

Our vision is a South Africa where every grieving child and adolescent has access to support, and opportunities for healing.



# ANNUAL REPORT

1 March 2015 to 29 February 2016

BEREAVEMENT SUPPORT FOCUSING ON SCHOOLS





## A STRATEGIC FOCUS ON SCHOOLS

### Caroline Wills (Chairperson)

At the 2016 Strategy session the board recommitted Khululeka to each of the four elements of our overall strategy:

1. To scale up the programme to reach more children in need
2. To align the organisational structure to support Khululeka's growth
3. To promote Khululeka's work to ensure reach
4. To achieve financial sustainability



We also made a clear decision to focus energy in 2016 on delivering and developing our programmes in the context of schools.

At our AGM two years ago we listened to Prof Tonya Thurman speak about the vulnerabilities of young women in South Africa. At the time she was embarking on designing and implementing a randomised control trial to test the outcomes of Khululeka's peer support model, when applied in a school-based setting with female adolescents. The results have very recently been released and we are pleased to announce that the study revealed that *"participation in the grief support groups significantly reduced the frequency of intrusive grief thoughts and lessened depressive symptomology among female adolescents in South Africa."*

With the growing body of evidence showing that girls and young women are at far greater risk of HIV<sup>1</sup>, compared to boys of the same age, we are really pleased with the results that the Khululeka model is particularly applicable to adolescent girls.

The results of this study come at a time when Khululeka has, over many years, developed a solid foundation of practice from which to take our programme to scale. As a Board, we applaud Deborah for instilling an internal culture of learning and reflection, which has been brought about by a significant investment in the personal development of staff. The result is that there is an even greater authenticity in our style and approach to our work that reflects the outcomes we are trying to achieve through our work. The three outcomes we wish for are based on mindfulness concepts, and provided for your personal use in the middle of this report:

### NOTICE > TURN TOWARDS > BE KIND

I would like to welcome Wisdom Mkandawire, Khululeka's new Treasurer, and Rozalle Singh, who have joined the board in the past year. A huge thanks to each of the board members and all the staff of Khululeka for their dedication to help Khululeka to achieve its vision. We acknowledge and thank our longstanding partners and all of our funders who provide us with the opportunity to grow, learn and impact the lives of grieving children and adolescents.

<sup>1</sup> Adolescent girls have an HIV prevalence of 5.6%, which is eight times higher than their male counterparts at 0.7%. Further, South Africa is home to 15% of all adolescents living with HIV, globally, with 320,000 10-19 year olds living with the virus [UNAIDS & UNICEF (2015). All In Fact Sheet: SouthAfrica].

## DEVELOPING COMMUNITIES OF GOOD PRACTICE AT SCHOOLS

### **Deborah R Diedericks (Director)**

Every year at about this time I look back to try and identify the theme of the past year, and every year Khululeka obliges and gives me a very clear theme. This is not to suggest that we do not plan or have clear direction; on the contrary. Rather that as we throw ourselves into the depths of bereavement support for disadvantaged children and adolescents, certain tides swell and others ebb.



So the tide or theme of this past year has very clearly been to develop a comprehensive model for bereavement support at schools. The next report by Emma Francis will talk more about the contract with the Department of Basic Education in the Free State. We had the opportunity to engage with teachers, making them aware of the way they interact with children and build a supportive environment even in the midst of least resourced schools.

Here in the Western Cape we also worked further with teachers by training ABET centre teachers, as well as mini workshops particularly with teachers in schools where we facilitated grief and loss support groups. In 2015 / 2016 these schools consisted of Groenvlei High where many of the learners come from gangster ridden Hanover Park; Zimasa Primary in Langa where many children come from informal settlements, and Ottery Road Methodist Primary in Wynberg where learners come from distant townships hoping for a better education.

Traditionally Khululeka provided Support Groups at schools and Community Based Organisations. Experience has taught us that the school setting provides the best attendance as well as ongoing help for children. Adding to the original Support Group programme, we started to engage with teachers to build communities of good bereavement support practice. Then last year the Department of Social Development included the addition of holiday clubs, life skills, assessment, home visits, individual counselling and therapy. All of these added to and deepened Khululeka's engagement at schools.

