

November 2023

QUARTERLY REPORT [August to October 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.

Two key aspects of the Khula approach are:

- **Strategic Resource Allocation**

We prioritise the allocation of our limited resources to areas that have a significant impact on our clients' lives. Addressing these areas is likely to bring about a noticeable improvement in the trajectory of their lives and their school engagement outcomes.

- **Flexibility and Client-Centered Service**

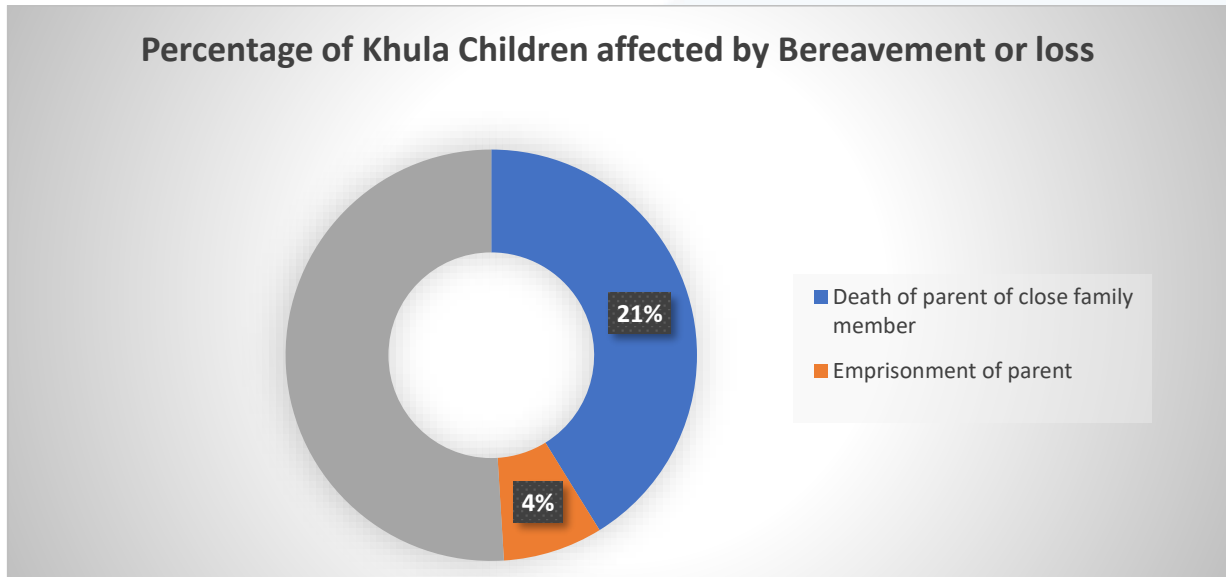
We remain flexible and adaptive, tailoring our services based on feedback from our clients to meet their specific needs.

With this in mind, we conducted an analysis of the current client load in our Stellenbosch Branch. Initially, we relied on the insights and intuitions of our team to guide us in identifying the factors to investigate. These insights might also represent our client load in Paarl.

Loss and Bereavement:

The team has observed a correlation between learners displaying symptoms of emotional distress, such as acting out or withdrawal, and having experienced a significant loss or bereavement. An analysis of the current client cohort revealed that **26% of all the learners currently served at the branch have been affected by significant loss or bereavement.** This includes the **death (21%) or imprisonment of a parent (4%) or close family member.** This is a cause for concern as it impacts the risk of dropout, given that behavior and the ability to concentrate are established factors contributing to dropout, as highlighted in the DGMT Zero Dropout initiative. Common responses by children to loss and bereavement include tiredness, mood swings, anger, frustration, and a lack of

