

**March 2020**

**QUARTERLY REPORT  
Khula Development Group**

**Funding purpose**

Khula's mission is to reintegrate primary school children in poor and disadvantaged communities, at risk of dropping out, back into the school system.

Khula is currently active in 23 schools in 5 areas in and around Paarl and Stellenbosch in the Western Cape. The programmes of the organisation are managed from two branches, Paarl and Stellenbosch.

To accomplish the mission, the organisation runs four programmes:

- Reintegration of children – to promote regular school attendance by supporting absent, at-risk learners and their families
- In-school support – to provide foundation level academic and psychosocial support to reintegrated learners from grade R to grade 7
- Primary Caregivers – to encourage primary caregivers to accept the responsibility to ensure their children attend school every day
- SAgo2school – to promote a culture of regular school attendance and impart the value of education.

**Target group**

Various groups are targeted through different programmes:

- The Reintegration of children and In-school programmes target referred learners at risk of dropping out in primary schools
- The Primary Caregiver programme targets the primary caregivers of the referred learners of the reintegration programme
- The SAgo2school programme targets the following groups:
  - o Learners from primary and secondary schools with child participation through mentoring
  - o Teachers, through teacher appreciation events and selected teachers through the go2gether committee. At these committee meetings, best practice methods for the administration of attendance are discussed and agreed.
  - o The community, through awareness campaigns such as radio broadcasts and showcasing by Go-Go and Friends.

**Results/Outcomes to date**

The schools closed on the 4<sup>th</sup> of December 2019 and started again on the 15<sup>th</sup> of January 2020. We had 36 working days in this reporting period. This has a direct impact on the data we report on.

Khula starts our year by reviewing our strategic plan as compiled end of 2019. We also spent two days in vision casting, planning and training of our staff.



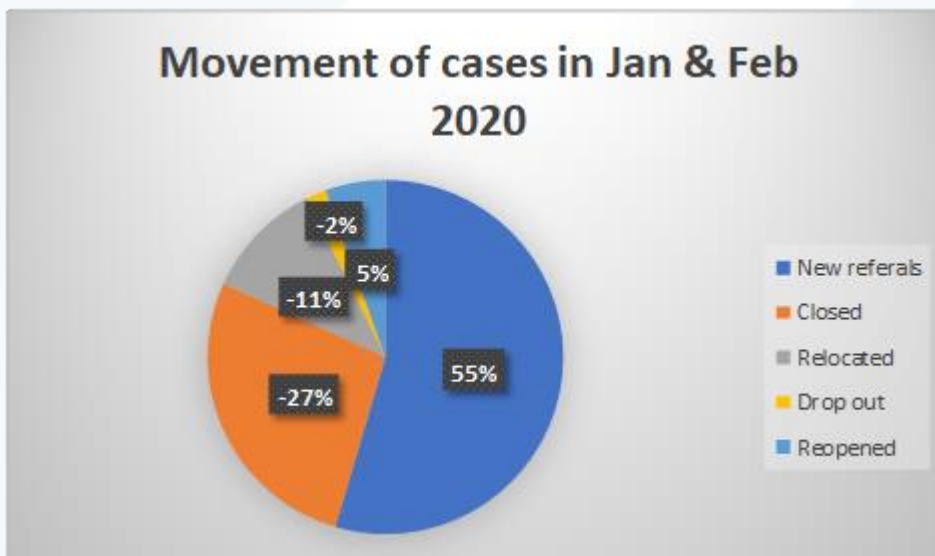
**Reintegration of children:**

We met with the Principals of the schools where we render our service and discussed Khula’s MOU. Khula staff working in each school conducted a presentation to promote our services and early identification of absenteeism.

End of January 2020, after getting all the report card data of the referred learners, our case count was at 723 active learners.

