



SOUTHERN AFRICA
PARTNERS

Building Partnerships for Social Change & Development

IMPACT REPORT

KEEPING KIDS IN
SCHOOL PROGRAMME



IMPACT REPORT 2021-2025



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Chairperson Statement

Southern Africa Partners SA NPC (SnAPSA)
24 January 2026

It is my privilege, as Chairperson of Southern Africa Partners SA NPC (SnAPSA), to present this report for the year under review.

The past year has been characterised by both considerable challenge and meaningful affirmation. In a context marked by persistent socio-economic pressure on children, families, schools and community-based organisations across South Africa, SnAPSA has remained resolute in its commitment to strengthening protective systems for young people in Alexandra Township, and in supporting those who stand alongside them: teachers, parents and community members.

The continued relevance of our mission, “Building Partnerships for Social Change and Development,” has been emphasised by the scale and complexity of need as well as the depth of engagement demonstrated by our partners, practitioners and stakeholders.

Organisational Performance and Programme Impact

During the reporting period, SnAPSA prioritised adaptive responsiveness to the evolving needs of learners within the schools of Alexandra Township.

Our interventions focused on:

- Capacity building within school systems
- Professional psychosocial support for at-risk learners
- Strengthening collaboration between schools and caregivers
- Advocacy for improved learner retention and resilience

Despite operating within a constrained and highly competitive funding environment, the organisation delivered measurable impact through targeted interventions, strategic collaborations and disciplined financial management. This performance reflects both the commitment of our team and the structural integrity of our programme design.

Chairperson Statement

Performance of the Keeping Kidz in School (KKiDZS) Programme

Our flagship initiative, the Keeping Kidz in School Programme, continues to deliver measurable, data-driven results.

Over the past two years:

- More than 1,180 learners were reached across five schools.
- Over 880 learners received personalised mentorship.
- Approximately 500 learners participated in structured empowerment workshops.

Outcomes remain strong:

- 71.21% of learners improved attendance
- 65.24% improved academically
- 80% showed behavioural improvement
- 23 learners successfully exited following stabilisation.

These results are supported by strong school partnerships, consistent mentor presence, effective risk-tracking systems and growing community credibility. The programme's impact reflects disciplined implementation, continuous monitoring, and collaborative trust.

Governance and Oversight

The Board remained fully engaged throughout the year, discharging its fiduciary and strategic responsibilities in alignment with SnAPSA's constitution and regulatory obligations governing non-profit organisations in South Africa. I am pleased to report that SnAPSA continues to uphold strong governance practices and compliance standards. The Board has provided strategic guidance while ensuring prudent oversight of organisational risk and financial stewardship.

Financial Sustainability

Financial sustainability remains a priority and an area of continued strategic focus. Although funding pressures persisted, including disappointment regarding funding from SA Partners, SnAPSA managed its financial resources responsibly. Expenditure was carefully aligned with programme priorities and available income, ensuring continuity of core services. I extend appreciation to our donors and funding partners for their continued confidence and to management and the Board for maintaining rigorous financial oversight.

Chairperson Statement

Appreciation

On behalf of the Board, I extend sincere appreciation to:

- The SnAPSA team for their professionalism, resilience and dedication.
- My fellow Board members for their time, expertise and commitment.
- Our donors, partners and stakeholders for their trust and sustained support.

Your collective contributions enable SnAPSA to continue playing a meaningful role in supporting learners within Alexandra Township.

Looking Ahead

The Board remains cautiously optimistic about the year ahead. While the operating environment remains complex and uncertain, SnAPSA is strategically positioned to deepen impact through expanded partnerships, diversify funding streams, strengthen organisational capacity and improve data and programme monitoring systems.

One of the Board's strategic priorities is exploring the development of a digitised KKiDZS intervention platform – potentially accessible via web and mobile applications, to enhance reach, scalability and sustainability. In parallel, strengthening connections with high-net-worth individuals and corporate partners across South Africa and the broader Southern African region is essential. Developing independent income streams, beyond traditional donor funding, will position the organisation for long-term resilience.