This has led to a comprehensive school bereavement support model starting with the assessment of all the learners to identify bereaved learners, running a workshop with all the teachers to build their understanding of bereavement support, pulling the most emotionally bereft and depressed and angry children into support group interventions, and the next cohort into holiday clubs and life skills. Given our staff component we now have the ability to provide comprehensive individual assessments, home visits, counselling and therapy, and proper referral for children and adolescents who typically have no access to such services.

I am confident that we are consciously and mindfully building communities of excellent practice in schools, thereby leaving behind legacies of well supported children and adolescents.

## CHANGING THE LIVES OF EDUCATORS IN THE FREE STATE

### **Emma Francis (Free State Khululeka Coordinator and Trainer)**

It has been incredibly rewarding and exciting to have worked on the teacher training programme in the Free State province for the past two years. Over this period 400 educators have reflected on their own experiences of grief and their resulting patterns of behaviour when working with children who have experienced grief and loss. The training programme has offered educators insight into childhood development and the impact grief has on development and behaviour. Many educators experienced this realisation as a highlight of the workshop and made commitments to think about the possible causes for displays of frustrating behaviours before determining a course of action or punishment.



The 2-day workshop curriculum offers educators a fine balance between theory and practical skills which can be easily used in a classroom context. Ample opportunity to practice these skills has given educators confidence to utilise the tools they have learned, not only in the classroom but also in their personal lives.

Interesting for me was the expectation expressed in all of the 16 workshops, for educators to have an opportunity for personal healing and the desire post-workshop to provide a space for their colleagues to grieve. A truly touching example was of one participant who had the following to say in the closing circle at the end of a workshop:

"I was so excited when I was given an opportunity to come to this workshop. One of my colleagues was here last year. She has really changed. She used to be so angry and mean all the time, now the children really love her and the staff room is a happier place. I have not been disappointed, this workshop was exactly what I needed."

For me personally, facilitating these workshops has been a source of hope in our education



system and in our country. There are so many dedicated and passionate educators who just need a few tools to help them manage the very complicated and often troubled lives of our school children.

SUMMARY OF SERVICES DELIVERED IN 2015/2016

ADULTS		CHILDREN AND ADOLESCENTS	
Western Cape: NGO & Community Adult Training	72 trainees	Child and Adolescent Khululeka facilitated Support Groups	51 children
Other Provinces: NGO & Community Adult Training	Child Welfare Bloemfontein and Child Line Free State, and Khanya Afrika Remedial Institute, KZN: 32 trainees		4 support groups
Dept of Basic Education: Teacher training	Free State: 200 trainees Western Cape: 50 trainees	Lifeskills	261 children
Mentoring of NGOs to facilitate Grief Support Groups	167 participants	Holiday clubs	38 children and adolescents
	34 NGOs		2 clubs
		Therapy and counselling	35 children and adolescents
<b>TOTAL ADULTS REACHED:</b>	<b>272</b>	<b>TOTAL CHILDREN AND ADOLESCENTS REACHED:</b>	<b>385</b>

Difficult experiences are part of our lives. Sometimes small and annoying, sometimes big and scary. They happen to us. They happen to others. Usually we resist them – ignore them, fight them, numb out from them, distract ourselves or beating ourselves up. Neuroscience is showing that being more open to our experience – pleasant and unpleasant – gives us access to well springs of resilience, meaning, peace and equanimity. If you like, experiment yourself with a new approach to difficult experience and see what happens...

Next time you have a difficult experience...

## **STOP.**

### **1. NOTICE**

What happened?  
How do I feel?  
How do others feel?

### **2. TURN TOWARD**

Can I stay with this experience a bit longer?  
Can I be a bit curious about what I am experiencing?

### **3. BE KIND**

What kind thing can I do for myself?  
What kind thing can I do for someone else who is suffering?





