

May 2023

## QUARTERLY REPORT [February 2023 to April 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

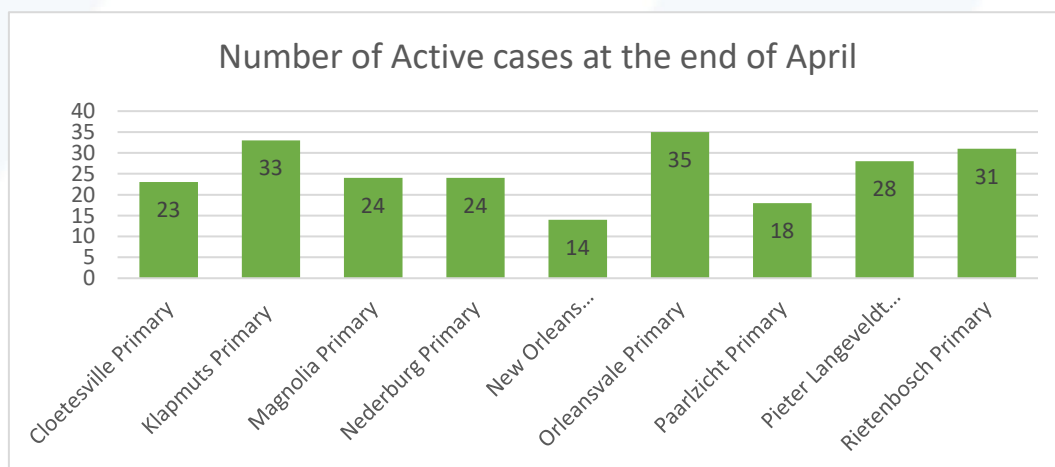
This service is supportive to the **School2Home** and **Love2Learn** Community Programmes. Referrals to this support service must meet a specific threshold of needs and risks.

**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%

### School2home programme (S2H)



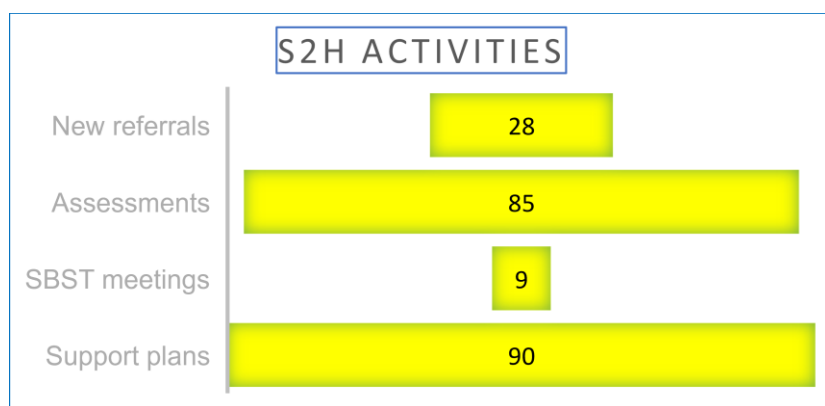
We have **453** beneficiaries that consists of **272** households, **218** adults and **230** children on our database. Since our last report, we closed **48 cases**. Of these cases **20** were for good progress and

permanent school attendance, **1** permanent drop-out, **14** progressed to Gr 5 and **13** relocated to another school/area (this also included the children referred to special needs schools as part of our intervention)

The S2H facilitators rendered **417** individual sessions and **784** group sessions. The past three months the facilitators focused on the special days and occasions that occurred during the group sessions. This included Valentines Day, Easter activities, World Reading Day, and Freedom Day. The sessions focus on gross-motor and fine-motor skills, basic perceptual skills, play and basic emotional support such as identifying emotions. **144** school visits were done to engage with the educators in meaningful conversations regarding the progress of the learner, however many informal conversations are done daily with educators.

