



Quarterly Report

Feb 2024 - April 2024



khula
Development Group

Table of Contents

- 1 Funding Purpose
- 2 Reflection
- 3 Beneficiary Reach
- 4 Celebrating Successes
- 5 Collaboration
- 6 Challenges
- 7 Future Plans



Funding Purpose

Khula Development Group (KDG), based in Paarl, South Africa, is dedicated to our mission of promoting a positive culture of learning and strengthening the value of education and attendance for children at risk of school disengagement. We achieve this through school, home, and community-based preventative and restorative initiatives. This quarter, our initiatives supported key programs and interventions that aligned with our mission and directly addressed the challenges faced by primary school learners in the Boland area, including the significant impact of Fetal Alcohol Syndrome (FAS) on school attendance.

Reflection

The Khula model, currently implemented in 9 schools in the Boland area, serves as an incubator for best practice approaches in promoting school attendance and educational engagement. Reflecting on its scalability, the Khula model has significant potential for expansion. By training and empowering teachers and schools, we can extend our impact beyond the initial schools. This approach would enable educators to implement Khula's successful strategies, fostering a wider culture of learning and attendance. Scaling through capacity-building initiatives ensures that our effective interventions reach more learners and communities, amplifying the positive outcomes we've achieved in the Boland area.

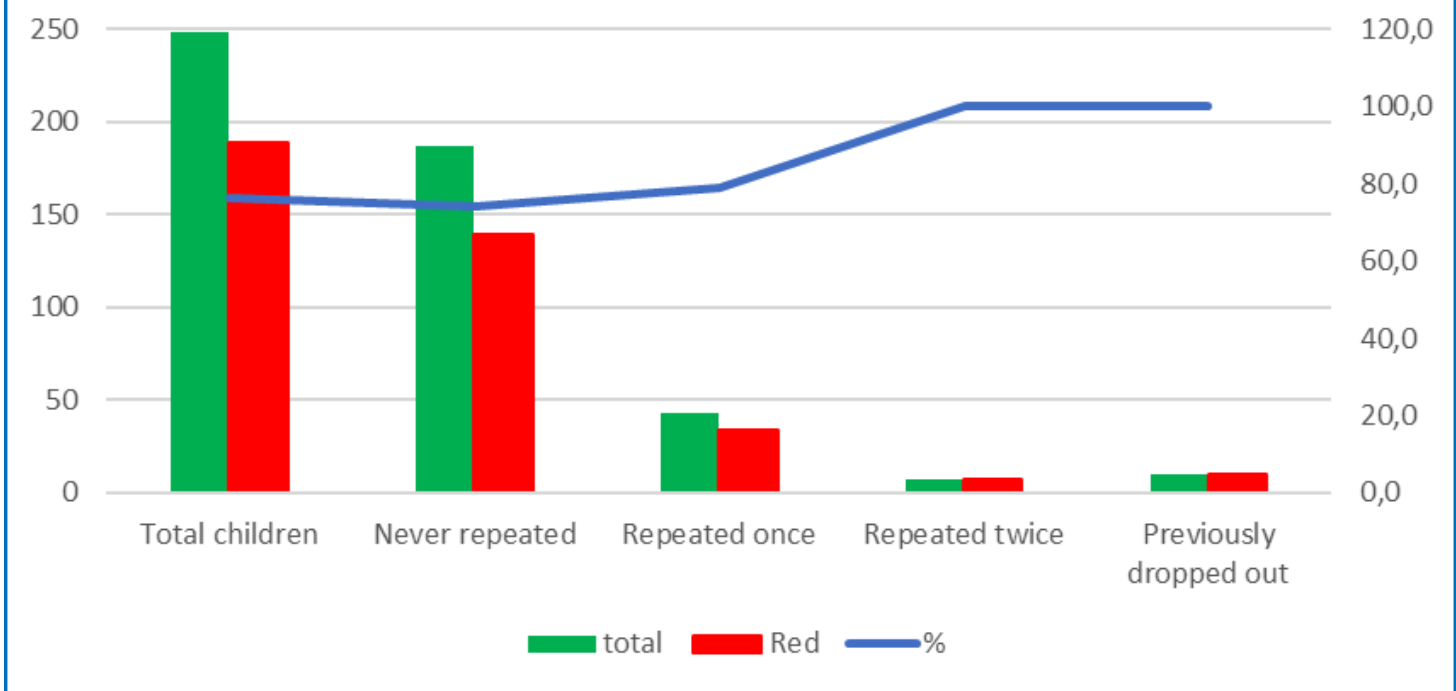
One of the key concerns in addressing school drop-out rates is the effective use of attendance registers by teachers. Accurate attendance data is crucial for identifying patterns of absenteeism and implementing timely interventions to prevent students from disengaging and dropping out. We try to collect all the attendance registers from the schools for Gr R up to Gr 4.

