

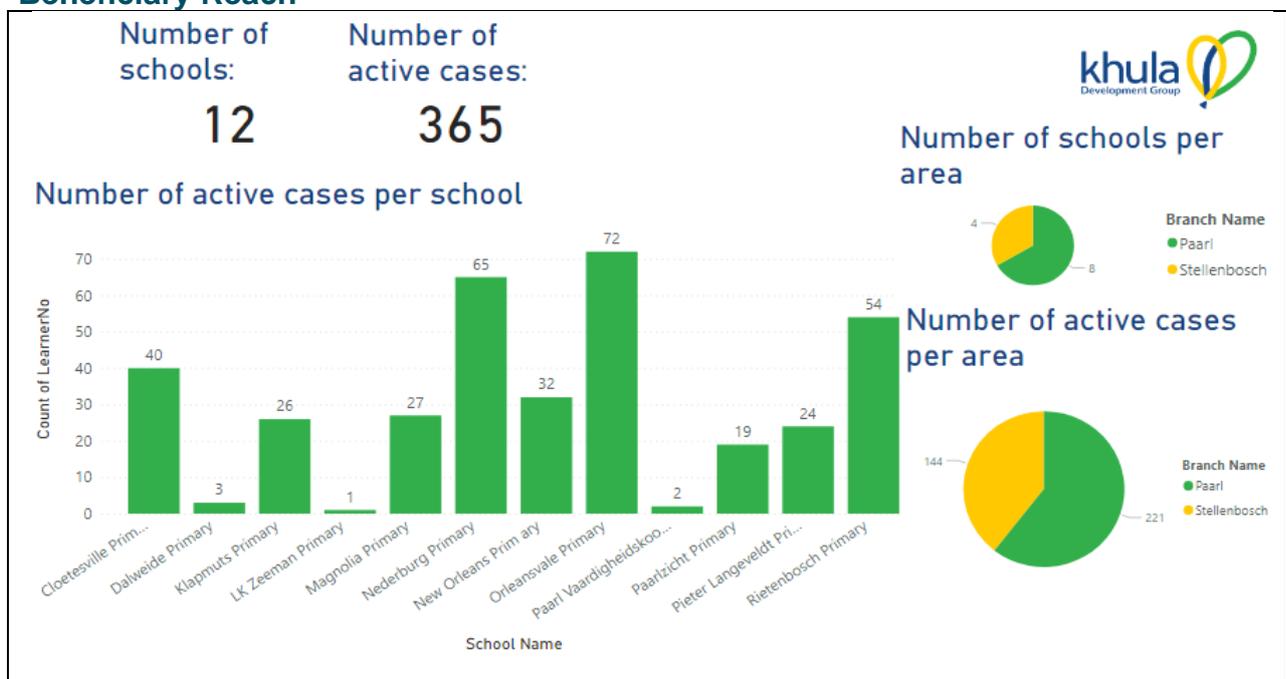
**QUARTERLY REPORT**  
**[September to November 2021]**  
**Khula Development Group**

**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.

For the detail of our programmes, please refer to our previous report. We must mention that all our programmes are integrated, and staff are utilised between programmes to meet our outcomes.

**Beneficiary Reach**



There is currently an active case load of **365** learners in a total of **12** schools between Paarl and Stellenbosch. Stellenbosch, with a total of four schools, delivers services to **144** learners, and Paarl, with a total of eight schools, delivers services to **221** learners.

**Results/Outcomes to date:**

During the period under review, Khula has conducted some **924 home visits across our various programmes**. 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.

It is currently upsetting and alarming to experience so many parents' lack of fundamental interest and care for their children – there is only a superficial care, which is subject to their lifestyle of substance abuse, physical and emotional neglect, etc.

Home Visits Sept - Nov	
Home Visit	900
Home Visit: Unsuccessful	24
<b>Total Home Visits</b>	<b>924</b>

Learners have been successfully referred by the schools in the last term. It is still quite a challenge to get all the schools on board with the strategy that our organisation is now following, and some school staff still refer learners that do not meet the new criteria for intake. It is an ongoing process to give out the right communication to the schools regarding the new strategy.

### Monitoring methods

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.