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**AUDITED FINANCIAL STATEMENTS**

**KHULULEKA GRIEF SUPPORT –  
AUDITED FINANCIAL STATEMENTS**

**STATEMENT OF FINANCIAL POSITION 29 FEBRUARY 2016**

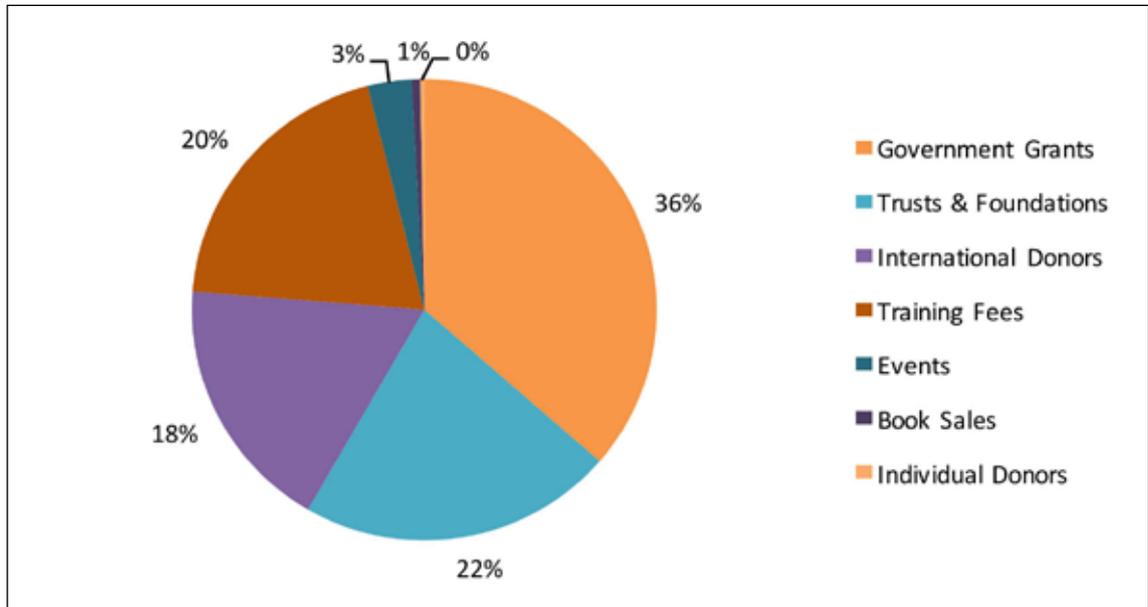
Figures in Rand	Note(s)	2016	2015
<b>ASSETS</b>			
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	2	29 845	23 228
<b>CURRENT ASSETS</b>			
Receivables	3	140 456	176 554
Cash and cash equivalents	4	564 876	742 829
		<b>705 332</b>	<b>919 383</b>
<b>Total Assets</b>		<b>735 177</b>	<b>942 611</b>
<b>FUNDS AND LIABILITIES</b>			
<b>FUNDS</b>			
Sustainability fund		276 109	260 100
Accumulated surplus		129 784	178 299
		<b>405 893</b>	<b>438 399</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Payables	5	46 926	6 612
Deferred income	6	282 358	497 600
		<b>329 284</b>	<b>504 212</b>
<b>Total Funds and Liabilities</b>		<b>735 177</b>	<b>942 611</b>

**STATEMENT OF COMPREHENSIVE INCOME**

Figures in Rand	Note(s)	2016	2015
Income	7	1 788 006	1 230 830
Operating expenses		(1 847 480)	(1 104 869)
<b>Operating (deficit) surplus</b>	8	<b>(59 474)</b>	<b>125 961</b>
Interest income		26 968	24 430
<b>(Deficit) surplus for the year</b>		<b>(32 506)</b>	<b>150 391</b>

INCOME AND EXPENSES

INCOME SOURCES 2016



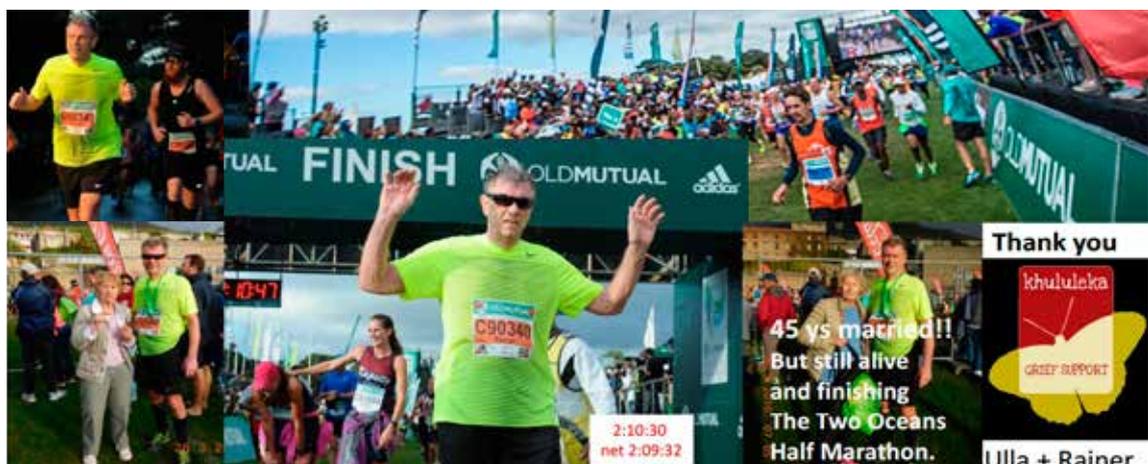
Khululeka’s income comes mainly from Government grants, Trusts and Foundations, international donors, and service provision contracts.