Conclusion

SnAPSA remains committed to its core purpose: being a credible, ethical and effective contributor to social development. The year ahead calls for disciplined innovation, strategic courage and continued partnership. I thank all stakeholders for their continued interest and support, and I look forward to advancing our shared mission with renewed purpose.



Nkhabele Marumo
Chairperson

Executive Summary

Between 2021 and 2025, the Keeping Kidz in School (KKiDZS) Programme has grown from a focused intervention in 3 schools to a cornerstone education support initiative serving 6 schools in Alexandra Township.

Over five years, the programme has:

- Supported over 1500 learners directly
- Engaged hundreds of parents and caregivers
- Trained educators to identify and support at-risk learners
- Built strong partnerships with organisations such as SA Depression and Anxiety Group (SADAG)
- Achieved measurable improvements in:
 - Academic performance
 - School attendance
 - Learner behaviour
 - Mental health awareness and support

Most importantly, we have kept learners in school – in a context where dropping out often feels inevitable. This report tells the story of growth, resilience, partnership and impact.



About Us

Southern Africa Partners SA NPC (SnAPSA) is a dynamic non-profit organisation dedicated to driving sustainable development and inspiring inclusive growth across Southern Africa.

Our work is defined by a strong commitment to collective action and is structured around key sectors, including Education, Health, Adolescent & Youth Work, and Community Upliftment. The KKIDZS Programme is the cornerstone of our Education portfolio, directly addressing the persistent challenge of learner dropout.



Our mission is to be a catalyst for transformative change, advancing sustainable development and prosperity across Southern Africa.



Our vision is to foster economic growth, empowering communities, and promoting sustainability through impactful initiatives and strategic partnerships.



We believe in the human rights of all people. We respond to needs through collaboration and building capacity and expertise within communities.

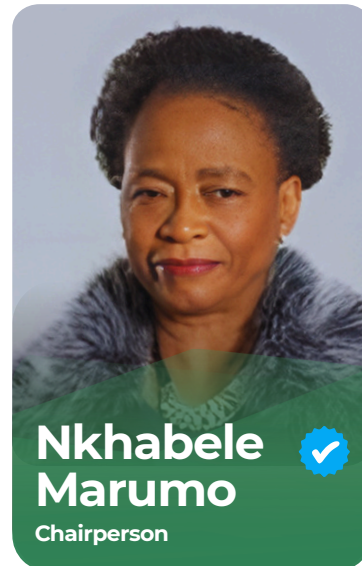
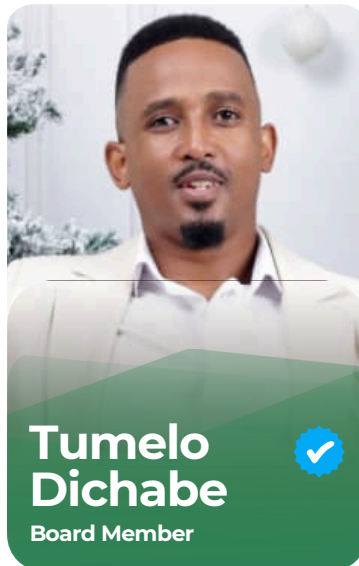


- Integrity
- Respect
- Teamwork
- Passion
- Ownership
- Fairness
- Resourcefulness
- Inclusiveness
- Positive Attitude

Meet Our Board of Directors

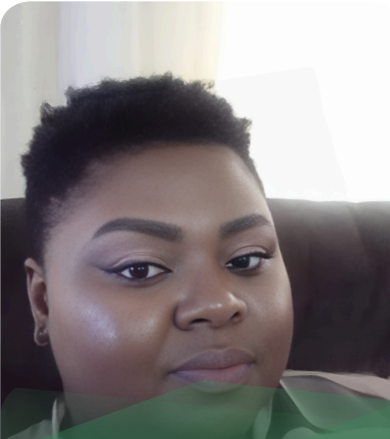
Our esteemed Board of Directors is composed of accomplished individuals from diverse backgrounds, each bringing unique expertise and a shared commitment to advancing our mission. Their collective leadership and passion inspire us to reach new heights and make a lasting difference in Southern Africa.

Led by our Chairperson, Nkhabele Marumo, our board members play a pivotal role in guiding the strategic direction of our organisation. They provide invaluable insights, governance, and support, ensuring that Southern Africa Partners SA NPC remains at the forefront of driving positive change in the region.