Case Management Sept - Nov	
Assessment Report completed	10
Assessment Report in progress	5
S2H: Khula Assessment	79
Case Audit	4
Correspondence - Formal Written Communication	289
CP Concern: Escalate	85
CP: Follow up	96
CWB: Referral accepted	5
CWB: School Visit	98
Eco chart	12
External Referral: DCPO	16
External Referral: Other	50
Extra Services	87
Family Meeting	9
Internal Case Discussion	135
Internal Referral: CWB	12
Internal Referral: L2L	56
Internal Referral: PCG	5
Form 22	24
Genogram	1
Handover Report	7
Multi-Disciplinary Meeting	95
Office Visit	8
S2H: Progress Report	64
<b>Total</b>	<b>1253</b>

The following tables represents **learner and caregiver based, individual and group activities**. Khula plays an important role in bridging the divide between school and home, by empowering caregivers to participate in the educational process, and then to empower schools to provide comprehensive, psychosocial support, while developing statutory systems by guiding their use.

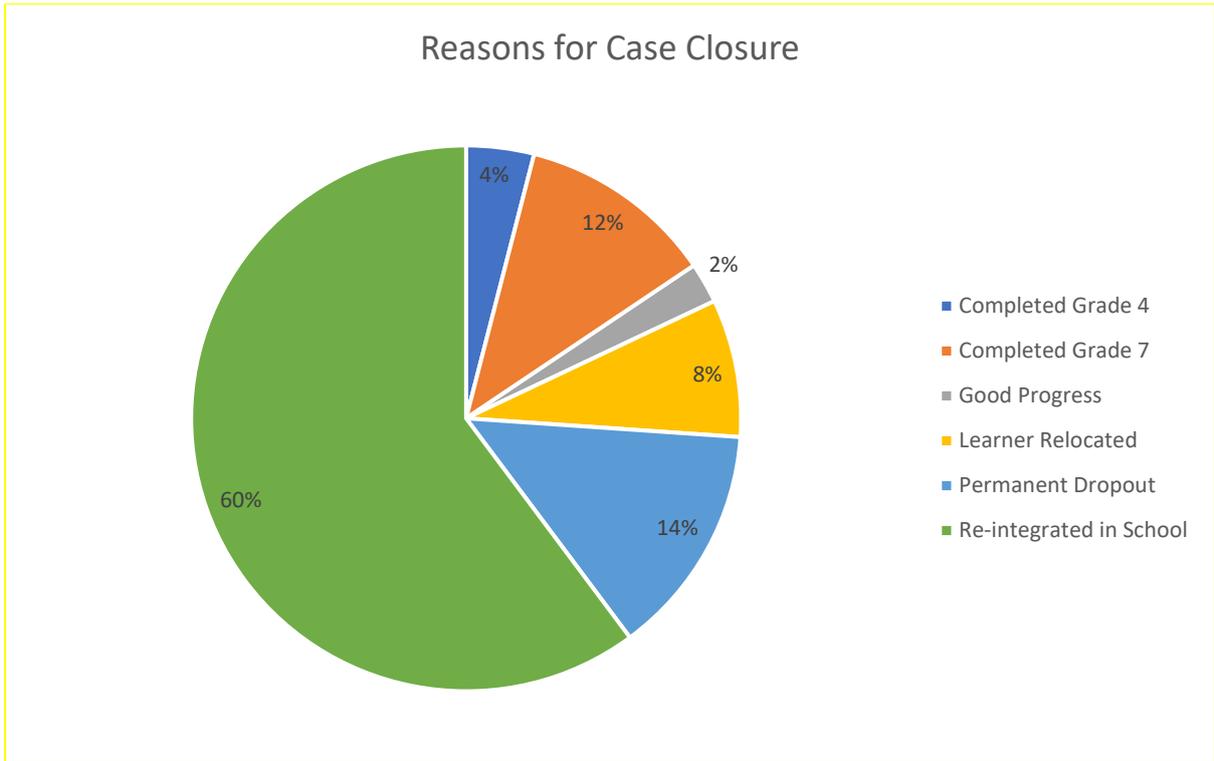
<b>Activities Sept - Nov 2021</b>	
CWB: Group Session Attended	33
S2H: Individual Session Absent	218
S2H: Individual Session Attended	365
PCG: Group Session - Absent	21
PCG: Group Session - Attended	57
PCG: Individual Support - Absent	1
PCG: Individual Support - Attended	3
PCG: Invitation to Group	1
Change of Address or PCG	3
Contact - Informal Communication	99
<b>Total</b>	<b>801</b>

Khula has conducted some **436** sessions with learners in the quarter under review, and 61 sessions with primary caregivers. Absenteeism rates remain high due to high dropout rates and the challenges of engagement having been exacerbated by COVID-19. The table below shows that the Khula team has conducted some **253** school-based activities.