Khula statistics

|  |      |                     |
|--|------|---------------------|
| Number of active cases                               | 723  | (Feb 2020)          |
| Number of schools                                    | 22   | (Feb 2020)          |
| Number of new referrals                              | 35   | (Dec ‘19 – Feb ‘20) |
| Number of referred cases closed – fully reintegrated | 31   | (Dec ‘19- Feb’20)   |
| Number of referred cases closed – permanent dropout  | 2    | (Dec ‘19- Feb’20)   |
| Number of home and school visits                     | 1118 | (Dec ‘19- Feb’20)   |
| Number of joint home visits                          | 226  | (Dec ‘19- Feb’20)   |
| Number of family conferences                         | 15   | (Dec ‘19- Feb’20)   |



In Jan '20 there were 480 cases. With new referrals, cases closed, cases relocated etc. the final count in Feb '20 stood at 491.

We categorize the children we work with according to the risk to drop out, of the school system. Most of the medium to high-risk cases involve child protection concerns that are reported to the designated child protection organizations.



We realized that assessing risk is a very subjective assessment. To ensure that Khula assesses child protection and school drop-out risk as consistently as possible, we introduced a triage system where Fieldworkers classifies every interaction on which they report with a Green, Orange, Red or Black sticker. Our Social Auxiliary workers then verify the risk and escalate according to the level of risk. The green sticker indicates low risk. The case can only be monitored for an identified period. Orange indicates a medium risk and needs more intervention from our fieldworkers and other support services. Red indicates child protection concerns that need to be addressed urgently. Black indicates significant harm such as a child that was raped or physically abused. Our child protection protocol guides our staff in the way they should deal with the different levels of risk.

We have experienced that family conferencing and our involvement in SBST meetings tend to get very positive results. A facilitated conversation with the family, teachers, social workers and the child, speeds up the reintegration process substantially. The involvement of various role players in such a conversation indicates interest in the wellbeing of the child and family and expectations of their parental responsibility are communicated.

We have developed an assessment framework for Khula and all our Social Workers, Social Auxiliary workers and Branch Managers were trained to implement this during a group supervision.

### **In-School Support**

Learners that are referred to Khula for chronic absenteeism, but who also struggle to cope academically and emotionally, are internally referred for In-school support. We provide basic foundation level academic and emotional support to these learners.

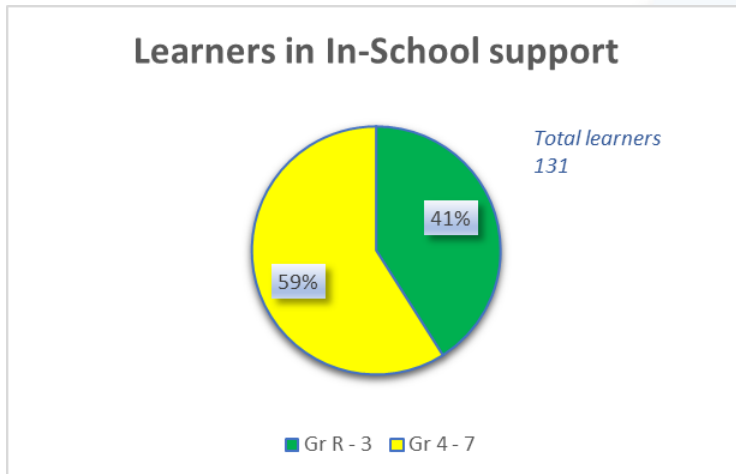
A Khula Facilitator is allocated to each school participating in the In-school programme. The Facilitator spends one or two days at each school. This ensures consistency in service delivery and availability to learners. As a result, better working relationships between Khula and the school staff are established. Learners have regular and longer access to the Khula Facilitator. We observed that communication between teachers regarding the learners' involvement in In-school support is paramount. Therefore, we adjusted our approach to have more one to one handover discussions to assist a smooth transition between grades.

At the beginning of February, we received news that all of the 10 Khula Stellenbosch learners who were on the waiting list were accepted to the School of Skills. Our facilitator assisted greatly with last minute logistics and accompanied them for their registration. It was once again encouraging to witness the children's enthusiasm for the SOS. The application process for next year has already begun and we are working with the school to ensure that referrals are made properly in time.

To share our learner's successes with the schools, Khula started to attend prizegiving ceremonies. In Paarl, we donated a trophy for the learner with the biggest improvement in school attendance. We call it the "bokkie trophy".



