

Khula Development Group

Dropout affects the country as a whole: it's one of the factors

leading to youth unemployment - We need to pay attention to each learner so we can see who is at risk of dropping out and help them with the problems getting in the way of their education. With this guidance, we can change the way each learner's story goes – and give it a happier ending - **Zero Dropout Campaign**

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.

Khula is a community-based organisation, working at the heart of some of the deepest challenges facing our communities. Khula takes a comprehensive approach to addressing challenges faced by learners, and aims to address these at the root, enabling children to regain their footing in education, secure and supported by a families and communities connected to and enriched by critical support services.

A community-based organisation is one which takes seriously and responds directly to needs within the community. Solutions are co-created, and the process of change takes place with support from the organisation from within the community. We do not arrive with pre-programmes solutions, but we do draw on global best practice. We remain agile, responsive and alive to the infinite possibility within our communities.

Khula is unique in that the organisation combines the best of social-work support type services of community-based organisations, with the monitoring systems of scalable interventions. This has come from many years of developing a systematic database, able to hold case information in a way that informs programme implementation, and allows us to do the most meaningful work, while we track progress, and record changes to the lives of individual learners.

Currently we are in the process of transitioning to Khula's adjusted strategy and adjusted programmes as listed below.

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.*
- **DESCRIPTION:**



- The programme is more preventative in nature and focus mainly on school- and home-based support by way of an individualised support plan.
- The cohort is Gr R – Gr 4. Our many years of collective experience indicated that to prevent school disengagement, early identification and mitigation of risk factors contributing to school disengagement is essential.
- The referral criteria include the progression and retention status of a learner, school attendance, insufficient academic progress, learning difficulties and other social factors impacting school disengagement. The risk score will indicate in which Khula- or alternative support programme the learner needs to be accommodated. The focus of this programme is to address developmental delays, to provide emotional support and to be the link between school and home in terms of primary caregiver engagement in the learner's education support plan.
- Khula's Paarl Branch is rolling out this programme in 4 schools. Two of which is in Chicago (New Orleans Primary & Orleansvale Primary) and 2 in Lantana (Nederburg Primary & Magnolia Primary), Paarl-East.
- Stellenbosch is rolling out the programme in 4 schools namely Cloetesville Primary, Weber-Gedenk Primary, Pieter Langeveldt Primary and Klappmuts Primary.

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.*
- **DESCRIPTION:**

This programme has 3 focus areas.

 - **Community Activation & Awareness – An asset-based community mobilisation approach, @home learning and youth activation:**
 - The focus includes youth activation which currently is rolled out by way of unemployed youth (age 18 – 27) from our local community that volunteer (receives a stipend) to promote community-based @home learning in collaboration with WCED and other NGO's. Unemployed youth are trained, mentored, and equipped to be change agents in their own community. They gain meaningful work experience in community development contexts.
 - The interns keep learners connected to learning through play.
 - To prevent learners from disengaging with school (especially during the rotational nature of school attendance because of COVID-19) and therefor reduce the drop-out rate and create a culture of school attendance and community learning.
 - A further focus of this part of the programme is to be a connection between the school and home, get primary caregivers / household members involved in learning and to create a space where bonding can take place.
 - **Networking, Collaboration and Activation of Community Stakeholders:**
 - Child Participation activities in school and in the community in collaboration with the Junior Town Council. This initiative was relevant for our Paarl Branch, but we are happy to report that the Junior Town Council of Stellenbosch was elected and already visited Khula in Stellenbosch. They will possibly form part of this initiative from 2022.



- Community and School-Based Campaigns
 - Identification of community assets and building on what is strong within our community.
- **Primary Caregiver Engagement:**
 - This part of the programme focusses on the support and empowerment of primary caregivers and relevant significant others to provide healing spaces through storytelling, @home learning assistance, home support guidance, empowerment, and skills development.

Child Wellbeing 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.*
- **DESCRIPTION:**

Children referred by the **School2home** and **Love2Learn** programme receive a comprehensive needs and risk assessment. A support plan is compiled stipulating the support services needed to reduce risk and activate community “safety nets”. This happens by the identifying of protective factors get in place while parallel child protection processes are activated and pursued. This preventative, therapeutic and pre-statutory service follow a holistic approach, doing multidisciplinary work in collaboration with Designated Child Protection Organisations as well as other NGO’s providing support services outside of our scope of practice. This team will deal with a smaller cohort of learners to enable them to do in depth work to speed up the support and intervention process.

Beneficiary Reach

Learner Support: A Longitudinal Cohort View

Khula has 2 central offices from which we deliver our services namely in Paarl, and in Stellenbosch. Over the years, we have reached, profiled, and maintained records for 1985 learners attending schools in the surrounding areas. This is a unique count of learners who have been registered on the database since May 2017.

The following provides a cohort view of learners. This shows the number of new learners registered each year, and the number who have been de-registered (but remain on our database should they require further support in future) by cohort. This cohort view allows us to track the cohort closure rate.



Table 1: Cohort Case registration and closure

COHORT	Pre-2013	2013	2014	2015	2016	2017	2018	2019	2020	2021 (July)
Total Learners Registered on the Khula Database (tracked) (new)	206	107	119	227	297	245	257	252	264	11
Of sign on cohort - who has been deactivated	110	99	112	209	266	192	184	143	167	6
%	53%	93%	94%	92%	90%	78%	72%	57%	63%	55%
Balance of cohort still on system	96	8	7	18	31	53	73	109	97	5

Table 2: Date of closure by cohort

COHORT	Pre-2013	2013	2014	2015	2016	2017	2018	2019	2020	2021 (July)
Date of Deactivation										
2021	52	5	10	26	35	44	71	84	155	6
2020	17	6	3	14	16	25	43	40	12	
2019	14	17	20	33	34	50	54	18		
2018	13	27	16	42	45	52	16			
2017	1	3	8	8	5	3				
2016			5	5	1					
Unknown	13	41	50	81	130	18		1		

Table 2 shows the year of case closure against the cohort year. Thus, even though 94% of the 2014 cases have been closed (as at 2021) for example, analysis shows that all learners spend an average of 3,2 years registered as active and receiving services 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. We believe we are 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.