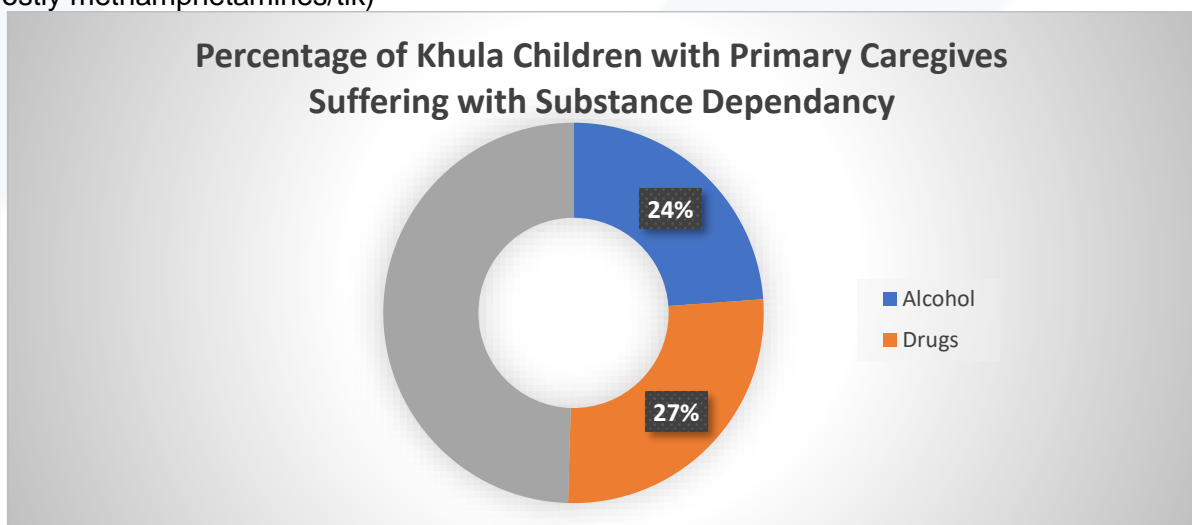
responsiveness. Additionally, the bereavement of a parent often leads to financial strain on the family and increased psychosocial vulnerability.



In response to this concern, our social worker has developed an eight-week course based on established research related to bereavement for learners. This program is currently in the process of being adapted for adults. The Khula Child Wellbeing Service will roll out this course in earnest, both in group and individual formats, next year. Training will be provided to all Khula staff to ensure that everyone is equipped with the skills to provide bereavement-informed care and sessions that directly address these challenges in the lives of our clients.

Substance Abuse:

Substance abuse is a very prevalent concern reported by our team when screening is done at the homes of learners referred to Khula. An analysis of our data revealed that 54% of our current case load of learners are affected by addiction of a primary caregiver to Alcohol (26%) and or Drugs (29% - mostly methamphetamines/tik)





The effect of this on our learners is clearly observed by our team and borne out by research. Children affected by parental substance abuse face a myriad of behavioural consequences, including:

1. Emotional Distress and Anxiety (SAMHSA, 2020).
2. Aggressive Behaviour (Cohen & Hien, 2017).
3. Academic Struggles leading to difficulties in concentration, attendance, and motivation, which negatively affect their educational outcomes (Hussong et al., 2011).
4. Depression and Withdrawal (SAMHSA, 2020).
5. Social Isolation (Hussong et al., 2011).
6. Parentification: In some cases, children may be forced into roles of caregiving for their substance-abusing parents, which can interfere with their normal development and increase stress (SAMHSA, 2020).
7. Increased Risk of Child Maltreatment including neglectful or abusive behaviours (Glasheen et al., 2017).

Addressing the Needs of Primary Caregivers:

While our primary mission is to support primary school children, we recognize that the well-being of these children is deeply intertwined with the well-being of their primary caregivers. Khula is therefore in the process of testing and formalising our approach to substance abuse and developing tools to do so. This aligns with our holistic approach to preventing school drop-out among primary school children. By addressing the needs of primary caregivers and providing them with the necessary tools and support to overcome substance abuse, we are taking a proactive step toward breaking the cycle of adverse effects on their children and includes individual and group interventions.