<b>School-based Activities Sept - Nov 2021</b>	
School Referral	55
School Visit: CWB	114
School Visit: Learner	8
School Visit: Staff	46
Joint School Visit	9
SGOS/SBST Meeting	21
<b>Total</b>	<b>253</b>

During the period under review, Khula closed some **39** cases due to successful reintegration of learners, back into the schooling system. **32** cases had to be closed due to learners permanently dropping out. With COVID-19, the need has shifted and intensified, and at the same time, Khula has embarked on a series of strategic changes to better enable the required service provision for learners within our communities. Thus, a further **115** cases were closed owing to these shifts, and the immense need for services which we are simply unable to meet at this stage. These decisions are all made using a triage system, and we continue to prioritise those at highest risk, and to attend to all children at medium risk with a less intensive programme. We have simply had to scale back geographically, to ensure that we are still able to deliver the best possible services for a given capacity.

The following chart, removing the **115** cases closed recently owing to strategic shifts provides an indication of our impact on those we can reach.

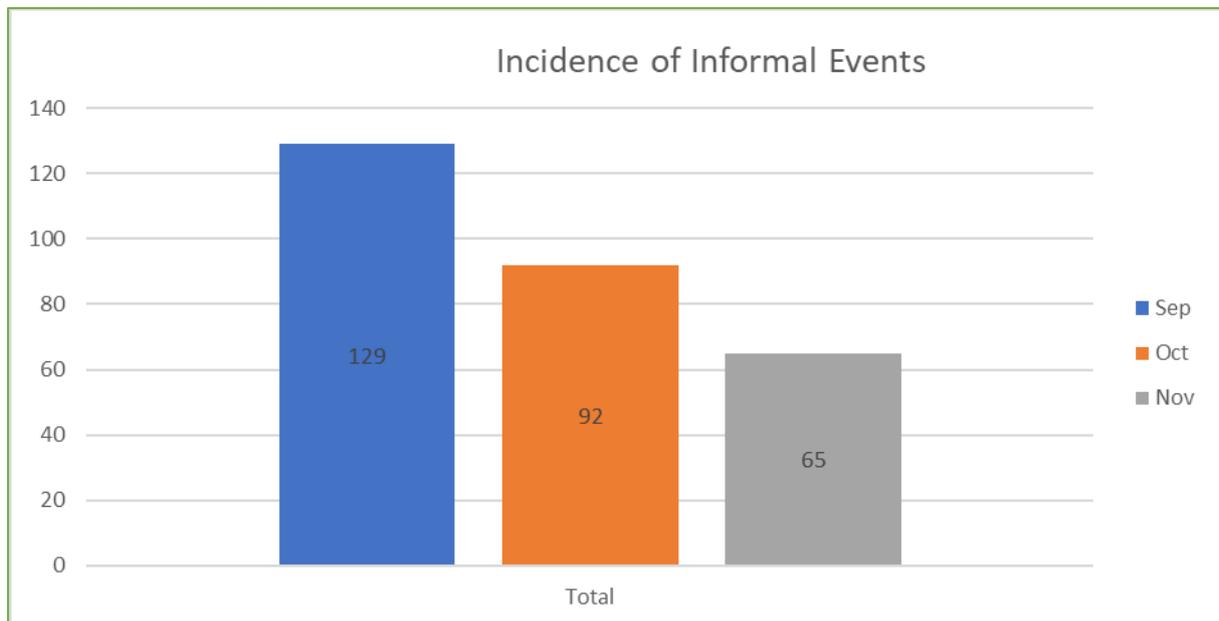


### @Homelearning

Khula’s pioneering efforts in the @Home Learning Pilot Project last year and then the participation of our organisation as an implementing partner this year 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.