A further study is planned to break this down across the various reasons for case closure, year on year.

This past quarter has been highly productive for us as an organisation as several strategic shifts have begun to be realised in our work. Throughout this transitional period, we continued to address critical needs of the communities within which our offices are situated. This section will outline the



reach of our programmes, drawing a distinction between the Khula direct programmes as outlined above, and our involvement in the @homelearning Programme.

From a fresh conceptualisation of how learning can take place in and outside of school through play, and how core relationships in a child's life can be formed and cultivated through this medium, we moved onto the design and testing phase of this new approach that should most probably enable us to work more effectively and assist growth and development across generations. The three programmes complement each other and is intertwined and not loose standing. They cover all aspects of a child's world and works across micro, meso and macro systems for sustainable development. The programmes and support team share staff across the different focus areas and work together to strive to prevent school disengagement. In this term, the Asset Based Community Development Approach also started to be more deeply adopted by the team and they started to enjoy identifying community assets and to get individuals to tell their unique and noteworthy stories. Stories not only of victory and overcoming, but of resilience and surviving despite the odds. Some stories are dire, tragic and appear hopeless but inspires others to come alongside and be "wounded healers".

Learner, Youth and Family Reach:

Paarl- & Stellenbosch Branch Statistics between March - June 2021

During this period, Khula has served some **578** children within the surrounding communities. This is the count of beneficiary learners across all events conducted. The total event count is **2410** in the period under review. This means that on average, a learner, or their case receives attention from Khula's team of trained professional Social workers and Social Auxiliary workers 4 times in the past quarter. Some of this may simply be checking in or updating information, but some involves meeting with parents, schools and working directly with learners. It is precisely this comprehensive approach, tracking learners, and frequently updating the information we have available to support them which we believe makes our programme effective. Children require continuous care, and ongoing support. Khula provides this while simultaneously building capabilities and changing mindsets within communities. "The work done by Khula throughout suite of programmes is deep and intensive and has shown to create lasting change to learner wellbeing and, in turn their ability to commit to a process of learning, and personal growth." *Angela Biden M&E Consultant.*

During the period under review, Khula has conducted some **718** 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.



Home Visits Jun - August	
First Home Visit	12
Home Visit	102
Home Visit: Unsuccessful	27
Joint Home Visit	438
ISS: Home Visit	57
PCG: Home Visit	48
S2H: Home Visit	34
TOTAL	718

Khula works extensively with children and their families, to really build the support systems around children, and to transform the lives of those living in the community. Apart from the 48 targeted PCG home visits included in the above, Khula has also conducted some 14 group sessions for PCGs and 5 family conferences.

Families and Caregivers	
Family Conference	5
PCG: Group Session - Absent	5
PCG: Group Session - Attended	14
PCG: Home Visit	48
PCG: Individual Support - Absent	1
PCG: Invitation to Group	2
TOTAL	75

School2Home programme

The following tables shows the comprehensive activities conducted with/for children as part of our Khula School2Home programme. Apart from the home visits (counted above, but replicated here for completeness), we have been actively gathering the paperwork necessary to begin working with children referred to this programme and have been conducting assessments to ascertain and track the level of risk of each individual child. We manage each case comprehensively, ensuring that every learner can receive the support that they need.

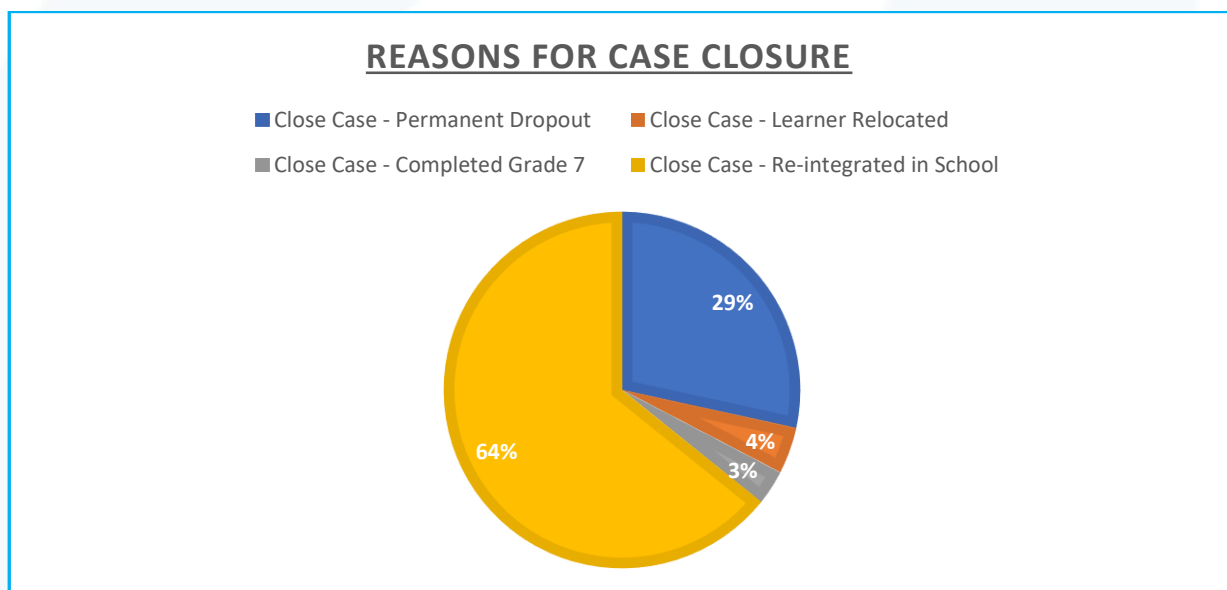
Khula Activities - In School Support/ School to Home	
ISS: Individual Session Absent	13
ISS: Individual Session Attended	1
ISS: Khula Assessment	7
ISS: Permission	64
ISS: Home Visit	57
S2H: Home Visit	34
S2H: Individual Session Attended	36