### **S2H referrals, plans and assessments.**

**85** New learners were assessed using the Khula assessment to inform the support plan, and old learners were re-assessed to determine progress and the challenges the learners might be facing.

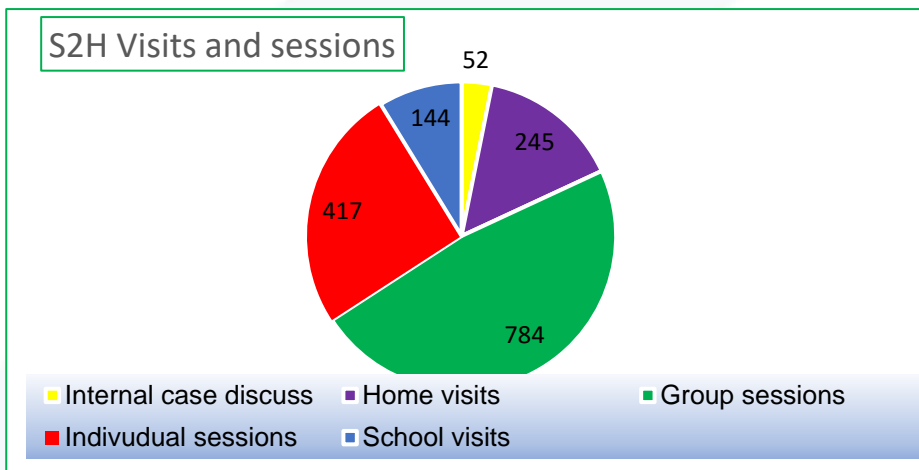


**90** Support plans were finished and as mentioned previously, this is a combined effort by all our staff to ensure the best service delivery to the learners and their families. We did 245 home visits over the last three months and focused on the re-establishing of connections with the PCG's after the festive holidays.

One of our facilitators wrote: "I have been in a few shacks during home visits, but a recent, new visit shocked me to the core: the state of that 'flat' inside was absolutely appalling as is the whole situation regarding the relationships and substance abuse among the family members. I cannot begin to imagine what living like that must be like, how one can have hope to go on living each day... but it shows their resilience and survival urge, and a mother's faith and hope in Jesus. Hopefully I can contribute to the learner's emotional wellbeing, her willingness to attend school and her scholastic improvement."

One of our learners did not want to take his assessments and he was very emotional because he says that he cannot read and write. This learner is on the list to go to a school of skills but will still have to wait for 2 years before he can be accepted. Khula staff assisted the school in convincing the learner to write his assessments. We continue to have group sessions with this learner to ensure that he stays connected with school so that he can be placed in school of skills at the right time.

One of our Gr 5 learners who graduated last year, wanted to give up on his education, because it was difficult for him in the new grade. It was a big concern for us because we didn't want him to dropout. The primary school where he is enrolled started a gardening project at school for the learners with learning difficulties. He then became part of the small group of boys who is busy with the vegetable garden. One of the community members are teaching them how to plant and to take care of the garden. He attends school every day ever since he was chosen to be part of the gardening project.



### **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. **85** Individual learner sessions took place where various activities based on gross-, fine motor and perceptual skills were done. Activities were conducted in line with individual support plans. Our team did **171** home visits, and **38** individual primary caregiver sessions took place during these home visits. When Primary Caregivers are not at home, sessions are still conducted with the learners. Some Primary Caregivers are employed and not always available or when they are at home they do not actively participate in the session, In the **17** group sessions that took place with our Primary Caregivers we are still focussing on their ability to be good parents. During one session they celebrated Freedom Day with an informal voting activity. Participants received a ballot where they had to vote for their favourite food. After voting they received a mark on their thumb to indicate that they have participated. Households were informed as to why we celebrate Freedom Day and our responsibility to be registered and participate in the political voting procedure.

