

Creating a Caring School

A Toolkit for School Management Teams

with

Accompanying Guide



Saide 
South African Institute
for Distance Education

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Creating a Caring School**A Toolkit for School Management Teams with Accompanying Guide**

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- Guidelines: *Guidelines for developing an HIV and AIDS policy* on pp 12-13 & 15-25, based on *Develop an HIV and AIDS Policy for your School, Develop an HIV and AIDS Plan for your School, A Guide for SGBs and SMTs*, DoE, 2003: Pretoria.
- Exemplar: *Anti Bullying Policy* on pp 34-35, from Picas, R. (undated) *Educate with Mind and Heart* (Appendix 4: p 49) Sacred Heart College: Johannesburg.
- Extract: *Functions and Roles of AIDS Councils* on pp 47-48, IDASA Handout, *Citizens at the Centre* (2005): Cape Town.
- Fact Sheet: *Food Groups* on pp 57-58, in *Household Food Security Module 1*, UNISA: Pretoria.
- Ideas for aftercare activities: *Activities to build identity and creativity* on pp 75-77 and *Letter of Appeal* (adapted) on p118 from MIET (Africa) (2006) *Handbook: A Resource for turning your school into a centre of care and support*. Africa Ignite: Durban.

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INTRODUCTION

Background

Creating a Caring School: A Guide for School Management Teams with this accompanying *Toolkit*, is intended to assist school leadership and management to better understand and address the socio-economic context of schooling and the barriers to education, in particular HIV and AIDS and poverty, that the majority of South Africa's learners face daily.

Addressing these barriers is a prerequisite for teaching and learning to take place. A number of workable school-based interventions are presented in the guide and toolkit, these include, the strengthening of school nutrition programmes and the implementation of aftercare and counselling support. Given the multidimensional nature of HIV and AIDS and poverty and its related socio-economic problems, an integrated, cross-sectoral approach is proposed for addressing the challenges facing education. Schools are urged to collaborate with both government and non-government organisations, to set up and maintain *networks of support* as a strategy or method for harnessing capacity and resources.

A key component of the toolkit is the introduction of a simple school-based data management system (Tool 32). For too long, data collected at school-level has been sent to the provincial departments of education for planning purposes, but not used for planning at *school-level*. The proposed school-based data management system comprises a set of check lists and templates for identifying vulnerable learners, recording and storing relevant information about learners, as well as for tracking their progress. It is hoped that by introducing this system, that school-level capacity will be strengthened to better plan for and prioritise support interventions for vulnerable learners.

The activities in the guide and use of the tools provided in this toolkit, culminate in the preparation of a *school-based care and support plan* in Unit 8. Tools in this unit include guidelines and templates for creating a vision statement for the school; tools for conducting a SWOT analysis and tools for identifying and describing the strategic goals that lead to the preparation of an action plan. A plan that will serve to map the way towards creating a school that functions as a centre of care and support.

The guide provides an understanding of the ways in which HIV and AIDS and other socio-economic barriers plague our education system, at the same time offering useful examples of how ordinary schools, often in poor communities, have found ways of successfully addressing these challenges.

Together, the guide and this toolkit, which is comprised of more than 30 tools and other useful information, provide a rich resource for supporting the School Management Team (SMT) in their endeavour to create a caring school.

The structure of the toolkit and guide

The toolkit accompanies the guide, providing a large range of tools that are the “how to” or practical component of the resource.

The structure of the toolkit mirrors that of the guide for easy cross referencing. Both components are divided into eight units. In the guide, reference to specific tools is highlighted with the use of a blue **Toolkit Icon** in the left margin. The tools are correspondingly numbered and arranged chronologically, per unit in the toolkit.

How to use the toolkit

While the guide is intended to assist school leadership to see the bigger picture and to better understand why and how a specific strategy works or is useful, the toolkit is intended to provide SMTs with the actual tools that will help them to plan, implement and manage school-based strategies that support vulnerable learners. School management teams are encouraged to adapt and use these tools to suit their needs and context.

SOME USEFUL RESOURCES

Selected contacts and resources

Purpose

This list of contacts, services and resources is by no means exhaustive, but merely illustrative of the kinds of government and non – government programmes and services that are available to schools. It is intended as a stimulus to get each school management team to develop their own data base or list of contacts and resources.

What to do

While it is hoped that you will draw on and use the information provided in this list to build a range of support services in your school, the task of the SMT is also to expand the list. You need to include organisations that operate in your community and neighbouring areas. Draw on local resources, individuals or organisations that will help to create the network of support that is necessary for addressing HIV and AIDS, poverty and any other related socio-economic barriers to learning that impact on the learners in your school. Also endeavour to identify organisations that may be able to offer support to teachers infected or affected by HIV and AIDS.

Government departments and services

Government department	Service provided	Operates	Contact
South African Social Services Agency (SASSA)	Social grants and services Contact regional SASSA offices for details of district and satellite offices. Services include: <ul style="list-style-type: none"> • Various types of social grants • Social assistance such as referrals to Social Workers, food parcels and more. 	Nationally	Grants toll free helpline: 0800 60 10 11 National office: 012 400 2245 www.sassa.gov.za
		Eastern Cape	Tel: 043 707 6460
		Free State	Tel: 051- 409 0809/0805,
		Gauteng	Tel: 011 241 835
		KwaZulu Natal	Tel 033 846 3300.
		Limpopo	Tel: 015 291 7400
		Mpumalanga	Tel: 013 752 5400
		North West	Toll free number: 0800 601 011
		Northern Cape	Tel: 053 802 4900
Western Cape	Toll Free number 0800 220 250 Tel: 021 469 0200		
Department of Home Affairs	Identity documents, birth, marriage and death certificates These are required as supporting documentation for various social grants	Nationally	
		Eastern Cape	043 643 4608
		Free State	051 403 9100
		Gauteng	011 836 3228
		KwaZulu Natal	031 308 7900
		Limpopo	015 295 5220
		Mpumalanga	013 753 3131
		North West	018 462 6720
		Northern Cape	053 839 5400
Western Cape	021 462 4970		

Government department	Service provided	Operates	Contact
Department of Education (DoE)	National School Nutrition Programme. Contact the national toll free helpline or your provincial office for information about the School Nutrition Programme.	Nationally	National Toll free helpline: 0800 202 933 National Office: 012 312 5081 Web: www.ed.gov.za
		Eastern Cape	040 608 4711
		Free State	051 448 2738
		Gauteng	011 355 0556
		KwaZulu Natal	033 264 1504/5
		Limpopo	015 290 0319
		Mpumalanga	013 766 5458
		North West	018 389 8064
		Northern Cape	053 839 6329
Western Cape	021 467 2297		
Department of Agriculture Forestry and Fisheries (DAFF)	Division of Food Security has as one of its aims to: <ul style="list-style-type: none"> • Stimulate food production to ensure that the vulnerable groups in our society becomes food secure. • To achieve this, the Division of Food Security provides production inputs such as seeds, fertilizers, gardening tools and technical advice. 	National	The Director: Food Security Tel: 012 319 6736 E-mail: DFS@nda.agric.za Web: www.daff.gov.za
		Eastern Cape	Tel. 040 609 3490/1
		Free State	Tel. 051 861 1258
		Gauteng	Tel. 011 355 1447.
		KwaZulu Natal	Tel. 033 355 9119
		Mpumalanga	Tel. 013 759 4119.
		Northern Cape	Tel. 053 831 4012
		Limpopo	Tel: 015 295 7090
		North West	Tel. 018 299 6648.
Western Cape	Tel. 021 808 5100		
DoE Thutong Portal	South African National Education website that provides information, policy and guidelines on Curriculum, Professional Development, Educational Administration and Management, as well as learning and teaching materials for all learning areas and levels.	Nationally	Web: www.thutong.doe.gov.za

Statutory bodies and parastatals

Statutory Body	Type of service / programmes offered	Operates	Contact
Education Labour Relations Council (ELRC) in partnership with various teacher unions	<p>Counselling, support and treatment for teachers. The Prevention Care and Treatment Action (PCTA) HIV and AIDS workplace intervention programme for teachers and their families. The PCTA programme offers all primary and secondary educators in South Africa's government schools:</p> <ul style="list-style-type: none"> • information on HIV prevention, healthy living, access to Voluntary Counselling and Testing (VCT); • Free access to confidential Anti-Retroviral Therapy (ART) and • care and support for those living with and affected by HIV/AIDS. 	Nationally	Contact this office to find out where free and confidential support services for teachers are available in your province Executive manger: Dr Puleng Ramataboe and Project officer: Wes Wrightson Tel: 012 643 0305 Email: Officer.pcta@elrc.co.za Web: www.elrc.co.za
Matthew Goniwe School of Leadership and Governance	<ul style="list-style-type: none"> • Training and resources in school leadership and governance 	Gauteng	Tel: 011 830 2200 Web: www.mgslg.co.za

Non – government organisations

Organisation	Type of service / programmes offered	Operates	Contact
AIDS helpline	<p>The National AIDS Helpline provides a confidential, anonymous 24-hour toll-free telephone counselling, information and referral service for those infected and affected by HIV and AIDS.</p> <ul style="list-style-type: none"> • Telephone Counselling: Providing counselling to those battling to cope with the emotional consequences of the pandemic. • Treatment Line: This Line is manned by professional Nurses. They provide quality, accurate and anonymous telephone information and/or education on antiretroviral, TB and STI treatment. They also provide relevant specialised medical referrals to individuals affected and infected by HIV and AIDS in South Africa. 	Nationally	<p>The National toll free 24 hr AIDS Helpline: 0800-012-322</p>

Organisation	Type of service / programmes offered	Operates	Contact
Catholic Institute of Education (CIE)	The CIE HIV/AIDS Prevention and Gender Unit runs educational programmes that assists primary, secondary and special schools throughout South Africa to develop programmes, policies and procedures for preventing HIV and AIDS and mitigating its impact in schools.	Offices in: Gauteng Free state KwaZulu Natal Limpopo North West Northern Cape	Gauteng HO Tel: 011 433 1888 Email: info@cie.org.za Web: www.cie.org.za
Childline (South Africa)	A range of programmes that support vulnerable children are delivered through the provincial offices. These include: <ul style="list-style-type: none"> • Crisis Line • Child Rights, • Prevention & Education • Training of Volunteers • Training of other professionals who work in child protection and children • Therapy for abused and traumatized children and their families • Court preparation for child witnesses 	National office	National toll free 24hr helpline 0800 055 555 Web: www.childlinesa.org.za/
		Eastern Cape	Tel: 041 453 0441 Web: www.pechildline.co.za
		Western Cape	Tel: 021 762 8198 Web: www.lifelinewc.org.za/childline/services.htm
		Free State	Tel: 051 430 3311 E-mail: bfncchild@internext.co.za
		KwaZulu Natal	Tel: 031 312 0904 Web: www.childlinekzn.org.za
		Mpumalanga	Tel: 013 752 2770 Email: childlineadmin@xsinet.co.za
		Limpopo	Tel: 015 291 3019 Email: childlinelimpopo@mweb.co.za
		North west province	Tel: 018 297 4411 Email: alicecarnell@telkomsa.net
		Gauteng	011 645 2000 Web: www.childline.org.za/start.htm
Children in Distress (CINDI) Network	The CINDI network of about 150 organisations, contribute towards a multi-sectoral, network of civil society and government agencies that implement diverse care and prevention programmes for children affected and infected by HIV AND AIDS.	KwaZulu Natal	Tel: 033 345 7994 Email: info@cindi.org.za Web: www.cindi.org.za
DramAidE	A large range of services focusing on HIV and AIDS prevention, support to OVC, health promotion, teacher training.	KwaZulu Natal	Durban Office Tel 031 260 1563 Zululand office: 035 792 9131 Web: www.DramAidE.co.za

Organisation	Type of service / programmes offered	Operates	Contact
FAMSA Family and Marriage Association of South Africa	Services offered: <ul style="list-style-type: none"> • Counselling • Education programmes in: Life Skills and AIDS awareness and prevention • Training programmes in: <ul style="list-style-type: none"> - Trauma counseling - Community development 	Nationally	Contact the national office or check the website to get contact details of provincial and district offices. National Office: Tel: 011 975 7107 Email: national@famsa.org.za Web: www.famsa.org.za
Johannesburg Parent and Child Counselling Centre (JPCCC).	JPCCC offers child and family counseling including school based counseling programmes.	Gauteng Johannesburg	Tel: 011 484 1734
Life Line	Life Line provides an anonymous and confidential counseling service	Nationally	24 hr National Counselling Line 0861 322 322
Link Community Development (LCD)	Link works in partnership with provincial departments of education to improve the quality of education in rural schools and to raise awareness and improve understanding of HIV & AIDS in districts, schools and school communities. Link offers HIV/AIDS Action Planning – training.	Gauteng E cape N Cape	Tel: 012 663 8560 Web: www.lcd.org.za
MiET(A) Media in Education Trust (Africa)	Through its Schools as Centres of Care and Support programme and its focus on implementing Inclusive Education , MiET, in partnership with the KZN and NW Departments of Education offer: <ul style="list-style-type: none"> • support for after-school and out-of-school children • support for caregivers • support for teachers • multi-sectoral collaboration • implementing an Inclusive Education system 	KwaZulu Natal, NW Province, E Cape	Tel: 031 273 2300 Web: www.miet.co.za
NOAH Nurturing Orphans of AIDS for Humanity	NOAH focuses on building the capacity of communities to care for their orphaned and vulnerable children (OVC) by helping communities to set up “arks” or centres which offer the following services to OVC: <ul style="list-style-type: none"> • Home visits • Accessing grants • Food gardens • Feeding schemes • Resource Centres providing day and after care 	Gauteng and KwaZulu Natal	Gauteng Tel: 011 234 2270/71 KwaZulu Natal Tel: 031 566 5395 or 031 566 5054 Email: admin@noahorphans.org.za Web: www.noahorphans.org.za

Organisation	Type of service / programmes offered	Operates	Contact
POWA People Opposing Women Abuse and Rape Crisis	Rape and sexual assault counseling <ul style="list-style-type: none"> Both organizations offer counselling service to women and men, over the age of 16, who have been raped or sexually assaulted. 	Gauteng and W Cape	POWA Helpline: 083 765 1235 Web: www.powa.co.za/ Rape Crisis Counselling Line: 021 447 9762 www.rapecrisis.org.za
Sopiatown Community Psychological Services	Counselling Programme offers a comprehensive counselling service for individuals (including children and adolescents), couples and families.	Gauteng Johannesburg	Physical Address: 21 Annadale Street Martindale 2092 Tel: 011 673 1473 Email: rocs@mweb.co.za
SANCA South African National Council on Alcoholism and Drug Dependence	<ul style="list-style-type: none"> SANCA provides a range of services around the prevention and treatment of alcohol and drug abuse. SANCA operates clinics in all provinces, contact the national office or check their website to get information as to where your nearest SANCA clinic is located. 	Nationally	National office Tel: 011 781 6410 Email: sanca@sancanational.org.za Web: www.sancanational.org.za
Save the Children (UK)	Save the Children has developed the concept of Child Care Forums and the Caring Schools Programme , both of which work together with local non-profit organisations, the community and various government departments to help address the basic needs of orphans and vulnerable children. Children receive help in the form of food support, psychosocial support, school uniforms and assistance in accessing state grants.	Free State and Limpopo	Tel: 012 430 7775 Web: www.savethechildren.org.za
University of Pretoria Continuing Education	Financial management for non-financial managers – short courses	Gauteng	Email: Info.ce@up.ac.za 012 420 5015

Selected resources

Organisation	Resources available for free download	Contact
ACCESS Alliance for Children's Entitlement to Social Security	<ul style="list-style-type: none"> Booklets and fact sheets containing information on: <ul style="list-style-type: none"> - Grants - The Means Test - School fee exemption³ How to Run a Jamboree: A guide that provides information on bringing social services to your community 	Tel 021 761 0117 Web: www.access.org.za
Childline	Child Protection at School <ul style="list-style-type: none"> Managing an Abused Learner Procedures for Reporting Abuse Disclosure of Abuse Recognising Child Abuse Positive Discipline Bullying in Schools 	Web: www.childlinesa.org.za
Children's Institute University of Cape Town	<ul style="list-style-type: none"> <i>Champions for Children Handbook: How to build a caring school community</i> <i>The journey of hope: Creating a network of care for the children of Luckau Village</i> 	Tel: 021 6985404 Email: info@ci.org.za Web: www.ci.org.za
Department of Education (DoE)	Key DoE policy and guideline documents which frame this guide and toolkit: <ul style="list-style-type: none"> DoE (1999) <i>National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions.</i> DoE (2000) <i>Implementation Plan for Tirisano 2000-2004</i> DoE (2000) <i>Norms and Standards for Educators</i> DoE (2001) <i>Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System.</i> DoE (2003) <i>Develop an HIV and AIDS plan for your school</i> DoE (2003) <i>HIV and AIDS in your school: What parents need to know.</i> DoE (2005) <i>HIV Emergency Guidelines for Educators.</i> 	Web: www.ed.gov.za
Health Development Africa (HDA)	<i>Circles of Support Toolkit: Keeping Vulnerable Children in School</i>	Tel: 011 484 8217 Email: info@hda.co.za Web: www.hda.co.za
Matthew Goniwe School of Leadership and Governance	Resources on school leadership and governance.	Tel: 011 830 2200 Web: www.mgslg.co.za
RAPCAN Resources Aimed at the Prevention of Child Abuse and Neglect.	RAPCAN produces resources aimed at the prevention of child abuse and neglect. These include materials dealing with: <ul style="list-style-type: none"> Corporal punishment and positive discipline Child abuse and neglect Children and gangs Crime prevention Prevention work with boys 	Tel: 021 712 2330 Email: cpss@rapcan.org.za

³ The term *Jamboree* refers to a Government Services Registration Day which is organised to bring a range of government services to the community on a once off basis.

Organisation	Books and Manuals (available directly from organisations)	Contact
Matthew Goniwe School of Leadership and Governance and Gauteng Department of Education	<ul style="list-style-type: none"> • <i>Orientation to HIV and Networking: Training manual & Facilitator Guide School Governing Bodies (SGBs) and Representative Councils for Learners (RCLs)</i> (2005) 	Tel: 011 830 2200 Web: www.mgslg.co.za
MiET(A) Media in Education Trust (Africa)	<ul style="list-style-type: none"> • <i>A resource for turning your school into a centre of care and support: Handbook.</i> Dyason, B. & Jackson, J. MiET Africa trading as Africa Ignite (2006) • HIV/AIDS curriculum support materials: <i>Learn about healthy living</i> (2002) Deals with living positively with HIV AIDS (Educator and Learner Guides) 	Tel: 031 273 2300 Email: dawn@miet.co.za Web: www.miet.co.za
Sacred Heart College	<i>Educate with Mind and Heart</i> A workbook on Pastoral Care for South African Schools. Written by: R Picas	Tel: 011 487 9000 Email: ewmh@sacredheart.co.za Web: www.sacredheart.co.za
Sophiatown Community Psychological Services	Elements of Counselling: A Handbook for Counsellors in Southern Africa written by: Schoon, J., Gower, L. and Kotze. V. (2005)	Tel: 011 673 1473 Email: rocs@mweb.co.za
Soul City Institute for Health and Development Communication	<ul style="list-style-type: none"> • <i>Supporting Vulnerable Children: A Guide for School Governing Bodies</i> (2006) • HIV and AIDS Workbook series, free booklets on: <ul style="list-style-type: none"> - Counselling skills for non-counsellors and - Living Positively with HIV 	Tel: 011 341 0360 Email: soulcity.org.za Web: www.soulcity.org.za

UNIT ONE

How responsive are schools to the socio-economic challenges in South Africa today?

Tool 1: Check threats to quality education

It is important for principals and the management team to keep a check on problems that may threaten and compromise your ability to offer quality education at your school. Regular reflection on critical indicators can help you to identify key aspects that need to be managed early on, before they become a crisis.

Purpose

To understand what threatens the quality of education in your school so that you can take informed action to remedy the situation.

What to do

The list below gives some of the most commonly experienced problems that can undermine the ability of your school to offer quality education. Read through the list and tick each problem according to this rating.