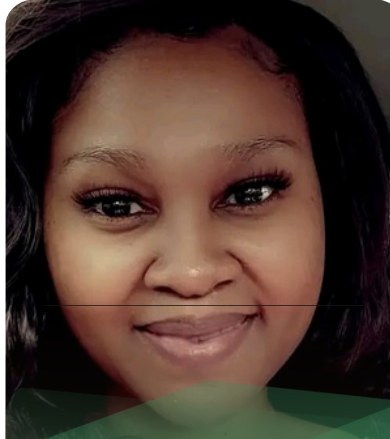


Meet Our Staff

Our team is composed of passionate individuals who share a deep commitment to driving positive change and making a difference in Southern Africa. Each member brings diverse expertise and specialized skills that collectively support our mission of empowering communities and fostering sustainable development. Together, we collaborate synergistically to implement impactful programs, advocate for social change, and build strategic partnerships that drive sustainable development.




Rabeka Silinda ✓
Social Worker



Coreen Chokoe ✓
Counsellor & Mentor




Amu Macheke ✓
Administration Officer



Zama Hlengwa ✓
Youth Care Worker



Sihle Matshobane ✓
Youth Care Worker



Thando Hadebe ✓
Youth Care Worker

Why This Work Matters

”

Reducing school failure helps society in many ways. It increases economic growth and social development, and enhances people's well-being.

– OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing –



Children of school-going age in Alexandra experience multiple forms of trauma and adversity that increase the likelihood of school dropout, absenteeism, disruptive behaviour and even suicide. Common challenges include:

- Exposure to domestic violence and unsafe home environments
- Overcrowded classrooms limiting individual attention
- Bullying and peer pressure
- Limited caregiver engagement due to socio-economic pressures
- Emotional and motivational challenges impacting academic performance

Without structured support, these pressures often lead to disengagement and eventually, dropping out. We treat each learner as a whole person, shaped by home, school, peers and community and respond with an all-inclusive support system that includes mentoring, psychosocial care, tutoring, teacher development and parental support.

The consequences of school dropout extend beyond immediate education gaps. According to OECD (2012), staying in school increases the likelihood that children will become contributing members of society, capable of engaging economically and socially. Failure to address these issues perpetuates cycles of poverty, social marginalisation, and limited opportunity. [[OECD \(2012\), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing.](#)]

Our Model: How KKidzs Works



Programme Goal

To provide children in Alexandra Township with holistic support that addresses their psychosocial, educational, and life skills needs, enabling them to remain in school and progress towards becoming productive, socio-economically contributing members of society.

The programme focuses on five pillars:

1. **Psychosocial Support** - Individual mentoring, counselling, mental health workshops and crisis response.
2. **Teacher Training** - Equipping educators to identify at-risk learners and respond effectively.
3. **After-School Academic Support** - Tutoring, peer learning, exam preparation workshops and structured academic tracking.
4. **Parental Support** - Home visits, caregiver consultations and parenting workshops.
5. **Community Partnerships** - Collaboration with specialised organisations to ensure learners receive complete care.

Theory of Change

If learners receive individualised psychosocial support, engage in peer and caregiver interventions, and are nurtured within a safe and responsive school environment, then:

- They will demonstrate increased school engagement and attendance
- Their mental health and resilience will improve
- Caregivers and teachers will be empowered to provide sustained support
- Overall school dropout rates will decline

2021 Impact Summary (May - Dec)

Validated the measurable effectiveness of early intervention and structured psychosocial support in improving learner resilience, attendance, academic engagement and long-term developmental outcomes.



Category	Details
Staffing	Appointed 1 Social Worker
Learners Referred	46 learners (3 schools)
Learner Improvements	30 improved in grades, attendance and behaviour
Parent & Home Engagement	27 home visits; 21 parent consultations
Direct Support	450 dignity packs distributed
Specialised Placement	1 learner placed in a specialised school

450

Dignity Packs Distributed

Distributed dignity packs to both boys and girls, each containing essential toiletries and sanitary pads to support personal hygiene, improve confidence, and remove barriers to consistent school attendance.