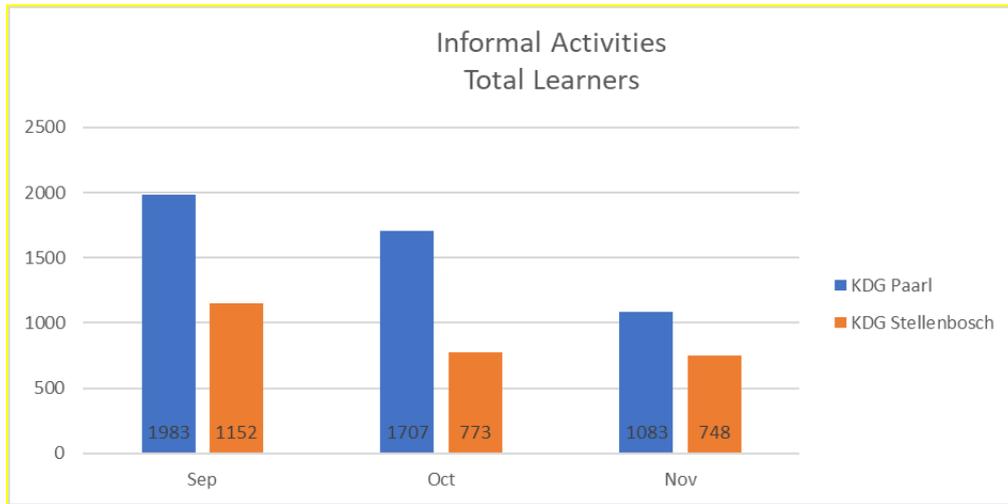
### Informal Activities

No of events held:



A total of **129** informal events were held in September across both Khula hubs, **92** events in October, and **65** events in November.

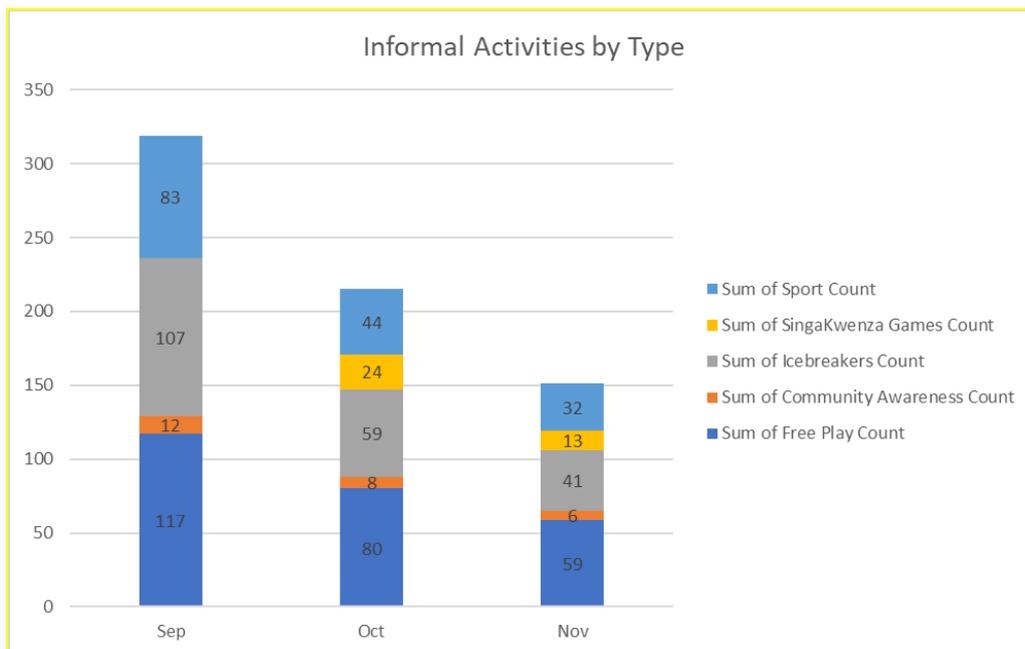
**Number of Learners reached:**



	KDG Paarl	KDG Stellenbosch	Grand Total
Sep	1983	1152	3135
Oct	1707	773	2480
Nov	1083	748	1831
<b>Grand Total</b>	<b>4773</b>	<b>2673</b>	<b>7446</b>

A total of **7446** children were reached across the 2 Khula Hubs between September and November of 2021.