1	2	3	4	5
This is not a problem for us	This problem only affects a small part of our school	We have this problem but we are coping with it	This is a growing problem	This is a big problem



Name of our school _____

Date of assessment _____

	1	2	3	4	5
Problems that threaten quality education					
Teachers					
1. Many teachers get ill and do not attend school regularly					
2. There is no quick replacement for teachers who are off sick					
3. There is high absenteeism among teachers					
4. Many teachers are unmotivated and tired					
5. Many teachers are struggling with illness and death in their family					
6. Many teachers are not qualified for their teaching post					



	1	2	3	4	5
Problems that threaten quality education					
Teachers					
7. Many teachers do not receive ongoing training and development to keep up to date on current developments in teaching and learning					
8. Some teachers cannot cope with the workload					
Learners					
9. The school struggles with learner absenteeism					
10. A growing number of learners are demotivated and tired					
11. A growing number of learners come to school hungry					
12. A growing number of learners have emotional problems					
13. A growing number of learners experience illness and death in their families					
14. A growing number of learners have learning difficulties					
15. A growing number of learners can't cope with the workload and fall behind					
School environment					
16. There is a growing incidence of violence in the school					
17. Many students complain that they feel unsafe at school					
18. Many learners are victims of bullying					
19. There is a growing problem of drug abuse at school					
20. We are struggling with a growing problem of sexual abuse at school					
Facilities and resources					
21. Classes are overcrowded					
22. We are losing books and learning materials because classrooms are not well organised					
23. It is a struggle to collect school fees					
24. We do not have a budget to pay for substitution for absent teachers					
25. The maintenance of the school grounds is poor					
26. We do not have water on tap					
27. Our toilet facilities are inadequate					

(Based on a checklist, *Understand what Threatens Quality Education in your School, Develop an HIV & AIDS Plan for your School*. A Guide for School Governing Bodies and Management Teams, DoE, 2003)

Tool 2: Check barriers to learning

The children who come to your school often have to cope with the socio-economic challenges that are prevalent in the community in which they live. Many of them will not be able to communicate the level of their distress but they will show physical, emotional and mental symptoms of stress. A child who is traumatised is unable to concentrate and to learn. It is the SMT's responsibility to identify the vulnerable children in your school so that the appropriate support can be provided to enable them to participate fully in learning.

Purpose

1. To help you and your management team to identify learner behaviours that are symptomatic of vulnerability.
2. Find out the reasons why children are vulnerable.
3. Identify the number of vulnerable learners in your school to assist you in planning support interventions.

What to do

Read the following list of behaviours and tick the ones that you have noticed in the children who attend your school.



Behaviours that are common to children who are vulnerable	Tick ✓ the behaviours you have noticed in your school
1. Often comes late for school	
2. Unable to concentrate and pay attention in class	
3. Does not wear school uniforms and warm clothes in winter or comes to school with no shoes	
4. Takes anti-retroviral medicines	
5. Is often sick	
6. Does not attend classes regularly and is often absent	
7. Sleeps in class	
8. Is disruptive in class	
9. Bullies and is aggressive towards others	
10. Is sad and cries easily	
11. Does not participate in class	
12. Seems to be weak and sometimes feels faint	
13. Looks unwashed and untidy	
14. Does not have friends and stands around alone on the playground	
15. Performance on tests and assessment activities drops suddenly	
Add any other behaviours you have noticed	



What to do

Read the following list of reasons why children may be vulnerable and tick those that apply to children who come to your school.



Reasons why children may be vulnerable	Tick ✓ the behaviours you have noticed in your school
1. Parents/care givers have died	
2. One parent has died	
3. Parents are unemployed	
4. Show signs of poor nutrition	
5. Parents are poor and cannot afford to buy school uniforms and proper clothes	
6. Come from child headed households	
7. The child looks after sick parents and/or caregivers	
8. Cannot afford to pay school fees	
9. Come from households that depend on an old-age pension	
10. Show signs of abuse	
11. Feel unsafe and secure	
12. Are very poor and come from informal settlements where there is no privacy	
13. Are neglected by their parents and/or caregivers	
14. Are HIV positive	
15. Live with HIV positive parents and/or caregivers	
16. Have to travel along dangerous roads	
17. Live in areas where there are dangerous gangs	
18. Come from households where there is alcohol and drug abuse	
Add any other reasons	

(Adapted from Soul City, *Supporting Vulnerable Children, A Guide for School Governing Bodies*, 2006)

Date _____

We estimate that the percentage of vulnerable children in our school is _____%

Tool 3: How responsive is your school?

Ongoing critical reflection on actions is a powerful method of improving your management practice.

Purpose

This is a reflection tool that encourages you and your management team to reflect critically on any actions that you are currently taking to respond to the social challenges that are affecting learners and teachers in your school.

What to do

1. Ask a member of your management team to draft an initial response to the questions below.
2. Use the draft as a stimulus for a team discussion.
3. Record your final points in the comments block below.
4. File the completed responses for reference when you reach the planning stage in Unit 8.



Date _____

Questions	Comments
1. What support are you currently providing for children affected by socio-economic issues such as HIV and AIDS, poverty and violence?	
2. What prevents you from providing adequate support to these learners?	
3. How effective is the support you are providing to these learners?	
4. How are you supporting teachers who are infected or affected by HIV and AIDS?	
5. What prevents you from supporting these teachers?	
6. How effective is the support you are providing to these teachers?	



Comment

UNIT TWO

Schools as centres of care

Tool 4: Preparing to develop/review your school's HIV and AIDS policy

The National Department of Education is committed to minimising the impact of HIV and AIDS on education. Every school is therefore required to have its own HIV and AIDS policy and action plan. Such a policy is informed by the rights set out in our constitution and takes into consideration the best interests of the child. In general, the aim of the policy must be to promote effective care and support of learners and teachers infected or affected by HIV and AIDS; prevent the spread of HIV and AIDS and protect the quality of education.

The *Guidelines for Developing a HIV and AIDS Policy* and the *Five Priority Areas* were prepared by the National Department of Education¹. They provide detailed information about what should go into a HIV and AIDS policy and are primarily intended to be used by schools that still need to develop a HIV and AIDS policy.

However, part of good policy and implementation practice is to regularly review and amend all policies so that they adequately reflect the context in which they are implemented. Therefore schools that *already have* a HIV and AIDS policy can use these guidelines as a basis for reviewing and refining their existing policy.

Purpose

The *guidelines* and the *five priority areas* identified by Department of Education offer a framework that supports the development of a school HIV and AIDS policy.

The guidelines and priorities can also be used to review your school's existing HIV and AIDS policy and determine how adequate it is and what changes may be necessary

What to do

Understanding the *guidelines provided for developing a HIV and AIDS policy* and the priority areas, is the first step towards developing/refining and reviewing your school-based HIV and AIDS policy.

1. Elect a small working team, which includes one or more members of your management team, a representative from the health advisory committee school-based support team, experts who would add useful input.
2. Make sure that everyone on the team has access to a copy of the national HIV and AIDS policy: Department of Education (1999), *National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions* (you will find this policy in the Education Labour Relations Council [ELRC] Policy Handbook for Educators which has been distributed to all schools).

Read through it carefully to familiarise/remind yourselves of the key policy issues and requirements.

¹ Department of Education (2003) *Manage HIV and AIDS in your Province: A Guide for Department of Education Provincial and District Managers*. DoE: Pretoria

3. Read through the *guidelines for developing a HIV and AIDS policy* (immediately below). In particular, think about and discuss the *context* in which *your* school is located. Identify the HIV and AIDS challenges that are particular to your school.
4. Then, read the *five policy priority areas* (the following extract below). These priority areas need to be included in any school-based HIV and AIDS policy and provide the details of what should be covered in each of the five areas.
5. Discuss the details listed for each priority area and check whether they are *relevant to your school* context. You may adapt them or add to them as you see fit.



GUIDELINES FOR DEVELOPING A HIV AND AIDS POLICY

The first step that your school needs to carry out in order to implement the National Policy is to develop its own school HIV and AIDS policy and action plan which takes account of:

- The 1999 National Education policy on HIV and AIDS.
- The characteristics of your school (e.g. primary, secondary, single sex, co-educational, boarding) and capacity (e.g. size of staff, available resources and infrastructure) of your individual school
- The specific context that your school is located in (e.g. socio-economic status and problems, social and cultural norms) of the school community
- Other relevant school policies (e.g. school safety policy), programmes (e.g. Primary Schools Nutrition Programme, Life Skills Programme) and plans (e.g. school development plan or school improvement plan) that are already in place.
- Your school must at the *very least* do everything that is required in the National Policy. You are however also encouraged to pursue additional responses to the HIV and AIDS emergency that your school considers necessary and that do not contradict the law.

(Adapted from *Develop an HIV and AIDS Policy for your School, Develop an HIV & AIDS Plan for your school, A Guide for School Governing Bodies and Management Teams*, DoE, 2003)

The five policy priority areas	
Priority areas	Details
<p>1. Prevention</p> <p><i>What does your school believe about preventing the spread of HIV and AIDS and what does it aim to do?</i></p>	<ul style="list-style-type: none"> • Provide correct information • Promote safe sex practices • Recognise the role that young people can play in preventing the spread of HIV and AIDS • Improve the skills of teachers to teach life skills • Speak out against sexual harassment • Prevention of accidental infections in the school environment • Encourage members of the community to become partners in prevention
<p>2. Provide care and support for learners</p> <p><i>What does your school believe about providing care and support for learners and what does it aim to do?</i></p>	<ul style="list-style-type: none"> • Be aware of the physical/medical, emotional and social needs of learners • Raise awareness of the school as a centre of care and support • Establish a School-based Support Team / Health Advisory Committee • Commit to developing strategies for school-based care and support • Promote an inclusive approach to education • Speak out against discriminatory practices • Speak out against bullying and act against those who do (you can compile a separate anti-bullying policy) • Speak out against discrimination and address issues around stigma • Create a safe school environment • Provide nutritious meals through the school nutrition programme • Work in partnership with role players in the community that can help to offer <ul style="list-style-type: none"> o material support o counselling services to traumatized learners o health support/referral for specialised support o aftercare services • Train teachers to promote respect and tolerance and to create a non-threatening and caring atmosphere in the classrooms

The five policy priority areas	
Priority areas	Details
<p>3. Provide care and support for teachers</p> <p><i>What does your school believe about providing care and support for teachers and what does it aim to do?</i></p>	<ul style="list-style-type: none"> • Be aware of the physical/medical, emotional and social needs of teachers • Promote channels of communication and information sharing • Create an open school that promotes human rights, disclosure and confidentiality • Create a school that is intolerant of discrimination and actively addresses issues around stigma • Deal with death and sorrow in the school • Deal with stress experienced by teachers • Promote mutual support in the school • Show supportive leadership
<p>4. Protect the quality of education</p> <p><i>What does your school believe about protecting the quality of education and what does it aim to do?</i></p>	<ul style="list-style-type: none"> • Manage absenteeism, illness and trauma among learners and teachers • Provide for the training needs of teachers • Encourage collegial support among teachers • Create a culture of learning in the school • Provide academic support for ill learners • Establish a system for substitution for absentee teachers • Raise money to fund short-term help
<p>5. Manage a coherent response</p> <p><i>What does your school believe about managing a coherent response and what does it aim to do?</i></p>	<ul style="list-style-type: none"> • Set up and manage a network of supportive partnerships • Use up to date information about HIV • Involve relevant role players to compile an overall plan of action • Create the right structure to implement the plan • The SMT must take responsibility for managing the process • Monitor how the policy works and the involvement of the district office

(Based on *Develop an HIV and AIDS Policy for your School, Develop an HIV & AIDS Plan for your School, A Guide for School Governing Bodies and Management Teams, DoE, 2003*)

Tool 5: Exemplar: School HIV and AIDS policy

An effective HIV and AIDS policy clearly states what the school believes and aims to do. The examples of how to unpack and develop the details for each one of the *five priority areas* in your school HIV and AIDS policy are reflected below.

Purpose

The examples on the following page offer a practical illustration of how to develop a school HIV and AIDS policy.

The example can also be used to develop and/or as a “check” against which to review your school's existing HIV and AIDS policy. Determine how adequate it is and assess what changes may be necessary.

What to do

1. Having orientated themselves to the broad requirements of a school-based HIV and AIDS policy, the working team needs to read and discuss the HIV and AIDS school - based policy exemplar that follows. Carefully examine how the details relating to the five priority areas have been fleshed out.
2. You may use the exemplars provided as a basis for developing your own school policy, adapting and adding details to the five priority areas to make the policy relevant to your school and its particular context. You will notice that in each of the five priority areas, some lines have been left open for you to fill in specific details pertaining to processes that will relate to your school.
3. Once the team has worked through the components of all five priority areas, adapting and refining the content of this example, you should have a draft policy ready to discuss with the key school stakeholders.
4. Present and discuss the draft policy with all stakeholders, e.g. parents, staff, learners, School Governing Body (SGB).
5. Use comment and input received from your consultations with stakeholders to fine-tune the policy.
6. Once the policy has been finalised, present it to the SGB for ratification.
7. Make sure copies are available to all teachers, parents and learners on request. Implement the policy - this will require you to engage with the details of the planning and implantation of a full care and support plan for your school as set out in Unit 8 of this guide and toolkit.
8. Review and evaluate the policy on an ongoing basis to ensure that remains relevant (as part of the policy implementation cycle).



School HIV & AIDS Policy for Priority 1: Preventing the Spread of HIV

Your policy regarding the preventing the spread of HIV should, at minimum, include the following:

- A policy statement concerning the application of universal precautions so that nobody ever has to come into direct contact with another person's blood or other body fluids;
- A policy statement that deals with minimizing the chances of the sexual transmission of HIV at school;
- A policy statement to ensure that HIV & AIDS awareness is included in the school's curriculum.

In addition, you may want to include (for example) an extracurricular programme to promote HIV & AIDS awareness in the school community.

1. Universal precautions

- a. No one should have direct contact with another person's blood or other body fluids, since these may contain the HIV virus or other blood-borne pathogens. We will do the following to ensure that everyone is protected from this danger.
 1. All bleeding wounds, sores, breaks in the skin, grazes and open skin lesions will be cleaned immediately with running water and/or other antiseptics. Bleeding can be managed by compression with material that will absorb the blood. Where possible, the bleeding person should be helped to stop the bleeding himself or herself.
 2. All learners will be taught not to touch blood and wounds but to ask for help from a member of staff if there is an injury or nose bleed.
 3. If there is a biting or scratching incident where the skin is broken, the wound should be washed and cleansed under running water, dried, treated with antiseptic and covered with a waterproof dressing.
 4. Skin exposed accidentally to blood should be washed immediately with soap and running water. Blood splashes to the face (mucous membranes of the eyes, nose or mouth) should be flushed with running water for at least 3 minutes.
 5. All open wounds, sores, breaks in the skin, grazes and open skin lesions should at all times be covered completely and securely with a non-porous or waterproof dressing or plaster so that there is no risk of exposure to blood.
 6. All persons attending to blood spills, open wounds, sores, breaks in the skin, grazes, open skin lesions, body fluids and excretions should wear protective latex gloves or plastic bags over their hands.

7. Blood, especially in large spills such as from nosebleeds, and old blood or blood stains, should be handled with extreme caution. If a surface has been contaminated with body fluids or excretions, the person doing the cleaning must wear protective gloves or plastic bags and the surface must be cleaned with running water and fresh, clean household bleach.
8. Contaminated material will be disposed of as follows:

9. Contaminated templates (e.g. scissors) will be washed and sterilized in bleach for at least one hour before drying and re-using.
10. Bathrooms and toilets must be kept clean, hygienic and free from blood spills.

- b. The school will make available at least two First Aid Kits, containing the following items:

2 medium and 2 large pairs of disposable latex gloves, 2 medium and 2 large pairs of household rubber gloves, mouth to mouth cover, various bandages, disinfectant, scissors, cotton wool, tape for securing dressings, tissues, a blanket, clean water, a bucket, a sponge, protective eye-wear and a face mask.

These items will be stored in the _____

And _____ will be responsible for ensuring that the First Aid kit is kept fully stocked at all times.

- c. Sports policy. The following precautions will be observed during sporting activities
 1. First aid kits with rubber gloves will be available at the site where the sport is taking place.
 2. No one should play a sport with uncovered wounds or flesh injuries.
 3. If a graze or injury occurs during play, the injured player will be called off the field, given First Aid and only allowed back when their injury is clean and covered.
 4. Blood-stained clothes should be changed.
 5. Teachers and learners with HIV are advised to first discuss with a doctor any possible risks to their health and of transmission during sport.



- d. Precautions to be followed in other areas of the school (e.g. laboratories, hostels) and during school outings

- e. The following arrangements will be made to make sure that all staff and learners are appropriately trained in first aid and how to deal with body fluids

- f. This information will be communicated to teachers and learners in the following way.

2. Sexual Behaviour

- a. The following measures will be taken to minimize the chance of HIV transmission between learners as a result of sexual activity.

- b. The law says that any sexual relations between teachers and learners is strictly forbidden and constitutes a criminal offence punishable by dismissal.

- c. In the event that an teacher at the school suspects that a learner is experiencing child abuse, the following steps will be taken:

d. In the event of a sexual assault or rape at the school we will follow this procedure:

3. HIV and AIDS in the curriculum

- a. The school will deliver the Life Skills Programme prescribed by the government as part of the Life Orientation Learning Area of its curriculum.
- b. We will take the following additional steps to ensure that the message of HIV/AIDS awareness is effectively integrated into the school curriculum

4. HIV and AIDS Awareness in our School Community

- a. Every year, we will carry out the following activities to ensure that the message of HIV/AIDS awareness is communicated to learners and all members of the school community.



**School HIV & AIDS Policy for Priorities 2 and 3:
Care and Support of Learners and Teachers**

Your policy on Care and Support of Learners and Teachers should include at least the following:

- Provisions that ensure that the rights of infected people are respected (e.g. the right to confidentiality in cases of disclosure, a learner's right to continue his or her schooling and enjoy a full life for as long as possible, an teacher's right to continue working for as long as possible)
- Provisions for finding out what the needs of the learners are
- Provisions to assist those who are infected and affected to participate in and benefit from the work of the school
- Provisions to protect those who are HIV positive from contracting infectious illnesses at the school.

1. Protecting the rights of people living with HIV and AIDS

- a. No learner will be denied admission to this school on the grounds of his or her HIV status.
- b. No learner will be required to undergo an HIV test as a prerequisite for admission or continued attendance at this school.
- c. The following measures ensure that HIV positive teachers and learners do not experience discrimination

- d. The following measures protect teachers and learners who confidentially disclose their HIV positive status.

- e. The constitutional rights of all learners and teachers must be protected on an equal basis. If a suitably qualified person ascertains that a learner or teacher poses a medically recognised significant health risk to others, appropriate measures should be taken. A medically recognised significant health risk in the context of HIV and AIDS could include the presence of untreatable contagious (highly communicable) diseases, uncontrollable bleeding, unmanageable wounds, or sexual or physically aggressive behaviour, which may create the risk of HIV transmission.

2. Finding out what learners needs are

The school will use the following procedure to find out what problems learners are experiencing, and will use this information to plan appropriate responses.



3. Assisting those who are infected and affected

- a. When learners are absent for extended periods of time, we will put the following measures in place (e.g. who should be informed? What arrangements are to be made so that learners can study at home?) :

- b. The following steps will be taken to ensure that support and counseling are available to HIV positive teachers and learners within the school community.
1. Ensure that the telephone number and the physical location of the nearest clinic are displayed in the school.

- c. The following special considerations will be offered to learners who are orphaned. (For example, such learners should be exempted from school fees and their caregivers should be assisted to apply for the Foster Care Grant. They may also need extra support to deal with grief and practical problems.)

- d. We will make the following provisions for the special needs of HIV positive learners. (For example, they may need access to somewhere to rest when they are not feeling well, help with taking medication, and extra emotional and practical support.)

- e. We will make the following provisions for the special needs of HIV positive teachers. (For example, reduced workloads, peer support.)

4. Protecting HIV positive learners and teachers

Learners with infectious illnesses such as measles, German measles, chicken pox, whooping cough and mumps should be kept away from the school to protect all other members of the school, especially those whose immune systems may be impaired by HIV and AIDS.



**School HIV & AIDS Policy for Priorities 4 and 5:
Protecting the Quality of Education and Managing a Coherent Response**

Your policy to protect the quality of education and ensure a coherent response should include at least:

- Provision for dealing with increased teacher absence
- Recognition of the role that improved resources (e.g. learner support materials), facilities (e.g. feeding scheme, hygienic toilets) and infrastructure (e.g. sanitation, water supply) can play in combating the effects of HIV and AIDS
- Integrating strategies for dealing with HIV and AIDS into the school's overall development
- Provision for building partnerships with government and the community to fight HIV and AIDS
- A commitment by the school to collect, manage and disseminate information that can be used in the fight against HIV and AIDS.

1. Dealing with teacher absence

a. When teachers are absent for extended periods of time, we will put the following measures in place to make sure that learning continues in their classes.

b. The school will follow the policies regarding sick leave that are laid out in the Employment of Teachers Act (Act 76/1998), so that the need of our sick teachers to continue working for as long as possible is balanced against the need for the school to have teachers in class and teaching.

2. Resources and infrastructure

The school recognises that good resources, facilities and infrastructure can contribute positively to the fight against HIV and AIDS, and commits itself to choosing development priorities that reflect this understanding.

3. Partnerships

We recognise the following agencies (e.g. district office, clinic, police station, social development office, NGO) and individuals (e.g. traditional leader, local doctor) as important partners who can help us fight against HIV and AIDS, and will take the following steps to secure their help.

Start a contact list with the details of the individuals and organisations that can help to form a network of support around your school. You can continue to add to the list as your school care and support plans are developed and implemented. (See list template of names and contact details at the end of this section).