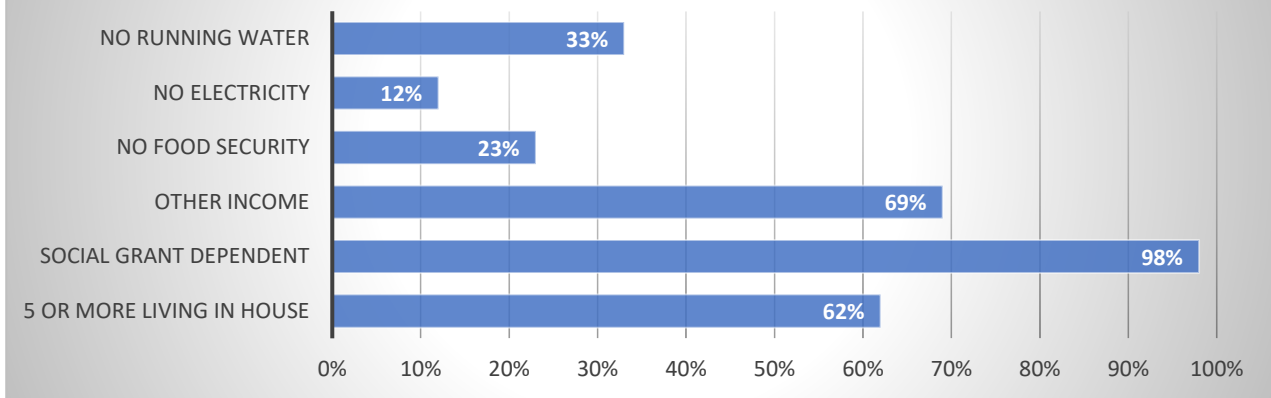
General socio-economic circumstances of our clients

Our clients are referred by schools using the following criteria that have been proven (DGMT) to be major factors contributing risk factors to school disengagement and drop-out and adopted by Khula to identify the most at risk learners:

- Academic concerns
- Behavioural issues
- Chronic Absenteeism
- Previous attendance of ECD
- Grade Repetition & earlier dropout
- Disability

The statistics around addiction and bereavement above together with the graph of the socio-economic circumstances of our clients below, gives us a clearer picture of the challenges faced by our children and their households contributing to their vulnerability to school disengagement and drop-out. It also substantiates Khula's holistic and multi-levelled approach to the care of our clients working at school, homes and in the community and addressing psychosocial, emotional, and academic concerns. In addition, why we work so closely with DCPO's and other resourced organisation in our service to address that the complexity of the circumstances that are faced.

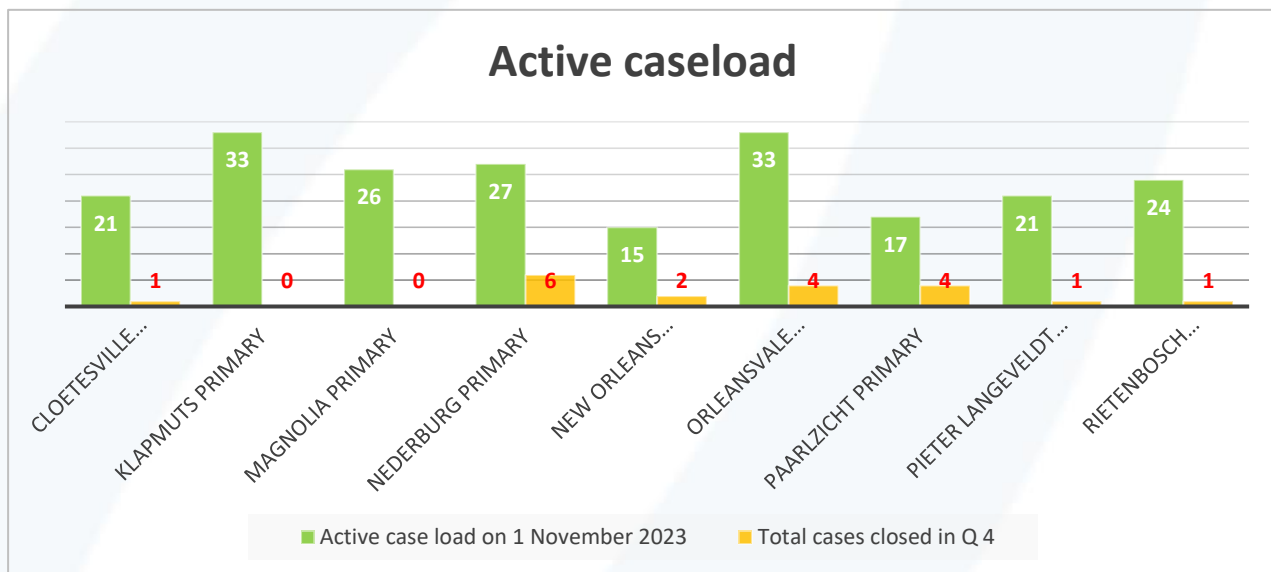
Socio Economic Circumstances of Clients



Beneficiary Reach

The beneficiaries are primary school learners at risk of dropping out of the school. The areas served are Paarl-East, Klappmuts, and Stellenbosch.

