programmes, they are closed on our database. Please find attached our infographic on the process flow.

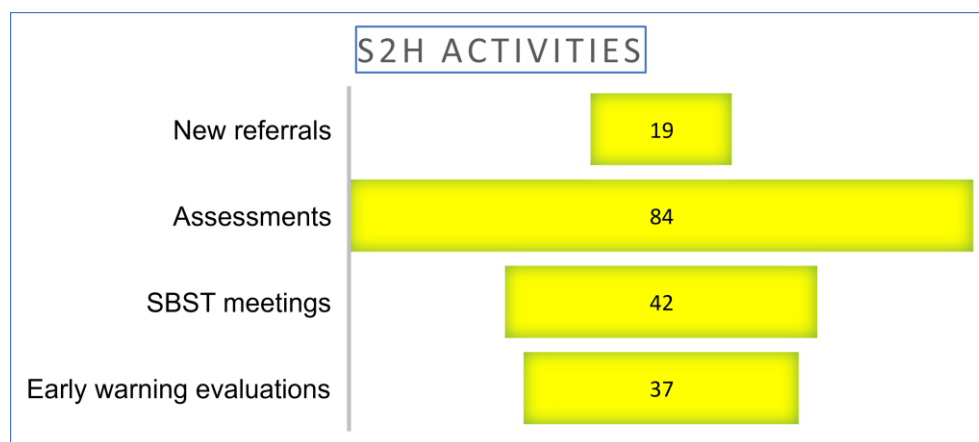
The Khula model implicates that we have 1 facilitator per school that can see every child referred for services at least once a week. Factors influencing the number of children seen are:

- availability of facilitator (we sometimes need to share facilitators between schools)
- attendance of the child at school,
- weather factors,
- availability of space like classrooms
- school hours and school holidays
- Assessment/exam times at school

One facilitator in the S2H programme can maximum see 7 children individually per day. These sessions include fetching the child from his classroom and taking the child back. The rest of our services needs to be done in the afternoons at home. Despite these debilitating factors our S2H facilitators rendered **257** individual sessions and **818** group sessions. The reporting time also includes **16** school holidays and at least **14** days of exams. During the exam times we can only see the children on the days that they are not writing tests. The group sessions focused on the special days that we can celebrate. We celebrated Africa Day, World Foster Day, Mother's Day, the beginning of Autumn, Youth Day, and Father's Day. The facilitators also ended the term with a group class party. **140** school visits took place where we gave feedback to the teachers. We also attended **42** SBST (School Based Support Team) meetings where we gave insightful feedback. It remains a challenge to be completely slotted in with the SBST meetings. Often the schools would change or cancel SBST meetings without informing us, or do not hold regular meetings. **233** Home visits focused on doing specific sessions with the PCG's (Primary Caregiver), and not just checking in. These sessions include material from the Build Smart Parenting course, and the STERK programme. June presented itself with some bad weather for extended periods. Some schools even sent the children home. **599** Unsuccessful visits were noted. There was one week where S2H did not do home visits for the entire week due to very poor weather conditions. Home visits at times are also cancelled when there is heavy rain as the staff walk in the community when doing home visits.

S2H referrals, plans and assessments.

19 New referrals were received from the schools. We value the time spent in getting to know the child, their challenges and how to direct their intervention and support. We do this through our different assessments. **84** Khula assessments were done, **37** Early warning system evaluations took place as well as **5** other assessments. **42** School readiness assessments were done. **7** New support plans were finished, and **105** internal case discussions took place.