4. Information

- a. We will take the following steps to ensure that we supply the district office with regular, accurate EMIS information (For example, collecting and communicating information on the number of orphans and infected learners, and learner and teacher absence statistics on a monthly basis.)



-
- b. We will take the following steps to ensure that our learners and teachers know about the support services and grants that are available to help them, and that they are able to access these. (For example, informing parents, guardians and learners about social grants such as the Child Support Grant, Foster Care Grant and Care Dependency Grant; ensuring that all learners have ID numbers.)

(Based on: *Develop an HIV and AIDS Policy for School, Develop an HIV and AIDS Plan for your School: A Guide for School Governing Bodies and School Management Teams*. DoE: 2003)



Names and contact details of people and organisations that can support our school in its battle against HIV and AIDS

1. Organisation: _____

Contact person: _____

Can help us with: _____

Telephone number: _____

Cellular telephone number: _____

Physical address: _____

Postal address: _____

2. Organisation: _____

Contact person: _____

Can help us with: _____

Telephone number: _____

Cellular telephone number: _____

Physical address: _____

Postal address: _____



3. Organisation: _____

Contact person: _____

Can help us with: _____

Telephone number: _____

Cellular telephone number: _____

Physical address: _____

Postal address: _____

4. Organisation: _____

Contact person: _____

Can help us with: _____

Telephone number: _____

Cellular telephone number: _____

Physical address: _____

Postal address: _____

Tool 6: Making the HIV and AIDS policy work in your school

Each school is required to have an HIV and AIDS policy and action plan. Tools 4 and 5 will have helped you to prepare, develop and / or to review your existing policy.

If your school HIV and AIDS policy has been in place for a while, an important next step is to stand back and check to see if it is working.

Purpose

To strengthen the implementation of your school HIV and AIDS policy by assessing what aspects of the policy implementation work and what aspects do not work and how to improve these.

What to do

1. Ideally this activity should be done with the whole staff so that the SMT involves the participation of all teachers. This is one way of making all teachers aware of the requirements for implementing the school HIV and AIDS policy.
2. Use the table below to assess what aspects of the policy implementation have worked and which aspects may still need to be strengthened
3. Respond to all five priority areas as set out in the National HIV and AIDS policy.
4. Record the staff’s responses on a copy of the table provided.

What works, what has not worked and what can be done to improve implementation of our school HIV and AIDS policy		
1. Preventing the spread of HIV and AIDS		
What works?	What has not worked?	What can be done to improve implementation?
2. Provide care and support for learners infected or affected by HIV and AIDS		
What works?	What has not worked?	What can be done to improve implementation?



3. Provide care and support for teachers infected or affected by HIV and AIDS		
What works?	What has not worked	What can be done to improve implementation
4. Protect the quality of education in an environment of HIV and AIDS		
What works?	What has not worked	What can be done to improve implementation
5. Manage a coherent response to HIV and AIDS		
What works?	What has not worked	What can be done to improve implementation

Tool 7: Creating a caring school environment: What is involved?

A policy document does not constitute a plan of action but a well-developed policy provides valuable guidelines to inform action. If you want to create a caring school environment you have to be clear about what actions you are able to implement and what resources you need in order to make them happen. It is not possible to do everything at once so you will have to prioritise and focus on the most essential actions especially at the start. An important consideration is to identify actions that you know are achievable given the opportunities and constraints that exist in your context.

Tool 7 is a **start-up** planning tool that encourages you to think of practical actions that you know will have a high likelihood of success in each of the 5 priority areas identified in the HIV and AIDS policy template. You may already have started implementing some of these actions in your school. You can include existing actions as well as future actions in the planning table. In this way you are preparing to create an overall coherent plan.

The ideas listed under each of the priority areas are triggers to get you thinking. It is not an exhaustive list nor does it mean that you will necessarily use all of them in your start-up list. Remember in a start-up strategy you want to **focus on key actions** that you are confident you **are able to implement**.

You will review this set of possible start-up actions in the final planning activity in Unit 8.

Purpose

To create awareness of the actions you are able to organise in 5 priority areas in order to start building a caring school environment.

What to do

1. Arrange a planning meeting with your management team.
2. Use the table supplied below to trigger the ideas in each of the five priority areas to brainstorm possible actions.
3. Critically review your initial ideas and select those that you think are achievable. List actions in the middle column of the table in each of the five critical areas that you want to **start off** with.
4. For each of the actions you have listed, identify the resources you will need to implement them. The resources can include materials, equipment, people, support from organisations, and funds. Give detailed descriptions of the resources you require. Record these in the right hand column of the table.
5. File your start-up list of actions, as it will be a useful resource for the intensive planning activity in Unit 8.



Planning for action: Thinking about what is involved		
Priority areas	Priority achievable actions	Resources needed
<p>1. Preventing the spread of HIV</p> <ul style="list-style-type: none"> • Provide correct information • Promote safe sex practices • Recognise the role that young people can play in preventing the spread of HIV and AIDS • Improve the skills of teachers to teach life skills • Speak out against sexual harassment • Prevention of accidental infections in the school environment • Encourage members of the community to become partners in prevention 		
<p>2. Provide care and support for learners</p> <ul style="list-style-type: none"> • Be aware of the physical, medical, emotional and social needs of learners • Speak out against discriminatory practices • Speak out against bullying and act against those who do (you can compile a separate anti-bullying policy) • Create a safe school environment • Provide nutritious meals through the school feeding scheme • Work in partnership with role players in the community that can help to offer <ul style="list-style-type: none"> o material support o counseling services to traumatized learners • health support • Train teachers to promote respect and tolerance and to create a non-threatening and caring atmosphere in the classrooms <p>Provide academic support for ill learners</p>		
<p>3. Provide care and support for teachers</p> <ul style="list-style-type: none"> • Be aware of the physical, medical, emotional and social needs of teachers • Create an open school that promotes human rights, disclosure and confidentiality • Create a school that is intolerant of discrimination • Deal with death and sorrow in the school • Deal with stress experienced by teachers • Promote mutual support in the school <p>Show supportive leadership</p>		

Planning for action: Thinking about what is involved		
Priority areas	Priority achievable actions	Resources needed
<p>4. Protect the quality of education</p> <ul style="list-style-type: none"> • Manage absenteeism, illness and trauma among learners and teachers • Provide for the training needs of teachers • Encourage collegial support among teachers • Create a culture of learning in the school • Find money to fund short-term help 		
<p>5. Manage a coherent response</p> <ul style="list-style-type: none"> • Manage partnerships • Use up to date information about HIV • Involve relevant role players to compile an overall plan of action • Create the right structure to implement the plan • Appoint someone to manage the process • Monitor how the policy works and the involvement of the district office 		

UNIT THREE

Care for vulnerable learners

Tool 8: What should be included in an Anti-Bullying Policy?

There are different ways of combating discrimination and creating a safe and non-threatening environment at school. An important contribution can be made by implementing an Anti-Bullying Policy. Such a document provides learners, teachers, parents and school management a clear description of:

- What bullying is and how it affects victims
- What types of behaviour are considered bullying
- What the school's approach is to bullying.

Here is an example of an Anti-Bullying Policy. You can use this resource to inform your discussions and development of an Anti-Bullying Policy in your school.



If your school already has an Anti-Bullying Policy, you may still want to check yours against this exemplar to effect revisions if necessary.

EXEMPLAR: ANTI-BULLYING POLICY

DEFINITIONS

1. Bullying is a social problem and instances of bullying occur in all areas of human endeavour involving interpersonal relationships.
2. It is any action, physical, verbal or psychological, which diminishes the dignity of another.
3. It involves the use of power aimed at humiliating or diminishing the dignity of another.
4. This policy is aimed at addressing bullying that occurs among learners.

TYPES OF BULLYING

5. Physical: Inflicting physical pain of any form. Taking, using or damaging any article belonging to another without permission, or any physical action which may diminish the dignity of another.
6. Verbal: Diminishing the dignity of another using verbal attacks such as threats, teasing, mockery, "dissing", racial slurs and hate-speech, foul language, and name-calling.
7. Psychological: Intimidation, rumour-mongering, ostracizing, manipulation and domination. The use of body language, writing hurtful or damaging things about another or any other action which psychologically diminishes the dignity of another. Engage in ongoing discussions with the learners representative council to combat bullying among learners.

THE APPROACH TO BULLYING AT THE COLLEGE

8. All learners have certain rights and responsibilities:
 - The right to human dignity and the responsibility to respect the dignity of others.
 - The right to a safe learning environment and the responsibility to ensure that their behaviour respects the rights of other learners to safe learning environment.
 - The right to an education and the responsibility to allow uninterrupted learning to take place.
 - The right to be respected by other learners and the responsibility to show respect for other learners.
 - The right to be valued as individuals and the responsibility to value other learners as individuals.

9. The College is, therefore, opposed to any form of behaviour exhibited by any learner which puts another learner's basic rights in jeopardy and which constitutes any form of bullying.

10. As bullying is a social problem, the College will educate learners in their rights and responsibilities to fellow learners. The College will:
 - Make learners aware of the existence of bullying and of its detrimental effect on individuals and the community.
 - Use mentoring and counselling in an effort to modify negative behaviour that leads to bullying.
 - Run Assertiveness Training Workshops to help learners to stand up to bullies in their peer group, to understand why some are bullied and others bully.
 - Engage in ongoing discussions with the learners representative council to combat bullying among learners.
 - Deal severely with persistent bullying if the above does not impact positively on behaviour.

PROCEDURES TO DEAL WITH BULLYING

11. Bullying behaviour needs to be identified and addressed pro-actively. This may include providing counseling for the bully which will be coupled with a warning of the consequences of a repetition of bullying behaviour. Behaviour will be reported to parents.
12. If behaviour is repeated, a parental interview will be held and strategies for intervention and behaviour modification will be outlined. Professional counseling, regular report-backs and appositive improvement in behaviour is expected.
13. If there is a repetition of bullying behaviour, learners must be aware that it is considered an action of serious misconduct according to the School Rules and will be dealt with accordingly. This may include suspension or expulsion from the College.

Adopted by the School Governing Board

Date: _____

(Source: Picas, R. (undated) *Educate with Mind and Heart*, Sacred Heart College: Johannesburg Appendix 4 page 49).

Tool 9: Collecting basic information about vulnerable learners

While working through the first seven units of this guide, principals and SMT members are required to apply their thinking to the problem of how best to support and care for vulnerable learners. Using the information gathered during the process of working through this Guide and using the tools provided in the Toolkit, Unit 8 culminates in a process of developing a care and support plan for vulnerable learners.

One of the focus areas in Unit 8 is around the importance of establishing a simple data management system to inform the planning process. As data management will be covered more fully in Unit 8, Tool 9 merely deals with some very basic issues around the need to start quantifying the number of vulnerable learners in order to start to thinking realistically about the kinds of support strategies that are necessary.

At various points in the year principals are required to submit information which focuses on the learners enrolled at the school, the teachers, and the school infrastructure, amongst others, to the provincial departments of education. Why does the department need this information? What do they do with it? The purpose all this data collection is to inform planning and to provide a basis for decisions about the nature of support to be provided to schools.

The information you send to the department is a valuable resource for you as well. You can use it to inform *your* plans to manage key aspects of care and support in your school. As you already have to collect information about the learners in your school, why not build on this existing process and identify how many vulnerable learners you have in your school?

Purpose of gathering information about vulnerable learners

Reliable information about the number of vulnerable learners can be used to inform your plans for identifying and managing the right kind of support.

A Simple system for managing information about vulnerable learners comprises three main processes:

1. Data collection, capture and collation
2. Data analysis and use
3. Tracking and updating

1. Data collection, capture and collation

The primary source of data for vulnerable learners is the information that is obtained by the class teacher. The class teacher is required to collect and capture learner data – learner attendance, learner behaviour, learner performance etc. Once data has been collected and captured, it needs to be collated.

As class teachers may be dealing with a large number of learners, the aim is to obtain basic information on all learners in the class concerning attendance, performance and teacher observations, without the time consuming task of delving into details.

For each learner, the teacher will then be required to look at specific attendance patterns, any noticeable change in academic performance, and any concerning personal observations.

Teachers will need to include any specific performance related problems (such as dyslexia), which may account for a decline in performance that is not relevant to the focus of the vulnerable learners information system. In other words, this is a system about vulnerable learners, and learners with special learning needs should not be considered unless there are other mitigating factors such as socio-economic problems.

Here is an overview of the kind of data that teachers should be responsible for collecting.



Collecting data on Vulnerable Children			
Indicator	Data to be collected	How (methods and procedures)	Who is responsible?
Description of needs	Description of specific needs, e.g. nutrition, clothing, after care support, academic support, counseling, health support	<ul style="list-style-type: none"> • Observations by teachers • Interviews with parents or caregivers where possible • Initial needs assessment questionnaire completed by teachers after consultation with parents or caregivers 	Class teachers
Learner attendance	Attendance data	<ul style="list-style-type: none"> • Analysis of attendance records 	Class teachers
Learner performance	Marks on assessment activities Behaviour during class	<ul style="list-style-type: none"> • Analysis of assessment marks • Teacher observation of behaviour during class 	Class teachers

2. Data analysis and use

Class teachers submit their information on all learners who have been identified as possible vulnerable learners to school managers for further action to be taken. School managers are responsible for analysing relevant school records and information submitted by class teachers in order to:

- Confirm the list of vulnerable children and what their basic needs and support requirements are.
- Contact parents and other relevant people (e.g. home visit) in order to obtain further information on the learners
- Compile a plan of care and support that meets the identified needs of vulnerable children in the school.

3. Tracking and updating

Monitoring and tracking allows school management to:

- Ensure that the list has the most up to date number of vulnerable children;
- Ensure that the list reflects the most up to date support requirements (categories) for each learner based on support they received to date; and
- Provide a greater understanding of the support still required, which will assist school managers in developing strategies for their learners in need.

There should be regular reviews and updates of the information. Annual reviews of the system itself should also be scheduled as part of the monitoring and updating process.

UNIT FOUR

Networks of care and support

Tool 10: Check your circle of influence

For principals it is important to understand how wide their circle of influence is. People who are influential in the community stand a much better chance of networking and gaining support from individuals and organisations than those who are unknown and who have little influence.

Purpose

To identify your circle of influence with a view to compiling a list of potential contacts for establishing a network of support around the school.

What to do

This tool is designed for personal reflection. You can also use it with your SMT or the rest of the school staff. In a group situation the middle circle represents the group of people who are doing the activity.



Step 1

Draw a small circle in the middle of a blank page. This circle represents you.

Step 2

As the principal you have direct influence on a number of people and organisations. Draw a larger circle around you and on the edge of the circle write the names of all the individuals and organisations you can influence with your vision for a caring school that offers support to vulnerable children.

Then draw arrows from yourself (in the middle circle) to all the names on the outer circle. If you think your influence is strong, make the arrow thick. If you think it is weak, make the arrow thin.

Step 3

Each of the organisations or people you have put on your outer circle will connect with others and have influence there. Draw a third and larger circle around the second circle and on the edge of the third circle write the names of all the individuals and organisations that can be influenced by the second circle. Then again draw arrows to the outer circle, showing how big the influence is. For example, while the local government might have a strong influence on the school, the principal may not have a strong influence on local government. The best way to contact local government for support might be through a contact that has a strong influence.

Doing this exercise will help you to think more strategically about who is out there, how to influence them, and how to maximise their influence for the greater good of your school.

Tool 11: Map your circle of support

Once you are aware of possible resources in the community, you will have to identify specific partners and think about how you can collaborate with them and what they can offer the school. At this stage it is also important to find out more about the individuals and organisations in order to identify whether they are reputable and can be relied on to provide the kind of support you need.

When you used Tool 5 to develop a school-based HIV and AIDS policy, you were required to start a list of useful contacts. Mapping your circle/s of support requires you to extend this list beyond those individuals and organisations that deal with the immediate effects of HIV and AIDS, to a variety of organisations that may offer a range of different kinds of support (from food parcels through child grants to counseling or training in a relevant area).

Purpose

To compile a database of contacts that could offer support services to the school.

What to do

Step 1

See table on following page. Brainstorm possible partners in column one. For ease of reference it may be useful to list your contacts in specific categories, e.g. parents, businesses, Non Governmental Organisations (NGO's), Community Based Organisations CBO's, Faith Based Organisations (FBOs) Education Department, other government departments (local and provincial), funders, national agencies, international agencies.

Step 2

Find out more about the individuals and organisations. This step might involve looking for information on the Internet, setting up interviews with members of the organisation, asking others, who have worked with them before. Fill in your findings in columns one and two. Any additional information that you think may be relevant can be added in column three.

If possible create a digital list which can easily be updated. You can also make a printout every few months and store it in a file in the office so that it can easily be used by any member of the management team or by teaching staff.



Name of school _____		
Circle of Support – List of Contacts		
Name and details of contact	What do they offer?	Comments
Parents		
Businesses		
NGOs and CBOs		
FBOs		
Education Department		
Other Government Departments		
Funders		
National agencies		
International agencies		



Tool 12: Partnership agreements

There are different ways in which schools get help from external organisations to support the needs of vulnerable learners. However, typically, whether the school is receiving a donation of money for a particular purpose; or whether the school is embarking on a collaborative partnership to set up and run a school after care centre; or whether an external organisation is coming into the school to offer a counseling service; it is necessary to draw up an agreement which spells out the roles and responsibilities of all parties concerned.

Purpose

Partnership agreements or contracts are legal documents that are signed by all parties concerned and that bind them to the conditions specified in the agreement. Their purpose is to protect all parties from confusion regarding roles and responsibilities. They also help to protect all parties from misunderstandings about financial matters, nature of services, time frames involved and so on.

The agreements should specify:

1. Who the partners are
2. What the purpose of the partnership is
3. What support will be provided
4. What the roles and responsibilities of each of the partners are
5. Arrangements to be made in the event that partners default on their responsibilities
6. Cost implications or implications of other financial arrangements
7. The timeframes when the support services will start and when they will finish.

What to do

On the following page you will see an example of a partnership agreement that was made between *Jozi Child Counselling Centre* and *Oxford Primary School*

It is intended to serve as a guide for other agreements that you might want to make.



EXEMPLAR

School Counselling Service Contract

between

Jozi Child Counselling Centre

12 New Street Johannesburg
NPO Reg No. 2001-019-08

and

Mrs G Smit

of

Oxford Primary School

This contract serves to confirm our placement of a counsellor at Oxford Primary School in __2009__. Currently the fee for the School Counselling Service is R__120.00 per hour for an average of 5 consecutive hours per day. As we are aware of the financial situation in your particular school we have agreed to reduce this fee in order to try and provide for the needs of your learners. The cost of this service for __2009__therefore is R60.00 per hour.

In order for our counselling to work effectively there are a few basic requirements. Please could you indicate if the following requirement can be met:

1. Physical requirements to be provided by school

Private venue	✓
Basic furniture	
Access to Telephone	
Safe parking	

2. Extent of school counselling services to be provided during the term

	Counsellor A	Counsellor B
Day/s: Mon/ Tues	Naledi Skosana	Ann Murray
Times:	11.30 – 13.30	8.00 -13.00
Cost: 14 hours pw = R840.00 pw		



4. Policy and procedures

Nature of service offered to children	Drop in By appointment
Nature of service offer to parents	Feedback where necessary or requested Parent counselling where appropriate
Nature of service offered to teachers	Workshops on request Should teachers require counselling, referrals will be made as to avoid boundary complications

The terms and conditions of this contract are applicable for the duration of the 2009 school year. Both the Centre and the school have the right to terminate the School Counselling Service with one terms notice, if the requirements from either side are not being met satisfactorily.

We look forward to an ongoing relationship with your organisation.

Signed at: _____ on _____

Name: _____

(Signed) School Representative

Name: _____

(Signed) School Counselling Service
Coordiantor

Tool 13: Extending your network of support: Linking up with your Local AIDS Council (LAC)

Purpose

The purpose of this tool is to provide information about the functions of the Local AIDS Councils (LACs).

What to do

Read through the information sheet on the following page and see how your school could possibly benefit from linking up with your Local AIDS Council (LACs).

Key Functions

The key functions of the AIDS Councils include: to "create and strengthen partnerships for an expanded response (to HIV & AIDS) amongst all sectors; to mobilise resources; and to collaborate with "citizen groups", NGOs, CBOs etc.

Structure of South African National Aids Council (SANAC)

The South African National AIDS Council (SANAC) was established in 2000 as a result of the Department of Health's 2000-2005 Strategic Plan. SANAC has representatives from the government, from parliament and from various sectors of civil society. SANAC is the only HIV and AIDS co-ordinating structure at the national level that includes civil society. It is chaired by the deputy president and has an executive committee and five advisory technical task teams.

The council operates on provincial and local level as well. Each province has a Provincial AIDS Councils (PACs) and each municipal district is expected to have its own AIDS council - the District AIDS Councils (DACs). Provision is also made for a Local AIDS Council (LAC). It is composed of local municipal councillors, officials from various municipal departments and civil society representatives from that municipality. It is chaired by the mayor.