**Government grants:** Department of Social Development and Multi-Sectoral Action Team (Cape Town City Health)

**Trusts & Foundations:** ApexHi Charitable Trust, Community Chest, National Lottery, and the RS Nussbaum Foundation

**International Donors:** King Baudouin Foundation, Stichting Projecten Zuid-Afrika, and the U.S. Ambassador’s HIV/AIDS Community Grants Programme

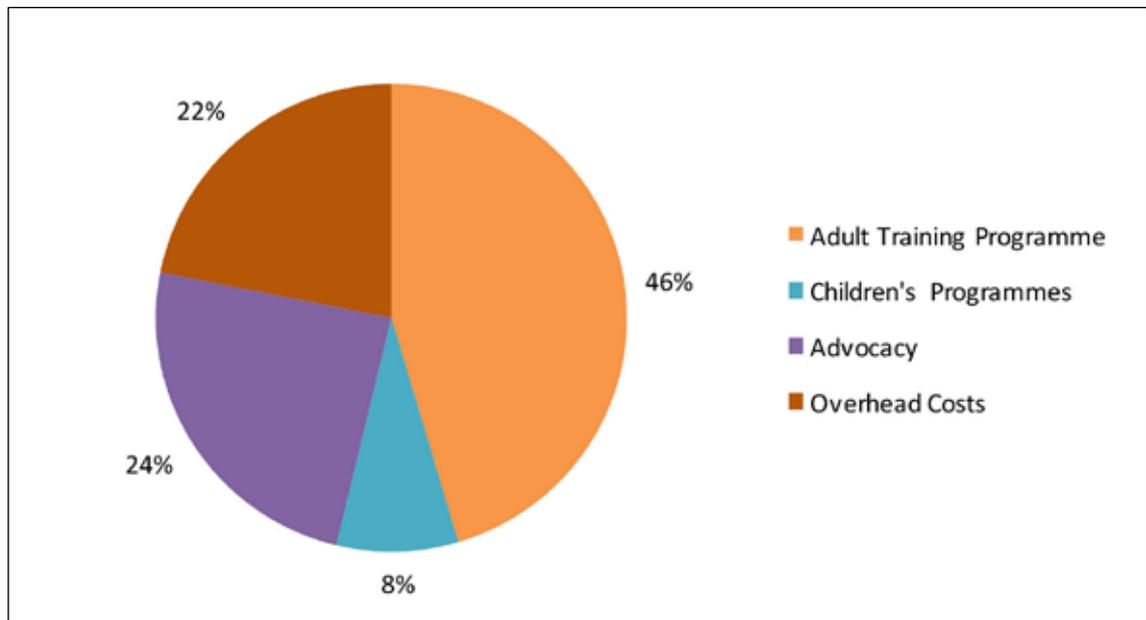
The Two Ocean’s Marathon is Khululeka’s first experience of events-based fundraising. By selling half marathon entries for this prestigious sporting event to the public, we were able to run two additional support groups. It was a new and heart-warming way to engage with the general public.



The Training Fees line item consists mostly of the Department of Basic Education (Free State) contract. Khululeka was a service provider for 2015 and 2016, training 200 teachers per year. Most of the contract income for two year's work was only received in 2016.

We are particularly grateful for the three year commitment made by Social Development and the two year commitment made by the U.S. Ambassador's HIV/AIDS Community Grants Programme.

### EXPENDITURE 2016



A useful way of looking at Khululeka's expenditure is by dividing costs into the four categories of Adult and Children's programmes, Advocacy and Overheads.