S2H: Permission	40
S2H: Individual Session Absent	51
S2H: Khula Assessment	20
S2H: Group Session Attended	2
S2H: Progress Report	4
TOTAL	329

During the period under review, Khula closed some 61 cases due to successful reintegration of learners, back into the schooling system. 27 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 72 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 72 cases closed recently owing to strategic shifts provides an indication of our impact on those we are able to reach.



This chart shows that our success rates for successfully closing cases due to reintegration is 64%. Khula continues to strive to support as many learners as possible, but the level of intensive support required means we simply must prioritise quality of case, address these cases, and then move to reaching the next cohort of learners. Change takes time, and this approach is well suited to long-term, committed community-based care and support. It should be noted that this has been a period



of reconciliation and that incidences of case closure are not usually this high. This has been a period of strengthening, of taking stock and of building new strategies informed by many years of learning and programmatic development.

Finally, during the period under review, the following case-related activities provide further information on the scope of our services. We have dealt with over 80 child protection (CP) cases and have conducted over 40 external referrals. All of these activities are evidence of the level of detail and attention provided to each case. We have also conducted 222 multi-disciplinary meetings that included DCPO's (designated child protection organisations), WCED Social workers and other staff, as well as other role players needed.

Other Services	
Internal Case Discussion	111
Internal Referral: ISS	1
Internal Referral: PCG	6
Form 22	14
School Referral	99
Assessment of Needs and Risks	2
Correspondence - Formal Written Communication	193
Contact - Informal Communication	138
CP Concern: Escalate	83
CP: Follow up	15
CP Concern: Response	14
External Referral: DCPO	35
External Referral: Other	7
Extra Services	48
Multi-disciplinary meetings	222
TOTAL	988

COVID-19 has been a difficult time to provide services with heightened challenges relating to poverty and the precarious living of members of our community, along with COVID-related anxiety, and increases in cases of violence and abuse. We remain committed to working with and learning with the community to leverage the greatest possible change and recovery.

Testimonies from our Child Wellbeing programme

- The transition from one strategy to another is not without its risks and impact and this is something that must be constantly managed with great care. As termination of services and cases continue the void that is being left by Khula is being noticed and several educators have recognised the value that Khula have added through their service delivery to the school. Likewise, many parents have voiced the appreciation that they have had for Khula' support and guidance during termination home visits. A grandmother and primary caregiver of one



of our clients at first refused to sign the termination form as she values the relationship she has built with the staff throughout intervention.

- In line with our greater emphasis on strengthening systems and encouraging agency the following testimony from one of our staff members was encouraging: At one of our schools a social auxiliary worker could empower an educator to take the responsibility up on herself to report a child protection concern. The educator was assisted by a Khula staff member to complete the necessary form 22. Assisting the school and general community to advocate for the safety of their own children will create sustainable support and ensure the protection of young ones.
- The following learner's story is that of perseverance. D is a 13-year-old boy who has been living nomadically for years with his mother who has an addiction problem. The learner however did not make it known at school and it was only discovered when community members informed Khula of the situation. It was reported that the mother had left the learner in a home where illicit substances were sold. This too shocked the teacher as he attended school regularly, displayed no behavioural problems or showed visible signs of neglect which speaks of D's resilience to overcome adversity and his potential to succeed in life. The Khula team were able to support D by entering him into the School to Home programme and continued social services interventions with the local Designated Child Protection organisation. The learner is now in an environment that is much more conducive for him has social service intervention and partakes in school activities. His academics has also continued to improve. D's story has had a remarkable effect on Khula staff members as his courage, perseverance and positive attitude whilst facing extreme adversity has inspired them in turn. Khula is privileged to have been able to come alongside D to help ensure that he has what he needs in order to reach his full potential. We are grateful that through the trust that Khula has garnered in the community this learner did not fall through the cracks.
- Another 12-year-old learner in grade 7 rose above his circumstances. This learner was referred to Khula by his educator that had concerns that the learner may be at risk of drop-out. The family experienced domestic violence due to substance abuse of both parents. This was to the point that the mother and children temporarily moved to a shelter for abused woman. This affected the learner's academic and his sense of wellbeing. Khula entered into the situation and provided the consistency that the learner needed. Five and a half years of constant motivation and support this learner is thriving in his new grade and looking forward to attending high school next year.
- 9-year-old NI disappeared from Paarl last year June and we could not find her, she dropped out of school, defaulted on chronic medication and was nowhere to be found. After being admitted to the hospital for malnutrition she is now safely in a CYCC, there is a bigger team that is trying to assist the mother and child to be placed in a place of safety as they are victims of domestic abuse and oppression.

