

## **QUARTERLY REPORT** *Khula Development Group*

We are grateful to have partners that understand the value of education for the future of the country. We are also grateful to be able to report on our activities for the first quarter of 2020 in the worldwide pandemic of the Coronavirus. As the children entrusted to us is our priority, we are very aware of the danger that it can hold for the communities that we work in. We are however not fearful and will do our utmost best to render our services to the most vulnerable.

### **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 school term started on the 15<sup>th</sup> of January 2020 and ended due to the Coronavirus on the 18<sup>th</sup> of March. We had 46 working days in this reporting period. This has a direct impact on the data we report on.

### **Reintegration of children:**

Since the beginning of 2019 Khula signed MoU'S with the Principals of the schools where we render our service. Khula staff working in each school conducts presentations to promote our services and early identification of absenteeism. This seems to have a positive impact on the attitude of teachers and the way teachers refer absent children.

End of March 2020, our case count was at 773 active learners. Unfortunately, we couldn't get the learners' report cards before the lockdown.

### Khula statistics

Number of active cases	773
Number of schools	23
Number of new referrals	94
Number of referred cases closed – fully reintegrated	31
Number of referred cases closed – permanent dropout	2
Number of home and school visits	2232
Number of joint home visits	490
Number of family conferences	20
External referrals and form 22	20

### **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 foundation level academic and emotional support to these learners. At the end of March, we had 225 learners in our In-school support programme.

### **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

### **SAGO2school**

- Educators: 125 educators and 10 principals reached by the end of March 2020
- Learners: 45 Paarl Junior Town Council members and 48 primary school learners reached
- Community awareness: Radio audience of +/- 24 000 listeners; 212 learners; 263 community stakeholders reached

### **Khula collaboration**

- Khula met with Johan Burger a WCED official and the overseer of the Transform to Perform Strategy. (T2P) *“This is an intervention strategy that addresses the attitudes and values which influence the actions and behaviour of all role players in the education system in the province.”* We introduced him to the SAGO2school programme and explained our strategies and content to him. We all agreed that collaboration would be beneficial for everyone. He endeavoured to speak to the key players about this programme and find ways of how SAGO2school can be endorsed and strengthened by the buy-in of the Education Department.
- Khula was invited to do a Mini theatre on promoting school attendance and the importance of reading for meaning during the launch of the Western Cape Reading Strategy. This helped immensely in creating awareness of the work of Khula and to build a trust relationship with the WCED. The event was attended by 300 delegates from all over the Western Cape.
- Khula is working closely 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.
- Khula was involved in the process of collaboration to build 6 new classrooms at Nederburg Primary. The old classrooms were unfit for learners to access.





### Success stories before COVID -19

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 steel her new clothes.
5. \*\*\*\*\* 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 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”.



## COVID -19

The school term just kicked off when the news of the Covid-19 virus started to make headlines. The schools closed on the 18 March, but several primary schools closed even before this date. Since then, all the learners stayed at home. The uncertainty surrounding the opening of the schools is creating panic among learners as well as teachers. Time is running out to complete all the curriculums for this current year.

The concerning factor for Khula is the increasing probability that more children will be at-risk of dropping out after the restart of the schools. When the government announced the progress to level 4 lockdown regulations, Khula reopened its doors. With caution and care our Occupational therapist, Social workers, Social auxiliary workers, Programme facilitators and Fieldworkers are doing home visits in our communities three times per week., During these visits, the following trends were acknowledged:

- Few of our clients new about the risks of Covid-19
- Almost none of the children playing in the streets were wearing masks
- There was no sign of social distancing
- Children were playing without supervision
- Children were dirty and were playing with dirty objects
- Less than 3% of the learners did any home-schooling of any sorts. Several factors contribute to this, but poverty and the unaffordable price of internet data are the main reasons.
- Some of the schools try to distribute homework using the feeding schemes
- The primary caregivers of the children were not using alcohol, thus more money is available for food
- Homes are cleaner because the caregivers are not under the influence of alcohol

## What did we do?

- We prepared daily worksheets for house and homework activities to be done by the parents with their children. This was distributed via WhatsApp to all staff and educators of our SAgo2school programme and radio.
- We prepared laminated sheets with emergency numbers and info regarding COVID -19. The info was then discussed during home visits.
- We connected with primary caregivers during home visits to render emotional support
- We advised parents on having a routine at home in preparation for the children to return to school
- We recommended physical activities with parents/children
- We still report abuse and refer to the designated child protection agencies
- We form part of the Valcare network and is the implementing partner in the donation of food to the Simondium area. We support the Headmaster of Simondium Primary in the distribution of food to the farms.
- We are now part of a working group together with the Curriculum Advisors of the WCED in the distribution of learning material to learners within our service delivery areas. We will work on the development of a Concept Document on @homelearning- non-digital focus.
- We are going to distribute 800 books from Nalibali to learners within our programme to encourage reading



- We are going to distribute 1500 supplements (workbooks) from Nalibali to schools within our SAgo2school programme
- We are collaborating with the After-School Programme Office of the Western Cape Government in the distribution of whole child development resources

### **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. This is especially significant in the current situation.

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. We also follow all health and safety protocols stipulated by Government regarding COVID-19.

### **Finances**

We received letters from some of our sponsors and donors that, due to the lockdown and uncertainty in the economy, all funding is temporarily stopped. This is understandable. We are blessed to have a reserve that we can use to pay the employees but have to manage it very diligently for the unforeseeable future.

***Through love and education, we can make the difference...***

Erns Labuschagne  
CEO

