

February 2024

**QUARTERLY REPORT**  
**November 2023 to January 2024**

**Funding purpose**

Not every child begins life with equal opportunities, which can hinder their ability to fulfill their potential as adults. We focus on directing our finite resources toward areas that have a substantial impact on our clients' lives. Tackling these areas is likely to result in noticeable enhancements in their life trajectories and their engagement in school. Therefore our **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.

We fulfil our mission by implementing the following:

**School2home programme**

**Goal:** To provide school- and home-based support of learners presenting with early warning signs indicating an increased risk of school disengagement and to promote learner and parental/ household engagement in the child's education.

**Love2learn community programme.**

**Goal:** To promote a culture of learning and strengthen the value of education and attendance through child & primary caregiver participation, youth activation and community collaboration.

**Child wellbeing support service**

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

**Goal:** To support vulnerable children through preventative interventions and collaboration with the aim to reduce risk of significant harm that impacts their safety, school engagement and well-being.

**Beneficiary Reach**

**It's crucial to recognize that the reporting period encompasses the yearly final exam period, the December holiday break, and the first month of the new school year.** The beneficiaries are primary school learners at risk of dropping out of the school. The areas served are Paarl-East, Klapmuts, and Stellenbosch. Beneficiaries: Black 100%, Boys 52%, Girls 48%.

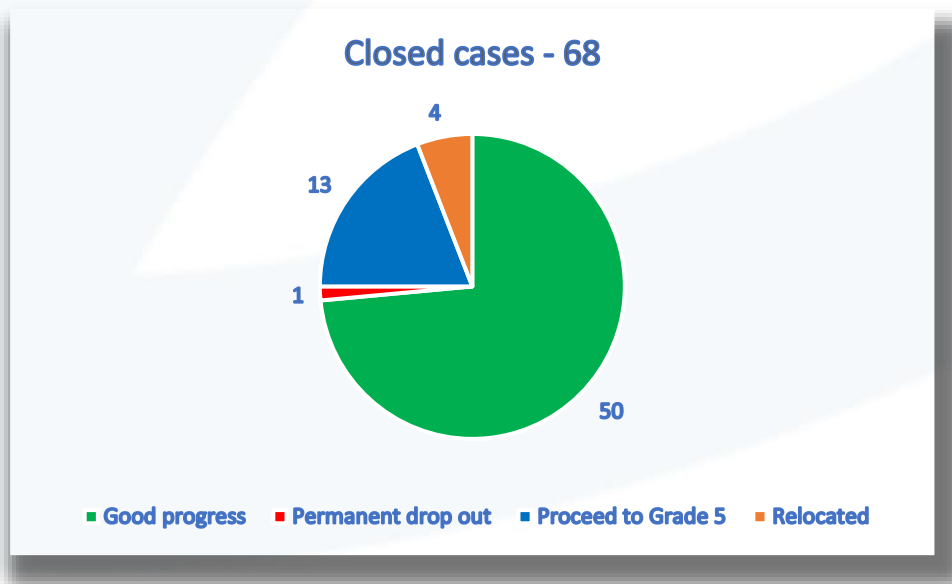
| SCHOOL                    | CURRENT ACTIVE CASES (LEARNERS) | CASES CLOSED (NOV '23 - JAN '24) |
|---------------------------|---------------------------------|----------------------------------|
| Cloeteville Primary       | 14                              | 7                                |
| Klapmuts Primary          | 23                              | 10                               |
| Pieter Langeveldt Primary | 14                              | 7                                |
| Rietenbosch Primary       | 17                              | 8                                |
| <b>TOTAL</b>              | <b>68</b>                       | <b>32</b>                        |



| SCHOOL              | CURRENT ACTIVE CASES (LEARNERS) | CASES CLOSED (NOV '23 - JAN '24) |
|---------------------|---------------------------------|----------------------------------|
| Magnolia Primary    | 17                              | 6                                |
| Nederburg Primary   | 16                              | 15                               |
| New Orleans Primary | 7                               | 8                                |
| Orleansvale Primary | 29                              | 3                                |
| Paarlzicht Primary  | 13                              | 4                                |
| <b>TOTAL</b>        | <b>82</b>                       | <b>36</b>                        |