The LACs are supposed to ensure that local organisations and initiatives focused on HIV and AIDS are represented as comprehensively as possible. Important areas of representation on AIDS councils include **awareness and training, homebased care and support of vulnerable children.**

The functions and roles of local AIDS councils are highlighted extract below. These will give you some idea of why it could be beneficial for your school to link up with your local AIDS council.



Functions of Aids Councils

AIDS councils at every level are the vehicles for South Africa's multi-sectoral approach to dealing with HIV and AIDS, with the aim of pulling together the resources of all sectors in fighting the pandemic.

The **overall objective** of AIDS councils (national, provincial, district and local) is stated as follows:

To ensure greater co-operation and co-ordination between government and civil society in the fight against the spread of HIV and AIDS.

The key functions of AIDS councils are:

- **To advise the government on policy**
- **To advocate for the effective involvement of sectors and organisations in the implementation of programmes and strategies**

The LAC needs to promote the multi-sectoral approach to dealing with HIV and AIDS by encouraging the participation of all relevant sectors within the government and civil society.

- **To create and strengthen partnerships for an expanded response amongst all sectors**

By functioning as a platform for dialogue between sectors, the LAC can help to create partnerships between organisations, institutions and the municipality that harness new capacity and expand the reach of existing programmes.

- **To mobilise resources for the implementation of AIDS programmes**

In addition to channelling funding received via the DAC, an LAC can strive to mobilise additional financial resources, particularly at the local level. It should be remembered that financial resources are no guarantee of effective action unless human resources (skills, relationships, local knowledge) are mobilised too.

- **To recommend appropriate research**

The research agenda on HIV and AIDS is primarily driven at the national level, although knowledge gaps identified by LACs can feed into this. LACs can help to create an accurate municipal database by gathering information on issues ranging from the availability and use of services to local workplace policies on HIV and AIDS and local cultural responses.

Roles of Aids Council Members and Other Stakeholders

Municipal representatives on the LAC have a responsibility to:

- bring the perspective and technical expertise of their particular portfolio or department as it relates to HIV and AIDS;
- identify opportunities to collaborate with citizen groups;
- identify opportunities to collaborate with other councillors and municipal departments;
- develop a holistic vision of how to deal with HIV and AIDS in the community, and not see things only from their departmental perspective;
- propose policies to the local council, after thorough consultation with the community.

Non-governmental organisations (NGOs) and Community-based Organisations (CBOs) that are represented on the LAC need to:

- highlight the resources in the community that can be harnessed in the fight against HIV and AIDS;
- help to organise the community to unleash the hidden energy and talent of citizens to deal with HIV and AIDS;
- bring the needs of the community to the attention of the LAC;
- provide information about initiatives to deal with HIV and AIDS in the community;
- share insight and expertise gained from their work on HIV and AIDS;
- make policy recommendations based on their experience;
- provide advice to the LAC on how funds can be distributed;
- disseminate information to the community about the LAC;
- share information with other organisations, particularly regarding access to funding.

Organisations and individual citizens who are not members of the LAC should:

- organise themselves to interact with the LAC in ways that make it a community tool for dealing with HIV and AIDS;
- interact continuously with NGOs and CBOS that are represented on the LAC so that they act inclusively rather than exclusively see themselves as key partners in the fight against HIV and AIDS in the community.

(Source: IDASA published handout (2005) *Citizens at the centre, AIDS councils as catalysts for unlocking citizen power*, Cape Town)

Tool 14: Rate your ability to manage a support network

Managing the support network requires commitment, leadership qualities and management skills. The overview of the management process in Unit 4 gives an indication of the categories of skills you need. The check list below is a self-reflection tool that provides detailed information on the types of leadership qualities and skills required to manage a support network.

Purpose

- Stimulate a reflection on the leadership qualities and management skills required to manage the support network.
- Identify what you think you can do well and establish where you may need additional support and training.

What to do

The list of statements describes a quality or skill. There is a rating scale that denotes levels of experience and competence.

1. Read the statements describing the quality and skill on the questionnaire.
2. Think carefully about what you think your level of competence is for each statement using the given rating scale.
3. Place a tick in the block opposite each statement that indicates what you think your level of experience and competence is.
4. Identify areas for development and training.

Rating scale

1	2	3	4
Little experience Not sure how to go about this	Have done this but have not had much success. Don't feel confident	Have some experience and have had some success	Very experienced. Have a good track record of success

My score

When you have completed the questionnaire on the next page, fill in your score in the table below.

1. In the (a) column list the numbers you ticked as 1, 2, 3, and 4.
2. The shaded columns (1 and 2) indicate areas where you may need support and further training and development
3. Complete the sentence indicating a priority training need.



1	2	3	4
Little experience Not sure how to go about this	Have done this but have not had much success. Don't feel confident	Have some experience and have had some success	Very experienced. Have a good track record of success
a)	a)	a)	a)

A priority training need is _____

Rate your ability to manage the network of support				
Leadership qualities and management skills	1	2	3	4
1. Have a clear vision of the school as a centre of care and support				
2. Communicate the vision of a caring and supportive school environment to teachers and parents clearly and get them to understand and believe in it				
3. Good at analysing complex situations and viewing the situation from different perspectives				
4. Find it easy to prioritise needs, support requirements and actions				
5. Work well with all kinds of people				
6. Delegate tasks judiciously and am good at getting things done through others				
7. Good at communicating ideas orally and in written form				
8. Am well organised and have a systematic way of approaching tasks				
9. Like to get things done and don't waste time putting things off				
10. Good at making and maintaining contacts with outside people				
11. Find it easy to keep an eye on the big picture and understand how all the parts fit together				
12. Able to spot opportunities for networking and make full use of them				



Rate your ability to manage the network of support				
Leadership qualities and management skills	1	2	3	4
13. Am decisive and make decisions based on relevant and sufficient information				
14. Seek appropriate consultation and participation in decision-making				
15. People consider me enthusiastic and energetic				
16. Able to consider an issue and situation from different perspectives				
17. Others consider me to be a good listener				
18. In my communications with people I am persuasive				
19. Am persevering and do not give up when things are difficult				
20. Do not shy away from conflicts but find ways of resolving them early before they become crises ²¹ . Am resourceful and am able to deal with unexpected situations				
22. Good at motivating others to get involved in challenging tasks and projects				
23. Give clear briefs to staff members and make sure they understand what is expected of them				
24. Encourage team work and provide support for teams to operate				
25. Keep in touch personally with my staff and speak with them regularly expectations				
26. Am always well prepared for any meeting or presentation				
27. Make sure I am informed about the progress of projects and give regular feedback to partners				
28. Know how to balance firm control and giving people independence				
29. Collect information about successful actions and communicate these to learners, teachers, parents and the community				
30. Careful not to create over-optimistic or over-pessimistic expectations				

UNIT FIVE

Good nutrition for learning

Tool 15: The National School Nutrition Programme (NSNP): Key management requirements

The Department of Education has compiled norms and guidelines for schools on the implementation of the programme. Here is an overview of the main areas to be managed. The guidelines apply equally to primary and secondary schools (the NSNP is to be phased into secondary schools).

The main points are reflected in the following checklist, which can serve as a useful tool to start up and monitor the programme.

Purpose

The guidelines provide a helpful, detailed checklist for SMTs to plan and manage their school nutrition programme.

What to do

Work through these management guidelines with your SMT, your NSNP coordinator, the school Nutrition Committee and the food handlers and/or gardener. Ensure that everybody understands their role and responsibilities and that the necessary systems and procedures are in place to implement the NSNP at your school efficiently.



Managing the implementation of the National School Nutrition Programme (NSNP)		
Area	Details	✓
Management structure	1. Have you appointed the right people? <ul style="list-style-type: none"> The principal as the accounting officer takes overall responsibility for the management programme and must ensure its success. A teacher/administrator is appointed by the principal to act as NSNP School Coordinator and is responsible for the day-to-day operations: receiving and recording stock, keeping up to date records of all invoices, meals served and number of learners fed per day. A Nutrition Committee must be established that comprises the NSNP School Coordinator, the School Management Team, a food handler, and /or a food gardener; The SGB will support any additional requirements and must ensure that the programme is implemented effectively. It is also responsible for identifying employed parents from the community to be recruited as Volunteer Food Handlers. Volunteer Food Handlers are responsible for the preparation, cooking, serving of meals and for cleaning the cooking area. They are expected to maintain a high level of personal hygiene. One Food Handler should be appointed for every 200 learners. Food Handlers will be paid a monthly honorarium at a minimum of R500 per month. 	
	2. Does everyone know what they are expected to do?	
	3. Have the Food Handler and Food Gardener signed an agreement that specifies what they are expected to do, to what standard, and how much they will be paid?	
	4. Do you have regular contact with the people involved in the day-to-day operations of the programme?	
	5. Do you give regular feedback to the SGB on the progress of the Nutrition Programme?	
Training and development	6. Do you know when these training workshops will be offered in your area and what is involved? <ul style="list-style-type: none"> NSNP Implementation Guidelines for School Coordinators, District Officials and SGBs on clarifying requirements, roles and responsibilities. Hygiene and Safety for Volunteer Handlers on health and hygiene standards and to improve the quality of meals. Sustainable Food Production for a nominated teacher, SMT and SGB members for training on food production. Each school is expected to initiate a food garden or food production project 	
	7. Have you organised for the respective people to participate in the workshops?	
	8. Did you get feedback from the participants on how they benefited from the workshop?	
Equipment and utensils	9. Did you organise for the purchase of the following basic equipment? <ul style="list-style-type: none"> 3 burner gas stove 20 litres cooking pots (3 pots per 500 learners) Stainless steel or heavy duty melamine eating spoons, plates and mugs/cups. 	
	10. Do you have a procedure for fixing and replacing broken items?	

Managing the implementation of the National School Nutrition Programme (NSPN)		
Area	Details	✓
Storage and use of food	11. Does your food storage area conform to these standards? <ul style="list-style-type: none"> • Adequate ventilation • Food placed on an elevated area to avoid food contamination 	
	12. Are the last food items used up before newly delivered items are consumed?	
Ordering, receiving and checking food	13. Does the NSNP School Coordinator follow the required procedure? <ul style="list-style-type: none"> • Order stock based on identified quantities as per agreed menus • Receive stock and reconcile supplies with delivery note and/or invoice • Check all goods for expiry date. Schools should not accept any expired food items or food which expires within 3 months • Sign delivery note and/or invoice and stamp with school stamp • Keep signed copy in designated file 	
	14. Do you carry out spot checks to ensure that this procedure is adhered to?	
Cooking and preparation	15. Are the meals given to the learners nutritious and tasty and do they conform to these standards? <ul style="list-style-type: none"> • Each meal must fulfill at least 30% of the child's daily nutritional requirements. • The meals must be balanced and include: <ul style="list-style-type: none"> o Protein o vegetable protein, e.g. dried beans and peas, soya products, lentils, and nuts; o animal protein, e.g. meat, milk, eggs and fish depending on affordability. • Starch: e.g. maize meal, samp, mealie rice, rice, bread, potatoes. Maize meal, bread or flour products should have the logo depicting that they have been fortified with essential macronutrients. • Vegetables: at least one green and one red or yellow or orange vegetable per meal. • Fats and oils must be used in moderation. • Iodated/iodized salt must be used in moderation. • Learners must drink at least 8 cups or glasses of water 	
	16. Does the area you have designated for cooking conform to these standards? <ul style="list-style-type: none"> • Adequate ventilation • Clear of any potential for food contamination • Kept clean and hygienic at all times • All gas equipment must comply with gas safety regulations as stipulated by the Occupation Health and Safety Act for vessels under pressure • A gas cylinder must be installed outside the cooking area • Staff using the gas stove are informed about safety precautions and know what to do in an emergency 	
	17. Do you carry out spot checks to ensure that this procedure is adhered to?	
Communication and reporting	18. Do you compile and submit a monthly report to the District/Circuit Office?	
	19. Is a copy of the report kept in a designated file in your school office?	
	20. Do you have the contact details of your District Office? You can contact this office for any queries, complaints, assistance and support by telephoning the office.	
	21. Do you participate in regular meetings with the appointed District Official to keep abreast of developments of the programme?	

(Source: DoE publication, *National School Nutrition Programme, A Guide for Secondary Schools*, 2009 <http://www.education.gov.za>)

Tool 16: Analysis of needs, strengths and threats: Setting up your school nutrition programme

There are three critical ingredients that increase the chances of implementing a successful nutrition programme:

1. Committed and capable management
2. A realistic and achievable strategy
3. Continuous monitoring

The overview of areas that need to be managed in Tool 16 also shows the resources you need to organise the programme. This activity encourages you to reflect on:

- what you need
- what capacity and resources you have internally
- the potential support that is available from external sources, and
- what prevents you from organising a well run nutrition programme

Purpose

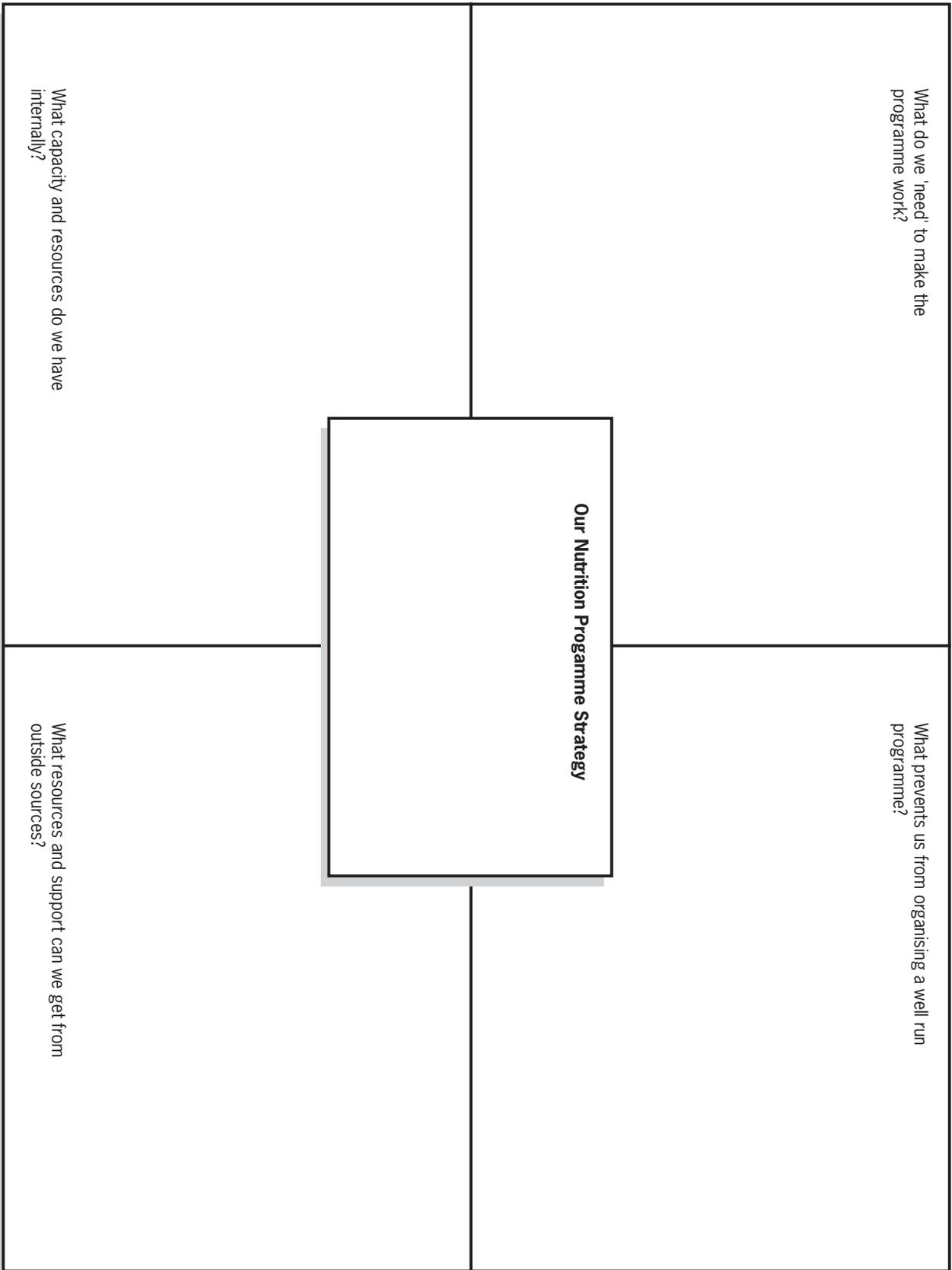
By conducting an informal critical analysis of your context you are able to get an impression of the positive forces and resources that you can count on to support your initiative as well as constraints and obstacles that may impede your progress.

What to do

1. Identify the nutrition strategy option that is most suitable for your context. Write a description of your particular nutrition programme strategy inside the middle block of the diagram on the next page.
2. Reflect on and discuss each of the questions and write the main points of your discussion inside the relevant blocks.



Making the nutrition programme work - Summary of needs, strengths and threats



Tool 17: Fact sheet: Food groups and what they do in the body

Purpose

This fact sheet provides valuable information to help the NSNP coordinator to plan well balanced meals.

What to do

A well balanced meal should ideally consist mostly of vegetables and grains with some protein and only a little oil and fat. Use this table as a guide for preparing balanced meals for learners.

Here is a overview of the groups of foods, the most important nutrients they contain and their role in the body.



Group	Foods	Major nutrients	Role
Cereals	Maize and maize products, bread, rice, wheat, sorghum, pasta, breakfast cereals, oats, Mabella, Morvite (or any foods made with the above)	Good source of carbohydrates	Provide energy
		Unrefined cereals are a good source of fibre	Help the bowels to function properly and prevent constipation
		Maize meal and bread flour are fortified with various micronutrients	Help to prevent micronutrient deficiencies
White roots and tubers	Potato, white sweetpotato, amadumbe	Good source of carbohydrates	Provide energy
Dark-yellow and orange fleshed vegetables and tubers	Carrot, butternut, pumpkin Sweetpotato with dark-yellow or orange flesh	Good source of vitamin A	Prevent infections Keep the eyes healthy Help children grow properly
Dark-green leafy vegetables	Spinach, imifino, morogo, beetroot leaves, pumpkin leaves, butternut leaves, wild growing green leaves	Good source of vitamin A	Prevent infections Keep the eyes healthy Help children grow properly
		Dark-green leafy vegetables are a good source of folate	Particularly important for pregnant women
Vegetables other than dark-green leafy and dark-yellow / orange	Broccoli, cabbage, cauliflower, green beans, onion, tomatoes, turnips	Provide some vitamins and minerals	Help to prevent micronutrient deficiency
		Good source of fibre	Help the bowels to function properly and prevent constipation
Yellow / orange fruits	Ripe mangoes, pawpaw, yellow peach	Good source of vitamin A	Prevent infections Keep the eyes healthy Help children grow properly
Fruits other than yellow / orange fleshed	Apple, banana, grape, peach, pineapple, plum, strawberry, watermelon Grapefruit, guava, lemon, orange, naartjie	Good source of vitamins and fibre	Help the bowels to function properly and prevents constipation
		Good source of vitamin C	Prevent infections Needed for healthy gums

Group	Foods	Major nutrients	Role
Legumes, nuts and seeds	Beans (haricot beans, haricot beans, peas, lentils, nuts, seeds, or any food made with these)	Good source of protein	Build and maintain healthy and strong muscles, bones, skin and blood
		Good source of fibre	Helps the bowels to function properly and prevent constipation
Meat and poultry (flesh meats)	Meat: beef, goat, lamb, mutton, pork, venison	Good source of protein	Build and maintain healthy and strong muscles, bones, skin and blood
	Poultry: chicken, birds	Good source of iron	Make red blood cells
Organ meats	Liver	Excellent source of iron	Make red blood cells
		Excellent source of vitamin A	Prevent infections Keep the eyes healthy Help children grow properly
Fish	Fresh fish or canned fish (e.g. sardines, pilchards, tuna)	Good source of protein	Build and maintain healthy and strong muscles, bones, skin and blood
Eggs	Egg white	Good source of protein	Build and maintain healthy and strong muscles, bones, skin and blood
	Egg yolk	Good source of vitamin A	Prevent infections Keep the eyes healthy Help children grow properly
Milk and milk products	Milk, sour milk (amasi), cheese, yogurt, or any other milk products	Good source of calcium	Strong bones and teeth
Fats and oils	Oils, fats or margarine added to food or used for cooking	Good source of fats	Provide energy
Sugars and sweets ^a	Sugar, honey, sweetened or sugary foods such as sweets, chocolates, cake	Poor source of nutrients	-
Spices, relishes and beverages ^a	Spices: salt, pepper, curry Relishes: chutney, tomato sauce Beverages: coffee, tea, alcoholic drinks	Poor source of nutrients	-

^a Poor source of nutrients; makes food tasty

FAO (2008): Guidelines for measuring household and individual dietary diversity

(Source: Household Food Security Programme, Module 1 – Food Behaviour and Nutrition, Unisa, 2009)

Tool 18: Ideas for menus

Purpose

Here is a useful resource for the NSNP School Coordinator. The menus make use of ingredients that are easily available to most schools and they are quite affordable.