We use this data to determine in which grade does the school experience the worst absentee levels. Khula can then focus on those grades with awareness programs and other methods of encouraging the learners to attend school regularly. Unfortunately, the attendance registers were not all available or completed. Some schools attendance registers could not be found, were not completed, were in arrears, etc..

The data is not fully reliable but from what we could gather is the following:

- The Gr R has overall the highest absenteeism from all 5 grades monitored.
- There is a higher trend of absenteeism in the second week of a month.
- Boys tend to drop out more easily in the lower grades compared to girls. Our data shows that 52% of the learners referred to Khula are boys, while 48% are girls.
- Retention rates and children who repeated a grade prove to be more at risk of dropping out of the school system. This is also a sub-indicator to measure according to the Educational support indicator advisory forum led by Valcare.

At risk learners vs risk factor



In the graph, the high risk learners (Red) as a percentage of the total learners, indicate two scenarios. One, that 76% of learners referred to Khula are high risk cases of dropping out of the school and two, when these learners have repeated a grade the risk are much higher that they will drop out of the school.

Khula DG employs an integrated approach through which our three programs, L2L Community Programme, S2H Support Programme, and Child Wellbeing Support Service, work together to ensure the best service to our community and schools.

Khula previously reported that our S2H programme was our main focus. This programme targets learners at high risk of dropping out and provides them with the extra support needed to stay in school. However, our true mission is to promote school attendance and strengthen the value of education for the broader community. We are excited to share our broader impact and efforts to make our work more sustainable.

Another important realisation is that many teachers are unaware of the risk factors leading to student drop-out. Engaging in small discussions about these issues can shift their perspective and transform them into champions for school attendance.



Beneficiary Reach

KDG has been making a significant impact in the schools within our community, which serve a total of **8,743** children, including **1,160** Grade R learners and **26** Grade RR learners. Our years of experience working with primary school learners up to the age of 15 have shown remarkable success, particularly with younger children. We have found that the cycle of absenteeism can be broken more effectively and quickly when interventions are implemented at an early age. Therefore our strategic shift to work with learners from Gr R to 4.

By focusing on children in the lower grades, we have been able to foster a positive culture of learning and improve school attendance, setting a strong foundation for their continued educational journey.

Khula received **73** new referrals between February and April. The focus was on gathering of important information on absenteeism and risk factors for drop-out such as academic performance, behavioural problems, absenteeism, learning difficulties, and socio-economic circumstances.

Khula successfully reintegrated **28** learners during this quarter. This brings the total reintegrated learners for 2024 to **74**. Additionally, two other cases were closed due to the lack of consent from a caregiver for Khula to provide services, and one learner's case was closed due to relocation. All of the ABC's of drop-out were marked as no longer relevant.



Academic Performance including previous retentions.

Behavioural Challenges, including low levels of attention and concentration.

Chronic Absenteeism

Developmental Delays which the child may experience.

Early Childhood Development. This factor looks at the quality of early childhood intervention the child has received.

Our initiatives have successfully engaged the community, built strong partnerships, empowered learners, and supported educators, contributing to a brighter and more prosperous future for all involved.

14,044 people reached through our various awareness campaigns.

