



March 2022

QUARTERLY REPORT
[November 2021 to January 2022]
Khula Development Group

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 (previously In-school Support 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

The historical Reintegration Programme is a Support Service of the **School2Home** and **Love2Learn** Community Programmes. Previously it was the entry point to Khula' Services and the programme from which internal referrals was made to other Khula Support Programmes. Referrals meeting a specific threshold of needs and risks are be made to this support service.

- **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 and Implementation Data
Khula Services

Learner Support: A Longitudinal Cohort View

Khula has 2 central offices: the head office in Paarl, and a satellite office in Stellenbosch. Over the years, Khula has reached, profiled, and maintained records for 2133 (excluding the significant reach of the @homelearning programme) learners attending schools in the surrounding areas. This is a unique count of learners who have been registered on the database since May 2017. Currently, after a comprehensive rationalisation and update process, there are 283 learners active on the Khula Database.

The following provides a cohort view of learners. These figures are generated after a substantial exercise to clean up the database through the change in strategy. This data represents the cohort view from the start of the Khula programming, to date.



Table 1: Cohort Case registration and closure

COHORT	Pre-2013	2013	2014	2015	2016	2017	2018	2019	2020	2021 (YTD)
Total Learners Registered on the Khula Database (tracked) (new)	75	124	139	265	312	241	257	253	268	198
Of sign on cohort - who has been deactivated	75	124	137	260	310	232	234	214	236	28
	100%	100%	99%	98%	99%	96%	91%	85%	88%	14%
Balance of cohort still on system	0	0	2	5	2	9	23	39	32	170

Through the shift in strategy, many longstanding cases were closed and resolved. Through this analysis it is confirmed, and learners spend an average of 3,4 years on our system. Although our outcomes are significant it is worthwhile to note that the process of reintegrating children into school, and ensuring they receive the help they need; engaging meaningfully with their families and education contexts takes time. Khula is well integrated into the community, and this is an essential part of creating a learning and caring community, necessary to ensure that positive outcomes are sustained.

Implementation Activities

During the period under review, Khula has been finalising transition into the system of managing activities based on the risk indexing of learners, and the database and activity tracking system are becoming more streamlined.

The following table provides a snapshot view of all the activities conducted by Khula over the period.

CWB: Group Session Absent	7
CWB: Group Session Attended	30
CWB: Home Visit	350
Family Meeting	10
Home Visit	761
Home Visit: Unsuccessful	19
Joint Home Visit	42
Learner: Group Session - Attended	184
Learner: Individual Session - Attended	76
PCG: Group Session - Absent	21
PCG: Group Session - Attended	85
PCG: Home Visit	83



S2H: Group Session Absent	64
S2H: Group Session Attended	444
S2H: Home Visit	75
S2H: Individual Session Absent	250
S2H: Individual Session Attended	254
Office Visit	14
Multi-Disciplinary Meeting	65

Notes:

- CWB: Group Session attendance rate – 81%
- PCG: Group Session attendance rate – 80%
- S2H: Group Session attendance rate – 87%

The Child Wellbeing activities include 350 Home Visits. For this programme area, the attendance rates at group sessions are 81%. This programme area also includes 120 school visits. The School2Home activities include 75 Home visits. This programme area includes 254 successfully implemented individual sessions (one-on-one sessions), and 444 incidences of attendance at group sessions.

Other activities include an additional figure of 761 Home Visits (making the total home visits across all programmes 1 269). Home visits are an essential part of the support we provide, it is a way of working with families and individuals in their own context, and of enabling very deep support provision. This method of delivery of support means that we can fully understand the context around the children we work with, and we can actively work within their broader ecologies, empowering their caregivers and families, and building a level of trust within communities which lies at the heart of our work. These activities make change a shared journey.



Case Management and Assessment Activities:

With the strategic shifts in our activities, the following table represents some of the events which occur in our case management approach. Khula has recently developed a sophisticated, evidence-based approach to assessing learners in need, to design a response, and place children in



programmes providing the correct level of care. The following table shows how these events take place, assessment is made, children are referred to programmes, and are supported. In some cases, external referrals are required to ensure children and their families received statutory support. Khula maintains progress reports, and continually supports children through its network of supportive services.