What to do

It is useful to work out the correct quantity of ingredients you need per meal. You can work this out by dividing the total number of meals by the servings listed in the menu. For example in Menu 1 the ingredients listed make 20 servings. If you need to make food for 100 children, you divide 100 by 20, which gives you 5. That means you have to multiply each quantity by 5 to make enough food for 100 meals.

We have shown you an example in Menu 1. You will have to fill in the details for each menu according to the number of meals you need to serve.



<p>1. Imana (Soya Mince) and vegetables</p>	<p>Work out and record quantities of the ingredients for more than 20 learners e.g. for 100 children, you need 5 times the ingredients</p>
<p>Ingredients 1 onion chopped 1 Tablespoon of oil 1 bag of soya mince (500g bag) 8 cups water (hot water cooks quicker but it can be cold) Add 2 cups of whatever vegetables are available (Cabbage, spinach, carrots)</p> <p>Instructions 1. Fry the onions in the oil until the onions are soft 2. Add the soya mince and water 3. Boil for about 10 mins 4. Add whatever vegetables you are using 5. Cook for a further 10 mins until the vegetables are just soft but not "pap"</p>	<p>5 onions 5 tablespoons of oil 5 bags of soya mince (500g) 40 cups of water</p> <p>10 cups of vegetables</p>
<p>Serves 20 children</p>	

<p>2. Lentils with rice and vegetables</p>	<p>Work out and record quantities of the ingredients for more than 15 learners</p>
<p>Ingredients 500g lentils 4 cups rice 8 cups water 1 onion chopped 2 stock cubes Add 2 cups of whatever vegetables are available (Cabbage, spinach, carrots)</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Boil the lentils until tender – about 20 mins. Do not add salt until the are cooked 2. Fry the onion 3. Add the rice, water and stock 4. Cook for 10 mins 5. Add the vegetables 6. When it is all cooked add the cooked lentils 	
<p>Serves 15 children</p>	

<p>3. Pilchard and cabbage stew</p>	<p>Work out and record quantities of the ingredients for more than 5 learners</p>
<p>Ingredients 1 spoon oil 1 onion 1 green pepper, chopped 4 cloves garlic, crushed Half a cabbage, cut into thin strips 2 tomatoes, coarsely chopped 2 x 425g cans Lucky Star pilchards in chilli (or tomato) Salt, pepper and herbs to taste</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Heat the oil in a saucepan. Add the onion, green pepper and garlic. Simmer gently until tender, stirring frequently. Add tomatoes, stir well, simmer for 5 minutes. 2. Use a fork to break the pilchards into large chunks. Add to the vegetables, together with the sauce from the can. 3. Add the cabbage and stir for another 4 – 5 minutes. Season to taste. 4. Serve immediately, spooned onto rice or pap. 	
<p>Serves 5 children</p>	



<p>4. Pilchard fish cakes</p>	<p>Work out and record quantities of the ingredients for more than 5 learners</p>
<p>Ingredients 1x 425g tin of Lucky Star pilchards 2 potatoes cooked and mashed 1 egg lightly beaten 1 small onion finely chopped 1 teaspoon lemon juice Oil for frying</p> <p>Instructions 1. Mix together the pilchards, potato, onion lemon juice and egg 2. Make into cakes 3. Fry in the oil until golden brown</p>	
<p>Serves 5 children</p>	

<p>5. Pilchard and butternut casserole</p>	<p>Work out and record quantities of the ingredients for more than 8 learners</p>
<p>Ingredients 1x 425g tin of Lucky Star pilchards 2 onions finely chopped 2 cloves of garlic (if available) 1 green pepper 1 teaspoon of curry powder 2 potatoes chopped 1 small butternut chopped 2 tomatoes chopped</p> <p>Instructions 1. Fry the onion, green pepper and garlic 2. Add the curry powder and potatoes and cook for 5 mins 3. Add the butternut and tomatoes and cook until the butternut is cooked 4. Add the pilchards</p> <p>Serves 8 children</p>	

<p>Other ideas for using soya mince</p> <p>Soya mince can be served with:</p> <ul style="list-style-type: none"> • Macaroni (use 1kg for 15 children) • Stiff porridge • Rice (use 4 cups for 15 children) • Stamp Korring • Samp 	<p>Soya Mince Cottage pie</p> <p>Make up the Soya mince as above Top with mashed potato</p>
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Tool 19: Easy ideas for enriching menus

Purpose

Here is a useful resource for the NSNP School Coordinator. It shows what can be done to enrich simple menus at low cost.

The menu below was drawn up by the coordinator of the nutrition programme at Skosana Primary School, a Quintile 2 school in the Sekukhune district of Limpopo Province. It serves to illustrate the type of food generally provided as part of the provincially implemented nutrition programmes.

What to do

Look carefully at the menu and improve the nutritional value of the meals served on Monday, Wednesday and Friday without raising the cost very much.



Day	Menu
Monday	Pap and soup
Tuesday	Samp, vegetables and fruit
Wednesday	Pap and soup
Thursday	Soup and vegetables (carrot, pumpkin)
Friday	Bread, juice, soup

Comment

The meals on Monday, Wednesday and Friday are limited in their nutritional value, as they focus on starchy, energy giving food, but include little protein (body builders) and only a limited amount of vegetables that provide minerals and vitamins. For example, the balance and quality of the food can easily be improved, by cooking the following soups.

Monday

Add lentils and carrots to the soup. Lentils are cheap, but rich in protein, starch and minerals such as iron and calcium. Carrots will give the children vitamin C and A.

Wednesday

Cook soya mince (Imana) mixed with spinach instead of soup. The soya gives the children protein, while the spinach gives them Vitamin C, A, calcium and iron.

Friday

The bread can be served with a tomato, beans and onion soup and the children can drink water instead of juice. The beans are rich in proteins, while tomatoes give the children vitamin C.

Useful Tip

Beans can take a long time to cook and use a lot of fuel. You can cut down on fuel costs if you use smaller black-eyed beans and soak them overnight. The next morning, boil the beans on high for 20 minutes. Then put them 'to bed' by wrapping the pot tightly in a towel and putting it between blankets. This 'hotbox' will keep the pot warm enough so the beans can soften. They will be ready 3-4 hours later.

Tool 20: Calculating quantities and cost

Calculating accurately what kind of food you need, how much you need, and how much it will cost is essential for two reasons:

- it gives you a good idea of how much food to order, and
- it helps you to manage your budget.

Purpose

To show how you can work out quantities and cost for a particular menu.

What to do

Look at the recipe below and work out how much food you will need to provide this meal for 200 children in your school.



Imana (Soya Mince) and vegetables

- 1 onion chopped
- 1 Spoon of oil
- 1 bag of soya mince (500g bag)
- 8 cups water (hot water cooks quicker but it can be cold)
- Add 2 cups of whatever vegetables are available (Cabbage, spinach, carrots)

- Fry the onions in the oil until the onions are soft
- Add the soya mince and water
- Boil for about 10 mins
- Add whatever vegetables you are using
- Cook for a further 10 mins until the vegetables are just soft butnot "pap"

This recipe serves 20 primary school children. It is best served with boiled rice.
Use 4 cups of dry rice for 20 children.

Comment

The dietician who helped us work out the quantities for the above recipe told us how much starch and protein the children need in a meal, not necessarily how much they would like to eat. If we take her recipe as a starting point, we can quickly do the following sums:

4 cups of rice for 20 children = 40 cups of rice for 200 children.

We weighed one cup of rice and found that it weighs 250g.

4 cups in 1 kg of rice = 40 cups in 10kg of rice.

If we do the same for the recipe, we can see that the recipe feeds 20 children, so we need to multiply each ingredient by 10 to get the correct quantity for 200 children.

Our shopping list for the meal will look like this:

- 10 kg of rice
- 10 onions
- 1 cup of oil
- 10 bags (500g) of soya mince
- 10 bunches of carrots or spinach or 2 cabbages

With these quantities, it is much easier to work out the exact cost of a school meal. You might find it useful to go through this exercise again with the NSNP coordinator and draw up a week planner that looks at the menu, the quantities and the cost at the same time:

Day	Menu	Quantity needed	Cost
Monday	Bean stew and macaroni with Fruit	Macaroni (use 1kg for 20 children)	
Tuesday	Mielie meal porridge and maas		
Wednesday	Soya mince and vegetables with rice	10 kg of rice 10 onions 1 cup of oil 10 bags (500g) of soya mince 10 bunches of carrots or spinach or 2 cabbages	
Thursday	Soup and bread Fruit		
Friday	Lentils with rice and vegetables		

Tool 21: Budgeting for the Nutrition Programme

Purpose

The purpose of a budget is to manage the financial aspects of the nutrition programme. If well managed it enables you to use funds optimally to provide nutritious meals for the vulnerable learners in your school.

What to do

Guidelines for budgeting:

1. Keep your budget realistic. This means that you have to include all your expenses. You also have to keep a check regularly on the cost of food items.
2. Budget for a surplus. You must expect that you won't always get your budget right. Do not spend every cent you have. Leave about 5% of your monthly income for expenses that amount to more than you budgeted, and also for unforeseen expenses.
3. Revisit your budget monthly to check how your budgeted amount compares to the actual expenses.

Start up expenses

You have to calculate the start-up costs such as the purchase of a gas stove, gas cylinder, equipment such as cooking pots, plates, cups, spoons and forks, and allocate a portion of your initial income to cover these expenses.

Monthly expenses

It is useful to work out a budget to cover monthly expenses. There are three main categories of expenses: fixed, variable and irregular.

- *Fixed expenses* are regular cost items that are the same every month, e.g. stipends to the food handlers and gardeners.
- *Variable expenses* are regular items that vary every month. All your food items are variable expenses. List each type and quantity, e.g. 20 kg rice, 25kg samp, etc.
- *Irregular expenses* are cost items that may occur at different times during the year. For example the replacement of plates or cups that break or get lost, as well as the repairs and maintenance of stoves.

Use the budget template provided on the following page to plan and record the spending on your school nutrition programme.



Monthly Budget Template

Month _____

Date _____

Income	Amount	Expenses	Budgeted	Actual
Department of Education grant		Fixed expenses		
Income from funders		Stipend for cooks		
		Stipend for gardeners		
Donations				
Other income				
		Variable expenses		
		Food		
		Items and quantities		
		Gas		
		Transport		
		Irregular expenses		
		Replacement of equipment		
		Total		
		Surplus/Deficit		

Tool 22: Selected organisations that offer assistance with school food gardens

Starting and maintaining a food garden that is productive and that provides suitable crops of sufficient quantities to supplement school meals, requires know how, careful planning, appropriate selection of vegetables and ongoing care and maintenance.



Organisations that offer assistance with school food gardens		
Organisations	Contact details	Services offered/examples of support
1. National Department of Agriculture	Resource Centre, Directorate Agricultural Information Services Private Bag X144, Pretoria, 0001 South Africa Website: www.nda.agric.za/loadme.html Publications and Tips and Tricks on Farming	1. Information packs on a variety of topics: <ul style="list-style-type: none"> • Plan and prepare a vegetable garden • Growing cabbage • Compost • Crop rotation You can get these information packs from the Resource Centre 2. Support from agricultural extension officers who work in your area. They offer this support: <ul style="list-style-type: none"> • test soil and water • provide seedlings and fertilizer • provide fencing and poles • conduct training sessions
2. Department of Health	Department of Health Private Bag X828 Pretoria, 0001 Tel 012 312 0000 Fax 012 326 4395 www.doh.gov.za/	<ul style="list-style-type: none"> • Partnership with the DoH resulted in irrigations systems being set up in 37 schools • Donation of vegetable seeds
3. Department of Education	Contact your nearest District Office www.education.gpg.gov.za/	Information and support services
4. Food Gardens Foundation	P.O.B ox 41250 Craighall Johannesburg 2024 Tel (011) 880 5956/7 Fax (011) 442 7642 www.foodgardensfoundation.org.za/	This NGO teaches people small-scale, low cost food gardening. They do gardening demonstrations at schools in various provinces and have information and videos to teach the basic skills. They also provide good cheap seeds to their members, and advise them on how to make their own compost and when to plant what.
5. Woolworths Trust Eduplant	Food & Trees for Africa Tel: 011 803 9750, email info@trees.org.za www.trees.co.za/woolworths-trust-eduplant.html	The trust offers free Permaculture food gardening workshops



Tips on what to plant

The selection of vegetables to plant in the school gardens is of particular importance. The National Food Consumption Survey of 1999 among children aged 1-9 years, indicated that up to 50% were deficient in Vitamin A intake. Among the vegetables to plant in school gardens would be orange-fleshed sweet potato and green leafy vegetables, such as spinach and *Imifino*. This will highly increase the Vitamin A content of the children's diet.

Some general tips for managing gardens

We contacted the *Food Gardens Foundation* who informed us that gardening requires good management, consistent effort and regular work. Schools that run successful school gardens usually have the following structures and resources in place:

- A gardening 'champion', who is enthusiastic, keeps an eye on things, encourages participation and makes sure the plants are well watered and cared for every day.
- Enough gardening tools to allow for people to work in teams.
- A good sowing guide, to ensure the best crops for each season, and also a regular harvest throughout the year.
- A planting plan that allows easy access to crops and uses the space effectively.
- A strategy for feeding the soil with compost and crop rotation to make sure the harvest is good every time.

UNIT SIX

School-based aftercare

Tool 23: What kind of aftercare service can your school offer?

To find the answer to this question you can organise a brainstorming activity with your school management team. Brainstorming is a well-known and useful tool that we can use to come up with creative solutions to problems. It is particularly useful if you want to break out of the usual patterns of thinking in order to take a fresh look at a problem or challenge. Brainstorming with a group can be particularly effective as it stimulates the members to share their experience and creativity. If well organised, group brainstorming can enable the team to develop ideas in more depth than if individuals are left to come up with ideas on their own.

IDEAS FOR ORGANISING A PRODUCTIVE BRAINSTORMING ACTIVITY

1. Clearly describe the challenge or problem for which you want to find an answer.
2. Make sure everyone understands the 'rules of the brainstorming game'
 - Everyone's contribution is accepted and respected
 - No attempt must be made to evaluate the ideas
 - No sequential train of thought is followed
 - The focus must be on the problem or challenge
 - All ideas are recorded.
3. Encourage people to be creative and to come up with as many ideas as possible, practical as well as impractical ones. All ideas are welcome.
4. Encourage everyone to contribute. One way of doing this is to get people to write their ideas on cards. The participants write one idea per card. The cards can be placed on the wall or stand with prestik. The cards also serve as a record of the ideas and there is no need for someone to record them on flipchart paper.
5. Put a time frame on the brainstorming activity. This helps to keep the momentum alive and prevents people becoming introspective and falling into the trap of evaluating the ideas.
6. Let people have fun with the brainstorming activity. The more they enjoy the activity and relaxed they are, the more their creativity is stimulated.
7. Encourage people to use other people's ideas to create new ones.
8. Once you have completed the actual brainstorming activity, you can shift the cards around and order them under specific headings. You may then want to take a critical look at the ideas and start thinking about how to use them to come up with a workable solution to the problem or challenge that you had identified.

Purpose

- To use a brainstorming technique to come up with creative ideas respond to the challenge of providing aftercare support for vulnerable learners.
- To use the ideas from the brainstorming session to inform the development of a draft set of ideas for an aftercare strategy.

What to do

- Introduce the planning activity and make sure that each member of the team understands the purpose described above.
- Explain that the planning activity consists of four parts:

1	2	3	4
Describe the challenge of providing aftercare for vulnerable learners at your school	Brainstorm to come up with creative ideas	Discuss the context report compiled by a SMT member	Compile list of workable ideas for an aftercare strategy

1. Describe the challenge of providing aftercare for vulnerable learners at your school in the table on the next page. Give a detailed description of your reality as you see it. The description of the challenge will help to remain focused when you brainstorm ideas.
2. Brainstorm ideas. You can use the brainstorming guidelines to assist you to organise the activity and to create an atmosphere where everyone can contribute ideas. Record the ideas from members inside the block on the next page.
3. Discuss the context report. The SMT member can give a brief presentation to kick-start the discussion. The purpose of the discussion is among others to find out whether it is possible to link up with existing initiatives and what the implications might be. It is also to probe what types of support the school can harness in its efforts to offer aftercare support.
4. Examine the ideas from the brainstorming session critically. Select those you think are feasible, and use the table provided to record your ideas.



1. Description of the challenge of providing aftercare for vulnerable children at your school	2. Record of ideas
<p>Describe the nature and scope of the challenge:</p> <ul style="list-style-type: none"> • Numbers of vulnerable learners • Their needs • What you need to run the aftercare (people, funds, resources) 	





Questions	Draft ideas for an aftercare strategy
1. How many vulnerable learners would need aftercare support?	
2. What are their most urgent needs?	
3. What aftercare option is most suitable [Check the options diagram on page 131 in Unit 6]	
4. What internal resources can you use?	
5. What resources can you get from the community and external organisations?	
6. What activities could you offer?	
7. Who will get involved in the aftercare programme?	
8. Who will manage the aftercare programme?	
9. What are the biggest obstacles to getting started?	
10. What would you prioritise at the start?	

Tool 24: Some ideas for aftercare activities

It is ideal for any aftercare facility to have a planned programme of activities for each day. These should include a balance of more formal, structured and informal or free activities. Structured activities may include, sitting down together to eat, supervised homework and general academic support, a slot for reading practice (in primary schools) various creative activities like singing, music, drama, visual art as well as organised games and sporting activities. Informal or free activities like playing board games or allocating time for outdoor play should also be included into a weekly programme of activities.

Here are a few ideas for some creative activities that are particularly aimed at also building identity and are therefore not only fun, but are also considered to have some therapeutic value, especially for vulnerable learners.

Activities to build identity and creativity

Many of these are creative activities and/or are based on the observation of nature. They encourage children to express freely (and value) who they are and what they feel and see. Some of them focus on cherishing memories of a parent or loved one who has died. Most will require:

- **Time:** Enough time to choose, imagine, remember, talk, make and remake. It is especially important to talk with children as they work.
- **Focus:** Noisy, confused or aggressive children may need a starter activity like a bit of deep breathing, or some singing while they work to calm and focus them.
- **A non-judgemental approach:** Facilitators can help children learn some techniques but should focus on meaning rather than accurate or perfect work. (In creative work there is no *right* or *wrong*.)
- **Care:** Some activities need gentle handling as deep feelings may come up.
- **Some free or low-cost resources:** Facilitators and children can collect:
 - recycled material such as: cardboard sheets, cylinders and boxes; bright foil and patterned paper; old glossy magazines and newspapers; bottle-tops, buttons, small bottles, beads wire, scraps of fabric, empty cans and plastic bottles;
 - simple art materials such as coloured chalk, wax crayons, paper (even paper used on one side), pencils, poster paints;
 - natural materials such as seeds and pods, grasses and reeds, clay, leaves, dry flowers, feathers, shells;
 - glue: Make your own by mixing two tablespoons of flour with four tablespoons of water in a bowl until smooth. Then add two cups of boiling water and stir well again. Keep in a cup or jar. (It's not very thick.)



Some ideas for activities

SPECIAL NAMES: Give each child a sheet of paper and put out wax crayons. Children must:

- Bring the two longer sides of the paper together and fold it over.
- Smooth the fold quite flat.
- Open the paper and write their name in big letters on one half, using the fold line as the line to write on. Do clear, strong letters in thick crayon.
- Fold the paper over again with the name inside. Place on a book or desk and rub the thumbnail firmly all over the outside.
- Open the paper and see how the crayoned name has rubbed onto the other side of the paper too so that there is a lovely symmetrical pattern.
- Decorate the name with other colours etc. – but keep the shape clear.
- Make a beautiful display with all the names stuck on the wall. (Use prestik.)

Children love this activity. They can also do it using the names of loved ones to make birthday cards or memory cards. Some may need to learn how to write their name. While they decorate their names, ask who gave them the name and why, what it means, what different forms it has, and so on.

MEMORY BOX: Explain What a memory box is: a small box containing things that remind us of someone we love very much. They can be things (often very simple) like something small s/he wore or used, something s/he wrote, a photo, a scrap of fabric from a dress, a card, something s/he made, or things we make ourselves to remember some part of the person. Children/youth and facilitators can bring small strong boxes, one for each person. They can be decorated in different ways: e.g with coloured paper, pieces of fabric, shapes or pictures cut from magazines, seeds and dried leaves, drawings, pretty buttons, shells, paints. The loved one's name could be part of the design. The boxes could also be varnished to preserve the decorations. Each child can collect items that remind them of the loved one to put in the box. Think of a place either a the aftercare centre or where the child lives to store the memory box safely.

PORTRAITS: Children can form pairs and do drawings or paintings of one another. For drawing they can use wax crayons, pencil crayons, pencils, or pieces of charcoal from the fire or bits of coloured chalk that has been dipped in a glass of sugar water which helps to make the colours brighter! They should look carefully at each other and do an outline of the other person that nearly fills the page. Then they can take time to fill in details. Encourage them to talk about the shapes on someone's face and how to draw parts like noses, shadows under the chin or lips etc. They should try different effects. Display the portraits.