Active caseload



Case closure. Closed on our database	19
Closure at programme/Service. These learners are still on our database, although they are not part of the specific programme	22
Successful closures with learners integrated into school	15
Learners relocated and is no longer living in our areas of service	3
This learner is finally placed in a special needs school after Khula has rendered services for 5 years.	1

Khula are very reluctant to close cases in the third quarter of a year. We rather monitor the learners and if we are satisfied with the progress that the learners made, we close them off in the last quarter



of the school year. In some schools we received Gr 4 referrals in the fourth term. Unfortunately, we are unable to work with these learners at this time of the year because we will have to close these cases at the end of the year as these learners will not meet the acceptance criteria when they are in Gr 5.

TOTAL BENEFICIARIES FOR KHULA DEVELOPMENT GROUP: 431

Children = **217**

Adults = **214**

Households = **296** As the number of households are less than the number of children and adults it means that Khula sometimes render our services to more than one child in a specific household.

School2home programme (S2H)

As mentioned in our previous reports, 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 programme or for support from our CWB 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. **10** New learners were referred and accepted into the S2H program for the reporting period. A total of **790** group sessions were done. Groups comprise of learners that have the same needs and group sessions are structured in a way to address universal needs in the group. Craft and fun activities are also done in groups. During prayer week the sessions also took place in groups.

Group sessions	
Cloetesville Primary	74
Klapmuts Primary	47
Magnolia Primary	98
Nederburg Primary	144
New Orleans Primary	10
Orleansvale Primary	188
Paarlzicht Primary	66
Pieter Langeveldt Primary	108
Rietenbosch Primary	55

600 Individual sessions took place. These sessions are very valuable time with the children and gives the facilitators the opportunity to address specific needs and just build relationship with the children. We believe that the individual attention will also build into the resilience of the children and enable them to believe in themselves because they know that there is also at least one other person believing in them.

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In this quarter **225** home visits were done by the S2H team. We have seen the value to not just do check-ins at home visits but to go with an activity and session planned. **207** School visits with the teachers took place. **318** Internal case discussions took place. These discussions happen on a weekly basis at both branches and is a chance for all the programs to sit together and discuss cases that need attention, follow up on tasks from the previous week and get general feedback and ideas around beneficiaries.

S2H, plans and assessments.

36 Assessments were done with our learners These assessments consist of school readiness assessments, the EWS screening tool as well as home screening assessments. Although our assessments are not standardized, we use them as screening tools and to guide sessions with learners.

Challenges we face:

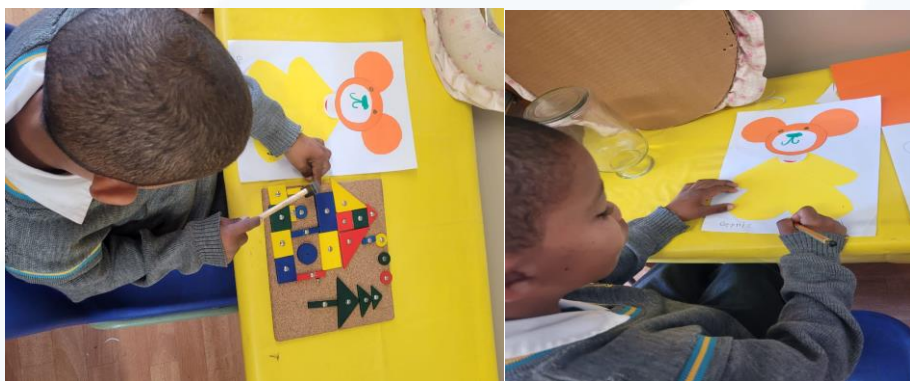
- Gang violence ridding our communities - Our learners are exposed to violence almost daily. This influences their whole being. It also makes the communities unsafe and poses a challenge to do home visits. On top of the gang violence there was also a taxi strike that caused learners to not be in school for almost a whole week.
- Learners disengaged - We have quite a few learners that are still absent a lot for no reason as well as just being disengaged from school in general. Unfortunately, there is a percentage of children that we will not be able to prevent from dropping out of school. This just re-emphasises the importance of early intervention.
- Unsuccessful visits – a total of **660** visits (school and home) were done but were unsuccessful. Although we spend our resources like transportation, manpower and other programme materials, we either did not find anybody home, or the learners were busy with assessments.
- Closing cases with social issues - At Khula we need to keep our focus, our main focus, which is preventing school dropout. What makes it difficult is that sometimes there are learners whose risk for dropout has decreased to a place where they can be closed off. However, the social circumstances at these learners' homes are still not resolved but as Khula our hands are tied because we are not a statutory organisation.