It is clearly shown in the chart above that Khululeka's biggest effort is going into the Adult Training Programme. By training adults on recognising and supporting bereaved children and adolescents, we hope to have an impact on the uncountable children and adolescents these professionals and para professionals will support throughout their lives. The Children's Programme is our testing ground. This is where we ensure that what we teach, works in practice. These two categories include related staff, programme and administrative costs.

Advocacy includes the video clips we have had made advocating for the support of bereaved children and adolescents, as well as the conferences, networks, forums the Director attended representing Khululeka and advocating on behalf of our target group.

Overhead costs include office rental, telecommunications, accounting and audit fees, bank charges, computer expenses, depreciation etc.

## TREASURER'S 2016 REPORT

### **Wisdom Mkandawire (Treasurer)**

The 2015/16 financial year has been characterised by a number of significant changes for Khululeka, some of which have been described in the strategic and programme overview. Key changes affecting this year's financial reporting are the appointment of new external auditors, RSM South Africa, and the adoption of the accrual basis of accounting.



The adoption of the accrual basis of accounting means that we are making a significant shift in terms of how we account for transactions and this change is from cash based (where income and expenditures are recognised/recorded when received and paid, respectively) to the accrual basis where income is recognised/recorded when it is receivable and expenses are recognised/recorded when they are payable. Whilst Khululeka has no specific requirement to use a particular accounting framework such as the International Financial Reporting Standard for Small and Medium-sized Entities (IFRS for SMEs), it is the gold standard to which we aspire.

The Board concluded that it would be in the best interest of Khululeka to phase in IFRS for SMEs over the next year or two in order to minimize the adoption impact on the net deficit in the current year. The decision was therefore made to report in terms of 'Entity specific accounting policies' for this and next financial year as this offers some flexibility in this year to the timing of the recognition of certain income, mainly the donation income from the Rolf-Stephan Nussbaum Foundation, which impacts on the deficit shown. As we adapt our overall systems to the accrual system, it is our aim to use the IFRS for SMEs by 2018.

Khululeka's annual operating income has increased by 45% from the previous year. Operating expenses, on the other hand, have increased by 67% from the previous year mainly as a result of increases in the hiring of Facilitators due to increased number of workshops during the year, the move to new premises and increased salaries due to increasing programme activities. Due to the service nature of the organisation, 70% of the operating expenses are compensation for personnel services (staff salaries, benefits and facilitation fees) which is consistent with similar organisations operating in the child sector.

Khululeka ended the financial year in a strong financial position, both in terms of cash balances as well as the organisation's reserves, despite posting a net deficit equivalent to 2% of total annual income during the period. As a result of strong financial management practices within the organisation, cash remains a significant part (77%) of the total assets which means sufficient resources are available to continue work in the upcoming year.

## KHULULEKA'S PEOPLE

Once again significant staff changes took place in this financial year. With only nine months at Khululeka, Programme Manager Vanessa Damon, made her mark by implementing a broader school bereavement support programme that includes life skills, holiday programmes, support groups and individual therapy, and tightening Khululeka's day to day HR systems.

Child and Youth Care Worker and M&E Fieldworker, Zuziwe Ncanywa, carried out some ground breaking work for us in terms of interviewing parents/guardians and children pre and post support group.

We were sad to see both Vanessa and Zuziwe come and go but they both have become part of the larger Khululeka family.

We welcome social worker Lira Greeff and Senior Child and Youth Care Worker Zodwa Mabusela to our team and look forward to learning from both of them.