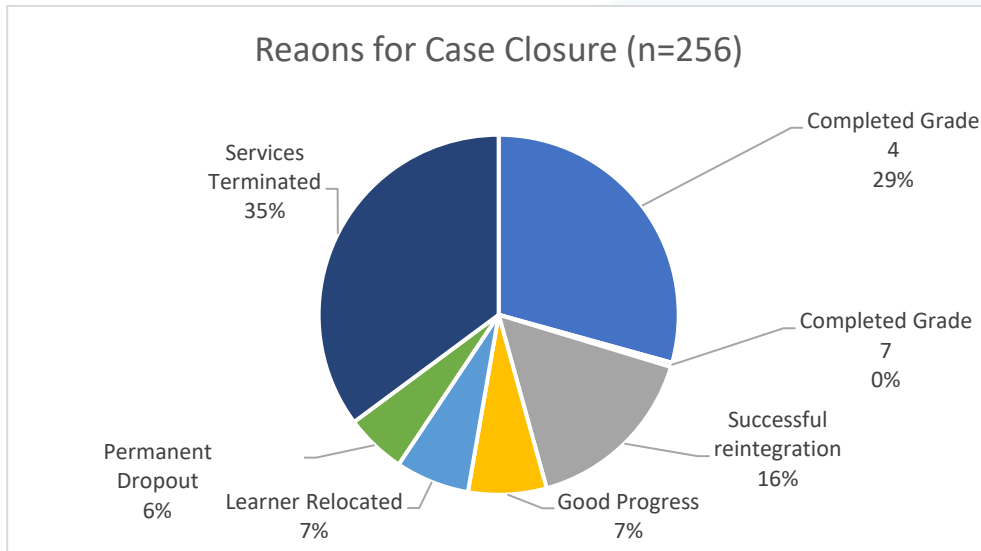
The role of assessments is growing in prominence in the Khula work, with the assessment tool applied 110 times in the current period, allowing the team to implement focused activities and to respond directly to needs using an evidence-based approach.

Case Management and Assessments Nov 2021 - Feb 2022	
Assessment Report completed	10
Assessment Report in progress	5
Assessment Tool	110
S2H: Khula Assessment	33
Case Audit	2
Re-Open "Closed" Case	5
CP Concern: Escalate	41
CP Concern: Response	47
CP: Follow up	128
Form 22	29
Genogram	2
Handover Report	13
Internal Case Discussion	656
Summary of Services	6
Supervision Discussion	52
Support Plan	2
Termination Report	25
Khula Service Permission	77
Donor Gift	8
Eco chart	13
Extra Services	124
Khula Service Permission	77
S2H: Permission	21
S2H: Progress Report	171
School Clothing: Delivered	2
Change of Address or PCG	17
Communication - verbal/written	113
Contact - Informal Communication	64
Correspondence - Formal Written Communication	60
Closed Case Report	4



Outcomes of Khula Services: Reengagement Rates and Case Closure

During this final period of implementation, a total of 256 cases were closed. The following chart shows the reasons for case closures:



A total of 438 learners were directly involved in Khula activities, and 14 cases were closed due to permanent dropout. This equates to a dropout rate of 3% of the cohort treated as part of Khula projects. At the end of the period, a total of 283 learners are still active on the Khula database.

Currently the rate of successful reintegration of Khula supported learners is 36%, with a dropout rate of only 9% (some of these may have already dropped out by the time they were referred for Khula services).

@HomeLearning Programme

Khula's pioneering efforts in the @Home Learning Pilot Project in 2020 and then the participation of our organisation as an implementing partner in 2021 when the programme was adopted by the Year Beyond Office of the Western Cape Government's Sport and Recreation Department and the Western Cape Education Department, has been one of our most exciting but also most challenging collaboration efforts to date. We have successfully recruited, mentored, and supported a total of 30 unemployed youth and trained them in various aspects of our organizational activities with an emphasis on community development and engagement in community learning. The project came to an end at the end of November 2021.

Formal Activities:

This reporting includes the full implementation of the @homelearning report but presents data by month. The total numbers of learners reached through formal activities across the 2 Khula Hubs in November of 2021 is 1153. For the entire duration of the project as estimate of some 5514 unique learners were seen through formal activities.



In the final month of implementation, the total number of formal activities conducted across both hubs was 1558 incidents of formal activity. Over the whole of implementation, the total number of formal activities conducted is 10 013 formal leaning sessions as part of the @homelearning project.