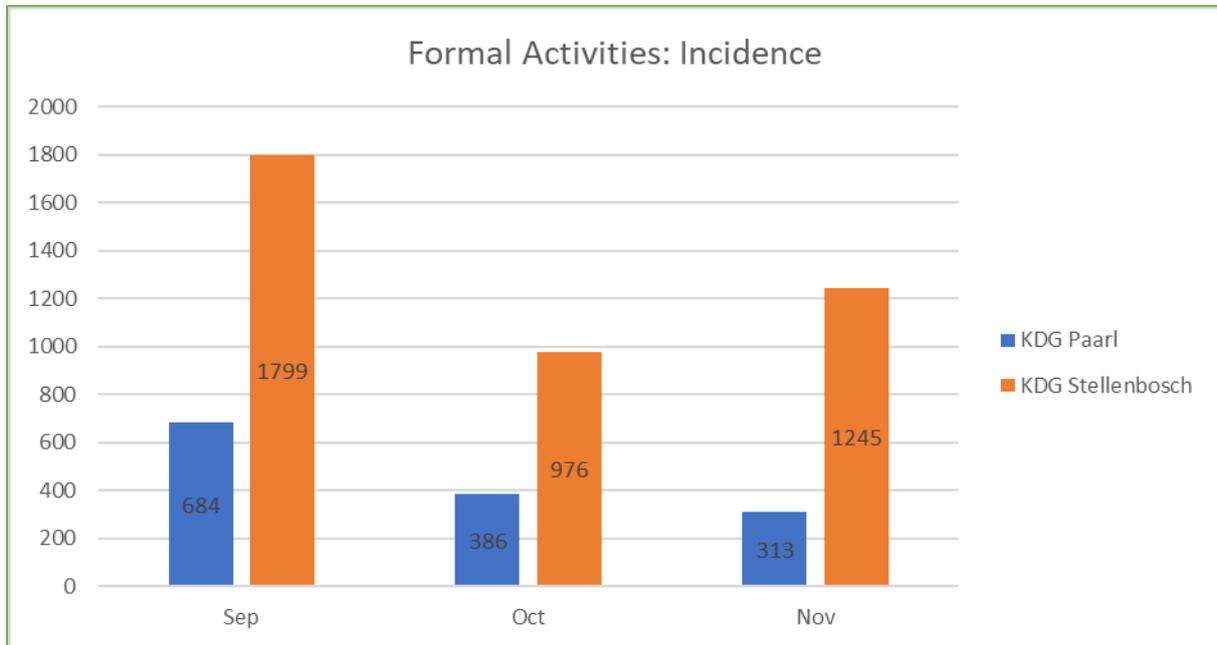
**Informal activities by type:**





### Formal Activities

A total of **3746** individual learners were reached through some **5403** formal activities across the 2 Khula Hubs.