2022 Impact Summary

The programme transitioned from responding to crises to implementing structured, preventative systems within schools. Clear referral processes, consistent monitoring, and defined intervention plans improved accountability and effectiveness. Stronger collaboration with teachers enabled earlier identification of at-risk learners.



Category	Details
Staffing	Appointed 1 Psycho-Social Mentor
Learners Referred	165 learners
Learner Improvements	80% showed measurable academic, attendance and behavioural improvements
New Interventions	Peer tutoring programme; 2 peer support groups (6 sessions each)
Family Support	Counselling provided to 51 families
External Referrals	11 learners referred
Issues Addressed	Domestic violence, sexual assault, cyberbullying, substance abuse, suicidal ideation

80%

Measurable Improvements

This means that 8 out of every 10 learners enrolled in the programme demonstrated tangible, trackable progress across the three core pillars: attendance, behaviour and academics.

2023 Impact Summary

Mental health support evolved from an external service to an embedded part of school processes. Structured counselling, clear referral pathways and increased teacher awareness reduced stigma and improved early intervention. This integration enhanced learner well-being while positioning the programme as a trusted and essential partner within the school ecosystem.



Category	Details
New Enrolments	90 learners
Early Improvements	50%+ showed academic and behavioural improvement
Teacher Capacity	Teachers trained to identify at-risk learners
Internal Support Model	6 Champion Teachers appointed (2 per school)
Partnerships	Collaboration with SA Depression and Anxiety Group
Advocacy Events	Human Rights Day (GBV focus); World Read Aloud Day

6

Champion Teachers

6 Champion Teachers (2 per school) were appointed to anchor the programme within each school. They support early identification and referral of at-risk learners & strengthen coordination with support teams

2024 Impact Summary

The programme expanded to more schools and learners without compromising intervention quality. Standardised processes, staff training, and robust monitoring ensured consistent support and high retention rates, demonstrating sustainable growth while delivering measurable learner outcomes.



Category	Details
Learners Enrolled	381
Total Learners Engaged	500+
Staffing Expansion	2 Child & Youth Care Workers recruited
School Expansion	Grew to 5 schools
Dropout Rate	3 learners (<1%)
Parent Engagement	102 consultations; 9 home visits
External Referrals	23 learners
Academic Support	240 learners attended exam workshops
Psychosocial Support	50 grief counselling participants
Prevention Programmes	150 learners attended anti-bullying workshops

500+

Learners Engaged

Over 500 learners participated in structured mentorship, peer group engagements, and individual psychosocial support. These helped address emotional and behavioural challenges affecting school performance.

2025 Impact Summary

The programme achieved clear improvements in learner marks, attendance consistency, and classroom behaviour. Progress across these interconnected areas significantly reduces dropout risk, demonstrating the effectiveness of addressing academic, social, and emotional drivers of school disengagement.



Category	Details
Learners Supported	417
Successful Exits	23
Academic Improvement	65.24% (avg. 5% increase)
Attendance Improvement	68.21%
Behavioural Improvement	80%
Parent/Caregiver Consultations	130
Home Visits	4
External Referrals	5 learners
Psycho-Educational Reach	120+ learners
Life Skills Innovation	Self-sustenance farming workshops (Tim Abaa, Orange Farm)

5

External Referrals

Where learners required support beyond the programme's scope, structured external referral pathways were activated, linking them to social workers, specialised counselling, health services, learning support, and relevant community organisations.

Systemic Impact

Over five years, the Keeping Kids in School (KKiDZS) Programme has evolved into a structured, school-embedded intervention that addresses the root causes of learner disengagement. What began as targeted casework has grown into a scalable, systems-driven model focused on dropout prevention, measurable outcomes, and long-term learner retention – ensuring that vulnerable children not only remain in school, but are equipped to thrive.

Learner Resilience & Retention

KKiDZS has strengthened learners' ability to cope with academic and social pressures, resulting in improved school retention and stabilised progression.

Attendance Improvement

The programme has reduced chronic absenteeism and late-coming through structured monitoring, mentorship and caregiver engagement.

Teacher Capacity Strengthening

Educators have been equipped to identify at-risk learners early and respond effectively through structured training and collaboration.