The learners that improved substantially in their school attendance and are now ready to cope within the mainstream without in-school support now “graduate” from the programme. They attend a small ceremony and get a graduation certificate to applaud them for their progress.



### Primary Caregivers

Our ultimate achievement is for the Primary Caregiver to accept the responsibility to ensure their children attend school.

The goals for our program are:

- For the PCG to be an active and engaging participant in the PCG Program.
- For the PCG to implement the parental skills and guidance, which is provided in the program, at home.
- Improve the relationship and connection between the PCG and their children.
- For the PCG to realize the necessity and value of education in their children’s lives.
- An overall improvement in learner (academically, emotionally and school attendance).
- To improve the emotional wellbeing of the PCG.
- Utilizing healthy trained PCGs to influence women in their community to share their parenting knowledge and skills.

To be able to develop the PCG in these areas of her life, the following themes will be focused on during the year.

- Parental Skills (Building Blocks for Parents)
- School / Education
- Emotional Wellness
- Spiritual growth and self-development

January mainly consisted of planning and the groups in Paarl commenced in February. They would play together, build a puzzle together, or read a story to each other. They became so engaged in the activity, that they almost enjoyed becoming a child again. The ladies also motivated each other to



attend. Everyone attending the group lives in the same community and experience the same living conditions. Some of the stronger moms motivate and advise the weaker ones and influence them to be better caregivers. In Stellenbosch learners have started to become excited and are discussing and comparing amongst themselves sessions and activities that have been done with them by their parents as a part of learnings and tasks given in the PC programme.

We have an increased focus on the involvement of fathers. For years services centred around the role of mothers, aunts and grandmothers as primary caregivers. In Paarl, Theys Stuurman is now piloting a new approach to motivate fathers to take up their parental responsibility.

Collaboration and information sharing are taking place more and more on every day programme level, which is a deliberate aim for 2020. One learner took the PC programme activity that was made by the child and her mother to her ISS session at school and showed the facilitator, they gave feedback regarding this and said she looked very proud. Information gathered during PC sessions was handed over to ISS facilitator who then used this information during her next session with the learner. The result of this fed back to reintegration and the PC facilitator. The PC facilitator is often asked to look out for specific issues at the homes by reintegration and in this way these three programmes serve as an excellent support system for each other.

### **Sago2school**

Khula was honoured to be part of the Prizegiving Ceremonies of all 5 of our mentor schools. The mentor schools for 2019 were, Orleansvale, Nederburg, New- Orleans, Amstelhof and Magnolia. Every go2captain proudly received a SAgo2school certificate of participation from Khula. We also introduced 2 floating trophies per school that were awarded to the classes with the best attendance.

The SAgo2school programme started at a steady pace this year with the engagement of 79 community members in various events.

| <b>Number</b> | <b>People reached/engaged</b>                    | <b>Khula staff involved</b> | <b>Activity</b>  |
|---------------|--|-----------------------------|--|
| 45            | PJTC members                                     | 1                           | Information session emphasising the importance of school and casting the vision of SAgo2school |
| 21            | PJTC members                                     | 3                           | Mentor training in a school attendance curriculum  |
| 6             | Educators from Orleansvale and Nederburg schools | 2                           | Go2gether committee meeting  |
| 7             | Community stakeholders                           | 8                           | SAgo2school training: Introduction and toolkit   |

### **Teachers**





As the teachers start to settle into the new school year, we have been communicating with them via WhatsApp groups. One of the teachers who started a new job still asked to join the programme. Her input has been very valuable, and she is keen to continue to be the catalyst in changing mindsets about attendance in her new sphere of influence.

### **Mentor training**

We had our first mentor training session at the beginning of January where we introduced the new school attendance curriculum to the mentors. We believe that these young leaders gained such a rich variety of skills through this programme and we are happy to see 11 of the members returning for their second year as go2mentors.

Three schools in our Paarl branch started with the 2<sup>nd</sup> year of the programme: Amstelhof, Magnolia and New Orleans Primary Schools. Their go2captains have been selected and they took part in a sporting afternoon in February. In Stellenbosch

### **Community awareness**

Organisations and schools from outside Paarl contact Khula regularly to enquire about the possibility of rendering our services in their communities. After much deliberation and research into scaling and replication, we have decided to share our experience, knowledge, tools and advice with as many community stakeholders as we can. The most effective way to do this is through the establishment of a training platform and virtual support channels.