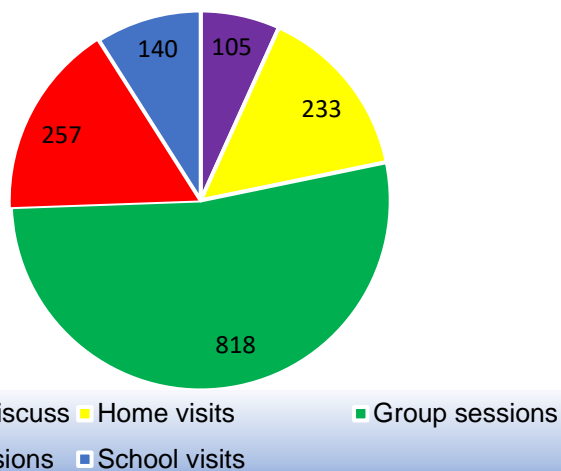
- A learner at a school in Stellenbosch, has been a Khula client for almost three years. At the beginning of the year, he started grade 3 in a class where the teacher is motivated and is bringing the best out in him. Academically he is progressing well, and our Occupational therapist saw him for individual sessions. In March she asked him what his goal was and what he wants to achieve in sessions with her. He replied by saying that he wanted to improve his reading. Sessions for the next two months revolved around improving his perceptual abilities, never once touching a book again. Two months later as they read together, he improved in reading as well as having better confidence. He was now able to read 18 words more in one minute than he was able to do two months earlier.
- A grade R learner used to be absent from class on a regular basis, was not well looked after physically and did not perform well in his schoolwork (1's and 2's for language and maths). Since joining the Khula class, things have changed drastically: He is in school almost every day (except when ill) – he actually **wants** to come to school - is dressed neatly, and his work has improved tremendously – he has a 6 for each of his subjects! He has more self-confidence and in the Khula class he is beginning to take the lead in the group.

Apparently, he (and his mother) was so excited about his good report that he went about showing it around in the neighbourhood!

- On May 31st there was a knock on my Khula door: 3 boys, gr 6, asked for prayer. The Khula volunteer and facilitator were busy with learners, so they told them to come during 2nd break. They came and told them about their needs – mostly lack of food/money in the house, substance abuse. One boy asked to speak to our facilitator alone – he told her about his circumstances at home with his family: his parents use drugs, fight a lot, which upsets him badly; often there is a lack of food. Answering her questions, he acknowledged that his heart did not belong to Jesus but that he wanted to change that. She prayed with him; he then also prayed, voicing his needs, and asking God's forgiveness of his sins and that Jesus must take over his life.



S2H Visits and sessions



Love2Learn program (L2L)

The L2L programme is our programme where we focus on learners not necessary seen by our S2H colleagues, but the children are also at risk of dropping out of school. These learners have fewer academic delays but needs support. Through this programme we can have a wider reach and enlarge our capacity to help more children and to empower the community. **67** Individual sessions with learners took place at home when Primary Caregivers were not present. All sessions were based on a play and learn approach. **197** In-school Group Sessions took place where the STERK and LEAD programmes were implemented. Presenting these sessions in a practical manner is crucial to maintain the attention of learners. Sessions are based on a play and learn approach with the focus on gross-, fine motor and perceptual skill development. Learners made Fathers-day cards and enjoyed the creativity of the session.

The community group sessions were used as end of term and of programme celebration. **134** Home visits took place and were used as check-ins, follow up on school attendance and receiving or providing relevant feedback. Reading books were handed out to learners to encourage reading at home and Caregivers to read with their children. Meaningful to know about Khula's intervention plan is that a lot of capacity goes into doing

home visits. **68** learners did not attend group sessions due to undesirable weather conditions and **97** home visits/individual sessions were unsuccessful due to no one being at home. All resources like man hours in planning and preparation as well as transportation was output on Khula's side.

19 Individual primary caregiver sessions took place, based on individual care plans. The emotion-wheel were used to create awareness of emotion between caregivers and learners. Mother's Day were celebrated, and the mothers were encouraged to focus on their strengths. Some households received sanitary wear as part of the mothers-day activity.

35 School visits were conducted to inform community group learners of the end of term celebration. This was also as follow-up with educators regarding learner behaviour and school attendance. **2** Go2Teachers meetings were held where we shared Khula's Child Protection month project and finalised dates for GoGo and SoSo shows. A group discussion regarding learner behaviour in the classroom was also held.