A Caregiver shared his story of how he was once a convict and although he is the stepfather of one of our learner's, he loves and treats him like his own. Another caregiver spoke about her gratitude towards Khula community workers for their work, positive attitude and encouragement towards

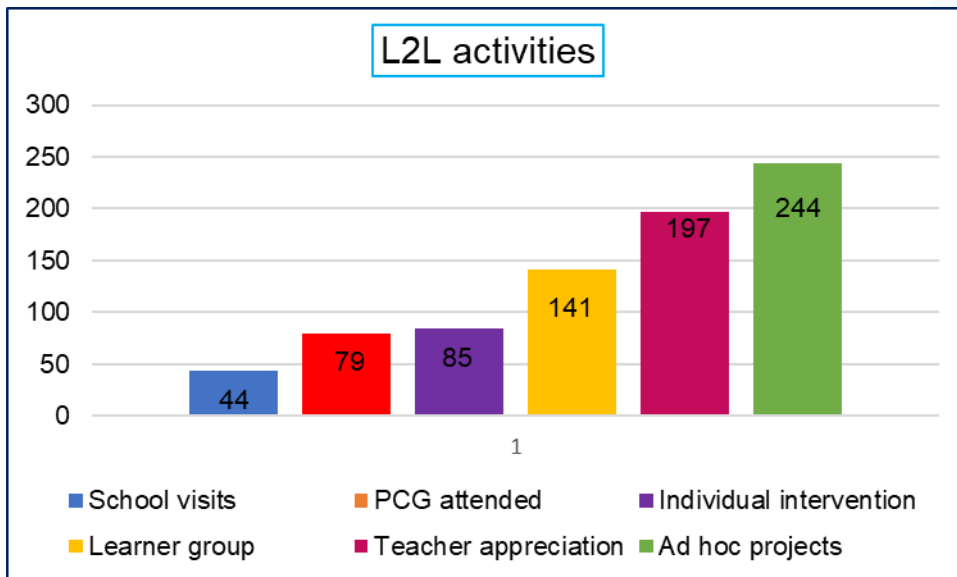
caregivers and learners. The STERK program was also implemented with Community members and Primary Caregivers of Go2 Captains during a workshop. **45** Attendees thoroughly enjoyed the activities and actively participated during the session. **235** learners also attended the STERK program and LEAD trainings. **18** Go2 Captains were announced in the 4 schools in Stellenbosch. Announcements took place through Go-Go and So-So shows.

The L2L team also did **44** school visits where they follow-up with educators regarding learners' absenteeism, academic progress, and behaviour. One of the most important push factors in learner drop out, is the behaviour of the teachers. Khula therefore work intentionally to support teachers and explain what we are doing with the learners and how they can make a positive contribution to not letting learners drop out of school. **182** teachers were supported through cards or small tokens of appreciation during this time. We also held **2** Go2teachers meetings. Preparation for the child protection campaign in May were done and plans were discussed.

Ad hoc projects were also launched during this period. The principal of Klapmuts Primary voiced the need to have sessions conducted with their prefects. **36** Gr7 learners were reached and although they are not our focus, we believe the lessons and values instilled in them will filter through to the rest of the school. We facilitated a session on the choices we make, and the consequences of our choices. Learners actively and positively interacted during the session. Sessions will be presented once a term, due to the success of the first session, other primary schools will be approached with the same proposal. **65** Hugenote College second year social work students received training in the STERK-program. Khula hosted **18** of these 2<sup>nd</sup> year students for their group work practical where they implemented the STERK program with **66** Go2Captains across 9 Primary schools. Students enjoyed the sessions and didn't expect the high level of cooperation and discipline amongst the learners. All learners received a stationary pack from Khula. **20** 2<sup>nd</sup> and 3<sup>rd</sup> year students of Hugenote College, received internal Khula training.

A household referred to Khula in 2020, when the learner was in grade 2, got closed off at the beginning of 2023. Learner received academic and emotional support during in-school sessions. The Primary Caregiver attended one of our Primary Caregiver groups on a weekly basis. After obtaining employment and not able to attend Primary Caregiver group sessions anymore, she received support via home visits. In March 2023 the Primary Caregiver got baptised and is currently a Sunday school teacher. She is grateful towards the community workers for their continued support.