We have realized that empowerment is key in growing this SAgo2school movement. Programme documentation is being developed in both English and Afrikaans. This will remain the intellectual property of Khula, but we will make it sharable to our partners who attend the training courses.

Our Branch Manager and Manager of our SAgo2school programme had the opportunity to have a live interview on Radio KC introducing our services and programmes to the community.

### **SAgo2school training: 15 people in attendance**

On the 30<sup>th</sup> of January 2020 representatives from Rawsonville, Stellenbosch, Wellington and Citrusdal attended our first training session in which we shared our history, cast the vision for school attendance in South Africa and supplied the organisations with practical tools and guidance in starting a SAgo2school initiative in their communities. The feedback from this session was very positive and we are looking forward to hosting more of these training events every quarter.

We have also signed agreements between the representatives and Khula and agreed upon reporting requirements.

### **Monitoring methods**

Khula's work is recorded on paper reports as well as an interactive web-based database. We derive monthly, termly and annual statistics that are used in the monitoring of our services. It is also a means to determine if we are aligned with our strategic direction. We evaluate our services and



processes continuously and make improvements as we identify shortages or approaches that are not effective.

The data is used during AGM's, reporting to donors, monitoring by head-office of the two branches, individual supervision with programme coordinators. It also assists case management and to motivate staff to improve on their efforts. The data assists us to identify gaps in service delivery. We can, therefore, address it more rapidly.

We further monitor our programmes, services and staff by having termly management meetings with the Head Office and the two branch managers.

We have a "Khula Journey" for all staff. It includes personal monthly supervision and annual performance assessments. We place a high value on our staff wellness and therefore monitor their wellbeing closely.

## Challenges

### Reintegration Programme

The most significant challenge hindering the success of our work include child protection issues and the lack of cooperation and feedback from especially the designated child protection organisations. In addition to this was the occurrence of human trafficking of primary school learners. Other challenges that we faced were the high prevalence of substance abuse among learners and their families, systemic challenges within the education system, demotivated teachers, and the safety of our fieldworkers in a gang-ridden community. Khula is currently busy with a conversation with DSD and especially Mr D Eland of the District office in Worcester regarding better collaboration between Khula and the statutory organisations. Our Principal Social Worker has developed a protocol for communication between the DCPO's that will also be discussed with Mr Eland.

### In-School Support Programme

Each year schools are faced with difficulties in having enough classroom space. This challenge impacts largely on our in-school support programme. At Nederburg Primary, the school was in such a predicament with too little classrooms that they requested the use of our Khula Classroom for their Gr R class for the duration of January 2020. We had to adjust our programme to accommodate the school but still be able to render In-school support services. We had to move to different locations at Amstelhof Primary as well.

There are learners with learning- or behavioural difficulties who do not present with school absenteeism. Teachers are desperate for additional academic and emotional support for these learners and try to refer them without them meeting our criteria. It is a challenge to get teachers to understand and respect Khula's referral pathways and criteria.

Many of the learners in our in-school support programme missed the opportunity to be educated in a special needs school. There is a huge gap in service delivery to learners with learning difficulties



who need to be in a school of skills but can only be transferred there in the year they turn 14. Many children cannot cope in a mainstream school until then and therefore drop out if they are not adequately supported in the mainstream education system. Khula's In-school support programme provides a safe space for these learners to grow and develop. We try to keep them motivated to show up for school every day to be eligible for admission to a school of skills.

A further challenge is middle to end of the term is assessment and exams that limit time learners are available for in-school support.

### Primary Caregivers Programme

Attendance of the Primary Care Givers Groups seems to remain a challenge. For those that do attend it is a tremendous support. We have learnt that there needs to be a readiness for change for primary caregivers to respond to the services provided.

It is a challenge to involve fathers in the care of their children. It has become the norm for most fathers of our target group to be uninvolved or completely absent in their lives.