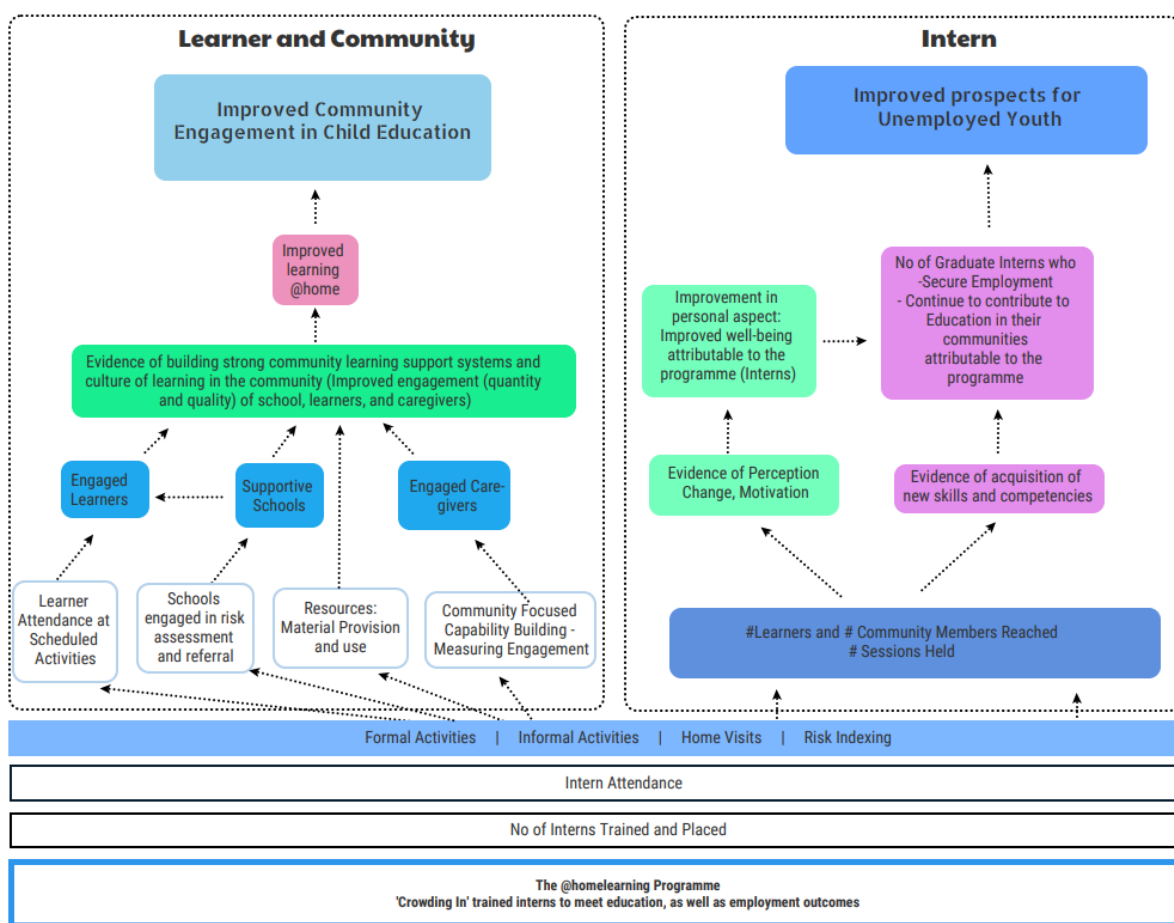
@Homelearning:

The @Homelearning interventions that Khula is engaged in (that became the @Homelearning Pilot programme reported on before) have been incorporated into the new Khula strategy as the Love2Learn programme, but includes a far greater cohort of learners, not all captured within the Khula database of risk-assessed, targeted children. The data which follows is taken from the



monitoring and evaluation system, which was designed by Khula during the pilot phase, but which has been taken up and expanded as part of the new programme. Khula will be participating as a service delivery hub on this programme until November of 2021. The following data includes all activities conducted between June and the end of August 2021.

The following graphic shows the Theory of Change for the @Homelearning programme, which has now been expanded to include activities working with schools, enabling teachers to identify and systematically refer learners at risk. This takes an ecological approach to addressing the needs of learners by strengthening various aspects within the communities:



Love2Learn programme

- Unemployed Youth**

As part of this programme, Khula began hosting 30 interns, 18 at Stellenbosch and 12 at the Paarl branch. These interns are trained and supported, and they conduct a range of learning activities with children.