Some ideas for activities

NATURE PICTURE: Let children make pictures using only natural materials like clay, seeds, grasses, leaves, bark, flower heads – use flower heads to draw with – as you press them the colour comes out, charcoal, soft clay mixed with water to produce earthy colours etc. rather than man-made materials. You will need glue to stick some items on. Collecting the materials could make an interesting outdoor activity by itself. The pictures could be of landscapes – mountains, trees, fields etc. – or the materials could be used to depict a house and garden, or a person.

OBSERVING PLANTS/ANIMALS/BIRDS/INSECTS: (This can be done at home or in aftercare or workshops.) Together find a place such as a clump of bushes, the edge of a forest or a swampy area that is used a lot by birds, animals or insects (for food, for making nests or homes, or for resting in). Use children and adults who do watch nature to help show the others such a place. Watch what is happening there over time. Children can do so every day, every week or just two or three times.

- They can observe one plant or animal especially closely, or they can observe everything.
- They can report back on what the plant (s) or animal(s) look like and what they do, and find out their local names and uses from adults who know.
- They can describe what changes take place overtime. They can watch to see what animals eat, how they make nests or homes, which plants are used or eaten etc.
- If they can write, some may enjoy making short written reports (just a sentence, perhaps with a drawing), or they can just tell. Help them make a list of the animals and birds they see.
- Make the children aware that all creatures need one another, and the more that are destroyed, the more danger the world is in. Also, the knowledge they may have of their local natural life has economic value in the wider world (e.g. in eco-tourism).

CARD-MAKING: Regularly collect thin cardboard from packaging (soap powder, cereal and tea boxes etc.) and get others to help collect or donate sheets of white or coloured card. Children can use it for card-making in workshops and at home for birthdays, Christmas and other religious occasions and especially for loved ones or friends who are sick. They can use the name patterns, portraits, nature drawings etc. or new drawings as cards. They could draw their home and/or family, the person the card is for, something that person likes to eat or do, a picture of themselves with the person. They can stick things on the card e.g. seeds, leaves, dried flowers, buttons, paper cut-outs etc. to decorate it. Talk to them about the pictures and the messages they want to write. (Write messages for those who can't write.)

Some ideas for activities

SPAZA STORE: Collect lots of strong cardboard boxes and old containers and ask families to keep theirs. Get the children to make their own spaza stores in groups. Each group will need some boxes and containers to set up their store. They can decorate the store with drawings and signs, and act out sales transactions together. They can make money from bottle-tops and scrap paper and be encouraged to add up purchases and work out change.

AN 'I CAN' AND 'I LIKE' STREAMER: (For young children) You need 6-10 metres of coloured plastic cord or string and sheets of A4 paper for the children. Question and talk to the children about things they can do (e.g. stand on their head, climb a tree, tie a bow, run fast, write their name, braid hair, make a wire car, sew etc.) or what they like especially well (soccer, cake, skipping, etc.) Help each child to fold the paper in half with the short ends together and make a sharp fold. Each child can then draw something s/he can do on one half and something s/he likes a lot next to it on the other half. As each child finishes, hang their picture over the string at the fold and stick or staple the two halves together so that the pictures are on the outside. Hang the pictures all along the string/cord in this way so that it looks like a gaily coloured streamer. Hang it up for all to see (also at a community function).

(Source: MiET Africa (2006) *HANDBOOK A resource for turning your school into a centre of care and support*. Africa Ignite: Kwa Zulu Natal).

UNIT SEVEN

Counselling support for vulnerable learners

Tool 25: What kind of counselling service can your school offer?

In Unit 7 we examined two options for school-based counselling support (see Guide page 162 Unit 7). The two options are illustrated by the two case studies which both provide wonderful examples of how, despite their challenging circumstances, these two schools have managed to develop workable strategies for offering counselling services to support vulnerable learners in their schools.

Drawing on the two options presented in the guide, this tool is intended to help you think about and plan a feasible strategy for implementing a counseling support service at your school context.

Purpose

- To conduct a situational analysis or assessment that will help you to understand the size of the challenge and the current capacity of your school to set up a counselling service.
- To assist you to decide on the most suitable options for implementing counselling support in your school context.

What to do

1. Call a meeting of your SMT and invite the School Based Support Team (SBST) to participate as well.
2. Use the questions provided in the text box on the following page to guide your assessment of your school situation (size of the problem and current capacity to address the problem).
3. Discuss and formulate answers to the questions. Record your answers and use these as the basis for planning the counseling component of your care and support plan which you will develop in Unit 8.



Assess your options
<p>1. Assess “how big the problem is” how many vulnerable learners are there in your school and how many are in need of counseling?</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • How will these learners be identified? • How can teachers be involved in identifying learners in need of counselling support • How will teachers know what to look out for? • What role will the SBST play? • How will learners be screened for referral? • What system will you use to prioritise those learners that need counselling more urgently than others? • How will confidentiality be ensured? • How will records be kept and how will learners progress tracked? <p>2. Assess the resources, both human and other you already have in your school</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • Assess the current counseling skill levels and/or qualifications of teachers at your school to establish your school’s capacity to offer counselling • Do you have any teachers on your staff that have any specialized qualifications in child psychology or counselling? • Do you have any qualified Life Orientation / Life Skills teachers? • Do you have any teachers who have had specialized professional development in counselling, either through the Department of Education or through programmes offered by a reputable NGO? • Does your school have a suitable room that affords the necessary privacy required for counseling? • Do you have a suitable place to keep confidential records? <p>3. Identify what additional resources your school may need to establish a well run counselling service</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • Assess the potential of government and non-government organisations in your area to provide counseling and support • Identify and visit clinics, hospitals and South African Social Security Agency (SASSA) offices in your area to establish what kind of support services including counseling services they can offer (illicit details pertaining to nature of services, frequency of this service, cost, will they come to your school or will you have to organize to get learners to their offices, any specific responsibilities that they require of the school etc). • Identify and visit any other non government, church-based or other organizations who work in your area and establish what relevant support services they can offer (be sure to ascertain the terms and conditions under which such services will be supplied) <p>4. Assess your school’s capacity to coordinate and manage a counselling service</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • How can the SMT facilitate the creation of a positive and safe environment for dealing with HIV and AIDS and other socio-economic barriers to learning? • How will a code and culture of ethical behaviour be established in your school? • Does your school have a SBST to coordinate the counseling service? If not, how will you go about establishing a functional SBST? • Is there a senior member of the SMT (principal or deputy) who will take responsibility for overseeing and monitoring the counseling service • Who will be responsible for keeping confidential records pertaining to vulnerable learners? <p>5. Assess the financial implications and the school’s capacity for meeting these financial obligations</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • What are the costs involved in using government and /or non-government counselling services (is there a service fee?) • Will there be transport costs involved in getting learners to particular facilities? • Any other costs involved in offering a counseling service? • How will the school raise the necessary money to meet the costs incurred?

Tool 26: Towards creating a safe and supportive school environment

As we have seen, support is crucial for learners experiencing various psycho-social barriers to learning, if they are to achieve their full potential. However, research has shown that while some children may need special counselling, the broader challenge of psycho-social support for children is not a matter for specialists:

Rather it lies in creating school environments within which children feel safe and supported, rather than excluded and vulnerable.

Therefore for most schools, the challenge is a dual one. How to provide specialist counselling for those learners who need it, but more generally, how to ensure that a caring culture is nurtured and maintained throughout the school. Importantly it needs to be understood that creating a culture of care and support is an ongoing process. Positive daily interaction between teachers and learners is critical to establishing a culture of caring.

Because of their daily interaction with the learners, all teachers need to a certain extent, to be seen as “first level counsellors” (refer to the pastoral role ascribed to teachers as one of the seven roles of educators).

Purpose

- This tool is intended to provide guidelines that help school management think about psycho-social support for learners and the key roles played by teachers in this respect.
- It is also intended, above all, to create a supportive, safe environment in which learners feel free to share their anxieties.

What to do

To provide emotional support to learners, teachers cannot force the issue. They need to be sensitive and patient, and might find that it takes time to win the learner’s trust. Some of the first skills a teacher needs to develop pertain to careful observation and listening skills.

1. It is a good idea for the SMT to workshop the suggested guideline with the teaching staff.
2. Discuss the important pastoral role that each teacher can play.
3. Help teachers to see their contribution to creating a caring school.
4. Discuss when it is necessary to refer learners for specialised counselling
5. Inform all teachers as to what procedures need to be followed when referring learners for specialised counseling (who should be contacted, who at the school is designated to deal with referrals etc).



TOOL

Guidelines for teachers to build up a trusting and safe relationship with learners

Never force a learner to talk. It must always be their choice. Avoid direct, persistent questioning – especially about personal experiences. Make sure that learners know that they only have to say something if they feel comfortable about it. They can choose.

Confidentiality is very important. If you encourage the use of a journal or free writing you must make sure that learners are able to keep what they write confidential. Never tell other teachers or learners or people in the community about things a learner has told you about!

Don't be afraid of tears. Do not be afraid of children crying. Crying is a good way to get feelings out. Just sit quietly and touch the child gently on their arm to let them know you are caring. Let them cry. Give them a tissue and a glass of water. They will soon stop. Then talk quietly about how it is good to cry and let your feelings out and normal to feel very sad when someone has died. If a child cries while in a group or in class you can take them outside and stay with them until they feel better. When you get back into the class don't just ignore the crying and pretend it didn't happen. Say something like, "Thando was feeling very sad. We all feel that way sometimes. It is quite ok to cry when we feel sad. What can we say to make Thando feel better? Slowly move on to a happy topic of discussion or sing a happy song.

Don't give advice. It is not necessary to say things like "it is going to be alright. Don't worry, things will get better." They may not get better and this kind of comment tells the child that they should not really be crying. Don't give advice either. Just listen and show you care with a tissue, a hand to hold and a glass of water.

Refer children who are not able to carry on with normal life because they are too sad. Sometimes, a learner may not be able to function because they are too sad. They cannot cope with schoolwork or become withdrawn or start to behave badly. This is a sign that they are not coping with the grief. This is when you will need to refer them to a social worker or counselor for professional help.

UNIT EIGHT

Developing a school-based care and support plan

Tool 27: The challenge of providing support for vulnerable learners

An analysis of the problem or challenge helps you to gain accurate insight into the nature and scope of the challenge. This is an essential step in formulating an appropriate plan. The preliminary thinking you have done so far will enable you to complete this questionnaire and compile a description of the over all challenge that face your school.

Look back on the notes that you have already prepared on the size and nature of the problems faced by your school in providing nutrition, aftercare and counselling services and feed any information that you have already gathered into this planning process.

Purpose

- To reflect critically on the challenge of providing a programme of support for vulnerable children in your school.
- To formulate a description of the nature and scope of the challenge that faces your school.

What to do

1. The list of questions in this tool is not exhaustive. You can add any other questions you think may help you to understand the challenge that faces your school. Try to be as detailed as possible.
2. Discuss and respond to the questions, recording your answers in the table.
3. Write draft summary description of the overall challenge of providing support to vulnerable learners at your school.
4. You can refine the description at a later stage in the planning process. Often, in the process of planning, we also get a better understanding of the challenge.

Suggested approach

As a time saving device, ask one of the SMT members to prepare a completed draft questionnaire before the planning workshop. Use the draft as the basis for your workshop discussion. During the workshop, focus on refining the answers to the questions and the description of the challenge.



Responding to the needs of vulnerable learners: Nature and scope of the challenge	
Questions	Answers
Level of awareness of the challenge	
1. Do we have a system for identifying vulnerable learners?	
2. Do we have a system for keeping confidential records and for tracking the progress of vulnerable learners?	
3. What does our school do at present to support vulnerable learners?	
4. How strong is the commitment of management and teachers to provide support for vulnerable learners? Provide a rating from 1-5, where 1 is weak and 5 is strong.	
Size of the group of vulnerable learners	
5. How do we define vulnerable learners?	
6. How many vulnerable learners do we have in our school?	
7. How big is the problem of irregular school attendance, absenteeism and drop out? Estimate the percentage of vulnerable learners in your school.	
Main needs of vulnerable learners	
8. What prevents vulnerable learners from participating in learning and teaching? Provide a list of key barriers	
9. What are the main needs of vulnerable learners?	
Main needs of teachers	
10. What are the main support needs of teachers?	
Summary description of the challenge	

Tool 28: Creating a vision statement: Your school as a centre of care and support

Through your engagement with previous units in this toolkit you have begun to build up an image of the kind of supportive and caring school that your school could become. You have discovered that the features of a caring school include interventions such as the school nutrition programme, aftercare programme and counselling support which have been found to have a significant impact on improving the lives of vulnerable learners and enabling them to participate in the learning and teaching process. As learners will only benefit when they are at school, the image of your school should also be of a school where attendance is high.

Your task is to now pull together all the insights you have gained into an inspiring future vision of your school as one in which all learners feel safe and secure and encouraged and supported to participate fully in order to achieve their potential. Your vision should also include support for teachers, especially those infected and affected by HIV and AIDS.

Purpose

- To think creatively about the caring and supportive school you aim to build in which all learners, including those who are most vulnerable, are able to participate fully in teaching and learning in order to realise their potential.
- To prepare a first written draft of a vision statement of your school as a centre of care and support.

What to do

1. Start by reading again relevant sections from *Unit 2 – Schools as centres of care* and checking the *diagram* from this unit that gives a graphic overview of the support initiatives that are features of a caring school.
2. Use the five questions in the table on the following page to stimulate discussion. You will notice that the questions are linked to elements that you will reflect in your vision statement.
3. Formulate the main points of your discussion as answers to the questions.
4. Draw on the answers to the questions in order to formulate your vision statement which you record inside the block at the end of the table.



Create a vision statement for your school as a centre of care and support	
1. Where do you want to be in the future?	Shared vision Involves defining what you really want to do.
2. Why do you want this future for your school?	Purpose Defines why you want to do it.
3. How will you work?	Core values When thinking about the values or principles that underpin your school's vision for a caring school, you have to ensure that they are consistent with the values contained in your school's vision and mission statements.
4. What are your goals?	Goals Show what you want to achieve in key areas.
5. How will you achieve your goals	Strategy Ways in which you will achieve your goals.
Vision statement	

Tool 29: SWOT analysis

Assessing the strengths, weaknesses, opportunities and threats in your context

Your ability to move forward towards achieving your vision of a caring and supportive school depends on the capacity and resources that are available in your school environment as well as resources you can harness from the outside. You have already done a few activities in previous units that encouraged you to reflect critically on your internal capacity to manage interventions such as the school nutrition programme, the aftercare programme and the provision of counseling support. You also reflected on the kind of support that might be available to you from external sources. This SWOT analysis activity gives you an opportunity of consolidating your understanding of the internal and external school environment.

Purpose

- To consolidate your understanding of the internal and external environment and resources that support or hinder your efforts to realise the vision of your school as a centre of care and support.
- To compile a summary of the SWOT analysis of your internal and external environment.

What to do

1. Reflect critically on your internal and external environment. Use the questions and cues on the SWOT analysis template to make a draft list of your strengths, weaknesses, opportunities and threats. Be analytical and specific and don't try to disguise weaknesses. It is important to gain as accurate a picture of your situation as possible.
2. Evaluate the initial list and refine your ideas. Write your refined list inside the blocks on the SWOT analysis template.
3. Discuss the list and answer these questions:
 - What can we do to maximise our strengths?
 - What must we build or develop to overcome the weaknesses or problem areas identified?
 - What do we need to do to make use of the opportunities?
 - What can we do to minimize or neutralize threats?



SWOT Analysis

<p style="text-align: center;">Internal environment</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Strengths Internal resources and capabilities for achieving our goals</p> <p>Examples of criteria</p> <ul style="list-style-type: none"> • What do we do well? • What advantages do we have? • What relevant resources can we access? <p>Think about capabilities, assets, people, experience.</p> </div> <div style="width: 45%;"> <p>Weaknesses Internal forces that could be barriers to achieve our goals</p> <p>Examples of criteria</p> <ul style="list-style-type: none"> • What do we do poorly? • What needs to be improved? • What must we avoid? • What do we lack? <p>Think about disadvantages, gaps in capabilities, low morale, work overload, weak leadership</p> </div> </div>	<p style="text-align: center;">External environment</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Opportunities External forces that enable us to achieve our goals. Favourable situations now and in the future</p> <p>Examples of criteria</p> <ul style="list-style-type: none"> • What organisations and government departments offer services that we can link up with? • What support is available from the community? • What funding can we obtain? <p>Think about possible funding, partnerships, services, support, people</p> </div> <div style="width: 45%;"> <p>Threats External forces that could weaken our chances of achieving our goals. Any potentially damaging unfavourable situation now or in the future</p> <p>Examples of criteria</p> <ul style="list-style-type: none"> • What obstacles do we face? • What is our biggest threat? <p>Think about unsustainable financial funding, support from community not forthcoming/not Reliable, rising costs, Collapse of partnerships</p> </div> </div>
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Tool 30: Identifying and describing strategic goals

Strategic goals are broad statements of intent that help to define the vision you wish to attain, in this case, a vision of creating a caring and supportive school environment.

Five key areas of focus

The focus is on five key areas that have been identified as important to the successful achievement of a caring and supportive school environment. The positive influence of *nutrition, aftercare* and *counseling* on the lives of vulnerable learners and their families has already been discussed in detail. *Care for teachers*, is an area that is worryingly neglected. This fourth area of focus is suggested for inclusion, as without teachers, there will be no school education. The fifth area, *prevention of HIV and AIDS*, deals with HIV and AIDS education integrated into the curriculum and the forging of strong links with community initiatives aimed at combating HIV and AIDS. This area is typically one that most schools do deal with through their Life Skills/ Life Orientation programme. While already part of the curriculum, it is recommended that you review and strengthen your interventions in this area of focus as part of a coherent approach to developing a overall care and support plan for your school.

Cross cutting strategic goal: Data collection and management

Any good strategic plan relies on accurate information. A cross cutting strategic goal is therefore to set up and maintain a management information system that is able to generate accurate information about vulnerable learners so that the plans you make are relevant and appropriate.

Resources and capacity

The level at which you implement each of the goals will depend on the resources and capacity in your internal and external school community.

Time frames

You also need to decide on a timeframe for implementing your strategic plan. Three years is typically the kind of time frame that is set for implementing a new or refocused vision. Knowing the time frame is important when you start compiling your goals, it helps you to decide whether a certain goal is realizable in the given time frame or not. In this way, it helps to serve as a reality check!

Realistic goal setting

The table on the following page provides an example of goals and objectives in each of the five key areas. Use them as a starting point for critical interrogation and discussion. Remember the purpose of these goal statements is to guide your future actions. It is therefore important that you agree on a set of goals that you are able to achieve.

Purpose

- Identify the adjustments to be made to the sample set of goals and objectives so that they reflect adequately our school’s needs, capacity and priorities.
- Finalise a set of goal statements that will form the basis of your school care and support plan

What to do

1. Read each goal statement and the related objectives provided in the table below. Discuss how to adapt each one to suit your school’s context, needs and capacity.
2. Rework each goal statement and produce a first draft of strategic goals and objects that are relevant to your school context.
3. Critically review the reworked draft goal statement and refine.
4. Finalise and record the refined version to use as the basis of your care and support plan.



Goal statements	
Examples of strategic goals	Your school's strategic goals
<p>Goal 1 (Nutrition) The school nutrition programme is well managed and provides vulnerable learners with a nutritious meal every day of the school week to enhance their capacity to learn.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Establish and maintain an up to date list of vulnerable learners who need nutritional support. 2. Find additional funds to supplement the grant from the Department of Education. 3. Monitor that the meals provided meet accepted nutritional criteria. 4. Assign clear roles and responsibilities to the appointed persons who run the nutrition programme. 5. Conduct a monthly review of all aspects of the nutrition programme. 	
<p>Goal 2 (Aftercare support) A multi-faceted aftercare support programme organised in conjunction with relevant partners is accessible to vulnerable children.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Identify and establish contact with individuals, organisations and government agencies in the community with whom the school can collaborate. 2. Draw up contractual agreements with individuals, partner agencies and organisations with whom we have agreed to collaborate. 3. Develop an aftercare programme of activities and support services that meet the needs of vulnerable children. 4. Appoint and train selected teachers who will be involved in the aftercare programme. 5. Monitor key aspects of the aftercare programme. 	

Goal statements	
<p>Examples of strategic goals</p> <p>Goal 3 (Counselling support) Counseling support services are available to vulnerable learners in collaboration with a network of relevant service providers.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Appoint a teacher who is trained in counseling to coordinate the counseling services at the school. 2. Identify and contact suitable external service providers. 3. Put in place a referral system that helps vulnerable learners to get the right help from suitable service providers. 4. Promote awareness amongst staff of the importance of taking care of the emotional, physiological and psychological needs of learners and their role in referring learners who need help. 5. Review the counseling support strategy twice a year. 	<p>Your school's strategic goals</p>
<p>Goal 4 (Care for teachers) An open, informed and supportive environment in which the psychological and emotional needs of teachers who are infected and affected by HIV and AIDS are addressed.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Review the system of dealing with absenteeism and the protection of leave to ensure that the procedures are in alignment with HIV and AIDS policy. 2. Put in place a replacement system for sick teachers. 3. Promote a code of conduct for teachers in which mutual respect, non-discrimination, and confidentiality are encouraged. 4. Make available to teachers a referral contact list of counseling support services. 5. Organise training events on stress management and dealing with illness and grief. 6. Encourage teachers to create a teacher support team. 	