Total Sessions

1,326

Individual and Group Sessions

1,148

Home and School Visits

Total People Reached

14,044

Awareness
Campaigns

66

External Training
Presented

Sessions presented include:

- Sessions with prefects
- Sessions with Go2captains
- Stellenbosch municipality invited Khula to present a session on school dropout in the Cloetesville community
- National Women's Prayer Day
- Collaboration with Stellenbosch Prayer Network to present prayer week
- Community interaction consists of community play
- ECD Centre interactions and library reading sessions
- The STERK program is implemented during Go2 Captain sessions
- GoGo and SoSo shows
- Teacher appreciation/ Go2 teacher meetings
- @homelearning invited us to participate in their amazing race
- External training



Home and school visits by Khula, though time-consuming, yield significant results. Many parents, often living in poverty and having had negative schooling experiences themselves, feel inadequate in supporting their children's education. These visits help bridge this gap, fostering better parental involvement and support. This positive view enhances our service delivery, as seen when a caregiver celebrated her daughter's Go2 Captain badge by taking a photo at school. Caregivers often seek and implement our advice, sharing it with others, which motivates our team.

A powerful example of the impact of our home visits involved a learner who came to school with a torn uniform and poor hygiene. After visiting the home and addressing the issue with the mother, who was a substance abuser, Khula staff mended the learner's uniform. Following the intervention, the mother made a genuine effort to care for her daughter, resulting in the learner attending school regularly and with improved self-esteem.

Both parents are now attending rehabilitation sessions and making progress. Khula's services are well planned and facilitated by professional staff, including social workers, social auxiliary workers, and an occupational therapist. Our intervention methods include individual and group sessions tailored to provide emotional support and therapeutic interventions to learners in school.

These sessions cover topics such as basic budgeting, future perspectives, goal setting, and fostering connections. Individual sessions are also conducted at home with primary caregivers, addressing specific needs or goals. For instance, social auxiliary workers use sand play therapy to help caregivers visualize their current circumstances and ideal situations. Through this activity, one caregiver disclosed the presence of gender-based violence in their household.

Celebrating Successes

Working with ECD centers in the community or during trainings allows Khula to promote positive early engagement with schooling and encourage school attendance. ECD educators receive resources and ideas for playfully engaging learners while developing their gross motor, fine motor, and perceptual skills. Noticing that some ECD learners already show patterns of absenteeism, our staff identified the opportunity to launch an attendance competition to foster regular school attendance from a young age.

We identified an opportunity to work with student leaders, aiming to empower them as positive role models who can enhance school engagement and culture among their peers. Most of the primary schools expressed a need for positive interventions with prefects to help build a supportive school environment and invest in these students. Collaborating with elected prefects has been a highlight and success so far. The learners are eager to participate in the sessions, and their expectations align with their school values.

In most of the schools the Go2Captains were announced. Former Go2Captains helped distribute certificates and shared their experiences from the past year with the assembly. Three learners who had previously completed Khula's programs in Stellenbosch were nominated by their educators and elected as Go2Captains for 2024. One newly elected Go2Captain proudly remarked, "My mommy is going to be so proud of me."

An intervention with a learner exhibiting behavioral problems led him to open up to his mother and grandmother about being bullied at school. This allowed him to express his frustrations and reasons for his anger. The school was informed, and he was moved to a different class. As a result, the learner is happier and seems like his old self again. His mother and grandmother praised and thanked the facilitator for the intervention.

During a visit, a mother who frequently complained about her son's behavior, including not listening, neglecting homework, and associating with undesirable friends, acknowledged the positive impact of Khula sessions on her son. This intervention not only benefited the child but also improved the mother's perspective. She has reduced her complaints about her child and realized that her son was seeking her attention, unbeknownst to her.

Tracking Children Project in collaboration with Inceba Trust is building good relationships with schools in the Winelands district where Khula can't render our full services. 19 Schools participated in a poll that was conducted on WhatsApp. The objective of this poll was to:

1. Assess the implementation of the knowledge acquired during the 2023 training.
2. Identify the primary challenges encountered within the school environment.
3. Determine how we can provide support.

