

CREATING  
A CARING  
SCHOOL  
Mapping  
and  
Managing  
Support  
Networks

Tool  
3

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Writers

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# Mapping and managing support networks

## Tool 3.1 Types of support

Case Studies 1, 2, and 3 in Guide 1 and Case Study 4 examined in Guide 3, give an idea of the kind of support that schools could receive from external sources. Our research has revealed many more examples that we come across in our visits to schools dotted across the country: these are reflected in the table below. They are grouped according to the key support needs of vulnerable children and also indicate the types of service that are associated with the support need.

Needs of vulnerable learners	Types of service	Examples of support
<b>Nutrition</b>	Funding	<ul style="list-style-type: none"> <li>Provincial Nutrition Programme provides state funding for the provision of food during the school week in quintile 1,2, and 3 Primary Schools.</li> <li>Contributions from local businesses.</li> </ul>
	Nutrition Programme as part of after-care	<ul style="list-style-type: none"> <li>NOAH (Nurturing Orphans of AIDS for Humanity) is an NGO that provides after-care programmes for clusters of schools in Gauteng, Kwa Zulu Natal and Mpumalanga. The nutrition programme they offer forms part of their after-care programme and provides food to vulnerable children throughout the year.</li> </ul>
	School food gardens	<ul style="list-style-type: none"> <li>Department of Agriculture helps with the school garden by providing seeds and gardening implements.</li> <li>A number of NGOs exist nationally that focus specifically on assisting schools to develop their own food gardens.</li> <li>Unemployed parents help with doing the gardening as part of the school's volunteer programme.</li> <li>HIV and AIDS Committee in the school coordinates support for learners including a vegetable garden.</li> </ul>
	Provisions and a cook	<ul style="list-style-type: none"> <li>Funds from a local trust pay for the purchase of provisions and for the salary of a qualified cook that provides meals as part of the school after-care programme.</li> </ul>
	Food donations	<ul style="list-style-type: none"> <li>Businesses like a supermarket or a bakery donate food to the school.</li> <li>A school in an affluent community forges links with a school in a disadvantaged community and makes food donations.</li> <li>Local schools twin with schools in other countries and receive donations that are used to purchase food.</li> <li>The school has established a system which encourages the children in the school who can, to bring food to share with those who need it most.</li> <li>One school had a system whereby each week it was the responsibility of one class in the school to bring an extra sandwich to school &amp; to make it available (through a coordinated process) to any learners that needed school lunch.</li> </ul>



Needs of vulnerable learners	Types of service	Examples of support
<b>Safety</b>	Security	<ul style="list-style-type: none"> <li>▪ “Adopt a Cop”—Local police and the police forum are approached by the school to assist with security at the school.</li> <li>▪ The school sets up a parent volunteer system for maintaining security at the school.</li> </ul>
<b>Health</b>	School-based support	<ul style="list-style-type: none"> <li>▪ The school establishes a special fund to pay clinic fees for learners that need this support.</li> <li>▪ Members of the School-Based Support Team (SBST) assist in taking learners to medical facilities for treatment.</li> </ul>
	Community – and NGO – based support	<ul style="list-style-type: none"> <li>▪ In a number of instances NGOs including MIETA, Save the Children and the Catholic Institute of Education (CIE) have established district-wide initiatives in Free State, North West and KZN which entail providing a stipend to community or youth workers whose job it is to take learners to the local health facilities.</li> </ul>
	Treatment at clinics	<ul style="list-style-type: none"> <li>▪ Local clinics give treatment to vulnerable children. They also check for abuse.</li> </ul>
<b>Counselling to deal with psychological and social trauma</b>	Counselling and referrals	<ul style="list-style-type: none"> <li>• Skilled Life Orientation teachers or those who have a qualification in psychology are able to provide initial guidance and counselling and to make appropriate referrals for specialized support where necessary.</li> <li>• A contractual agreement was established between the school and a local child and parent counselling centre. The school identifies vulnerable learners and the centre offers appropriate support</li> <li>• Links with the Department of Social Development for information about possible counselling through their regional SASSA offices (South African Social Security Agency).</li> </ul>
	Dealing with bullying	<ul style="list-style-type: none"> <li>• A number of schools have a box into which learners could place a note anonymously reporting incidents of bullying or other problems. In this way, SMTs would be alerted to such problems as they arose.</li> </ul>
<b>Child support grants and other social security grants</b>	Financial support for OVC from the Department of Social Development	<ul style="list-style-type: none"> <li>• Principals assist OVCs to secure documentation (Birth Certificates, IDs, Death Certificates etc.) to secure Child Support Grants.</li> <li>• NGOs working in the school district provide the services of a community/youth worker to assist learners in schools in accessing grants through the regional SASSA office (SA Social Security Agency)</li> </ul>
<b>Payment of school fees, for uniforms and for books</b>	Community project raises funds	<ul style="list-style-type: none"> <li>▪ The principal negotiated funding and support from the NDA (National Development Agency) and the Japanese Embassy to set up a self-employment project for unemployed parents of the school. A sewing and brick-making project were established and through the money earned, parents were able to pay for fees and school uniforms.</li> </ul>
	School uniform and book bank	<ul style="list-style-type: none"> <li>▪ In a number of schools, the SMT set up and coordinated a school uniform and book bank. All learners leaving at the end of Matric, as well as anyone who had grown out of their uniform, were asked to donate their uniforms and books to the school ‘bank’ for redistribution to those who may need them.</li> </ul>