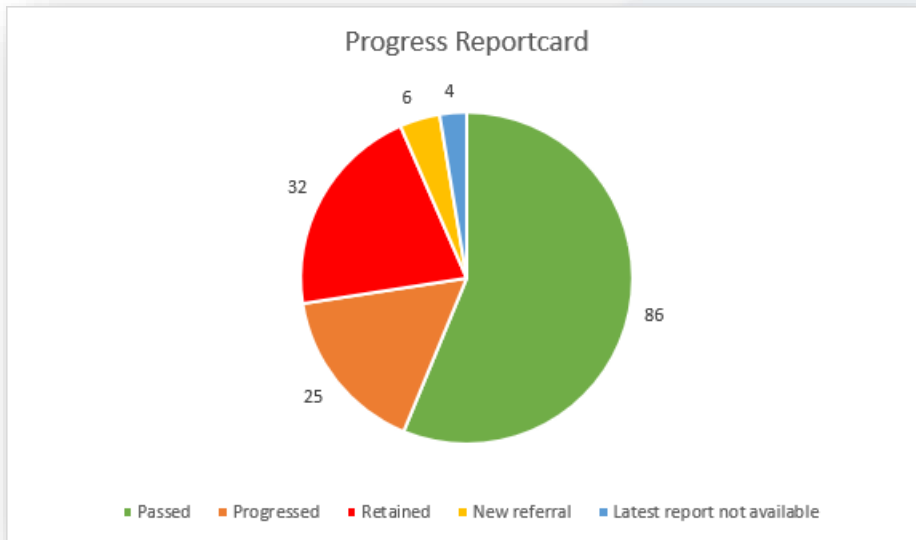
At the end of last year, we had **224** learners on our database. Between November and January, we closed **68** cases. Of these **50** were for good progress (see Graph 1), **13** progressed to Grade 5 and **4** learners relocated to other schools. **1** Learner permanently dropped out of the school system. Good progress does not exclusively mean reintegrated, regularly attending school or doing well academically but also progress in terms of referral processes and other organisations taking further responsibility for cases. We lost one learner, which is one to many.

Graph 1





Graph 2



Current learners on Khula’s caseload are **153 (Graph 2)**. All these learners showed up at their schools at the beginning of 2024 and are still attending school. Of these learners **86** did pass and are still attending school. **25** Learners received progression and are still at risk of dropping out of school. **32** Learners show a high risk of dropping out of school and according to our Early warning system tool (DGMT- EWS) will receive support from all the Khula programmes and support services.

As we continue to report on our endeavors, our future emphasis will lean more towards measuring impact. The specifics of our actions and methodologies are less significant compared to the outcomes of our primary passion: aiding learners facing challenging circumstances to remain in school and pursue a future full of hope!

### **School2home programme (S2H)**

According to our Theory of Change this programme as our main intake programme focuses on improved basic academic skills and increased school attendance. Creating a secure environment where learners can focus, feel accepted for their true selves, and are motivated to learn through playful engagement holds significant importance for us. Our long-term outcome for each of the learners referred to us is still the improved educational and psychosocial well-being of the learner.

We are currently in the process of evaluating the duration for which a learner remains under our care in relation to their risk factor. This data will help us determine suitable response times for our cases and evaluate the effectiveness of our interventions. Intervention sessions include both individual and group formats. A total of **239** individual sessions were conducted with learners.



Engaging in playful activities can greatly benefit children as they develop essential skills such as problem-solving abilities, social skills, and emotional regulation.

***A facilitator observed the noticeable impact of individual sessions on learners. Previously, due to serving two schools, she had to rely on group sessions. However, now that she's solely responsible for one school, she can conduct more individual sessions with her learners, leading to evident improvements. She also noted that her relationship with the learners has deepened as a result.***

**567** Group sessions were held where learners engaged in both physical and creative activities. Gross motor activities were conducted to support children's physical development and free play was encouraged to foster creativity and social interaction without adult direction or specific objectives. ***In partnership with Love2Learn, School2Home organized end-of-year group sessions across all four schools. Learners were invited to attend a movie screening, where facilitators went the extra mile to create a cinema-like atmosphere. Upon arrival, learners received tickets that they could use to "purchase" popcorn and a drink to enjoy during the movie.***

***At the start of the year, group sessions were held to touch base with learners, learn about their holiday experiences, and discuss the upcoming year ahead.***

A total of **276** home visits were conducted to educate both children and adults on holiday safety measures. Additionally, parents were provided with feedback on their child's progress throughout the year in the Khula classroom. Towards the end of the year, home visits were utilized to notify households of Khula's closure for the school holidays. Learners were also given activity packs to keep them engaged during the break. Furthermore, learners who concluded their time as Khula clients received Khula completion certificates. Check-in visits were conducted at the beginning of the year to hear about clients' holidays, wish them a prosperous 2024 and follow up if learners have returned to school.