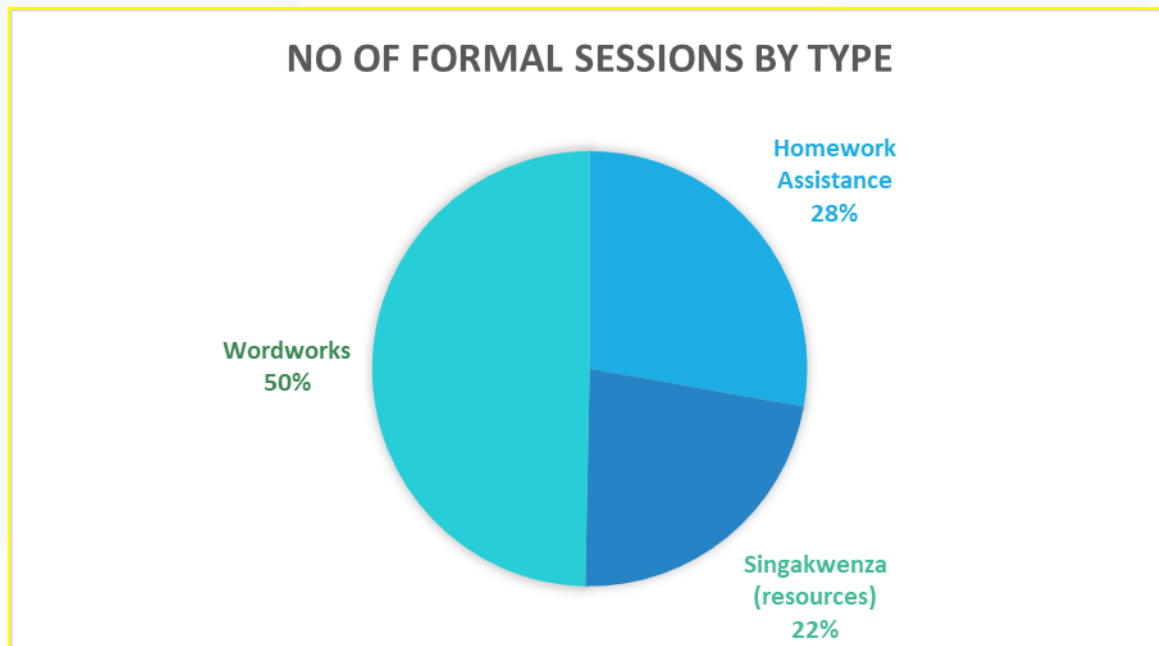


The number and type of activity conducted by Khula for the period under review is as follows:

@Homelearning: Type of intervention	Total Activities	Total Learners Reached
Informal Activities	333	9577
Total no. of formal activities (One on one educational activities)	2524	1416
Total no. of Home Visits	1531	2159

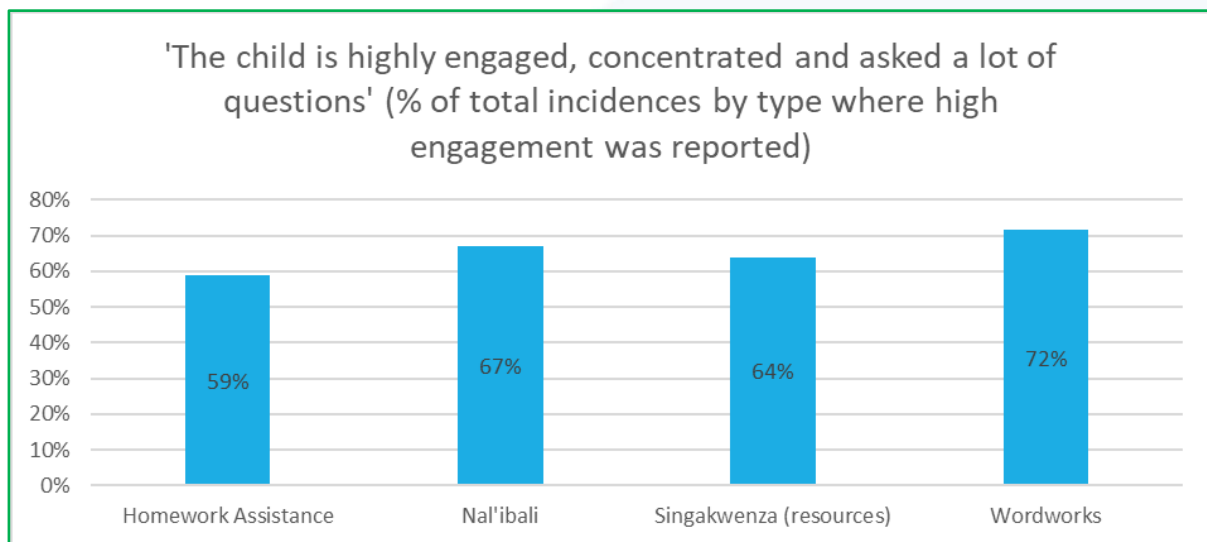
The beneficiaries of this programme have been mostly Gr. R-6 learners (with some younger and some older participants) in selected geographical areas that are known to house learners in need of extra support. A review of the data has shown that most of these learners (57%) impacted by this programme in Stellenbosch fall within the Grade R – 3 or younger category. With Grade 4-7 making up 38% and High school participants 5% of the total beneficiaries. In Paarl, the activities include children ranging from pre-school through to secondary school, but mostly between Gr R – 7 from a variety of schools. The children from many different schools are however engaged in the geographical area of Chicago and Lantana.

To provide more information, the formal learning session involve engaging learners in positive experiences associated with learning to encourage a love of learning and to prevent disengagement and dropout. The following chart shows the distribution of activities by type for the whole @homelearning programme with averages relatively consistent across all hubs (of which Khula teams are 2 of 8).





Children find activities with the Wordworks material to be highly engaging as show in the chart below.



- **Intern management, training, mentoring and support**

- Weekly intern mentorship sessions are ongoing and include the following: Future Fit Fridays using prescribed content where topics like those listed below are addressed in interactive ways.
 - Planning for team success
 - Building Positive Relationships with Learners and Stakeholders
 - Resilience and work fitness
 - Dealing with conflict
 - Taking care of my emotional and social wellbeing
 - Problem solving and decision-making skills
 - Money matters
 - Communication skills
 - Speaking with Confidence
 - Time Management
 - Fear and Anxiety

These sessions are relevant to different aspects of the interns' lives and build on one another combining emotional, individual group, vocational and personal topics. We also render spiritual care which includes devotionals and other relevant training and teambuilding and morale boosting activities.

- The interns also attended a National Youth Development Agency entrepreneurship course. They will have to attend another 5 days later in the year after which they must submit a business plan. This can lead to them receiving funding to start their own



businesses. We do have a few interns who are interested in starting their own businesses. We are grateful for the opportunity for them as some are still unsure as to what they want to do when the @Homelearning programme comes to an end.