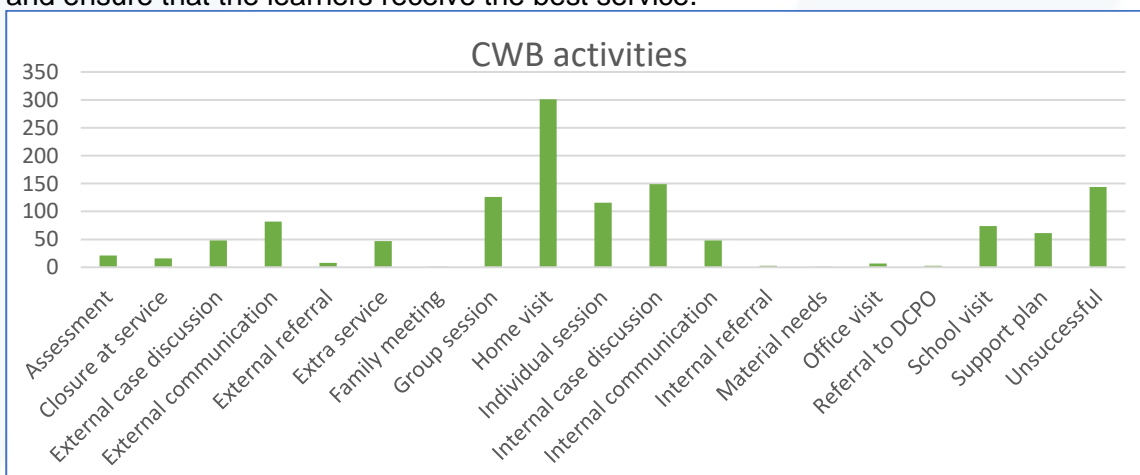




Other statistics achieved

### Child wellbeing services

Out of Khula's **453** active cases, **176** of these cases are severe child protection cases, monitored by our Social workers and Social Auxiliary workers. They conducted **301** home visits and **74** school visits during this time. **116** Individual sessions were conducted and is more in depth than home visits. Sessions were planned according to the needs of the client. This included positive parenting sessions, future goals, emotions, family perspectives etc. **126** group sessions provided the opportunity for the CWB team to build relationship with the learners and gain in depth perspective on the learners' lives which has been helpful during external case discussions. **48** External case discussions took place. The reason for external case discussions is because Khula is not a registered child protection organisation, and we need to collaborate with other organisations to refer and ensure that the learners receive the best service.



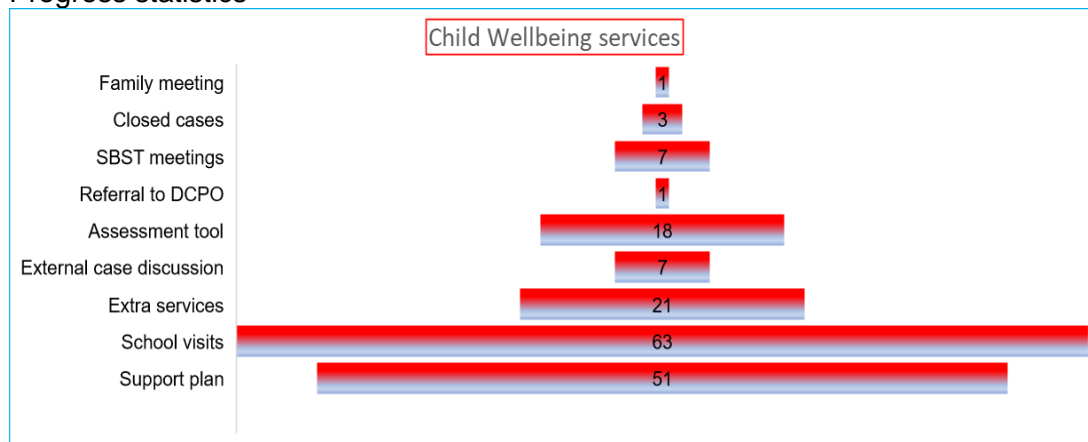
The relationships with DCPOs are improving greatly and these case discussions enhance positive collaboration. **47** Extra services activities like Amado's animal-assisted therapy sessions and assessments by Goldilocks and the Bear Foundation for ADHD and other learning challenges, took