A total of **133** school visits were conducted, during which teachers expressed concerns about children's absenteeism. These visits focused on discussions about learners' home situations and strategies for supporting them at school. Additionally, parents visited the schools during this period seeking advice from Khula regarding children's difficulties in waking up early and assistance with exam preparation.

An essential component of Khula's reporting entails monitoring the number of unsuccessful visits conducted by our staff. These visits necessitate thorough planning and the allocation of resources, including transportation and scheduling coordination among staff members. In total, **372** unsuccessful visits were recorded. Unsuccessful visits occurred primarily due to the commencement of seasonal employment, leading many parents to take on temporary work. This trend is notably elevated because individuals recognize the necessity of additional income for their households. Furthermore, children remained at home following the conclusion of examinations and assessments.

#### **Challenges we face:**

- Gang violence - Both learners and staff face the impact of gang violence within the community. Staff members avoid entering specific areas upon receiving reports of incidents or after an occurrence, fearing potential retaliation. Additionally, gangs have begun targeting learners on their route home from school. Consequently, there is a visible police



presence in the community during school dismissals, and caregivers arrive earlier to pick up learners.

- The classroom we utilize at one of our schools is a shared space, and there is uncertainty regarding its availability for the entire year. The alternative option, an open space, is currently being utilized as an additional classroom.

## Impact

- Since October 2023, we have been fortunate to have a facilitator stationed at each school. The presence of a facilitator at each school has proven beneficial not only for service delivery but also for the well-being of staff members. This setup enables facilitators to engage more deeply with learners and foster trusted relationships with educators at the schools.
- Thanks to the Val de Vie Foundation's Celebrity Golf Day, the construction of two new classrooms for schools in Paarl became a reality. Additionally, another classroom was sponsored by the Evolution Trust, benefiting a school in Cloetesville where we can now conduct our sessions with learners. Funding from Doxa Deo and Streetsmart enabled us to equip the classrooms according to our needs. We are delighted to have secure spaces for conducting sessions with learners and potentially caregivers as well.
- Teachers are eagerly looking forward to the new year and are hopeful to see significant progress among learners who have faced challenges such as school absenteeism and academic difficulties.
- A family well-known within our programs is facing significant challenges, notably with the father displaying abusive behavior towards the mother in the presence of their children. This situation has resulted in the children experiencing trauma, exacerbated by the father's excessive drinking and financial abuse towards the mother. The father neglects the children's educational needs by refusing to contribute to school fees and fails to ensure they have enough food. The mother, struggling under these circumstances, recently suffered an emotional breakdown and is battling suicidal thoughts. She is currently undergoing treatment for depression, which is causing fatigue. Despite these obstacles, we provide emotional support to the children, and the mother is attending our group sessions for additional assistance.
- A learner attended school on the first day but subsequently fell ill. After visiting the local clinic and being advised to take a day off, she did not return to school for the following two weeks. Concerned about her prolonged absence, her teacher alerted the facilitator, who then notified colleagues responsible for home visits. Despite efforts to locate the learner and her mother, they couldn't be found. This was reported to the DCPO. Fortunately, the learner returned to school just in time to prevent deregistration.





### **Love2Learn program (L2L)**

In this programme Khula works with learners, primary caregivers, teachers, and the broader community. **59** Group sessions were held which included sessions on gender-based violence, end of the year preparation and hiking activities. **9** Sessions were held with Primary caregivers to complete the STERK programme.

In summary, **103** home visits were conducted for well-being check-ins, during which families were informed about upcoming meetings and encouraged to engage with teachers. Additionally, invitations to caregiver groups were extended to parents and community members, and final farewells were bid to households.

**19** Individual sessions with learners occurred at home in the absence or limited involvement of primary caregivers. Learners engaged in crafting Christmas decorations from recyclable materials, allowing them to personalize their ornaments. A positive verbalization activity was implemented, where participants stacked ice-cream sticks on a cup while expressing positive traits about others. Additionally, community workers promoted reading at home by bringing books along during sessions and reading stories to learners, which was positively received. **14** Individual sessions were conducted with Primary caregivers where participants learned to express positive sentiments about others. They also exchanged examination tips, such as maintaining a consistent sleep schedule, staying hydrated, and revising materials. Additionally, education on alcohol consumption and abuse was provided.