Testimonies

- A Grade 1 learner facing challenges like absenteeism and difficult home circumstances, was referred to Khula. She comes from a large family, doesn't receive Sassa payments, and has poor hygiene. Her absenteeism was high, partly due to not having school shoes. Khula provided her with school shoes, leading to a remarkable positive change. Isha's attendance improved, and she gained confidence, highlighting the significant impact of a simple intervention in her life.
- A learner, who displayed violent behavior, including almost stabbing his teacher, participated in an 8-week ROAR program. Despite being a new teacher, his teacher recognized the need for help and sought Khula's assistance. The hope was for improved behavior and a better relationship between himself, his teacher, and the principal after the program. His friends supported the initiative, having tried to help him before. Upon his return, he showed remarkable improvement—being calm, actively participating in class and Khula sessions, and

even assisting the teacher with other students. The teacher is impressed with the positive results from the ROAR program.

- Another learner at one of our schools faced challenges due to his parents' substance abuse and difficult living conditions. Teased by peers, he struggled emotionally until he and his younger siblings were placed in foster care in December. Under foster care, his attitude transformed positively. Despite academic struggles initially, he showed remarkable progress in the second term after motivation and support. He can now spell and read proficiently, displaying improved mental and physical well-being. He even expressed interest in reading during the holidays, reflecting a significant positive change. Additionally, his mother, who deeply loves her children, is taking steps to better herself by going to rehab, and he and his siblings support her decision.



Love2Learn program (L2L)

As previously mentioned, our 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. **84** Individual sessions with learners take place at home when Primary Caregivers are not present. All sessions are based on a play and learn approach. If needed, learner's receive individual sessions at school.

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.



The community group sessions were used as end of term and end 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.

51 Individual primary caregiver sessions took place. Our intent is always to work with the Primary Caregiver. Unfortunately, not all Primary Caregivers are willing to participate in sessions or are employed and not at home during sessions.

Winter weather affects the successful implementation of sessions as households are not always suitable or accessible to conduct sessions in. During these sessions we try to create an atmosphere where learning can take place and where the caregivers can gain meaningful insight into certain topics relevant to their context. We did the following during these sessions:

- a session based on "my body".
- Distributed Christian Literature Fund pamphlets to create awareness on substance abuse. Substance abuse tools provided in pamphlets will be used in future sessions to encourage/motivate Caregivers that addiction can be overcome.
- Played a dice game (name it, do it, say it) to improve awareness of family dynamics, improve Caregiver confidence and build on the connection between Caregivers and Khula staff members.
- Implemented activities based on emotional awareness. It is evident that implementing practical activities at home is the most effective measure to ensure Caregiver involvement.
- Made a balloon stress ball. Discussed stressors and how to handle them.
- Building on prayer week in schools, caregivers wrote their fears on a balloon and popped it with a cross shaped toothpick. Popping the balloon resembled leaving our fears with God. Caregivers voiced their gratitude and mentioned that they are not used to people asking or caring about their fears.

91 School visits were conducted as follow-ups with educators regarding challenging learner behaviour, progress, and school attendance. Educators have acknowledged positive changes in learner behaviour. It is challenging to break the stigma connected to some learners and their behaviour. This results in small positive improvements and efforts not always being acknowledged.