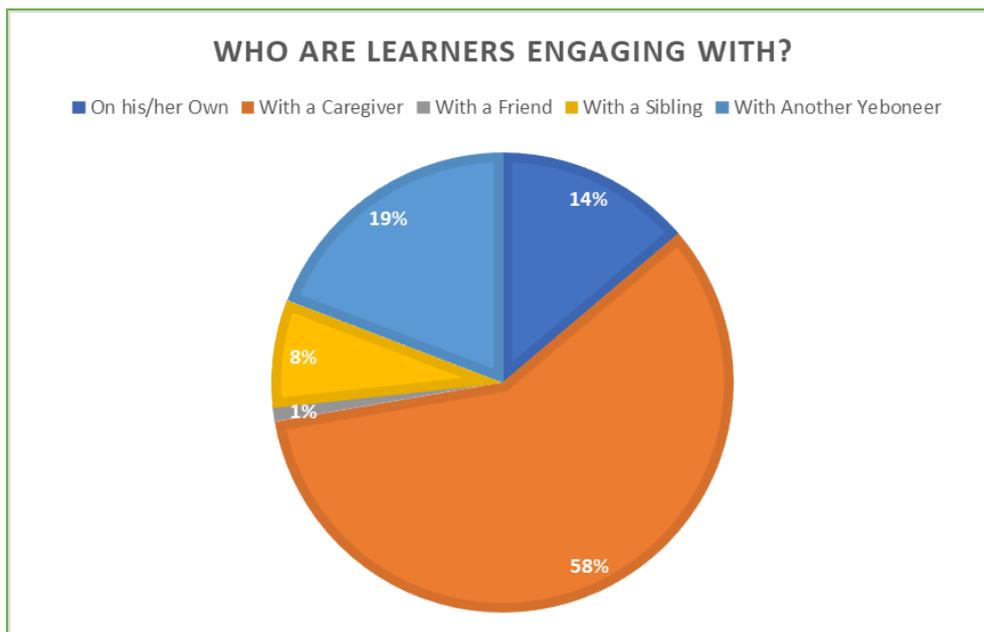


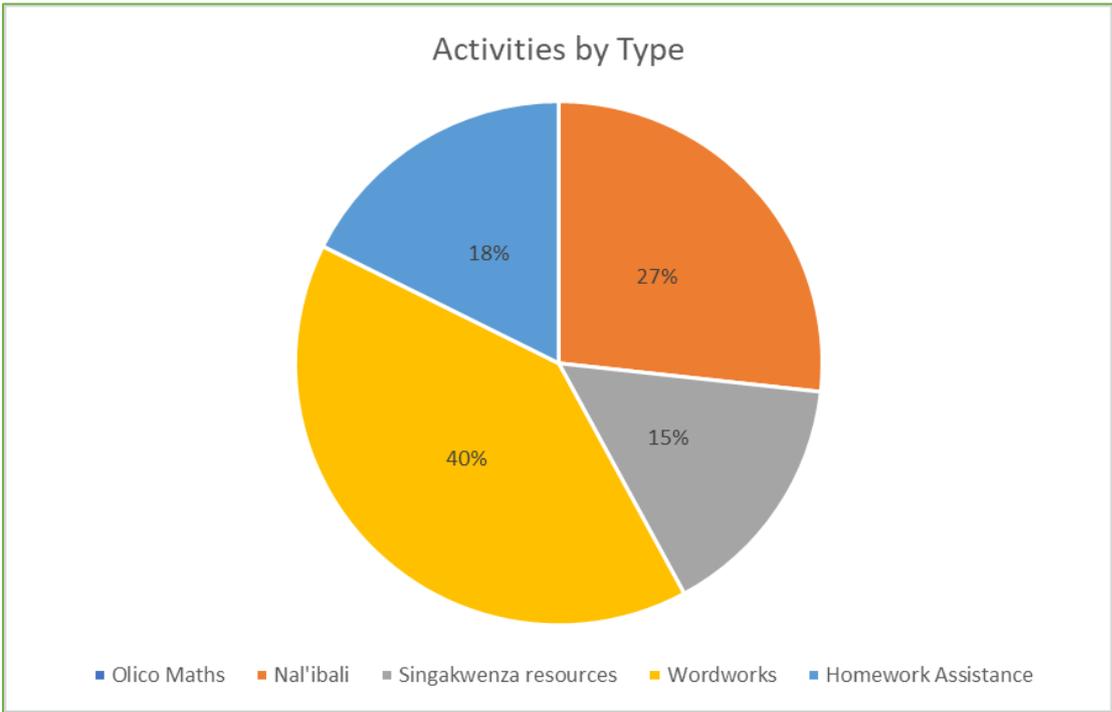
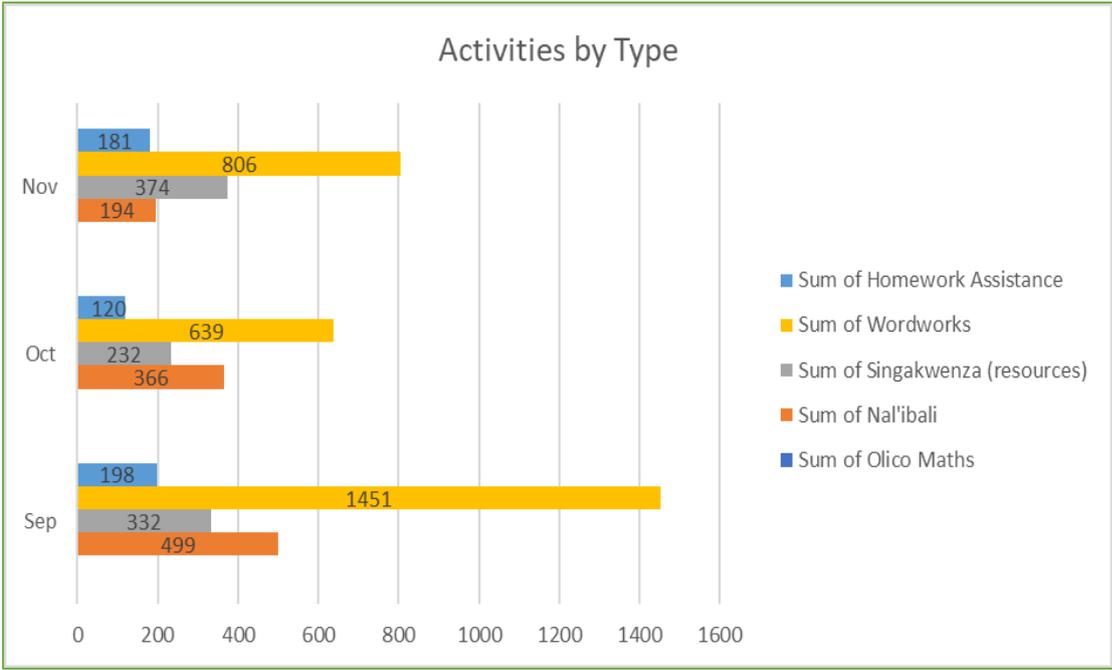
	KDG Paarl	KDG Stellenbosch	Grand Total
Sep	684	1799	2483
Oct	386	976	1362
Nov	313	1245	1558
<b>Grand Total</b>	<b>1383</b>	<b>4020</b>	<b>5403</b>