352 Teachers received individually wrapped flavoured tea bags a (donation from Carmién tea) as a token of our appreciation. Distribution was a collaboration between all programmes. **435** Children were reached and **9** community-based sessions took place. Khula partnered with the local mission team of Shofar to conduct informal play in the community. Children participated in free play, sports, sing and dance and a creative activity. A representative from Timberlea farm saw us playing in the community and donated nartjies and apples for the learners to enjoy. Learners assisted in cleaning up the park at the end of the session. The focus during these sessions was on physical activities and gross motor skills to improve physical health of learners. For Youth Day remembrance learners had the opportunity to put painted handprints on the South African national flag. Ascension Day was celebrated with prayer and the making of wooden crosses. Other activities of this programme included:

- **160** Community members participated in Child Protection month activities.
- The **65** Grade 4 learners who serve as Go2Captains received weekly sessions in the STERK programme from 2nd year Hugenote College social work students in **220** sessions.
- Learners reached through Child Protection month's GoGo and SoSo shows held at **9** Primary schools in Paarl and Stellenbosch were **7483**. The theme of this Child Protection month project was to develop empathy through animal care to promote communities who care.
- GoGo and SoSo created awareness to school drop-out during the June school holiday programme that were held at 2 locations in Cloetesville. – **300** learners participated

Celebrations:

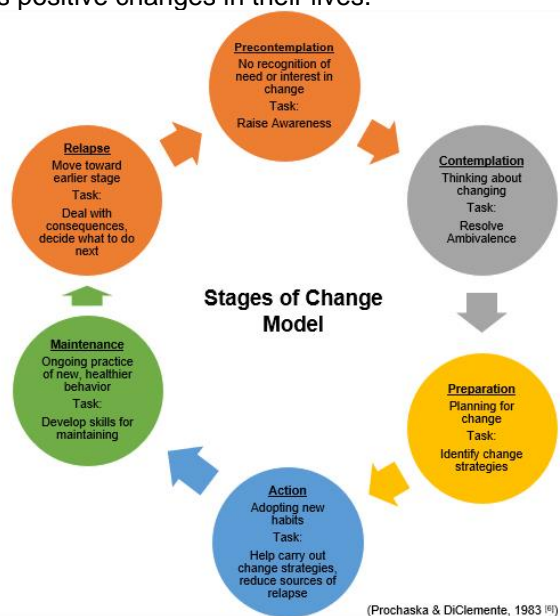
- "I'm so shocked and didn't expect a card or some tea! I'm overwhelmed and it's thoughtful of you guys. Thank you Khula, you are making a difference with our kids as well."
- A learner, who will be closed off as a Khula client, was very excited and happy when he received his certificate at home. The learner couldn't wait to show his grandmother who, at the time, was in the house. The presentation of the certificate was not yet done but the learner couldn't hold his excitement any longer and just sped off to show his grandmother his certificate.
- Feedback received from an educator regarding a Go2Captain – Her behaviour in class has positively changed since the beginning of the year. She appears to be happier in class and positively interacts with other learners.
- Caregivers attending Primary Caregiver groups are changing their lives for the better, finding jobs and actively trying to better their household circumstances. Caregivers who return to the group share their stories and encourage other community members to join the group. A L2L client who lost her home due to a fire, used what she learned during a group session – resilience. She went to school, organised uniforms for her children, is reapplying for their personal documents and her house is being rebuilt without any assistance. The team checked in weekly regarding their emotional wellbeing. They are doing well and cannot wait to move back into their own place again.
- A learner's mother previously did not feel comfortable when community workers did home visits or presented individual sessions. Upon seeing Khula workers she would walk away from her premises and put the responsibility of interacting with Khula staff on her eldest daughter. During this month the mother's attitude has changed towards Khula staff. This month she started inviting them into the yard

and called the learner but still did not actively participate. When the child protection month activity was presented at home she actively participated during the session. She especially enjoyed the empathy game and showed an interest in her daughter's wellbeing.