### SAgo2school

Logistics, as well as catering for all the events, are some of the challenges. We have however found wonderful catering partners that relieve the burden. Transport of the mentors to the training are also challenging. To schedule Go-Go and So-So shows according to the demand of the schools needs a lot of work. These shows are very popular, and we only have staff members to use as mascots.

### Khula administration

Khula appointed a new Board member during the last Board meeting at the end of 2019. Mr. Elmo Cairncross will serve the Board and we are excited as he was one of the former Headmasters of Orleansvale Primary.

Khula appointed a new Financial Manager in August 2019. Unfortunately, we had to ask her to resign due to lack of skills. Our bookkeeping was contracted out to Michelle Lotz.

### Future plans

|                            |          |          |        |        |
|----------------------------|----------|----------|--------|--------|
| Khula tours                | 7 April  | 5 May    |        |        |
| Volunteer training         | 17 April | 15 May   |        |        |
| Mentee trainings           | 6 April  | 20 April | 4 May  | 11 May |
| Go2gether meetings         | 15 April | 28 April | 20 May |        |
| SAgo2school training event | 22 April |          |        |        |
| Go-Go & friends training   | 7 April  | 14 April |        |        |

### Budget/Financial Report





Budget not included in this report.

### Success stories

1. Mergon Foundation in partnership with “Make A Difference Leadership” asked Khula to recommend grade 7 learners that could benefit from receiving a bursary for their High School Education in a Quintile 4 or 5 school. We managed to assist 6 top achieving learners from 6 of the schools that we work in, to apply for these bursaries. Four of the learners have made it to the final round of interviews. We are especially hopeful for one of our go2captains, who is also included in this group.
2. Children whose parents are part of the PCG program are very proud of their parents, and they almost brag about their parents attending the program in front of the other children. Alta saw a rise in children asking whether their moms may also join the Khula class for moms.
3. One of our moms took the Valentines Gift Card home to her daughter, and this girl was more taken with the card than the chocolate, and she told her mom she could have the chocolate, she only wants the card, because she made it with her own hands especially for her.
4. One of the PCG was admitted to AHOS with all her grandchildren for safety. The children don't want to leave, because for the first time in their lives they experience safety, stability and peace. The eldest granddaughter told her Gran that she doesn't want to leave for fear that her Aunt (drug addict) might steal her new clothes.
5. In Amstelhof, a primary caregiver shared with the group for the first time that her husband abuses her verbally. She also informed them that applied for Educare course at Boland College. She will start in July.



6. Sometimes a new beginning is necessary  
\*\*\*\* is one of our children that were at risk of dropping out. He was in \*\*\*\*\* Primary and only attended school once a week. I spoke to the fieldworks and asked them to talk to the parents and suggested that he should attend school at \*\*\*\* Primary. I always see him playing there with the kids of \*\*\*\*\* Primary and I asked them if they know him. They said they knew him and that he wanted to attend school at \*\*\*\*\* Primary but his parents did not approve as they live in New Orleans. The fieldworkers talked to the parents and at then at the beginning of this year, they moved him. He is happy and enjoying school. He is excited about attending school and he motivates some of the children that don't want to go to school to walk with him in the morning. He inspired one of the other Khula children who now also motivates some children in their street to come to school. They wanted to get themselves a whistle to blow in the morning so that the other children realise that they need to stand up and go to school. He is friendly and happy to be at school even though he struggles with the schoolwork.
  
7. \*\*\*\*\* is one of our boys in \*\*\*\*\* Primary. His appearance is untidy, he looks neglected with inappropriate and unhygienic school clothes. He started to read and has a lot of potential, but he struggles to persevere. He was chosen for the cricket team of the school and was so excited about it that he couldn't wait to show our in-school support facilitator how clean and neat he looked. He came running to the Khula class and then said "Ma'am can you see how well I'm looking today and ma'am, today I am going to bat so that the people can see I can play cricket. They will see that I will win when I am an adult and I will be playing for the Protea's". He was very excited and said to me "If I can keep going without quitting, I can be the best, but ma'am, can you see nobody is going to recognise me because I look clean like a winner".





Erns Labuschagne  
CEO