Parental Engagement

Increased parent and caregiver involvement has improved accountability, academic oversight and home-school alignment.

Mental Health Integration

Mental health awareness and support have become embedded within school environments through workshops, referrals and ongoing psycho-social interventions.

Timeline

Schools Currently Supported

2021

Alexandra High School

2021

Dr Knak Primary School

2021

KwaBhekilanga High School

2024

Minerva High School

2024

Gordon Primary School

2025

Skeen Primary School

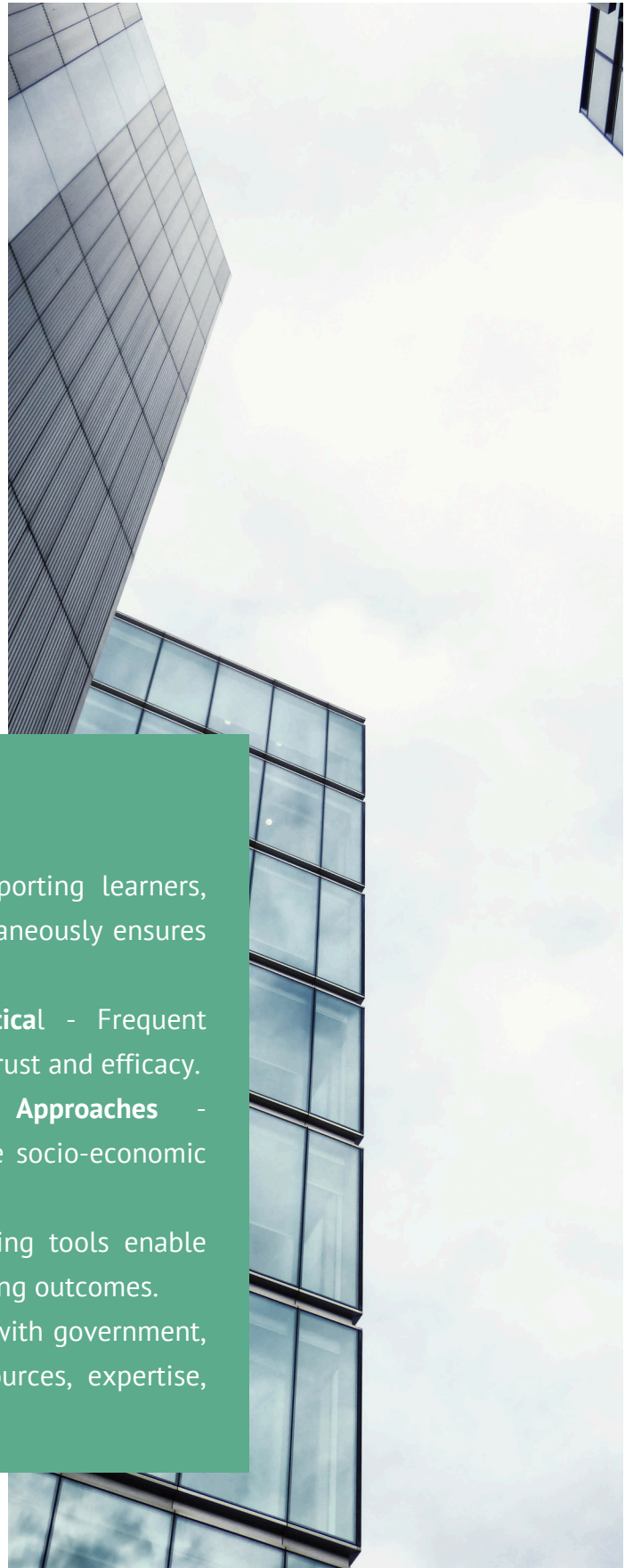
“Consistency builds trust and trust builds transformation.”

Key Learnings

- Holistic, relationship-based support produces measurable outcomes in learner retention and well-being.
- Caregiver engagement is vital as families play a central role in sustaining change.
- Teachers require ongoing psychosocial support tools to complement their instructional roles.
- Peer-led models encourage ownership, leadership and resilience among learners.
- Sustainable change is a process, requiring continuous partnership, capacity building and advocacy at policy level.