Month	KDG Paarl	KDG Stellenbosch	Grand Total
Jun	220	1200	1420
Jul	47	636	683
Aug	719	1788	2507
Sep	684	1799	2483
Oct	386	976	1362
Nov	313	1245	1558
Grand Total	2369	7644	10013

The @Homelearning project included work to distribute materials and to assist children in being able to engage with these materials between sessions. For the Khula hubs, where children were asked whether they had used the materials since the previous session, the rate of positive response remained close to 100%, which is higher than the average for all hubs of 85%.

Another excellent outcome is evidence that for the Khula Hubs, parents were being engaged in @homelearning activities. When learners were asked who they were engaging with, 59% of those engaging said that they were doing learning with a caregiver, 14% on his/her own and 6% with a sibling. By comparison, the broader group showed a 21% response rate to engagement 'with a parent of caregiver' showing that the Khula model appears to yield higher levels of parental engagement.

Primary caregiver involvement

One of our key achievements over the past quarter have been the launch of **Primary Caregiver Workshops** that our teams hosted in yards, car parks, house fronts of local stakeholders in the community, as well as in school facilities and municipal buildings. This approach of bringing the workshop to the people, has been well received and is something we hope to continue to develop. These events work well when community awareness on a large scale is required. Maintaining Covid regulations and managing the crowds was challenging, but with the appropriate planning and resource management, it is worth the effort. These workshops not only helped in bringing a community together, but it also aimed to create awareness about relevant topics like: The Importance of Learning through Play; School Attendance; Reading Awareness; Wellbeing and Parenting. Between the two branches, our teams managed to host a total of **20 Primary Caregiver Workshops** over this quarter with a total of **423** participants in attendance.

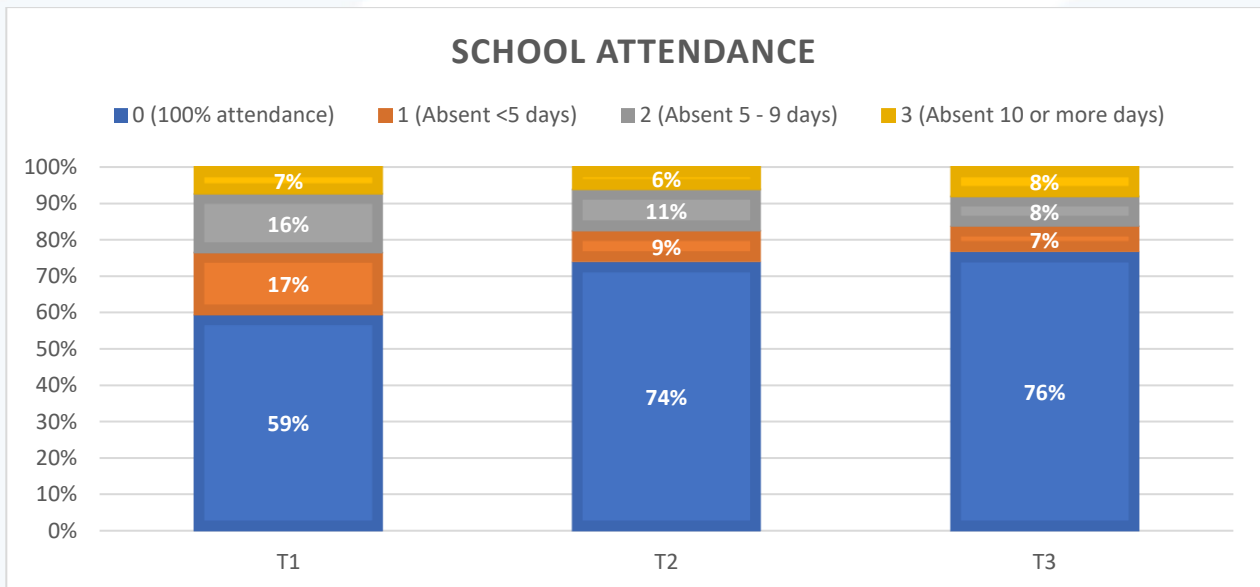


Dropout

South Arica faces a dropout rate upwards of 40%, and this was expected to increase substantially because of COVID-19. As shown above, the rate of permanent dropout of learners receiving Khula services is between 4 and 9%.