**33** School visits were conducted to conduct follow-up meetings with teachers regarding the progress of learners and to monitor their school attendance. **141** teachers were reached as Khula staff members brought festive cheer to primary schools by dressing in Christmas attire and singing carols for learners and educators. They also celebrated school staff members' birthdays with the birthday song. Discussions with teachers emphasized the significance of being positive role models and demonstrating this behaviour to the children in their schools.

This program serves as a platform to engage the wider school community, raising awareness about school disengagement and dropout rates while bolstering support and services for learners and their primary caregivers. Emphasizing the value of education, the program reached **9,972** children



and adults through various initiatives such as school attendance competitions, anti-bullying campaigns, community plays, mini-cricket, and anti-gender-based violence campaigns.

### Impact

- The team, along with other programs, has effectively adopted the strategy to extend Khula's reach and has actively participated in both internal and external collaborations to broaden Khula's outreach. Over the period from November to January, there were **4,364** additional interactions that were not recorded in the Khula database.
- Over the past year, we have experienced a sense of gratitude and motivation as we endeavoured to rally stakeholders within the community. Our focus has been on ensuring that learners and parents are well-informed about the available support networks.





### **Child wellbeing services**

Out of Khula's total caseload of **153**, the combined workload of our Social Workers and Social Auxiliary workers is **116**. This indicates that approximately **75%** of the learners and families on our database are facing severe social circumstances.

|                          |     |
|--------------------------|-----|
| Group sessions           | 12  |
| Home visits              | 185 |
| Individual Sessions      | 18  |
| School Visits            | 33  |
| External Case Discussion | 24  |
| Unsuccessful             | 51  |

Regular **case discussions with DCPO's** concerning shared clients are conducted on a frequent basis. During these sessions, high-priority learners are thoroughly examined, and feedback is provided on tasks assigned during previous meetings. The team is committed to aiding wherever possible and consistently reminds the DCPOs of their responsibilities. **Group sessions** provide clients with a safe environment where they can mutually learn from one another. The clients express their appreciation for these group sessions. Particularly, for clients who seldom can leave their homes, these sessions offer a refreshing change of scenery. At the end of the year, **home visits** were conducted to inform households about Khula's closure for the school holidays. Learners were provided with activity packs to keep them entertained during this time. Additionally, learners who concluded their time as Khula clients received Khula completion certificates.

These visits fostered trusting relationships and provided opportunities to address issues and develop plans. During the visits, it was discovered that several clients had new problems that required immediate attention. For example, one boy had injured his finger on barbed wire, and there was no adult available to care for him.

### **Impact**

- An absent father came to our offices for help regarding his children.
- A suicidal mother came to the office for help.
- 'Unity', initially resistant to change, has shown positive signs of growth and commitment to spiritual development. Recent home visit observations revealed improved school attendance for her children and increased participation in church activities, indicating positive behavioural changes. However, concerns were raised about her two sons, one of whom expressed disturbing thoughts. This triggered a collaborative effort to address the children's emotional needs and reinforce family bonds.
- 'Susan', a Chicago resident, faces numerous challenges with her children, including school dropouts and behavioural issues. Financially, the family relies solely on the SASSA Child





Grant. 'Susan's relationship with her children is strained, compounded by the presence of her boyfriend and the loss of her husband, which has caused tension within the family. Despite these hardships, regular home visits by Khula's staff aim to provide support, facilitating prayer sessions and discussions about their loss. Despite being diagnosed with cancer, 'Susan' remains hopeful for healing and desires for her daughter to enrol in nearby Adult Basic Education and Training (Abet) classes, while her youngest son, Sabastian, continues to receive support from S2H.

- A learner who has been with Khula for four years exhibited behavioural problems, engaged in criminal activities, and refused to attend school. After urging the DCPO to apply for external intervention, the learner was accepted into the ROAR program at the end of 2023. Having attended the 8-week program for about a month, the learner is showing positive progress, with the possibility of an extended stay. The learner's grandmother expressed overwhelming gratitude towards Khula staff for their services and unwavering support for her grandchild. As a result of progress, the learner has advanced to grade 5 and has been successfully closed off as a Khula client.
- A family that Khula has been supporting for the past two years has made significant progress. Initially, the younger learners were not attending school and lacked birth certificates. However, with assistance from Khula's social auxiliary worker, the learners have been enrolled in school, and efforts are underway, in collaboration with DCPO DSD, to apply for their birth certificates. Additionally, there is consideration for placing the learners in the care of their eldest sister, with DSD assisting her in applying for a SASSA grant for the children. Furthermore, the mother, who is struggling with drug abuse, has expressed willingness to undergo rehabilitation.