361 Teachers appreciation efforts included Go2 Teachers meetings, decorating corridors and classroom doors with colourful printed flowers and encouraging messages and Teacher Appreciation efforts on Friday the 13th of October. Educators received an orange ribbon and motivational card. During in-school Group Sessions learners made paper flowers to present to their teachers. **17** Community-based sessions took place involving **942** learners where we focused on physical activities and gross motor skills during sessions to improve physical health of learners.

552 Sessions with **65** Grade 4 learners who serve as Go2 Captains were held by L2L staff members. The LEAD programme sessions were implemented and focused on Love, Ending Well, Attitude and Discipline. **3 469** Learners were reached through GoGo and SoSo shows. School attendance competitions were launched at 5 Primary schools to create awareness regarding the importance of school attendance and have a learned based approach to influence school attendance positively. In collaboration with Klapmuts Primary, Klapmuts clinic and a 4th year social work student, L2L

launched a 'Teenage pregnancy' initiative with **47** Grade 7 female learners. The long-term goal of the project is to reduce teenage pregnancy amongst the students of Klapmuts Primary by providing comprehensive education and creating awareness on the subject. Khula presented a GoGo & SoSo show on the first day of the project to create awareness regarding the consequences of teenage pregnancy and the right to say no when it comes to your body.

We celebrated the **25** ladies of Womenhood and community members with cards, individually wrapped teabags and sandwiches. We shared with them why we celebrate Women's Day and asked them about strong women in their lives. Ladies shared stories of their past, females in their lives that have meant a lot to them and some of the attributes that they would like to be known for. **2 509** Learners, teachers and Principals were reached and received prayer during our collaborative prayer initiative.

56 Caregivers were reached through 2 workshops. At one workshop the 'STERK' programme material was used and in the other in collaboration with 2 other NGO's the theme was to create awareness around teenage pregnancy and foetal alcohol syndrome.

Testimonies

- Despite challenging circumstances at home, a determined learner strives for success with confidence. His caregivers, both struggling with drug addiction, face deteriorating health. The mother's condition led to hospitalization. Despite motivation for rehabilitation, the caregivers resist intervention. The learner, aware of their substance abuse and declining health, worries about his future. Educators support him, and he utilizes the school's feeding scheme. Engaging in extracurricular activities like the dance group, he has opportunities to travel. While having a good relationship with his paternal grandmother, illness prevents visits, and discussions are ongoing about finding alternative care for the learner.
- A learner facing regular absenteeism was referred due to a mother's seasonal work, leaving the responsibility to the grandmother and brother. A family meeting at the school led to the mother realizing the need for help and guidance in family relationships. Both the mother and grandmother started making efforts to improve their relationship. In a follow-up meeting, the mother shared a personal transformation, having given her heart to Jesus. She is now more attentive to her child, working on self-worth, and as a result, the child is regularly attending school.





Child wellbeing services

Group sessions	30
Home visits	345
Individual sessions	86
School visits	52
Reports	10
Extra services	16
External case discussion	50

- Group sessions that we plan for our clients, include learner group sessions conducted by Hugenote College students on anger management and bereavement. They reported that it went well, as the learners were able to support each other and identify with the topic, as they have all lost a parent. The Rehabilitation & Life Skills group, which commenced in August 2023, focused on exploring the various facets of God's love for all individuals. The group aimed to provide its members with practical insights that they can apply within their families.
- Home visits are conducted to follow up with the families and provide support. It is also to for introduction when new referrals are made. Individual sessions were planned for every session based on the need/problem of the client. During the reporting period progress was made in making sessions more creative and practical and the clients enjoyed the activities. It was also useful, as it allowed the worker to obtain information and address the problem at hand in a way that the client appreciated and enjoyed.
- Several external case discussions were held in Paarl as well as in Stellenbosch. The case discussions were fruitful, as the current circumstances of each client, their overall well-being and academic performance was discussed. Feedback was given on the tasks that were assigned during the previous meetings. Mutual decision making takes place to reach a decision in terms of services which would be in the best interest of the child.
- Khula often must render extra services that is not part of our normal programmes. These services included a client that was taken to TC Newman Clinic to complete her medical form, a primary caregiver that was taken to the police station because of domestic violence and **14** learners who received Animal-assisted therapy at Amado weekly. This therapy aims to teach various skills, including self-control, emotion regulation, self-confidence, conquering fear and anxiety in a nondirective, problem-solving.