Needs of vulnerable learners	Types of service	Examples of support
<b>Learner hygiene and clean uniforms</b>	Washing facility	<ul style="list-style-type: none"> <li>▪ In two schools, one in rural Eastern Cape and one in a Gauteng township, the School Management Team (SMT) had seen to it that a shower with hot water was made available at the school for OVCs. Teachers took turns to supervise the personal hygiene of learners.</li> <li>▪ On Friday afternoons, OVCs are, with supervision, able to wash and dry their schools uniforms at school.</li> </ul>
<b>Transport</b>	Transport	<ul style="list-style-type: none"> <li>▪ A bus company provides learners with free transport services.</li> </ul>
<b>Academic support</b>	After-care Programme that includes homework support	<ul style="list-style-type: none"> <li>• Internally organised by the principal who involves teachers and parents who serve on a volunteer basis in the school.</li> <li>• External support from concerned adults in the community who organise the after-care programme.</li> <li>• External organisations, like NGOs, run the aftercare programme.</li> </ul>
	Academic support	<ul style="list-style-type: none"> <li>• In one school, the principal organised for all teachers to stay for one extra hour immediately after formal classes ended to be able to offer homework support to any learners that needed it or that needed to catch up on work.</li> <li>• In a primary school, the principal had a box into which each class teacher put some extra copies of worksheets covered in class each day. If a learner was absent, they knew that they could collect the hand-outs that they had missed.</li> </ul>
<b>Information about HIV and AIDS</b>	Information in the form of posters, pamphlets and lectures	<ul style="list-style-type: none"> <li>▪ NGO's involved in HIV and AIDS related projects and relevant government departments in the district, e.g. Department of Education, Social Development and Health helping to provide this information.</li> </ul>
<b>Adequate classrooms</b>	Funds from donors to build classrooms	<p>Principals whose schools had inadequate classrooms, and were forced to teach outside under trees, approached diverse donors for funds, e.g.</p> <ul style="list-style-type: none"> <li>• Japanese Embassy;</li> <li>• Canada Fund;</li> <li>• National Development Agency;</li> <li>• De Beers Education Trust;</li> <li>• Phinda Game Lodge;</li> <li>• SA Lottery; and</li> <li>• Overseas 'twin' schools.</li> </ul>
<b>Staff training and development</b>	Management training	<ul style="list-style-type: none"> <li>▪ An external organisation was approached to run workshops for SGB and SMT members to improve their management skills. The principal believed that this training would develop the capacity of the school to give support to vulnerable learners. Largely as a result of these workshops, the school has been able to establish various working committees to run initiatives like the school nutrition and garden programme, health and hygiene programme, orphans and vulnerable learners programme, and the counselling programme.</li> </ul>



Needs of vulnerable learners	Types of service	Examples of support
	Preparing funding proposals	<ul style="list-style-type: none"> <li>▪ In another instance, the principal attended training offered by an NGO in fundraising and on how to prepare a funding proposal.</li> </ul>
	Teacher training in care for vulnerable learners	<ul style="list-style-type: none"> <li>▪ IEP (Integrated Educators' Programme) is an NGO which conducts workshops for teachers on pedagogical issues including caring for learners and teachers affected and infected by HIV and AIDS.</li> <li>▪ Some schools took up training offered by NGOs like REPSI in first level counselling for teachers.</li> </ul>

While this is list of interventions aimed at supporting vulnerable children is by no means intended to be exhaustive, it does give you a good idea of the different kinds of support you could access from individuals and organisations in your support network. A number of the interventions are also easy to implement and don't need specialised resources, for example, a school system for homework support.



## Tool 3.2 Mapping your support network

When seeking support, identify specific individuals and organisations that you think have the potential to become *partners* in supporting and collaborating in the development of your school. Think carefully about the *type* of support you require. Then make a point of finding out more about the individuals and organisations in order to identify whether they may be able to offer the kind of support that you need. Make sure that there is a match between what you are asking for and what they may be able to offer.

Start locally and think globally! You will start by identifying individuals and organisations in your community and then extend the circle to your province and eventually to South Africa nationally and then even try and extend to international contacts.

### Purpose

Identify contacts and compile a database of possible individuals and organisations that can offer support services to the school.

### What to do

#### Step 1: Map resources in your local community: make a picture of your support network (see illustration on page 7)

This is an activity that you can do with your whole staff. If more people participate you are likely to be able to identify a larger circle of possible contacts.