#### **Challenges we face:**

- Safety - Violence and deaths in the community. Staff were scared to go out and continue with home visits.
- Changes in DCPO social workers greatly affect smooth service delivery as new social workers need to be updated on cases. Some areas have been without a designated social worker for periods in between new appointments.





## Collaboration

| Partner/stakeholder                      | Relationship Update   |
|--|---|
| DSD Klapmuts                             | As there are new social workers at DSD, efforts are underway to establish relationships with them   |
| StellCare and partners                   | Khula conducted its monthly case discussion with Stellcare, where feedback and action points regarding shared cases were provided. The first case discussion for 2024 occurred in February. In collaboration with Stellcare, Stellenbosch Municipality, SAPS, and ACVV Stellenbosch, Khula participated in a 16-day activism campaign against gender-based violence and violence against children. The campaign commenced at the Van der Stel stadium, where community members were encouraged to share their stories of surviving gender-based violence and substance abuse, fostering a sense of support and belonging for others in similar situations. All stakeholders had the opportunity to raise awareness for their organizations through stalls. Children were invited to create posters at the Khula stall, and the campaign extended to schools, where learners made posters and formed symbolic chains to denounce abuse against women and children. |
| ACVV                                     | ACVV was one of the Stakeholders participating in the anti-gender-based violence campaign. Only one staff member from ACVV attended the events held at the Primary schools. She approached Khula staff members and asked them to please assist her at 2 other Primary schools not serviced by Khula.  |
| Inceba Trust                             | Inceba generously agreed to allow Khula to utilize their container classroom at Klapmuts Primary during school hours. Following a meeting, terms and conditions for the classroom's usage were discussed and formalized through the signing of a memorandum of understanding (MOU).   |
| Valcare / Nationbuilder                  | Women Empowerment coordinated effort committee.<br>Education Coordinated Effort   |
| Ezrah Community Training and Development | Provides great network opportunities and training.  |
| Ranyaka                                  | In 2024, collaborative efforts between Ranyaka, Khula, and Klapmuts Primary commenced with the community garden project. Additionally, a facilitator attended a safety meeting in Cloeteville, attended by Ranyaka, SAPS, Real Deal, community members, the neighborhood watch, Stellcare, and pastors from different churches. During the meeting, safety mapping was conducted to address safety concerns within the community.   |
| Toyota Stellenbosch                      | Toyota Stellenbosch partnered with Khula to organize a mini cricket day, with facilitator collaboration from CoolPlay and Pieter Langeveldt Primary to ensure the event's success. Forty-six learners participated in the event, enjoying treats sponsored by Toyota, including cool drinks and hotdogs. Toyota Stellenbosch has expressed interest in making this an annual event.   |



|                                      |   |
|--------------------------------------|---|
| Cape Winelands district municipality | We use the educational material provided by the municipality  |
| SCAN                                 | L2L participates in the afterschool and recreational activities steering group. During a recent meeting, the facilitator provided feedback on service delivery mapping conducted within the Stellenbosch CBD and its surrounding areas, led by Real Deal. |
| Change within Development/ FCW       | This relationship is well-established   |
| Fountain of Hope                     | The Love2Learn team was invited to come at least once a term for an awareness program, a workshop will take place in February.  |
| HearX                                | HearX is currently engaged in screening processes within schools and has reached out regarding students still awaiting screening. The school is actively managing consent forms for student participation in the screenings.                              |
| Doxa Deo Stellenbosch                | Doxa Deo is eager to assist us with obtaining container classrooms at the schools where we are still in need of classrooms. They have visited the newly erected Rietenbosch classroom and have raised the funds to fully equip said classroom.            |

### Plans

- Developing a substance abuse manual.
- Identify learners who will benefit from a bereavement program – start with group sessions.
- Announcement of Go2 Captains.
- Commencement of Go2 Captain Groups and Prefect sessions.
- Continuing with weekly community play.
- Receive new referrals from each school.
- Teacher training sessions.
- Prayer week in collaboration with the Stellenbosch Prayer Network will take place at the end of February.
- Kit out the Rietenbosch classroom with the funds received from Doxa Deo.
- Finish with in-school assessments and compile new Care Plans for all learners.
- Implement sand box play therapy.
- Volunteer meetings and play therapist meetings.
- Magnolia Primary will be getting a new Khula classroom.
- Cape Epic from 17 March to 22 March
- Facilitators will also attend SBST meetings at their various schools.
- We are looking forward to welcoming our Go2Teachers at our next Go2Teachers meeting.

Thank you for your ongoing support!

Erns Labuschagne