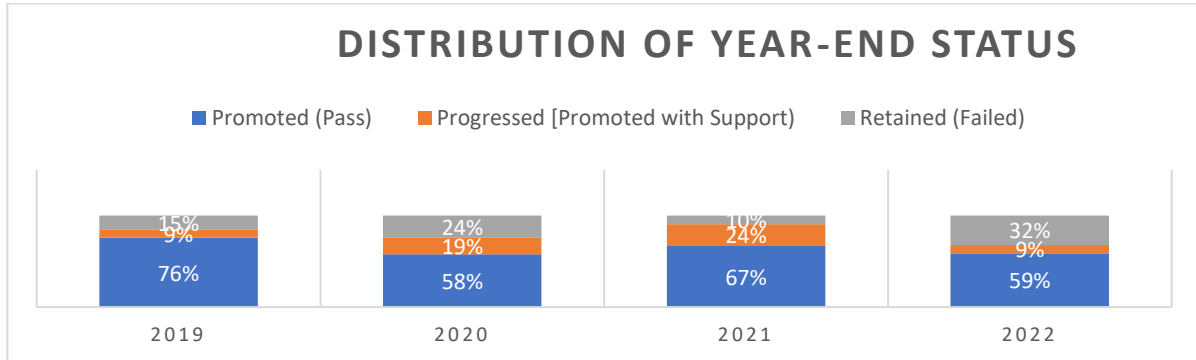
Learner Attendance

The following chart shows the distribution of learners ranked for their rates of absenteeism of the entire Khula cohort. This shows an increase from 76% to 84% low or no risk according to learner's school attendance records from Term 1 to Term 3 (the height of the pandemic).



Progression Rate

The following chart shows the rate of completion status for our learners. Differences in sample sizes may affect the reported rates.



The years refer to the status in-year for the previous year. High rates of progression are noted at the end of 2020 (in 2021), followed by high rates of retention at the end of 2021 (in 2022). Nonetheless, the pass rates for the Khula cohort all well above national averages for all years.

Future plans (Next months)

- It will be a 2022 priority goal to form part of the SBST meetings in all the schools, both Paarl and Stellenbosch.
- Some caregivers display an apathy towards the educational well-being of their children. As a result, some learners have received little to no assistance when they willingly refuse to attend school. We will be praying for God's grace and strategies in the lives of the Khula's client system and then as a team discuss the next steps needed
- There is a culture of school absenteeism in some households where the learners influence each other in a negative manner and discouraging each from attending school. To continue motivating the learners and the caregivers concerning the importance of school attendance and promote the value of education. Regular multi-disciplinary and internal discussions is proving to reduce school absenteeism and achieving the goal of Zero school dropouts.
- Some learners do not have birth certificates as their mothers failed to register them at birth. This result in some schools that still refuse to enrol learners. To remind the schools of Circular 54/2021 where it was a high court ruling that schools are no longer allowed to refuse children without birth certificates. Refer these cases to the DCPOs if deliberate neglect is assessed.
- Challenges regarding DCPOs: Arrange a meeting with the supervisors to discuss these challenges and brainstorm possible solutions
- The DCPOs or other organisations do not always have the capacity to conduct in-depth assessments, thus limiting their knowledge pertaining to the clients' needs, risks, strengths etc. To conduct in-depth assessments of learners and their families, utilising various assessment tools. This information will be compiled into thorough assessment reports which will serve the following purposes: Allow Khula staff to gain a deeper understanding of the needs, risks and strengths relating to these learners and their families, thus guiding Khula's individual support plans and provide comprehensive information to the DCPOs and other organisations that could contribute to effective targeting of interventions.