place. During an individual session, our social worker noticed a learner's resilience despite her current home circumstances where her family are active drug users. She is highly motivated to make a difference and be different from what her current home circumstances are. When asked what her thoughts on the use of drugs are, she mentioned that she will never use drugs as a mother who uses drugs cannot help herself or her children.

A father of two boys who lives alone in a four-room house has left the drugs because he had to choose between treatment and his drugs. He ensures that both boys are in school, there are days when he is not feeling well but most of the time, he is ready to take his children to school. He has seen the great work that the Lord has done by giving him a second chance to see his children grow up.



### Progress statistics



### Collaboration

Partner/stakeholder	Relationship Update
DSD Klappmuts	The first external case discussion took place in February 2023 and progress in terms of relationship building is being made. Some home visits were conducted with DSD social workers present in Klappmuts. This created an opportunity for partnerships and collaboration. The DCPO appreciated week was executed well and appreciated by the Social Workers.
StellCare	Family meetings were encouraged, and one took place successfully. Our Principal Social Worker presented First 1000 days training at Stellcare in March which enhanced the relationship between Khula and them. This was also a huge opportunity to impact their social workers and social auxiliary workers.

WCED and Winelands office	A meeting was held in Stellenbosch to discuss child protection week and the different topics. Organisations have agreed to work in collaboration with one another. Open communication
HEAL	This organisation was contacted with the motivation of collaboration and partnership. Still awaiting feedback.
BADISA Paarl	Improved relationship and collaboration.
DSD Paarl-East	The working relationship with them is good and we work well together.
Child protection steering group	We attend these meetings regularly and is learning new things every time.
Working group protocol meeting	We are making great progress as a working group. One of the action points was to support FCS in order to reduce their compassion fatigue and burn out. This goal is being implemented since Sp(i)eel Collective is conducting debrief sessions to FCS.
Hugenote College	Well established relationship
The Sustainability Institute	Our Occupational therapist and coordinator of the S2H programme hosted a one-hour workshop on FASD on 24/03/2023 at the Sustainability Institute on request of the school principal. They also form part of the Valcare Education CE.
Community Keepers	The relations continuous to go well, especially at Rietenbosch Primary. We are referring our learners as needed, and they are able to see them as soon as they can.

### Plans

- **Speel en Leer Training:** There will be training on our new manual of activities for to address challenges in children.
- **Child Protection Month:** We have done Child Protection Awareness from 08/05-20/05/2023. GoGo and SoSo shows were done at all 9 schools to raise awareness.
- **DCPO appreciation** again in the second term.
- To start a **grief and bereavement group** for children in Stellenbosch.
- **Inceba Trust** - Phase 2: Expanding to Drakenstein in 2023. Khula will provide training in August to 189 ECD Centre's and 23 Primary schools. Regular meetings are held with the Chief Director of the Winelands District and District Managers.

### Support/Challenges

- Weather conditions prevent outdoor community interaction.
- It is challenging to do individual sessions when there is a venue issue. Shared spaces are not conducive for individual sessions. Some spaces also get interrupted by other students or interns.
- Winter weather increases absenteeism of the learners in the schools.

We are truly thankful for being a voice to the voiceless. In a recent Online article by the The Daily Maverick on 13 April 2023 our voice was heard. ([Early intervention is key in addressing SA's 1school dropout problem, say experts.](#))

Thank you for your ongoing support!