- **Relationship building and communication with schools**
 - The Love2Learn Community team in partnership with the School2Home team stay in regular contact with the principals and go2teachers of our 5 schools and offer our support where needed.
 - We started handing out Appreciation Gifts to all the educators of the schools. This has been well-received.
- **Go2teacher Committee Meeting** - our next meeting will take place on the 29th of September
- **Networking and collaboration with community stakeholders** - Our team is continuing with their networking and relationship building efforts and share contacts of key stakeholders in the community.
- **School and Community Awareness** - We continue to look for opportunities to create awareness and engage in conversations with community members and stakeholders in the schools
- **Child Participation through community/school-based programmes** - The Stellenbosch JTC visited the L2L teams in the community one afternoon and participated in the activities. The JTC members joined the interns in a playpark in the community where activities were arranged according to the theme of Paralympic Games. We look forward to collaborating with the JTC in future. In Paarl we are keeping contact with the PJTC team to secure future endeavours.
- **Primary Caregivers Workshops and events hosted by the Yeboneers** - As part of the @Home Learning Programme, the Yeboneers were asked to host Caregiver Workshops to raise awareness about the importance of education and engage parents in their children's learning journey by demonstrating the use of the Wordworks Booklets. In the past Khula has had minimal success in trying to invite caregivers to attend support groups in schools or church halls. We found that for some of our most vulnerable parents, the whole preparation and journey to an unfamiliar and formal place seemed too overwhelming and daunting. We decided to try something different by bringing the workshops to the people. Attendance and participation of these workshops were very good, and we will continue using this approach for the other workshops that are scheduled.
- **Primary Caregiver Support Groups and Home Visits** - The primary caregiver support groups were launched this month and we are grateful for the dedicated number of caregivers who are attending these groups. Our focus for this month is mainly to establish trust and build relationships. The main objectives of these groups will include:
 - Spiritual and emotional guidance
 - Parental guidance
 - Life skills and crafting
 - Psychosocial support
 - Advocacy



- School attendance awareness

- **Lessons learned:**

These workshops help to 'break down communication barriers' and draw the crowds in to raise awareness on certain key topics. We do however see the need to gather primary caregivers in a smaller intimate setting for 'deeper' emotional support work and relationship-building. We are therefore very excited that we are able to offer both the Awareness Workshops as well as the Support Groups to the community members. We believe that good fruit will come from this and that we will be able to help come alongside, listen to the stories, provide guidance, and empower a variety of key stakeholders to take a stand for the education and future of the children of these communities.

- **Testimony of PCG support group –**

- Our facilitator reports on a story of a mother and her child that lived in a very small informal structure in the back of someone's yard. The living conditions were very unfavourable, and they slept outside on most nights. Khula staff members helped to get their case referred to the Child Welfare Services and also helped her with the application of her ID document and the request of reprint of her son's birth registration documents which were destroyed in a fire. Our Khula Workers made the necessary arrangements and helped the mother to enrol her son in school. They also helped the mother to apply for social relief grants and compose a CV. She is still in the process of looking for a job. With Khula's ongoing support in her life, they have given her hope and the necessary guidance she so desperately needs. Her living conditions is still very poorly, but the children's maternal grandmother helps them where she can and with the Khula Workers regularly checking in on them and motivating them to keep sending the children to school, the mother is making good progress. Our team is very excited to report that this mother has started joining the weekly PCG Support Groups where she can receive the love, acceptance, emotional care, spiritual guidance, parental advice and help she needs. The team is very excited and eager to play their part in seeing the restoration and empowerment of vulnerable families like these.
- One of our Yeboneers belong to a family that has been receiving support and services from Khula for years now. This family has experienced their fair share of trauma through the consequences of poverty and addiction. Despite the circumstances that this young woman comes from, she chooses to rise above it every day. She tells the story of how she used to see her neighbour's children walk to school. She was not enrolled in school but will follow them to school daily. She was noticed by a teacher who helped her to get enrolled. She was determined to keep going and rise above her circumstances. On many occasions as a schoolgirl, she would be the one caring for her mother after a rough night. Although there have been many challenges in her life, she continues to stay strong, finished matric, found different work opportunities, and are currently working with Khula on the @home learning programme. She has dreams of studying to become a teacher. At the Caregiver Workshops, they invited her mother to join the group as well. It was her mother's birthday that day and the



group showered her with love, acceptance, dignity and even placed a crown on her head. Her mother was filled with emotions, not only because of the birthday-love she received, but also when she realised how incredibly proud, she is of her strong and courageous daughter!