Child wellbeing services (CWB)

To measure the impact when working with clients in Khula's context is not always easy, since there are many factors that influences their progress. The Khula social workers and social auxiliary workers often need to journey with clients for a few years before positive change can occur. The 6 stages of the change model (see the diagram below) is evident in the work we do, and it sometimes takes intense interventions and a lot of patience to bring clients to a place where they can admit that they have a problem and need to change. As indicated in the diagram below, clients often relapse in their behaviour and fall back into their negative behavioural habits. But the CWB team will continue to render services to clients and motivate them to strive towards positive changes in their lives.



Based on information from Prochaska JO, DiClemente CC. Stages, and processes of self-change of smoking: toward an integrative model of change. *J Consult Clin Psychol* 1983; 51(3):390-5.

172 of the cases on Khula's database are severe child protection cases, monitored by our social workers and Social Auxiliary workers. **294** home visits were conducted by the social workers and/or social auxiliary workers. Home visits is a great privilege and a way to reach clients in their difficult circumstances.

A total of **72** individual sessions were conducted. It focuses on the specific needs/problems of the clients. The individual sessions are mainly with the primary caregivers although some sessions with the learners took place. These sessions have a significant impact on the clients as it enhances insight, self-reflection, readiness for change and goal setting. Although these sessions are time consuming, it is this deep work with clients that makes a huge impact. These intense services to a smaller cohort of clients distinguish Khula from other organisations that can work wider, but not so deep. The social workers and social auxiliary workers focus on each person's unique strengths and interests. They aim to design tailor made sessions for individual clients which are creative, practical, and interesting. The team also use this individual time to minister to the clients' spiritual needs which often ignite a lot of inner healing. **40** School visits took place These visits were conducted to receive feedback from the teachers regarding the learners' attendance and academic progress. During these visits, the Khula team also provide feedback to educators pertaining to learners' challenges at home to increase educators understanding and support for these learners.

89 group sessions implementing the STERK programme, took place. **51** Learners were discussed at case discussions with the following DCPOs (Designated Child Protection Organisations): Stellcare, DSD Klapmuts, Badisa Paarl, DSD Paarl-East. The meetings were fruitful, as the social workers were able to provide feedback on the cases themselves and work together to formulate an intervention plan for the clients further. The relationships with DCPOs have improved immensely and they often thank Khula for the work we do. These case discussions are a positive platform where different stakeholders can brainstorm action plans for clients together.

23 Extra services were rendered. Clients were referred to Namaqua rehabilitation center for hardcore addicted persons. A deep spiritual approach is taken in recovery. Transport to the rehabilitation centre is a challenge, since this specific centre is in Lutzville which are about 300 km from Paarl. In the past, DSD assisted with transport, but they also experience some challenges now. Khula have to pay someone R1000 for the transport or take them ourselves, which are expensive and takes the staff out of the field for one day. Although the transport is challenging, it is still worth it to give our clients a new chance in life. We helped clients with inquiries to Home Affairs about IDs, and visits to the police stations where necessary. **2** Clients were taken to TC Newman Day hospital for their medical forms and one client was taken to the hospital for her depression medication. **2** Clients and an educator were taken to FCS (Family Violence, Child Protection and Sexual Offences Units) for the reporting of alleged sexual abuse of a learner.

5 Family meetings took place These family meetings often produce great results due to family members working together to find good working solutions for their challenges. **59** CWB support plans, as well as the mutual support plans were completed to ensure better service to our clients.

Celebrations:

- A Grade 3 learner, with severe anger issues, was referred to Khula. After several of our services to him and the family, a lot of positive change occurred. His father stopped abusing alcohol and is not abusing the mother anymore. This child is also enrolled in the STERK group programme and often prays in the group.
- Khula has worked for many years with these 2 learners and many case discussion with the DCPO took place over the years. The learners were removed and placed in safety care at a CYCC (Child Youth Care Centre). They are currently attending a new school and is doing very well. They will be placed in this CYCC on a permanent basis, as they cannot return home due to unsafe circumstances.
- When the social worker and social auxiliary took the clients to the rehabilitation centre in Lutzville on 27 July 2023, they used this time to connect with the clients and motivate them. They all sang Christian songs together and the one client prayed for them in the car. The Lord used this time in the car for spiritual growth.