## Engagement with materials:



Across the Khula hubs, parental engagement is highest across all hubs participating in the programme. This is an important achievement for Khula understanding that building the school and home support system is a critical aspect of the Khula model. 58% of children who report working with the materials report doing so with a parent or caregiver.





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 can be 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 aims 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.



### **Future plans (Next months)**

Primary Caregiver Workshops – during the @Homelearning Programme we saw the effectiveness and value of these workshops in the community and hope to continue hosting these larger events on a quarterly basis with the aim to create awareness, inform, inspire and bring community members together.

Although it has been a challenging year on the staff of Khula to run the Internship Programme alongside all the other programmes, we have learnt many lessons, enlarged our capacity, reached more families, created awareness, started a culture of learning in the communities, equipped a group of young people and ultimately have a better understanding of the magnitude and cost of a programme like this. Therefore, we are grateful for the opportunity to have helped to pioneer and test this programme and believe that others can build on it further and hope it can be scaled to reach even more communities across South Africa. Although we have decided not to be an implementing partner for the @home learning programme next year, we hope to continue to collaborate with and provide our support to the organisations that will be implementing the programme in the future.

We are working and planning towards the employment of young people from our local communities as interns and to integrate them into our current programmes to create bigger impact.

### **Support**

We are extremely concerned about the number of children in our valley currently dropping out of school. This is a pandemic in itself!! We are continuously evaluating and rethinking our strategy and theories of change to ensure a deeper impact in the lives of the children entrusted to us. Please pray together with us!

### **Collaboration**

- We are staying in regular contact with the Paarl & Stellenbosch Junior Town Councils who are keen to continue to collaborate with us with engagements in community development projects and awareness campaigns in 2022.
- Our Stellenbosch team collaborated with Samaritans Feet to distribute a new pair of shoes to 100 x grade 1 learners of Klapmuts Primary School. Our Go-Go & So-

So mascots entertained the learners with icebreakers, a skit about school attendance and a message about prayer.



- The following collaborations also took place: Parenting course presented by Ezraah was attended by staff, WCPPG Breakfast Meeting, Valcare Educational Support Coordinated Effort, Hospital Visits, Site visits by stakeholders, Amado Animal Assisted Therapy, Community Keepers, Stellingthombu, HearX Foundation, Specsavers, Social Workers Network Breakfast.