- Transporting clients to the Namaqualand Treatment Centre presents a significant challenge. While it is an excellent rehabilitation facility, unfortunately, we lack the financial means to send our clients there for extended periods, and it's not sustainable for us in the long run. The team got a new list of rehabilitation centres.
- Background reports were prepared to aid an external organisation in gaining a more comprehensive understanding of the individual. This enables the organisation to gain better insight into the person and their circumstances.
- The individual sessions primarily involved the primary caregivers, concentrating on self-reflection and providing the social worker with an opportunity to work extensively with them.
- A Stress Relief training session was conducted for **36** teachers, during which they engaged effectively and discussed the sources of stress. Additionally, the social worker provided information on the long-term implications of stress, including its connection to depression and suicide.

Testimonies

- A mother of seven children has finally had the chance to rehabilitate herself.
- A Social Worker made progress with a parent of a Khula learner struggling with substance abuse for 12 years. After sessions, the parent has been sobered for over 2 months but still faces temptations. She agreed to rehab, got a referral to ABBA for outpatient services, and is awaiting inpatient care approval.
- A productive family meeting occurred involving key figures like the educator, Stellcare, and Khula workers. Parents' responsibilities were discussed, tasks assigned, and collaborative decisions made regarding the child's health, academics, and overall well-being.
- CWB is assisting a family where the mother struggles with substance abuse, and the children face neglect and academic challenges. Initially met with resistance during home visits, the team persevered. On a subsequent visit, the mother expressed openness to work with Khula, scheduling follow-up sessions with the SAW. Despite challenges, the team is encouraged by her willingness to receive support, reflecting Khula's belief in the dignity and potential of people, fostering hope for a better future.
- An 8-year-old grade 1 learner was referred to Khula in 2023 due to chronic absenteeism and behavioural issues, leading to school suspension. Stellcare reported concerns of the mother's alleged alcohol abuse, and the child's disruptive behaviour included anger tantrums and aggression towards teachers. Khula provided academic and emotional support, with a branch SAW focusing on the child's emotional regulation. The team collaborated with the teacher on an action plan, addressing the disruptive impact on the class. The mother is receiving support for her issues, parenting skills, and educational activities for her son. Good Hoop Psychological services are involved for additional emotional intervention. While the case is ongoing, significant progress is noted in the learner's behaviour, as well as positive changes in the mother and teacher. Khula senior staff are developing a curriculum and training for emotional care, incorporating various well-researched approaches for staff and teachers.



Training

- 4 External training sessions, involving 199 ECD principals and Grade R and 1 educators, took place in collaboration with Inceba and the WCED. They received training regarding the risk factors of school dropout and how to address dropout. GoGo & SoSo opened each session with a short skit on the importance of school attendance.
- Staff members had the opportunity to attend training on Visual Perception, Midline crossing and bilateral integration as well as basic Wellbi training and how to use the database more effectively. Training on basic sand therapy was presented by a play therapist to the staff at the Stellenbosch branch.