Goal statements	
<p>Examples of strategic goals</p> <p>Goal 5 (Prevention of HIV and AIDS) HIV and AIDS education integrated into the curriculum and strong links made with community initiatives aimed at combating HIV and AIDS.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Provide teachers with correct basic knowledge about HIV and AIDS and train them to use the right methods to communicate the information to their learners. 2. Review the Life Skills/ Life Orientation Programme to ensure that it includes relevant sections on HIV and AIDS and the promotion of healthy and safe sexual practices. 3. Arrange for suitable supervision of all areas of the school to prevent sexual or other abuse. 4. Build a relationship with local clinics in to ensure that learners can get help on sexual health issues. 	<p>Your school's strategic goals</p>
<p>Cross cutting strategic goal A basic information system to gather data about vulnerable learners is established and maintained.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Compile the outline for an information management system for vulnerable learners. 2. Set up a system and procedures for collecting relevant data. 3. Appoint a management team member to manage the information system. 4. Orient and support teachers to carry out their data collecting responsibility. 5. Analyse data and use the information to inform activities to care and support vulnerable learners. 	

Tool 31: A guide to managing an information system for supporting vulnerable learners

Introduction

A key responsibility of any SMT is to set up and maintain a management information system that is able to generate accurate information about a number of aspects that relate to the day-to-day management of a school. Without accurate information, proper planning is not possible.

Although all schools collect information on learner attendance and performance and a range of other information, it is generally sent to the district and then to the provincial education office and no feed back on the use of the data is received by the school itself.

This tool is a mini-guide that is intended to help you set up a simple school-based information system to inform the planning that you need to do develop a care and support plan for vulnerable learners.

The mini guide comprised of input on the following:

1. A school-based data management system
2. The data management process
3. Why have an information system to collect data about vulnerable learners?
4. Data quality criteria
5. An outline for an information management system for vulnerable learners with:
 - guidelines for completing the information management system outline and a template for preparing an
 - outline of an information system for vulnerable learners
6. Three templates with accompanying guidelines for collecting, collating, and analysing data on vulnerable learners:
 - number of vulnerable learners per class
 - details about individual vulnerable learners
 - tracking the needs and support of vulnerable learners in the school.

Purpose

To develop a basic school-based data management system to inform the planning and management of appropriate care and support for vulnerable learners.

What to do

To develop an overarching action plan for creating a caring school, the size and nature of the challenges being faced need to be well understood. Setting up and maintaining a basic data management system that stores and tracks information about vulnerable learners is a first, actual step towards achieving this end. The following process is suggested:

1. The SMT and SBST need to read and engage with the input provided on the purpose and value of data management systems and data quality criteria (sections 1- 4 to follow).

2. Prepare an outline of an information system for vulnerable learners at your school using the guidelines provided (Section 5 on page 97).
3. Once management and the SBST have got to grips with what is required of a school-based information system for vulnerable learners, it is necessary to appoint a member of staff to lead and coordinate the process of establish and maintaining the system. It is important that one person is designated to take final responsibility for working with the data.
4. Prepare a workshop for all staff, introduce the teachers to the purpose and value of establishing and maintaining a data management system for collecting information on vulnerable learners. Explain the important role each teacher needs to play in collecting the data.
5. Work through the guidelines and templates for collecting, collating, and analysing data on vulnerable learners (Section 6 on page 101).

1. A school-based data management system

Your school already has a data management system, as the department of education requires you to send data about learner enrolment, attendance and learner performance. You also have to submit an annual school survey, which focuses on the learners enrolled at the school, the teachers, and the school infrastructure, amongst others.

An example of a data management process in your school is learner performance. The teacher **collects** the performance data from the students using set criteria and rubrics. The individual marks for the learners in each of the learning subjects are then **collated**, and this is **captured** in an overall marks schedule. The schedule is then **analysed** for good and poor performers and the information is **used** for follow-up and support where this is required. The results are **reported** to parents on a term-by-term basis. The teachers may **review** the whole process and make some adjustments for how learner performance will be dealt with in the term that follows.

Therefore, data management is more than just collecting and capturing data. It is a process that you follow in order to collect data that can be analysed and used for planning purposes.

Let's stop for a moment and check what we mean by terms like data and information.

What is the difference between data and information?

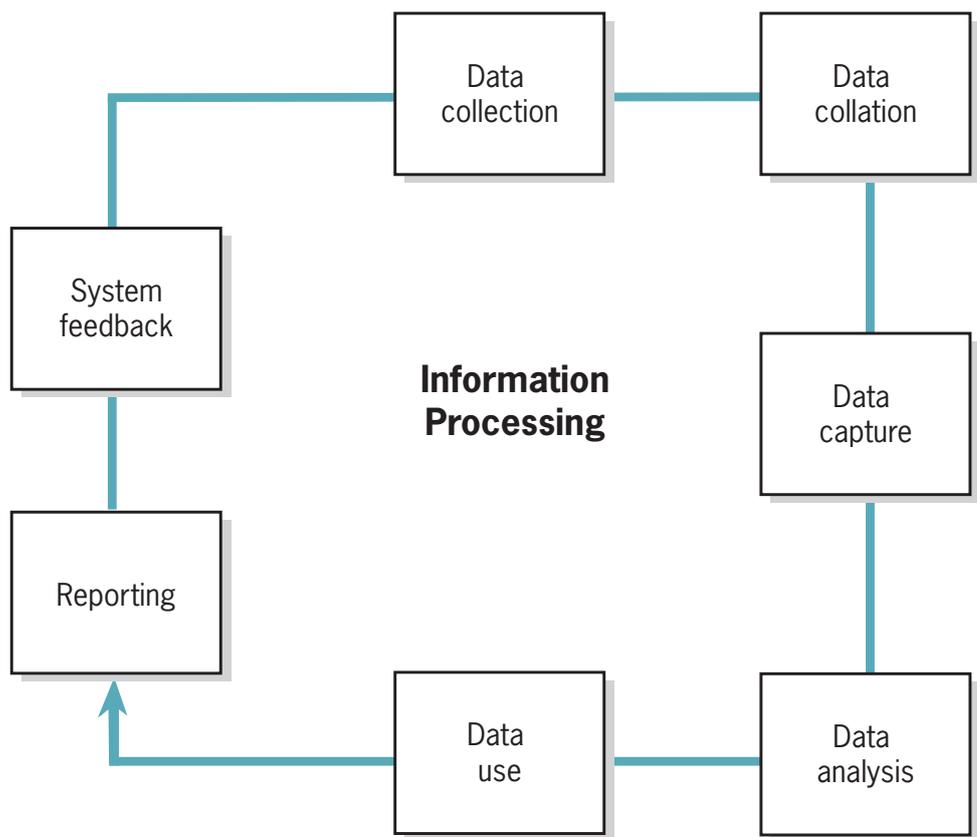
Data is any **single fact or number** – 120 learners, a mark of 20, 6 days absent etc. By themselves, they are not useful to us. However, once meaning is attached to the facts and numbers it becomes information, which can be used for planning.

For example

- *Are there 120 learners in the grade, or in the school in total? How many are orphans?*
- *What does 20 mean? What assessment task was used?*
- *6 days absent in one term is a lot, but is less concerning if it is over a longer period of time. What is the reason for the absence?*

When you work with data in an organised manner, this is data management. The diagram that follows illustrates the data management process – it is the process of moving from data to information that can be used for planning and monitoring. The process begins with data collection, capture and collation and moves to data analysis, use and feedback. This is a cyclical process.

2. The data management process



Let’s look more closely at the individual stages of the data management process:

- **Data collection** refers to the process of actually obtaining the data, preferably directly from the data source (e.g. asking the learner her/himself). Instructions and templates should be provided to ensure that the same procedures are followed by all to obtain the data.
- **Data collation** refers to the process in which the data collected is grouped and summarised. Again, instructions and templates should be provided to ensure that teachers are able to understand the procedures to be followed and carry them out without error.
- **Data capture** refers to the process in which the data collated is recorded into a predetermined template according to instructions provided.

- **Data analysis** refers to the process where the data captured is examined in a systematic manner in order to understand the trends in the data, and any other pertinent or interesting information. Anomalies in the data (i.e. figures that are unusually high or low) can also be identified.
- **Data use** refers to the way in which the results from the data analysis are used.
- **Reporting** refers to the process of transcribing information into reporting formats for submitting information (usually the department of education).
- **Feedback** refers to the process where feedback is gathered from stakeholders in order to improve the overall process.

Some of the data you collect, such as those linked to the performance of learners you make use of yourself. But generally the data you submit to the school district or provincial department of education about your school is not used directly by you. Usually your job is done when you send the requisite data. After that you get ready for the next round of data collection. You may at times wonder what happens to the data you collected? Why is it important to spend so much time and effort to collect the data in the first place? The data you and schools around the country collect and submit are compiled into useful information that informs school planning on a national, provincial, and district level. This information enables the people responsible to make decisions about the number of schools to build, where schools are needed, the number of teachers to train, the types of equipment and resources that are needed, the money needed for the national nutrition programme. So ultimately you benefit from the data you gather.

3. Why have an information system to collect data about vulnerable learners?

Throughout this guide and toolkit our focus has been on understanding the needs of vulnerable learners and what role the school can play to give them the necessary support. We recognised that supporting vulnerable learners to enable them to participate in learning and teaching is a core function of the school. In this unit you are engaged in planning for the care and support of vulnerable learners in ways that are appropriate for your context. But how can you be sure that your plan of activities and your financial plan are accurate and will result in relevant and suitable support? What information do you need to inform your plan? How can you ensure that the data you collect is accurate and reliable?

Data quality is important as it assists in the data management process by ensuring that the best possible data is collected, captured and analysed. The aim of data quality is to develop a system where the data is valid, reliable and precise and where all data provided has integrity and is available in time. A brief definition of the criteria of data quality is provided in the table on the next page:²

² Richards, P. A. (2004). *An Introduction to the Management of Data Quality*. Unpublished concept paper.

4. Data quality criteria

Explanation of data quality criteria	Questions to guide the collection of accurate and reliable data
<p>1. Validity is the assurance that we have actually measured what we intended to measure at the outset.</p> <p><i>Do the marks actually represent the true performance of the learner?</i></p>	<ul style="list-style-type: none"> • Are the instructions for the collection of data precise, and easy to understand? • Are the questions in the template clear and easy to understand? • Is the data collection template well designed? • Do the people who are completing the template know what they are doing?
<p>2. Reliability is being able to consistently collect data of the same quality over time.</p> <p><i>Will the criteria used to assess the learner produce as accurate and valid a list when the assessment is conducted at a different time?</i></p>	<ul style="list-style-type: none"> • Are the data collection processes consistent over time? • Are the sources that are used for the data consistent? • Are the data procedures error-free and bias-free? • Are there periodic reviews of the processes?
<p>3. Timeliness. The whole point of having quality data is to ensure that decisions regarding programmes and projects can be made in a timely manner. If significant time lags exist between the collection, collation and eventual reporting of data then the relevance of the data to the decision making process is lost.</p> <p><i>Can the assessment be collected in time to ensure that appropriate support is provided when it is needed?</i></p>	<ul style="list-style-type: none"> • Is the available data current? • Is the data collected frequently enough to meet the needs? • Has a schedule of data collection been developed?
<p>4. Precision is some form of guarantee that the data is as free from bias (accuracy) and error (precision) as possible.</p> <p><i>Are the learner results/schedules free from error?</i></p>	<ul style="list-style-type: none"> • Is there a system for tracking and correcting data errors? • Have acceptable 'margins of error' been established?
<p>5. Integrity. Although we would like to believe the best of everyone the reality is that even data management systems are open to manipulation with a subsequent lack of data integrity. Sometimes the loss of data integrity, or truthfulness of the data, occurs from human error or actual human interference.</p> <p><i>Is the information provided/obtained from learners/teachers correct.</i></p>	<ul style="list-style-type: none"> • Does the system rely on credible data sources? • What is being done to reduce the potential for data tampering?

5. An outline for an information management system for vulnerable learners

Before going off to compile templates to collect data, your first step is to develop an outline that provides information about:

- the purpose of the system
- the main sources of data
- the systems and procedures that are necessary
- who will be involved in the system and what their responsibilities are.

Such an outline provides a useful overview of what the information system must achieve and how you will establish and maintain the system. Here are some guidelines to help you complete the outline template for your school.

Guidelines for completing the outline template	
1. Meaning of the term vulnerable learner?	Specify what your school considers an appropriate definition of the term vulnerable. Refer to Unit 3 of the Guide to assist you.
2. Purpose of the information system 3. Main sources of data	<p>The main purpose is to identify vulnerable learners in order to plan relevant interventions to care for and support them.</p> <p>The main sources of data are:</p> <ul style="list-style-type: none"> • Learner attendance records • Learner performance records • Teacher observations of learners • Any relevant documentation on the vulnerability of learners.
4. Systems and procedures	<p>The purpose of collecting this data is to look for patterns and trends in order to establish whether a learner fits the vulnerability profile.</p> <p>A system is made up of these components:</p> <ul style="list-style-type: none"> • Input • Process • Output <p>Input This is the collection of raw data that has been identified as being relevant. The procedures for collecting the data must be clearly specified for each of the three key sources. Here is an example showing possible procedures for collecting data from the three key sources.</p> <p>Learner attendance records</p> <ul style="list-style-type: none"> • Teachers complete the attendance records daily. • The attendance records are submitted weekly to the admin person responsible for monitoring that the attendance registers are completed accurately. <p>Learner performance records</p> <ul style="list-style-type: none"> • Teachers complete the mark schedules for each child and for the class as a whole. • The mark schedules are submitted to the staff member responsible for monitoring the mark schedules.

	<p>Teacher observations of learners</p> <ul style="list-style-type: none"> • Make notes for learners that show verbal and non-verbal behaviours that are concerning and that may indicate that they have underlying problems. • Submit observation notes to the person who has a supervisory function and who is responsible for monitoring problem behaviours of learners in the school. <p>Process</p> <p>The data is collated into a manageable format and analysed. This makes it possible to extract meaningful information from the data. Specific templates can be used to collate and analyse the information. We have included 3 templates to enable you to specify:</p> <ul style="list-style-type: none"> • Number of vulnerable learners per class • Details of individual vulnerable learners • Tracking the needs and support of vulnerable learners in the school <p>You can set up procedures around the use of these templates.</p> <p>Output</p> <p>All the data collected and information compiled must inform principals and the school management team to make appropriate decisions on interventions to care for and support vulnerable learners. Procedures must be set up to engage with the information and to draw up a suitable plan of action. A progress report on how the plan is being implemented is a critical part of the planning process. The results of monitoring the support interventions can become data that is collected and analysed. The interplay between information and planning can lead to improved planning and implementation.</p>
<p>5. Responsibilities</p>	<p>Identify relevant personnel to be involved in the collection, collation, analysis and use of information about vulnerable learners. For example you could involve the following people:</p> <ul style="list-style-type: none"> • Representatives from school management team or the (school-based support team where it is established) should be responsible for the overall coordination of the vulnerable learner information system • Class teachers could be responsible for collecting data and completing an initial review of all learners in their class on a term-by-term basis • Representative from the school management team could be responsible for following up on recommended cases from teachers, and determining whether the learners fit the vulnerability profile • Representative from the school management team could be responsible for setting up systems to track vulnerable learners, and they will need to be assisted by class teachers. • Clarify roles and responsibilities at all levels. • Develop strategies to train personnel to perform the required functions. • Determine how often system reviews should take place. • Establish clear timeframes for deliverables.

Here is a **template** that you can use to prepare an outline of an information system for vulnerable learners at your school.



Outline of an information system for vulnerable learners
<p>Name of school _____</p> <p>Date _____</p> <p>Compiled by _____</p> <p>Reviewed by _____</p>
<p>1. Describe what you mean by 'vulnerable learner'</p>
<p>2. Purpose of the information system</p>
<p>3. Main sources of data</p>
<p>4. Systems and procedures</p> <p>Describe the procedures for each of the following and indicate how frequently you expect the information to be collected and analysed.</p> <p>4.1 Collect and collate data on the number of vulnerable learners per class (Template 1)</p> <p>4.2 Collate details of individual vulnerable learners (Template 2)</p> <p>4.3 Analyse and record the needs and support of vulnerable learners (Template 3)</p> <p>4.4 Use information for planning support interventions for vulnerable learners</p> <p>4.5 Monitor implementation of interventions to support vulnerable learners</p> <p>4.6 Communicate information about how the school is supporting vulnerable learners</p>

Outline of an information system for vulnerable learners	
5. Who is responsible for what?	
Activities	Name of person/s responsible
5.1 Maintain the following records: <ul style="list-style-type: none"> • Learner attendance • Learner performance • Observation of learner behaviour 	
5.2 Monitor the collection of the following records: <ul style="list-style-type: none"> • Learner attendance • Learner performance • Observation of learner behaviour 	
5.3 Collate and analyse information using specified templates on: <ul style="list-style-type: none"> • Number of vulnerable learners per class • Details of individual vulnerable learners • Tracking the needs and support of vulnerable learners 	
5.4 Use information about vulnerable learners to plan suitable interventions	
5.5 Monitor the implementation of interventions to support vulnerable learners	
5.6 Communicate progress on supporting vulnerable learners to the school and wider community	

6. Introduction to templates for collecting, collating, and analysing data about vulnerable learners

We have already established that there are three main sources of data:

1. Learner attendance
2. Learner performance
3. Observation of learners' behaviour

In this section we examine more closely how to analyse the data collated from these three sources.

Learner attendance

The attendance register is the source that teachers will use to extract relevant information about vulnerable learners. Before we look at the templates that the teachers will use to record relevant information, let's find out how to analyse attendance records.

This example shows how you can establish trends about absenteeism. Here is an extract of a sample attendance register.

Analysing attendance records

Date	Week Days	A Andrew	M Mongalo	F Kruger	H Jones	J Mphisa	C Cronje	M Molema	D Khunou	P Scher	R Rakosa	G Graham
04-Feb	M	A									Late	
05-Feb	T					A						
06-Feb	W					A						
07-Feb	T											
08-Feb	F											
11-Feb	M											
12-Feb	T											
13-Feb	W											A
14-Feb	T											A
15-Feb	F											A
18-Feb	M					A						A
19-Feb	T					A		A				A
20-Feb	W		A			A						A
21-Feb	T					A						A
22-Feb	F											A
25-Feb	M											A
26-Feb	T											A
27-Feb	W											A
28-Feb	T											A
29-Feb	F										Late	A
03-Mar	M	A										A
04-Mar	T											A
05-Mar	W					A						A
06-Mar	T					A						
07-Mar	F											
10-Mar	M								A			
11-Mar	T											
12-Mar	W											
13-Mar	T					A						
14-Mar	F											
17-Mar	M											
18-Mar	T											
19-Mar	W											
20-Mar	T											
21-Mar	F										Late	
24-Mar	M	A				A						
25-Mar	T					A						
26-Mar	W					A						
27-Mar	T					A						
28-Mar	F											
31-Mar	M							A				

Look at the absenteeism record for each of the students listed on the register page. Here is a summary of the information we can extract:

- Learners J. Mphisa and G. Graham have been absent **for a large number of days**, suggesting that they both may have serious problems.
- G. Graham was absent for many days but **one stretch of time** – suggesting illness, or possibly family illness for example
- J. Mphisa is absent at regular intervals for **several days at a time** – this could, for example, mean that she is looking after a sick relative, or has to deal with some other family related problem.
- A. Andrew is always absent on the **same day** (a Monday) at **regular intervals** – about every two to three weeks. The reason for this is not easily extracted, but may be worth further investigation.
- Some **generic reasons** would need to be ruled out – such as transport problems (possible R. Rakosa), illness during winter etc.

Learner performance

The analysis of learner performance is more straightforward. Performance in all subjects needs to be extracted, and any decline or change in performance should be noted. This should include observed learner behaviour in class, which may have an impact on performance.

Teacher observation

Has the teacher noticed any of the following?

- Poor concentration in class
- Change in behaviour in class
- Change in attitude
- School uniform not clean/torn etc.
- Learner becomes withdrawn in class
- Noticeable change in physical appearance/health and
- Other information – such as changes in family situation etc.

This is a critical part of the process, as it will highlight some of the specific needs of the learner, and the possible support requirements.

In the next section you are introduced to these templates:

- Number of vulnerable learners per class
- Details of vulnerable learners
- Tracking the needs and support of vulnerable learners in the school.

Templates for collecting, collating, and analysing data about vulnerable learners

We start off with instructions to help you record the requisite information on the template that follows.