Lesson for Practice

1. **Multi-Level Interventions Work Best** - Supporting learners, caregivers, teachers, and communities simultaneously ensures impact is sustained.
2. **Regular & Consistent Engagement is Critical** - Frequent mentor presence within schools strengthens trust and efficacy.
3. **Culturally and Contextually Relevant Approaches** - Interventions must be tailored to the unique socio-economic realities of learners.
4. **Data and Monitoring Matter** - Simple tracking tools enable early identification of at-risk learners, improving outcomes.
5. **Partnerships Amplify Impact** - Collaboration with government, NPOs, and industry partners multiplies resources, expertise, and reach.



Sustainability & Systems Thinking

SnAPSA continues to reimagine sustainability within schools, focusing not on adding external resources, but on building internal capacity. By embedding learner support into existing school systems, we help schools become self-sustaining ecosystems of care and accountability. This includes:

- Training teachers and Child Youth Care Workers
- Encouraging peer-led support groups
- Collaborating with school leadership
-

SnAPSA continues to engage the Gauteng Department of Education (Johannesburg East District) to formalise partnerships and align interventions with district priorities – an ongoing process essential for long-term impact.



Institutionalising School-Based Systems

KKiDZS aims to try and embed its core systems within DBE and school structures to secure long-term continuity. Teachers will be equipped with practical psychosocial tools, early-warning systems and clear referral pathways. A practical dropout-prevention guide will support replication and sustainability across schools.

Strengthening Family & Learner Leadership

Parent support groups will develop parent champions to sustain peer engagement and strengthen home-school communication. Learner leadership initiatives will reinforce positive behaviour, anti-bullying advocacy and peer support networks. These internal structures will continue beyond direct programme involvement.

Partnership & Funding Sustainability

The programme will deepen collaboration with SADAG, local NPOs and the Johannesburg East District DBE to maintain strong referral networks. An improved digital presence will support diversified funding. Together, these actions will sustain long-term impact within schools and communities.



Our Partners

At Southern Africa Partners SA NPC, we are proud to collaborate with a diverse range of partners who share our vision of empowering communities and driving sustainable development across Southern Africa.

Our partnerships are instrumental in expanding our reach, enhancing program effectiveness, and maximizing our impact on the ground.



“Partnerships transform potential into progress, amplifying our strengths and creating a collective force that can overcome any challenge.”



Donor & Grant Acknowledgements

We extend our sincere appreciation to all funders and donors whose financial contributions sustain and strengthen the KKiDZS programme. Your support enables consistent mentorship, psychosocial and academic interventions and meaningful family engagement across our partner schools. The measurable improvements in learner attendance, performance and behaviour directly reflect your ongoing commitment to improving outcomes for young people in Alexandra Township.

Grant Funders

Funder	Type of Funding	Regularity / Term
SA Partners	Grant	Once-off start-up funding (2019–2022)
DGMT	Grant	3-year funding cycle with annual disbursement
Starfield Hurwitz Fund	Grant	Annual funding allocation

Corporate / CSR Support/Individuals

Donor	Type of Contribution	Regularity
Anthony Diesel	Donation	Monthly
Martina Bouey	Donation	Monthly
Donald Hjul	Donation	Monthly
Nkateko Nyoka	Donation	Annual
Nkhabele Marumo	Donation	Annual
Ellen Sullivan & Paul Drake	Donation	Annual
Jessica Benjamin	Donation	Annual
Yasser Ditta	Donation	Annual
Ilana Hurwitz	Donation	Annual
Ms Hill	Donation	Annual
Ms Sayles	Donation	Annual

Conclusion

KKiDZS has evolved from a targeted intervention into a structured, data-driven model demonstrating measurable improvements in attendance, academic performance and learner behaviour. The evidence confirms that early identification, consistent mentorship and strong school–family collaboration are critical to preventing dropout and strengthening resilience among vulnerable learners.

As we move forward, our focus remains on deepening impact while embedding sustainable systems within schools and communities. With continued partnership and disciplined implementation, KKiDZS is well-positioned to sustain its gains and to expand its reach and contribute meaningfully to long-term educational stability in Alexandra Township.





**Building Partnerships
for Social Change and
Development**

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