Collaboration

Partner/stakeholder	Relationship Update
DSD Klappmuts	Collaboration with the social workers continues to grow. Although the DSD social workers have not always been able to attend the meetings email communication is ongoing. The supervisor vacancy (a huge challenge in the previous report) has been filled and this is a big step forward in making the referral process more effective and efficient.
StellCare	The relationship between Khula and this DCPO continues to be very good with mutual trust and positive collaboration between Khula and them both on operational and supervisory levels
Behaviour modification group work sessions.	Khula Stellenbosch. Branch is part of a collaborative effort that includes various organisations to assist Rietenbosch Primary School with group sessions with learners with the biggest behavioural challenges. Organisations can conduct sessions. Khula has been addressing bullying with them over the last two terms. This programme shows promise, but careful evaluation still needs to be done around the outcomes and impact
Inceba Trust and Cape Winelands Education District.	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: 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. First trainings will commence in August 2023.
Valcare Education Coordinated Effort	We had a meeting on 21/06/2023. Mariette Jacobs from Ezrah Community Training and Development presented on the Build Smart Parenting Training. We also discussed and planned for Education Month. There was also a handover meeting on 15/06/2023 to the new lead coordinator, Carla Viljoen, from the Grape Community.
BADISA Paarl	The relationship improved; they see Khula as a safe space to breathe. The supervisor has resigned but the relationship with the social workers is good.
DSD Paarl-East	There is a new social worker who is not very keen to have meetings every month.
Child protection steering group	The relationship is good, this is a great opportunity to network and connect with other social workers.
Valcare/KWV Breakfast and Journal Club	KDG coordinates and facilitates a breakfast and journal club for Social Workers for the Stellenbosch and Drakenstein area in collaboration with the University of the North-West. A speaker usually presents on a relevant topic at the breakfast event and then a pertinent journal article is discussed. It is also a wonderful networking and support event that is of great benefit to the participants in their profession of Social Work as well as personally.
Hugenote College	18 2 nd year social work students of Hugenote College completed their group work practical with Khula Go2 Captains. 8 STERK programme sessions were presented. Students will not conduct
Namaqualand Rehab Centre	Good open relationship.
Amado	14 individual learners received this service.
Rock Solid Foundation	Collaboration between L2L facilitator, and Rock Solid Foundation resulted in a leadership talk involving 300 Grade 5,6 and 7 learners of Klappmuts Primary. Possibility to refer current Go2 Captains to form part of Rock Solid's leadership initiatives in 2024.
Community Keepers	Well established relationship with Community Keeper staff members. Staff members form part of teacher appreciation efforts. Referred learners have all started receiving sessions and were not placed on a waiting list.
SCAN	Facilitator attended an afterschool and recreational SCAN meeting. Mapping of service delivery in the different areas was done. 3 projects are being planned for the near future, one being a new High School built in Kayamandi. All 3 projects have been allocated to take place in Kayamandi. Facilitator raised the need for projects to be implemented in other communities as well. Still awaiting service delivery mapping. Coordinator attended the SCAN Homelessness forum meeting. Although they have identified the need to intervene with children on the streets their sole focus is currently on homeless adults. They feel that the need to intervene with children on the street is currently too big and almost renders another forum to be established to address this issue.
Stellenbosch Prayer Network	Had an extremely successful prayer week in collaboration with the Stellenbosch Prayer Network – see Ad Hoc activities above for details.

	Plan on collaborating again in 2024 – still awaiting on dates from the prayer network.
Meals on Wheels	Khula assisted with the distribution of bread and fruit to Orleansvale learners.
Bridges Retreat Centre	The Child well-being team in Paarl collaborated with many other NGOs to run 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 the 4 participating schools attended the camp and was surprised by the behavioural changes in the learners
One Hope	One Hope receives prayer points from our Stellenbosch branch on a weekly basis. They have a dedicated prayer group that prays for Khula. As one of their official charities, Khula will have the opportunity to present our organisation during a church service in November.
Doxa Deo Stellenbosch	A meeting was held with the head pastor at Doxa Deo church. They are really keen to get involved with projects that Khula is busy with.

Plans

- Rolling out the Bereavement Support programme within the CWB team and training other programmes to do run the programme as appropriate. Adjusting the curriculum for Primary Caregivers.
- Attending the substance abuse group sessions with our Social worker in order to implement group sessions on substance addiction next year. Formalising the Substance Abuse programme.
- DCPO appreciation.
- To establish a working relationship with Child Welfare Paarl.
- End off with 2023 Go2 Captains for the year.
- GoGo & SoSo shows to create awareness regarding 2024 Go2 Captain selection.
- Community Interaction.
- Collaborate with Stakeholders & partners during 16 days of activism against GBV against women and children.
- Community Workshops in collaboration with Stakeholders & partners.
- Represent Khula at One Hope church service.
- Announce school attendance competition winners.
- Finalizing exit plans for learners that will be closed of
- Putting learners that we want to close through the EWS again to see whether their risk for dropout has decreased.
- Closing of learners and finalising case counts for 2024.

Thank you for your ongoing support!



Erns Labuschagne