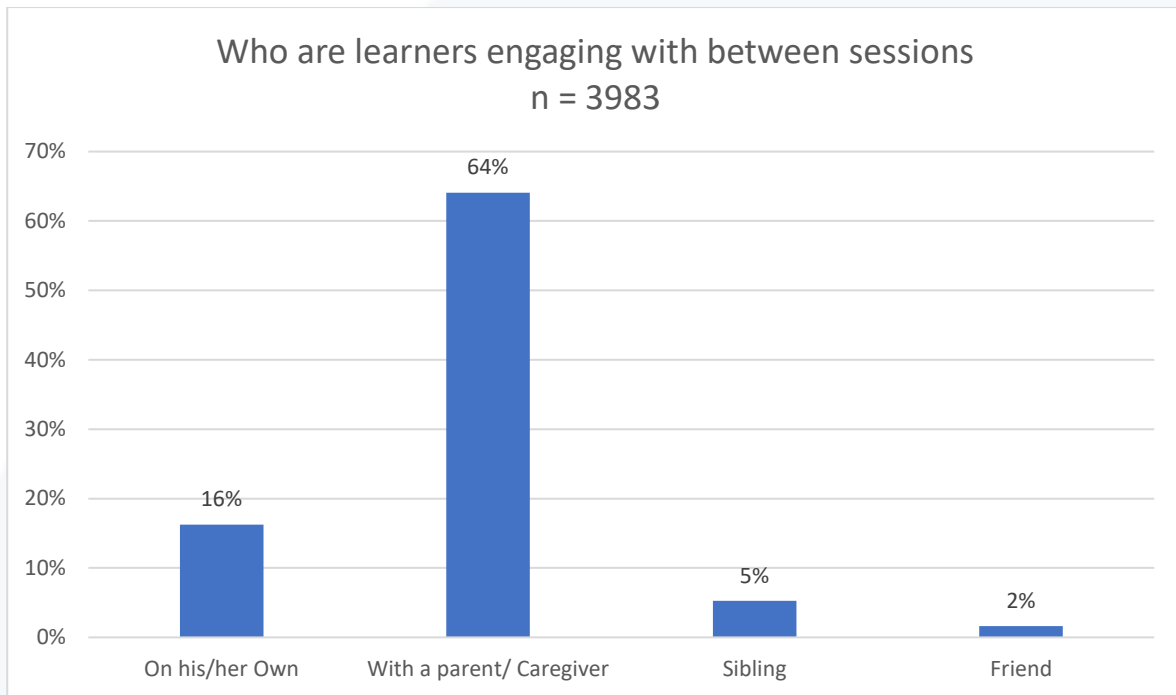
Results/Outcomes to date

Key outcomes for the period include the following:

- Khula has a successful reintegration rate for our services, and through our case management system of over 60%
- We have developed a comprehensive risk indexing tool which uses weighted risk indexing to assess each individual child, and ensure that the correct services are provided at the right time
- We continue to develop and improve our M&R database which enables us to manage cases efficiently, but also to provide real information on our reach and impact
- We have completed a successful strategic review, (**please find attached**) which uses learning from our experience and from the communities to ensure we deliver the most appropriate services



- We have reached 2524 unique learners through formal learning activities, as well as a further 1531 through home visits as part of the @Homelearning Programme. This programme measures learner involvement and engagement in activities, and the M&E data shows rates of observable 'high engagement' by learners of over 80%.
- For the Khula Formal Visits, 86% of learners reported engaging with material between visits. The following shows a breakdown of who they share and engage on the materials with, within their ecologies:



It is very positive to see that we managed to engender high levels of caregiver-child engagement around learning materials.

- Through our association with this programme, we have been able to deliver 2154 units of learning material to homes and children in need, and have engaged with parents and caregivers on their use
- We are grateful that we had the opportunity to contribute substantially to the inception and development of the @Homelearning project which has now been taken up by a collaboration between 2 government departments, and the follow-on project (which has changed somewhat in its design), is set to scale.

Monitoring methods

Khula Programmes M&E

Khula's main M&E tool is an interactive web-based database designed for the management of our programmes, the capturing of data on learner- and school level as well as the documentation of work carried out by Khula's staff.



Data extracted from the database include learner information, school marks, promotion or retention status, school attendance records, absenteeism levels, Khula assessments as well as Khula Wellness Assessments. We capture a comprehensive set of information on all learners to inform effective service provision.

The statistics, as presented above, is a summarised extraction of “event logs” indicating the number of key interventions that has taken place to achieve the intended outcome of reintegrating learners back into the school system.

The @homelearning project M&E and Implementation team designed a set of M&E tools and instruments to measure attendance of interns and learning, as well as the level of engagement by interns and learners. The table below outlines the monitoring methods used to measure the goals outcomes and objectives of the @Homelearning programme.



Instruments	Indicators Measured	Beneficiary Group	Frequency
Child Interview	Child Engagement	Child	Twice
	Parental Engagement		
	Child Wellbeing		
Intern Interview	Intern Engagement (Community Engagement)	Intern	Twice
	Skills Acquisition		
	Intern Wellbeing		
Intern Reflection and Feedback	Intern Engagement (Community Engagement)	Intern	Mid-Term
	Programme Logistics/Feedback		
Attendance Registers	Intern Attendance	Intern	Daily
	Learner Engagement	Learner	With every activity Conducted
Formal Activity Tracker	Materials Distribution	Learner	With every activity Conducted
	Parental Engagement		
	Learner Engagement		
Home Visit Tracker	Parental Engagement	Learner	With every activity Conducted
	Learner Engagement		
Organisational Reporting	Intern Engagement (Community Engagement)	Intern	
	Observations, attrition, and budgets	Programme	Monthly
Organisational Reflections	Reflections for developmental evolution of programme and organisation	Programme	Weekly

Progress in our M&E

- A contract was signed with Angela Biden to assist Khula with our M&E processes, donor reports, the revision of our M&E tools and more.
- As Hanlie (our Paarl Branch Manager) and her husband is leaving for the UK, a handover meeting was chaired by Harry-Charles (designer and developer) of the Khula Access Database

Collaboration with other stakeholders & partners

- To address the complex social needs of the communities, we will need better participation and collaboration from not only the Department of Social Development, but also the Police, The Department of Labour, Home Affairs, and the Department of Health. We are looking forward to exploring connections and better relationship building in these avenues.
- Community Police Forum – We have been attending their monthly meetings and are grateful for the good collaboration that has started



- Drakenstein Municipality - We attended the Youth Representative meeting. Objectives: to create youth participation programme on issues facing our youth today and also to brainstorm ideas for youth programmes, specifically targeting vulnerable youth within the communities of Drakenstein
- AMADO - 4 learners receive weekly animal-assisted therapy
- The Mandela Day Nali Bali Reading Awareness day was a successful endeavour at Nederburg Primary School where the Yeboneers activated a reading-aloud assembly of all the foundation phase learners
- Referrals were sent to Community Keepers for learners that require intervention.
- A meeting was held with Love2Give in Kayamandi to discuss the referring of learners who lives in Kayamandi and won't be able to receive services from Khula.