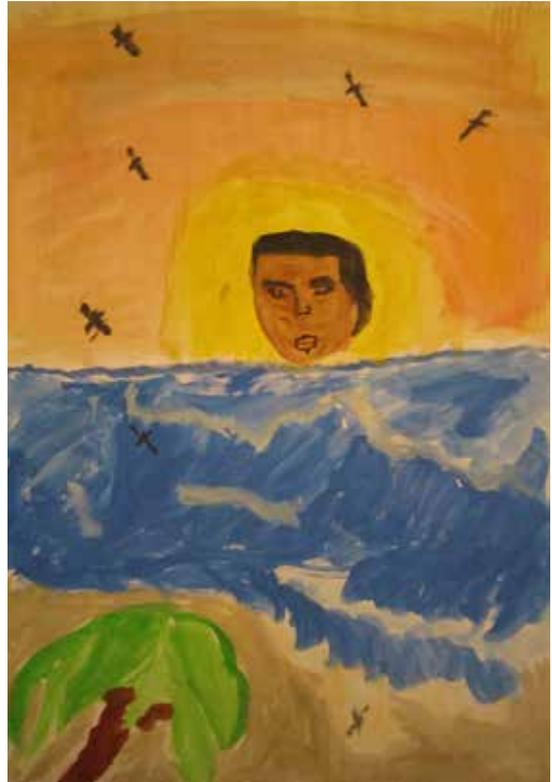
Emma Francis' report about the work that was done with the educators in the Free State highlights a very important element of Khululeka's work. We are looking forward to working closely with her in the coming year.

Thanks to stalwarts Tessa Whyatt, who continues to run our Khu Kid group programmes and do amazing work with art in therapy and her co facilitator Zanele Banisa; Helen Barnard who facilitated all the adult workshops with Vanessa in this period, and does such excellent deep bereavement work with such good humour; and Reikai Mutumi who is always willing to step in when and where needed.

Last but not least, my personal thanks to Office Administrator, Marion Le fleur who makes everything work so smoothly and quietly, and Finance & Fundraiser, Bobbie Graham who is always ready to lend an ear and a helping hand and ensures that all finances are in good order.

Funding from the U.S. Ambassador's Community Small Grant enabled staff to attend interesting and relevant courses to continue to build our good practice, such as Art Therapy and Trauma, Attachment, Child and Youth Care and auxiliary Social Work Modules, etc.

Khululeka has the great fortune to have tremendously dedicated and highly skilled people without which we would not exist. As the Director I would like to express my heartfelt thanks to every one of you!



*This girl was 16 years old when she attended one of our support groups. She was a calm and quiet teen, yet was a strong member of the group. She especially loved the art activities, and used them to tell the stories of her loss. She has suffered multiple losses including her father and younger brother, and then at the beginning of 2015 her older brother died. He was shot by gangsters in front of the family home, just months before the support group started. The girl was traumatised by this and so we referred her to the Khululeka social worker after the support group. She is still in ongoing counselling this year because of depression, and now she is also in matric so we decided she needs continued support.*

*In the image on the left she has made a clay image of her brother as an angel, reading from the Bible. He is in a boat going up to heaven. The image on the right is a picture of a dream she had about her brother. He is represented as the sun in the sky above a beach and the ocean.*

*With Khululeka's support, her concentration, school marks and attendance have improved, and she is more confident. She is also dealing with her anger about the loss of her brother and is now an active member of the community watch and participates in marches against gangsterism.*

*Story of 16 year old girl in a Khululeka Support Group, as narrated by Khu Kid art therapist Tessa Whyatt.*



*This is a drawing by a 9 year old boy who comes for individual grief counselling at the Khululeka office. His father died of a heart attack at the end of December 2015. In one of the first sessions, I was using a piece of paper as a visual explanation of the process of grieving. I cut a small shape out of the green page to represent his father and then used masking tape with another piece of paper to show mending of the hole, and that he is still a whole person, even with this missing piece that was his father. While our discussion continued and we talked more about loss, he began to draw on the page – he drew his father’s face in the middle which he called his heart and drew veins coming out all the way to the edges of the page. He added blood going through the veins in a later session. This is how he describes the image: “All the veins start by my heart. My father grows there; he’s a part of me. The veins represent my love for him; they are the parts of my story, my life with him. The heart is the living life of my dad. I know he will always be with me no matter what.”*

*A glimpse into the heart of a 9 year old boy in individual grief therapy at Khululeka, as narrated by Khu Kid art therapist Tessa Whyatt.*

# WORRY MUNCHER

Introducing the WORRY MUNCHER! An exciting therapeutic soft toy that helps children verbalise their thoughts and worries. This is a fantastic tool both for parents and therapists.

The use of this toy:

- to build relationship and attachment
- to help children develop the ability and habit of verbalising what worries them
- to help parents/therapists understand what is worrying the child.

Secure attachment – a good, safe, consistently engaging relationship with a primary caregiver – is of imminent importance for proper brain development in young children.

Made by a development organisation's sewing circle based in Vrygrond and on sale at Khululeka.

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