- A father who asked for an individual session at the office confessed that he does not know what is going on with him. In the past, he tried to commit suicide a few times. He had the poison in his mouth, his daughters are the ones that are keeping him from not taking his life. He admitted the same day when our facilitator stopped at his house, he knew he had to come with her to the office. He gave his life to the Lord.
- The one Khula mother completed her rehabilitation programme, although the feedback report from the rehabilitation centre stated that she struggled to complete all program attendance and did not deal with her past completely. She explained to the social auxiliary worker that the programme was difficult. She realised that she had to deal with unforgiveness in her heart and that she needs to forgive herself first before she can forgive others. She still needs a lot of inner healing and Khula referred her for aftercare services at DSD. She is currently doing well and trying her best to manage the triggers for substance abuse. Her children are attending school daily, so there is very positive progress in this family.



Collaboration

Partner/stakeholder	Relationship Update
DSD Klappmuts	Collaboration with the social workers have improved and they value Khula's update on clients. The supervisor vacancy is currently a huge challenge, since we have to send the form 22s to the manager at the Paarl office to allocate the new referrals.
StellCare	The relationship between Khula and Stellcare improved, and the supervisor feels incredibly positive about Khula's services. The resistance from Stellcare's social workers which, we have experienced in the past, is no longer present and both parties feel positive towards each other.
WCED and Winelands office	There was a cluster meeting at Ligstraal LSEN school on 09/05/2023. The meeting was between the WCED Cluster team, and schools, including Magnolia, Nederburg, Noord-Eind, Paarl Gim Primary and Drakenstein Primary. Referrals and placements were discussed, as well as challenges
Inceba Trust	The <i>Tracking Children</i> project is a collaboration between the Cape Winelands Education District, Inceba Trust and Khula Development Group. The project aims to: <ul style="list-style-type: none"> • Develop and maintain an integrated data system that tracks children's progress from Grade RR into the foundation phase. • Flag children at risk of dropping out of school by conducting annual assessments. • Equip ECD and primary school leaders and caregivers through preventative training programmes to affect dropout and improve social and emotional awareness amongst stakeholders. <p>First trainings will commence in August 2023.</p>
Valcare Education Coordinated Effort	We had a meeting on 21/06/2023. Mariette Jacobs from Ezra Community Training and Development presented on the Build Smart Parenting Training. We also discussed and planned for Education Month. There was a handover meeting to the new lead coordinator, Carla Viljoen, from the Grape Community.

BADISA Paarl	The relationship between Khula and Badisa has been restored and case discussions have a positive atmosphere.
DSD Paarl-East	There was an external case discussion with DSD on 18/05/2023. They cancelled the next discussion in June. There are some children we are urgently seeking feedback from.
Child protection steering group	We attend these meetings regularly and is learning new things every time.
Thuthuzela Care Centre	Simone Bothma, Social Worker, gave an information session at our offices on 05/06/2023. She explained what the care center does and how to handle situations of sexual and child abuse.
Hugenote Kollege	18 2 nd year social work students of Hugenote College completed their group work practical with Khula Go2Captains. 8 STERK programme sessions were presented.
Shofar Church	Collaborated with the Shofar local mission team for community play. 2 members of the team attended the graduation session of community group learners.
Amado	13 individual learners received this service.
AHOS	There was an Imbizo Programme on 21/06/2023. The L2L team from the Paarl branch, were present. They set up the banner and table with pamphlets.
Community Keepers	Relations continued to go well, especially at Rietenbosch Primary. We are referring our learners as needed. There is also good communication between the learners that are shared, and regular feedback is being given.
Doxa Deo Stellenbosch	Staff members from the church came to the Khula tour in June. Thereafter, they visited the Stellenbosch-branch and some of the schools and the community play session. They are very eager to partner with us.
Child protection steering group	We attend these meetings and enjoy the training sessions regarding a variety of topics, for example emotional first aid. Our principal social worker presented a training session in May regarding Khula's child protection project and Humane Education. The networking with different organisations is beneficial to all involved.
Working group protocol meeting	We are making progress as a working group and is planning to get clarity about the standard operating procedures of main stakeholders for example the Depart. of health, Depart. of social development, Thuthuzela Care centre etc.
Bridges Retreat Centre	The Child well-being team in Paarl collaborated with many other NGO's to facilitate a holiday camp for learners in the July school holiday. The camp took place from 11-13 July 2023 at Bridges Retreat Centre in Franschoek and accommodated 125 learners from Grade 4-7. Educators from participating schools attended the camp and was surprised by the behavioural changes in the learners