1. Number of vulnerable learners per class

Purpose

To identify the names and number of learners in each class in the school who can be identified as vulnerable learners so that relevant interventions can be made to support them.

Tasks

1. Each teacher has to complete the *Number of vulnerable learners per class template* every 6 months, e.g. in April and September each year.
2. The completed template is submitted to the person appointed to manage the information system.
3. The person who manages the information system is responsible for storing the completed and processed templates in a safe place where they are available when needed.
4. Management is responsible for using the information from the templates to make decisions about suitable support interventions.

Instructions for completing the template

The table on the following page gives detailed information about how to complete the template. There is also a list of possible answers that you can use when completing the template. Select the one that best describes the number of absences, performance and observations for each learner in your class. Write the appropriate answer next to the name of the learner in each of the three categories. These are suggested answers. You can of course fill in any answer that you think is suitable.

Instructions for completing the vulnerable learner per class template

Data categories	Instructions	Possible Answers
General Data	<p>Teacher Name: Fill in your name in full.</p> <p>Grade of Class: Indicate the grade of your homeroom class.</p> <p>Date of assessment: Indicate the date of the day when you have completed the form. This date needs to be no more than 6 months from the last assessment that you did.</p> <p>Teacher signature of completion and correctness: Your signature here indicates that you have completed the form in full, and that you have handed it over to the information manager.</p> <p>Processed by (name, designation of person): This should be completed by the person who is responsible for looking further into the records of the learners that have been identified as 'potential vulnerable learner' in the Recommendation column.</p> <p>Learner Name: Fill in the name of each learner. One learner per row.</p>	
Attendance	<p>You are asked to assess the learner's attendance. Look at the Attendance Register (or equivalent) where attendance has been recorded for the previous six months. For each learner, examine the number of absences for the six month period.</p>	<ul style="list-style-type: none"> • 0 days absent • 1 to 4 days absent • 5 to 10 days absent • 11 to 15 days absent • more than 15 days absent • Several days absent at same time • One to two days at regular intervals • One to two days, with regular pattern • Present but continually late for school • Present but sometimes late for school
Performance	<p>You are asked to assess a learner's academic performance. Look at the mark schedules (or equivalent) where learner performance has been recorded for the previous six months. For each child, look at performance indicated for the two terms of the six month period.</p>	<ul style="list-style-type: none"> • Improved • Remained stable • Declined slightly • Declined significantly • Specific problems cited
Observation	<p>You are asked for your overall impressions and observations regarding each learner. You can report on non-verbal and/or verbal behaviours which sometimes indicate a problem with a learner. Think about the impressions and observations you have had for each learner over a six month period.</p>	<ul style="list-style-type: none"> • Family situation has changed • Behaviour has changed • Attitude has changed • School uniform not clean/torn etc. • Poor concentration • Physical appearance has changed • Health has changed • Learner has become withdrawn • New information - e.g. abuse etc.
Recommendation	<p>You are asked to make a recommendation about the vulnerable status of learners. Consider the attendance, performance and behaviours of the learner in conjunction with your overall impressions and observations - and then consider whether the learner may possibly be vulnerable and in need of support.</p>	<ul style="list-style-type: none"> • Known vulnerable • Potential vulnerable • Not vulnerable <p>These answers are shown on the template. Tick the appropriate block for each learner. You can also highlight the learners who are known to fit the <i>known vulnerable</i> profile by colouring in the blocks. You could use a different colour for <i>potential vulnerable</i> learners.</p>



Number of vulnerable learners per class

Page _____ of _____

Teacher Name _____

Grade _____

Date of Assessment _____

Name	Grade	Attendance	Performance	Observation	Recommendation		
					Known vulnerable	Potential vulnerable	Not vulnerable
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Processed by _____

Signature _____

2. Details of vulnerable learners

Purpose

To analyse the data collected by the class teachers to confirm which learners are vulnerable, and what their basic needs and support requirements are.

Tasks

1. For each learner highlighted by the class teacher as a known or potential vulnerable learner in the *Number of Vulnerable Learners Per Class* template, the relevant school records relating to attendance, performance and teacher observations should be analysed by the SBST. The class teacher can be involved and can offer valuable insights.
2. Make contact with parents and other relevant people and arrange a home visit in order to obtain further information on the learner and his/her context.
3. Complete the *Details of Individual Vulnerable Learners* template in which the information is recorded about the vulnerability profile of learners and their needs.



Instructions for completing the *individual vulnerable learners* template

Data categories	Instructions	Possible Answers
Attendance - reasons	From the patterns/trends observed by the class teacher, analyse these trends to find out the reasons for the absenteeism.	<ul style="list-style-type: none"> • Transport problems • Caring for ill parent/guardian • Child physically ill • Child emotional problems • Child labour • Other
Performance	From the patterns/trends indicated by the class teacher, try to find out the reason why performance has changed/declined.	<ul style="list-style-type: none"> • Child unable to do homework due to a variety of reasons such as family circumstances. • Child is struggles to concentrate in class because he/she is malnourished. • Child is often absent and so cannot keep pace with the rest of the class. • Other
Observation	From the observations of the teacher, highlight the most critical problems and analyse this in conjunction with the class teacher. Consider possible reasons for the observed behaviour.	<ul style="list-style-type: none"> • Child unable to do homework due to a variety of reasons such as family circumstances. • Child is struggles to concentrate in class because he/she is malnourished. • Other
Comments	Add any additional comments	
Results of home Visit	Write a summary of the key facts obtained by speaking to relevant people and conducting a home visit.	

Data categories	Instructions	Possible Answers
Vulnerability profile	Based on all the information provided, what is vulnerability profile of the learner?	<ul style="list-style-type: none"> • One or both parents deceased • One of both parents missing • Physical or sexual abuse • Child neglect/abuse • Uncontrollable child • Street children • Abandoned child • Failure to maintain a child • Family conflict • Primary caregiver younger than 18 • Primary caregiver older than 60 • Grants received - child support • Grant received - foster child • Grants received - care dependency • Household without regular income • Household members sick • Child disabled/health problems • Child not getting sufficient care at home • Child eats 1 meal or less a day • Child has emotional problems
Identified needs	What are the main needs of the learner? Indicate the needs that apply.	<ul style="list-style-type: none"> • Social services/intervention • Social services/grants • Identity documents • Clothing/school uniform • Toiletries • Feeding scheme • Food parcels • Medical care • Medication • Psychological care • After school care • Other
Status of needs	What is the status of the identified needs? Have they been addressed yet?	<ul style="list-style-type: none"> • Not yet addressed • Addressed only somewhat to date • Currently being addressed, needs monitoring • Addressed



Details of individual vulnerable learners (one form per learner)

Name of Learner _____ Grade _____ Date completed _____

Data categories	Date of analysis (March)	Date of analysis (September)
Attendance		
Performance		
Staff observation		
Results of home visit		
Comments		
Vulnerable profile		
Identified needs		
Status of needs		



3. Tracking the needs and support of vulnerable learners in the school

Purpose

To capture relevant information about the needs and support of all identified vulnerable learners in the school. This information can be used for planning purposes, and for identifying possible support interventions.

Tasks

1. The information manager ensures that correct data is recorded on the template Tracking the needs and support of vulnerable learners in the school. Use information from the completed templates, Details of vulnerable learners.
2. Analyse the needs of vulnerable learners and identify suitable support interventions. Use the Toolkit as a resource as it contains many ideas of care and support activities for vulnerable learners.
3. Make the information available to management for planning purposes.
4. As each intervention takes place, record the intervention and update the learners' status of needs.
5. Update the information regularly, e.g. twice a year.

Value of this information for management

This is the key resource document to plan suitable support strategies and interventions.

The template can be used as a tracking and monitoring tool that enables management to:

- Keep an up to date list of the number of vulnerable learners in the school
- Have an overview of the needs and support requirements of vulnerable learners.

Instructions for completing the template

The information collected on the two previously completed templates must now be recorded on the template on the following page. This tool will help you to track the progress of all the vulnerable learners in your school.

1. Write the name of each identified vulnerable learner and grade.
2. Describe the learner's vulnerability profile.
3. List the identified needs.
4. Briefly describe what support interventions are planned.
5. What is the status of needs at the date of completion of the information on the template:
 - Not yet addressed
 - Addressed only somewhat to date
 - Currently being addressed, needs monitoring
 - Addressed

Tool 32: Developing an action plan

The kind of detail required in an action plan is different from the strategic thinking of the bigger process. The strategic plan is the overall map that provides direction for all activities. Everyone involved in the planning process will need to use it as a compass to ensure that the detailed plans are in line with the general strategic direction. In an action planning process the focus is on listing the steps that need to be taken to achieve the set goals. The action plan must give workable answers to these questions:

1. What must be done?
2. How will it be done?
3. How will we know that it has been done?
4. By when will it be done?
5. Who is responsible for doing it?

We have prepared a sample action plan template as a way of assisting you to prepare an action plan for the strategic goals you have identified. To illustrate the kind of detail required, we have included a sample set of activities for a nutrition objective. Your task is to modify these activities to suit your context. After that you can complete the action plan for the other nutrition objectives.

The completion of an action plan for the nutrition goal shows you how to approach this type of planning. We suggest that you prepare a similar action plan for each of your strategic goals. Remember that this is where you prioritise and select the kind of activities for each goal that you are convinced are the most important and the most attainable given your school and community context.

Refer to Tool 31 (*Managing an information system for vulnerable learners*) it contains guidelines and templates to collect data about vulnerable learners that you need in order to inform the overall planning process.

Purpose

- To prepare an action plan that meets your priority needs for the nutrition goal as per the sample provided.
- To use the template to complete the action plan details for other strategic goals.
- To finalise a care and support plan for your school.

What to do

1. Make a copy of the draft strategic goals you prepared using Tool 30 (*Identifying and describing strategic goals*).
2. Use the information you have collected on the number of vulnerable learners in your school and the nature of support that they need for your planning (Tool 31).
3. Interrogate and discuss the action plan template and the sample set of activities for a nutrition objective.
4. Modify the sample activities to suit your own needs and context.
5. Complete the details for the outstanding nutrition objectives.
6. Use the template to complete an action plan for each of your strategic goals.
7. Once you have completed an action plan for each of your strategic goals, your care and support plan for your school is ready for implementation.

See sample action plan on following page.



Goal 1 The school nutrition programme is well managed and provides vulnerable learners with a nutritious meal every day of the school week to enhance their capacity to learn.

Sample action plan				
Objectives What must be done?	Activities How will it be done	Indicators How will we know that it is done?	Timeframe By when will it be done?	Person(s) responsible Who will do it?
1. Establish and maintain an up to date list of vulnerable learners who need nutritional support.	1.1 Identify and list criteria for establishing the vulnerability status of learners. 1.2 Brief teachers on the criteria and clarify their role in identifying vulnerable learners and the need to respect confidentiality. 1.3 Collate a list of vulnerable learners to determine how many need nutritional support. 1.4 Review the list of vulnerable learners.	80% of vulnerable learners are on the list	Within 2 weeks (state date) State date of meeting with teachers Within 2 weeks of the meeting (state date) Once a term	A small task team comprising the National School Nutrition Programme (NSNP) School Coordinator and 2 teachers Principal NSNP School Coordinator NSNP School Coordinator
<p>NOTE: Use the templates in tool 31 to collect data about vulnerable learners</p>				

Goal 1 The school nutrition programme is well managed and provides vulnerable learners with a nutritious meal every day of the school week to enhance their capacity to learn.

Sample action plan					
Objectives What must be done?	Activities How will it be done	Indicators How will we know that it is done?	Timeframe By when will it be done?	Person(s) responsible Who will do it?	
2. Find identified additional funds to supplement the grant from the Department of Education.					
3. Monitor that the meals provided meet accepted nutritional criteria.					
4. Assign clear roles and responsibilities to the appointed persons who run the nutrition programme.					
5. Conduct a monthly review of all aspects of the nutrition programme					



Goal 2

Sample action plan					
Objectives <i>What must be done?</i>	Activities <i>How will it be done</i>	Indicators <i>How will we know that it is done?</i>	Timeframe <i>By when will it be done?</i>	Person(s) responsible <i>Who will do it?</i>	



Tool 33: Guidelines for fundraising

Fundraising is an ongoing task for schools. Although you should aim to involve as many people from your school community as possible to help with fund raising, it is important to have a small committee that will take responsibility for planning and coordinating fundraising activities.

The input on the kinds of things that the fundraising committee needs to think about when planning fundraising activities, as well as some guidance on what to include in a letter of appeal or in a funding proposal, are intended to assist the SMT and fundraising committee to plan and structure the school’s fundraising activities.



Guidelines for fundraising
<p>Set specific targets</p> <ul style="list-style-type: none"> • Be clear about what it is that you need the money/services for. • Each fundraising activity/proposal should be linked to specific project.
<p>Keep it manageable</p> <ul style="list-style-type: none"> • When planning fundraising activities think about your context carefully. What is appropriate in terms of the capacity, infrastructure and other resources available in your school community. • Think about the scale of the proposed fund raising activity – should it be something small like a raffle, a make and sell your own products or a sponsored walk/dance marathon (e.g a sponsor pays 20c for every kilometer that a child walks/hours that a child dances, therefore if a child walks 5 kilometers, the sponsor must pay R1.00). Or a bigger event like hiring a film on video or DVD and showing it at the school hall and charging an entrance fee, or arrange a disco at the school that you charge for. You could plan to add to these activities by say, making and selling boerewors rolls and cold drinks. Such activities need careful planning and budgeting so that you make some profit and are not out of pocket at the end!
<p>Be accountable for what you do</p> <ul style="list-style-type: none"> • Allocate responsibility clearly to different individuals and groups. • Decisions about spending money need to be made in a democratic way. • Ensure that more than one person controls and checks the money. • Keep good written records to show how you spend your money. Show your income and expenses clearly. • Communicate! Keep the community informed on why you are raising money and report back to them on the progress made.
<p>Keep records of those who provide services and donations</p> <ul style="list-style-type: none"> • File information such as their contact details and the services they have offered. • Keep notes about suggestions, plans and agreements made in conversation with potential funders/sponsors and stakeholders.
<p>Thank everyone</p> <ul style="list-style-type: none"> • Phone, write letters and publically thank everyone that has supported your fundraising initiative – where the support is in the form of time or skills, goods or money, it is vital to acknowledge and thank everyone for their contribution. • Keep supports informed about the progress on the project that they supported. This tells people that you are caring and responsible and will encourage them to support your cause again in the future.
<p>Plan all activities in a systematic way</p> <ul style="list-style-type: none"> • Refer to the check list on the following page.





Fundraising check list	
1. How much money do you need to raise?	Do you actually need to raise money for the project you have in mind? If you only want to raise R100, a small event will be enough. If you want to raise R1000, plan a larger one.
2. What resources do you have (time, money, people, venues etc.)?	If you don't have enough people to run lots of games, don't have a fun day. If you don't have a hall, don't hold a ballroom dancing competition.
3. What will you do?	Will people be interested in the games you have in mind? Do they like ballroom dancing?
4. When will you do it?	Does this event need to be at the weekend or on a working day, in the rainy season or dry season, in summer or winter, early or later in the day?
5. Where will you have the event?	Is the venue easy for everyone to get to? Is it suitable for the customers you want to attract and the activity you want to do?
6. How will you tell everyone about it?	Try notes to parents, banners outside school, posters in shops, a spot on a local radio station. Time your advertising carefully.
7. What else could you offer?	You could offer meals or drinks, sell braai meat, or provide a short entertainment as an added attraction. Choose something that fits well with the planned event.
8. What different tasks will have to be done?	Make a very careful and detailed list of every single task that is needed. Leave nothing out, or it will get forgotten!
9. Who will do each task?	Make sure that people get jobs that fit their abilities, and that you use people who are honest, reliable and keen.
10. How will you record the lessons learned?	Plan for people in charge of each activity to note down issues. File them and share ideas in a follow-up meeting with minutes. What went well, and what needs improvement? Use these records to help you plan next time!



Exemplar: Writing a letter of appeal

From time to time, you may need to appeal to an individual, business or other organisation for money or goods to support a project or to help with start-up costs for a fund-raising event. When writing a letter of this nature make sure that you:

- Mention earlier conversations or meetings you have had
- Describe briefly: who you are, and the specific project you want help with
- Show how the community is involved
- Show what you have already achieved in the project
- In one sentence, say what you want from the donor
- Explain briefly why you need help
- Mention anything you can offer in return.

Here is an example of a letter in which the request for support is on a modest scale.

Dutuni Primary School
 P O Box 45
 Vuwani
 3 March 2009

Mrs S Singo
 The Sales Manager
 Cookrite
 P O Box 123
 Shayandima

Dear Mrs Singo

Application for donation of cooking pots

I refer to our telephone conversation of 27 February where we discussed our request for a donation of cooking pots for our school community feeding scheme.

The School-based Support Team of our school runs projects to support orphans and children whose education and well being are at risk through the disabling effects of poverty and HIV and AIDS on their family circumstances. There are 96 learners in very serious need in our school community. To support these learners, our school has established a nutrition programme which aims to provide each learner with one nutritious, cooked meal per day.

Although Dutuni Primary does receive a grant from the Department of Education as part of the National Schools Nutrition Programme, we have found that this is not sufficient and that the food purchased with this grant money needs to be supplemented. We have therefore, with the help of some parents, established a food garden.

We have raised funds and bought gas burners for cooking. Our gardens are producing and we are ready to provide meals at school for the learners identified. However we still need four seven-litre cooking pots.

We would be grateful if you could help us. We would be happy to display signage to publicise your donation and advertise Cookrite.

Please contact us if you have any questions or need more information.

Yours sincerely

Mr T Mudau
 Chairperson, School-based Support Team
 Dutuni Primary School

(Source: Adapted from, Handbook: A resource for turning your school into a centre of care and support (2006) MiET (Africa) Africa Ignite!)





TOOL

Writing funding proposals: Key elements that need to be included

This type of proposal is typically for large scale projects that require significant funding income to implement. You are required to furnish much more information about the problem and context as well as about your proposed plan of action for addressing the problem, than in a letter of appeal. You need to be able to demonstrate that you have thought about the problem and that you have a proposed plan that is likely to work. You will also need to demonstrate that you have the capacity to successfully implement the project and account properly for all funds, thus making an investment in this initiative worth while for the proposed funder.

The cover page of the proposal should include the following type of information:

Funding Proposal

To Build an Aftercare Centre: Elim Secondary School

March 2009

Contact person: Mrs MM Lambani
Position: Chair, Elim Secondary School SGB

Physical Address of School:
 Hospital Road
 Elim
 Limpopo Province

Postal Address of School:
 PO Box 37
 Elim
 Limpopo Province

Telephone:
Fax:
Email:

The body of the proposal should include the following type of information:

- **Provide information about vision and mission of your school.**
- **State the problem or the need**
(Provide a brief account of the context – rural school, poor community, high unemployment, high rates of HIV and AIDS infection. Provide short history of the school – established in 1988, has a staff of 23 and an enrollment of 780 learners of whom 17 are orphans and 45 come from very poor circumstances and need support).

(You may decide and propose that because of the need in the area and for greater efficiency, it would be beneficial to build the aftercare centre in collaboration with the two neighbouring primary schools that also serve the Elim community – explain).
- **Explain why the problem needs to be solved and how you are planning to do it.**
(Explain the context and the need for support – the learners wondering around after school, no homework support, teenage girls at risk etc and hence the need to build an aftercare centre.

Possibly think of making this a collaborative project, not only for learners from your school, but also for learners from the two neighbouring primary schools – thus pooling resources for greater efficiency).
- **State clearly what support you will need to do this**
(You need funding to build a suitable centre to house the aftercare facility or to equip it with furniture or to equip the kitchen so that you can provide meals for learners or to pay for a counsellor to visit twice a week etc - one or all components).
- **Give details of who will benefit**
(62 learners from your school, plus 87 from the two primary schools – totaling 149 – spell out what will be provided – phase one: supervised homework, one hot meal, phase two: counseling support etc).
- **Add details of your action plan for the project in question on a separate page** (i.e. provide details of how you plan to implement this project – including what will be done, how will it be done, by whom and by when). NB: Provide details of how the implementation of this project will be monitored to ensure that it is on track).
- **Explain what you have already done so far** (show that you are proactive)
(You have already approached the two primary schools and they are also committed to raising funds for this project, you have also spoken to the department of education who support the project.
- **Include any other documents that might be relevant to your proposal**
(e.g. plans for the aftercare centre that have already been drawn, a copy of the signed agreement from the two primary schools, a letter of authority from the Department of education etc).
- **Prepare a summary budget**
(Show the cost of each component and state how much the project will cost in total. Clearly state whether you are requesting funding for one or more component/s or whether you are requesting the total amount [it may be good to show that you have submitted the proposal to more than one funder – requesting funding for the various project components from different sources]. Be open about this so that the funder can see who you have approached).
- **Encourage further communication to clarify questions or details not mentioned in your proposal**
- **If possible, suggest a specific time for follow-up or feedback on your proposal.**