Future plans

- Ensuring the effective roll-out of new programmes whilst balancing closing off old programmes whilst maintaining good relationships with stakeholders and donors and meeting expectations and requirements.
- Continue with implementation of new strategy with child protection and well-being issues of referred learners addressed by a Child Well-being team consisting of Social Auxiliary Workers and Social Workers working in a supportive capacity to the two main Khula programmes outlined elsewhere in this report.
- Keep good communication with our schools through regular check-in meetings and WhatsApp communication with our Principals and Go2Teachers
- We want to motivate schools where we are involved to start implement an Early Warning System (EWS) that shows when learners need help.
- Children in Grade 4 experienced overall learning losses of 79% in their Home Language (HL) and 52% in English as First Additional Language (EFAL). Prior to the pandemic, learners in Grade 4 were already struggling with foundational literacy. (DGMT) We want to meet learners at their level and respond to their needs. We want to try to focus on a child's learning needs rather than their age or grade.
- We aim to refine and systematise our risk assessment process. We have designed a risk assessment instrument and have begun applying it against the informed decisions pertaining to risk as determined by our social workers to ensure efficacy
- The above is also linked to our monitoring and evaluation developments. We hope that over time, once the risk-tool has been well tested, and we can be sure of its efficacy, we can continue to monitor our learners more consistently. Although there is a great deal of subjectivity, and complexity, and children can face sudden, traumatic experiences, we believe that we have the knowledge to build a really effective risk indexing tool, suited to the context in which we work. Using this, we can streamline service provision, and keep track of learner improvements
- The plan for Khula is to strengthen the institutional structures developed by the Education Department, leveraging everything available to the child within the system and assisting with strengthening the home environment. Building agency and making it more child friendly.
- We will continue with the WCED@homelearning project until the end of November and continue to honour our agreement with the Lead organisation.
- We will continue to provide opportunities to our Khula employees and interns to grow spiritually so that the love of Jesus and the goodness of God can shine through all our programmes.



- Khula will also take part in an Organisation Development Programme steered by Mergon.

Success Stories & Beneficiary Feedback

- From the JTC Facilitator: The JTC Members have a deeper understanding of the complexity of this community and are willing to continue beyond the scope of their allocated timeframe. Comments from some of the JTC Members:
 - It was very interesting. It opened me up to how different children think of school and the challenges they face. It showed me a side of society I've never seen. It made me less judgemental of my peers and people as we all come from different backgrounds.
 - Playing games with the children and to see how happy they were when they saw the mentors. Knowing that they look forward to the next Khula session
 - Learning more about the community I was in and getting to know the children
 - "It was lovely to see how all the children interacted with each other, the interns and JTC members. It was nice to feel being part of an organisation that makes a difference.
 - It was quite a reality check seeing the circumstances those children live in. That made me thankful for person in my life that supports and loves me."
- I was parked outside the "pink flats" in the community, waiting for one of the interns when a group of children caught my eye. At first glance I thought there were some of our interns working with them as I could see the children was busy with what looked like schoolwork. However, as I sat and observed I realised that they are playing "skool-skool", a group of 10-year-old girls where the teachers and then the smaller 4/5-year-olds had to sit in class and listen. I then told this story in the office, and it came out that sometimes as the children play like this, they use some of our interns' names. It is wonderful to see the impact that is being made in communities even on such a small scale. Who knows, maybe one of those "teachers" will become one of our community workers.
- A learner's case was closed earlier in 2021. Her biological mother was in Pollsmoor Prison for 3 months in 2020 for contempt of court (she was charged with theft). The learner struggled because of her mother's imprisonment and she was referred for counselling sessions with a Volunteer Khula counsellor. Subsequently she attended all her sessions, started to attend school regularly, and improved academically. Her mother, with encouragement from Khula also started attending ABBA addiction counselling services after her release from prison and found employment. The learner is continuing to attend school regularly and performs well in her grades.



Khula communication

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1.2 NEWSLETTER QUARTER 2: 2021

The second [newsletter](#) for 2021 focused on school attendance. We shared a story about siblings attending school for the very first time at a late age. Child Protection Week was also highlighted in this issue as well as collaboration in the community. Shedding light on our new programmes also gave readers insight about where we are heading. The newsletter was distributed to 425 subscribers via Mailchimp and shared on all other social media platforms, including the website.

SUNDAY TIMES



On Sunday 11 July 2021, the Sunday times published an article “ [Covid-19 pandemic sharply increases SA's dropout rate](#)”. Daleen Labuschagne, Programme Director was asked to give insight into the topic since KDG has been working on this topic for many years.

1.4 YOUTH EXPRESSION

In celebration of Youth Day, our Yeboneers compiled a short inspirational [video](#) for distribution on social media. Their goal is to inspire their peers and others to make a difference in the community.

1.5 NEW KHULA VIDEO in partnership with Val De Foundation and Valcare, Khula was granted the opportunity to shoot a new [video](#). Thought this, we able to highlight our new strategy and approach with to our new programmes.



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regards

1.6 67 MINUTES FOR MANDELA DAY

As part of the Mandela Month initiatives, our @Home Learning Khula Yeboneer team started off their Reading Awareness Campaign at Nederburg Primary in Paarl and read out loud with the foundation phase learners following their lead from the July special edition of the Nali Bali Supplement. Our teams also shared the story of Shongololo's Shoes with the bright young Grade R learners of this school. Our teams raised awareness about the importance of reading and provided 67 families supported by our services with a Nali Bali Supplement [video](#).





Thank you for your kind ongoing support!

Erns Labuschagne
CEO