Training

Volunteer training	Khula train new volunteers to assist at schools in our S2H programme
Speel-en-Leer	The Speel-en-Leer manual was completed. This manual consists of activities and ideas to address specific challenges that children may face in the classroom. All the S2H facilitators and coordinators received a manual, also the other programme coordinators and branch managers received their manuals. This training was also attended by staff of Stellingthumbo.
Group supervision	The theme of internal training was regarding play-based approached to address trauma in children adhering the 3 R's of resilience: reflect, relate, and regulate
Khula training on 20 & 21/07/2023	This training consists of a spiritual session, a session on Positive Intelligence, and training by play therapist, who presented on how to connect with a child.
First 1000 Days training	Our principal social worker at Khula presented first 1000 days training at the Thusong Centre in Paarl-East on 3 May 2023 for social workers from DSD and other organisations. The training was attended by 22

	participants and many of them shared that they would like to do more awareness regarding the first 1000 days and conduct more groups with pregnant and young mothers to share this crucial information with them.
Workshop for foster parents	Our Principal social worker and the Love2Learn staff presented a workshop for the foster care parents of Badisa Paarl for World Foster Day. This workshop was enjoyed by the foster parents and also strengthened the relationship between Khula and Badisa.
Journal club with Valcare	The SW breakfast and Journal club in partnership with Valcare on 2 June 2023 was once again an amazing event. Marlize Swanepoel from Sp(i)eel Collective presented a session on self-care and the Journal Club was presented by Dr. Lizane Wilson from NWU

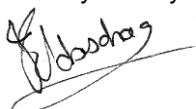
Plans

- Facilitator per school: We are planning to have one facilitator per school.
- The Val de Vie Foundation selected Khula to be the beneficiary of their Celebrity Golf Day. The goal for the project is to raise funds to elect classrooms for Khula at 3 of the schools that we are currently rendering services to and don't have the necessary space to do so.
- Prayer week: We are planning for this at the end of August.
- School attendance competitions, announce competitions through GoGo and SoSo shows.
- Go2 Teachers meetings.
- Go2 Captain sessions every 2nd week, using the LEAD programme.
- Community play.
- DCPO appreciation again in the third term.
- To start a grief and bereavement group for children in Stellenbosch.
- To start a Build Smart group for primary caregivers at one of the schools.
- Caregiver workshops.
- Education Month: This is a Teacher's Appreciation project driven by the Valcare Education Coordinated Effort.

Support/Challenges

- Weather conditions preventing outdoor community interaction.
- Classroom space. This challenge is ongoing.
- Community hostility. Colleagues to work in pairs or do joint home visits with other programmes. Refrain from entering 'violent hot spot's'.
- Winter weather increases absenteeism of the learners in the schools.
- The roof of 8 classrooms at New Orleans school has collapsed. Currently, the school has limited space for learners which impacts Khula programs within the school as there are no open classrooms available.

Thank you for your ongoing support!



Erns Labuschagne