### Success Stories & Beneficiary Feedback



This is a Gr 3 girl from Magnolia Primary. She has been absent from school for almost 5 months this year. After a lot of intervention, home visits and support, she is now often in school. She has also received new schools so she could feel proud when dressing for school. She is looking neat and tidy, and her teacher is very proud of her. She is also now making friends at school. Her mother's is very actively involved in our primary caregiver intervention, and she will shortly be going to a rehabilitation centre to help with her drug addiction. This photo was taken as it was the first time, she completed a puzzle on her own. We are working on her fine motor and perceptual skills to help her with her schoolwork.



- This is a “house” that two of our learners need to stay in. The whole house is wet when it rains, except for one little corner. They have been referred to DCPO’s with referrals, follow-ups and Form 22’s since June 2019. There has been no response from the DCPO. The living circumstances of the children have worsened and is almost at life-threatening stage. The mother and father both abuse drugs and alcohol. The grandmother does not seem to care for the children. The children are suffering, not going to school, not eating and not safe, still no response from the DCPO. Our intervention is all that is giving these children hope!



### ***Groupwork for Grade 4 learners***

- The two life skills groups held in Stellenbosch was a huge success and greatly enjoyed by the learners. The group participation was terrific and provided the opportunity for learners to disclose sensitive information about their circumstances. The group sessions promoted emotional well-being, as well a future perspective for these learners. Each group session was opened in prayer which the learners were open to. During one session the team asked if any of the learners wanted to pray, and one learner said that he would. This learner’s household circumstances are very

difficult, and it was moving to hear his sincere prayer. Some of the personal quotes by these learners highlight what they've learned:

- "I've enjoyed it. I learned about my rights and that I am important."
- "I am glad that we could learn together and sing. I come to school now every day."
- "We've learned how to make good choices and that the Lord has a good future for us."

- 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.

- One learner was not attending school because the mother slept until late and placed all the responsibility on the maternal grandmother. The maternal grandmother, who is the sole breadwinner in the home, stated that the mother should take up her parental responsibility to ensure the learner attends school. Khula initially motivated the mother, but she would become aggressive and refused to send the learner to school. Khula then reported the matter to the DCPO and together a workable plan was devised resulting in regular school attendance of this learner.

- 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.

- During the last month of the programme, the Yeboneer teams engaged in a project planning initiative where they learnt how to engage in formulating social innovation ideas into a workable prototype that can be tested, implemented, and evaluated focusing on specific user groups. They had to submit a video and reflective piece on their innovation to be judged by a panel of Industry Professionals. One of our Khula teams made it into the finals and came second from 100 entries. We are extremely proud of them and celebrated their excellent team efforts on the last Friday of the programme.

- When our Stellenbosch office secretary handed out the Primary Caregiver workshop invitations, a community member volunteered to assist her. This Primary Caregiver ended up inviting most of the Primary Caregivers who attended the workshop that day. She was not known to Khula and offered her assistance out of free

will without any benefit to her apart from helping build her community. This was inspiring to see that there are community members out there that recognises the value in what we offer and are keen to be a part of it. We endeavour to continue to identify these willing and able key stakeholders who have major influence in their communities and can help us in our efforts in culture and Mindshift-changes about school attendance and education.

- A Primary Caregiver from our Paarl community started to join our support groups shortly after a devastating incident occurred at her home when her baby drowned in a urine bucket. Our team is helping her through the emotional process of inner healing through the grief, guilt, and trauma she and her family experienced. Although she still has a charge of neglect on her name and waiting to appear in court, she is becoming emotionally stronger every day and managed to find a job to help support her family. We keep in regular contact with her and is also providing support to her youngest daughter in our School2Home Programme. Caring, loving and supporting the most vulnerable of families in this community is no easy task, but with our team's consistency, dedication and gentle approach, we can see the change in individual's lives.

- It has always been one of Khula's important endeavours to encourage, support and appreciate the educators of our beneficiary schools. A Go2Teachers Year-end function was organised at Peaches and Cream in the Paarl-branch. The function was delightful and was truly enjoyed and appreciated by everyone present.



The teachers support Khula all the way and vice versa!

Thank you for your kind ongoing support!

Erns Labuschagne  
CEO