The outcomes are as follows:

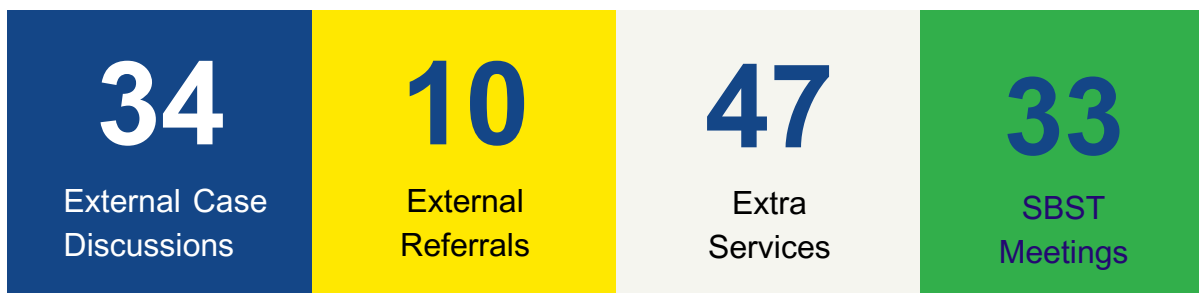
- **99** Teachers voted
- **93** answered Yes to question: Have our visit to your school increased your awareness of dropout risk factors?
- **86** answered Yes to question: Were you able to identify the red/yellow and green learners on your class register?
- **38** answered Yes to question: Have you utilized the laminated handout tool.

- What is the biggest challenge at your school?
 - **56** answered Yes to Learner absence
 - **73** answered Yes to Uninvolved parents
 - **45** answered Yes to Academic challenges
 - **58** answered Yes to Behavioural problems
 - **32** answered Yes to Developmental delays
 - **28** answered Yes to Lack of exposure to early childhood development
- **51** answered Yes to the question: Are you interested in attending the risk factors for dropout training for the first time or a refresher?
- **99** answered Yes to the question: Do you believe this platform (WhatsApp) will offer valuable support?

The above data highlights an exciting new opportunity for us to support schools in innovative ways.

Collaboration

Over the years Khula formed important relationships with other roleplayers. The roleplayers include Municipalities, other DCPO's, Churches, Networks such as Nation Builder and the SCAN network in Stb, prayer networks, organisations rendering specialized services such as AMADO and HearX Foundation, school based support teams, Inceba Trust. Regular case discussions, referrals and meetings take place to discuss best interventions for learners and their families.



Challenges

- The safety of our staff whilst working in the community.
- Obtaining school referrals from educators.
- We currently share a classroom at Cloetesville Primary with another organisation.
- Older boys are exhibiting behavioral problems that urgently need to be addressed. Having a male role model could have a highly positive impact on them.
- Poor attendance of parents/primary caregivers at our group sessions.
- Rainy weather affects our services by causing lower school attendance and preventing outdoor community sessions. Additionally, several schools lack halls where GoGo shows can be held.



Future Plans

In collaboration with the Winelands Educational District, we will train teachers in Drakenstein on School drop-out prevention.

Build the support network for teachers in the Drakenstein Municipal area.

We will collaborate with more ECD centres in the Stellenbosch area to provide training in Play and Learn activities.

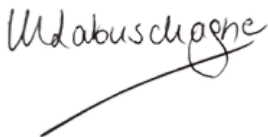
Collaborate with NWU in placing Social Work students from the United Kingdom at schools where Khula renders our service.

We are working on a Capacity grant application, creating supportive environments for children and youth with special needs and vulnerabilities through building the capacity of HEI in Belgium, Netherlands, Uganda, Rwanda, and South Africa together with Dept Occupational Therapy at Stellenbosch University.

Conclusion

At Khula, we strive to make a difference in the lives of the children and families we are called to serve. Our mission isn't just about reaching the many, but about finding and helping the one that need it most.

Kind Regards,



Daleen Labuschagne
Managing Director

**We thank you
for your
continued
support in our
programs.**

Suite 139, Private Bag
X3041, Paarl, 7620
6 Loop Street, Paarl, 7646
Tel: +27 (0) 21 871 1511
www.khuladg.co.za
daleen@khuladg.co.za