Collaboration

- Kayamandi network meeting: The S2H program facilitator from Stellenbosch attended the Kayamandi network meeting. This was good for awareness of all the organisations who work in Kayamandi.
- WCPPG Breakfast Meeting: Our school2home coordinator is an Occupational therapist and is on the committee of the Western Cape Paediatric Practitioners' Group. They hosted a workshop that was presented by a dyslexia-specialised occupational therapist. Behavioural optometrist's organisations working in Cloeteville were present, which is positive for future collaborations
- Valcare Educational Support Coordinated Effort: The open day for the coordinated efforts were also held on 8 February 2022. This year there will be seven different coordinated efforts supported by Valcare. The programme coordinator, Linda Zietsman, will continue with taking the lead on the educational coordinated effort.
- Hospital Visits: There were several scheduled hospital appointments of our learners that we were able to organise due to our relationships with stakeholders. One of our learners visited an ENT at Paarl hospital, as he was struggling with repetitive ear infection with discharge for at least two years. Another learner also saw a paediatrician for the first time in almost 6 years as he has a chronic condition.
- Amado Animal Assisted Therapy: Currently, eight Khula learners from Paarl is attending Amado Animal Assisted Therapy. This therapeutic intervention has supported our learners markedly, and their classroom teachers have reported improved general mood, and visibly decreased anxiety in some of the learners.
- Community Keepers: A productive meeting was held. Good relationship is being established between the two parties. Learners that overlap were discussed as well as the referral process.
- Love2Give - We met the new managers and discussed future collaboration.
- HearX Foundation would like to expand their services to the Paarl-East community. They would like to partner with KDG initially who already have good relationships with the schools. They will also firstly prioritise screening and assessing the children and will then continue with universal screening and assessment of Gr R/Gr 1 /high-risk learners in the school.
- Specsavers: We had one learner going for screening at Specsavers, Paarl Mall. She received her spectacles. Specsavers have also assisted us in providing reports for learners who they have seen previously.
- Stellenthombu - A good collaboration meeting was held, and it was decided that Stellenthombu will be seeing the Gr R learners at Cloeteville Primary for sessions in their reading program.

Success Stories & Beneficiary Feedback:

One learner displayed emotional distressing episodes at school and sometimes refused to enter the classroom. She had no friends and spent her intervals in the classroom with her educator. Khula referred the learner to receive counselling at the school and consistently provided services both at home and school. The grandmother thanked the Khula team for assisting the learner and said that she has seen a huge improvement in the learner's emotional stability and schoolwork. The learner has also made some friends at school which promotes her social development.



The Child well-being team conducted a home visit at a learner's home and observed the physical improvements to their shack. Previously the home was unhygienic and seemed not conducive to house the eight family members. During the latest home visit the home looked neat, clean and conducive to habitation. The mother also displayed a measure of pride when she showed the Khula team her improved living conditions. The mother also mentioned that she is willing to attend the ABBA substance use recovery sessions. The learner is currently doing well and is attending school regularly.

It was a huge struggle to place one Grade 3 learner back into the school system due to his truancy and caregiver's lack of tenacity. This learner found it difficult to do the schoolwork in his grade and as a result displayed a pattern of absenteeism. With the Child well-being team's continual motivation, persistence and support to this learner and his caregiver, he was accepted back into school. Khula also arranged with the educator and remedial teacher to assist him with a plan to make his school experience more productive and enjoyable. The household finances are a strain, but attending school ensures that the learner has at least two meals every school day. The learner is currently attending school regularly and Khula Development Group will continue to assist the family where needed.

One Grade 4 learner came to an Afrikaans medium school a few years ago, not having a command of the language. This resulted in great frustration for the learner, as well leading to regular school absenteeism. The biological mother abused substances which made the home situation unsuitable for this learner and impacted his school progress in a negative manner. Khula Development Group intervened and worked closely with the family and relevant DCPO. The learner was finally placed in alternative care and within a year and a half he was able to thrive in school. The educator indicated that the learner is doing well academically and will progress to Grade 5 next year.

One learner was referred to Khula in 2018 when she was only five years old and displayed a pattern of absenteeism since Grade R. This learner was not attending school for the whole year in 2021. When conducting home visits, the home and yard was extremely filthy with dog poop laying everywhere, and the mother showed resistance towards Khula staff. As soon as the mother realised that we are there to support and help them, she let her guard down and started to look forward to our home visits. After intensive service delivery, we were able to place the child back into school where she is currently neatly dressed and attending school regularly. We also encouraged the mother and build her self-esteem by communicating to her how beautiful she is. When we arrived one day for a home visit, we were surprised that the house was spotless, and the father was at home. The mother said that she tried to do what we told her by cleaning herself and the home, resulting in her feeling better about herself. Her husband also put up a gate for the children to stay inside the yard and the children is now keeping the yard clean. We told the parents that we will enroll the learner into the animal assisted therapy program for next year, which they are very excited about.

Thank you for your kind ongoing support!

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CEO