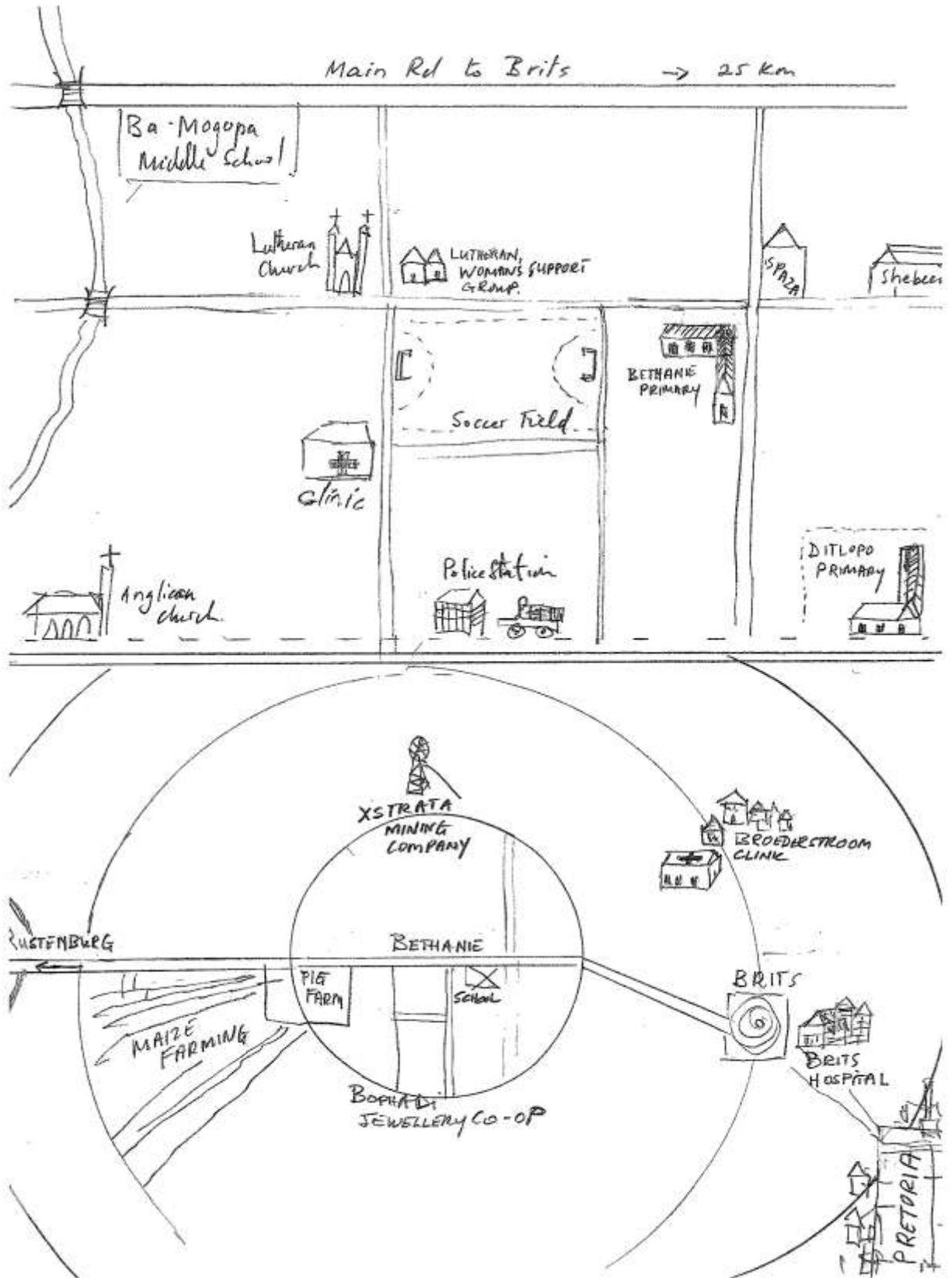
- Start with a large piece of paper (a chart) and a range of koki pens or coloured pencils etc.
- Draw a basic map of the area around your school. Mark your school on the map, then mark and label all other key service providers and organisations e.g. the police station, the clinic, the education district office, various churches, other facilities like a community hall or sports field, the office of a known NGO and any other organisation or individual like a social worker. Map them all: it is useful to literally have a picture of the services and support that is located in your community.
- Draw it big and put it up somewhere on a wall and use it as a reference.

#### Step 2: Map resources outside of your immediate community (see illustration below)

- Once you have done a thorough job of mapping the resources and potential resources in your local community, repeat the same exercise, but this time extending it to neighbouring towns and/or cities in the region in which your community is based.
- Like the rings in a pond rippling outwards, map potential resources in your province, National resources and even try to map some international resources if you can!



Step 1 Example  
Step 2 Example



### **Step 3: Use the template to make a list of possible support network partners in your local community**

- Now use **template 3.2** provided below, or prepare a similar list yourself, and write down the names of all the individuals, organisations & facilities that you have identified in your local community in column 1.
- For ease of reference it may be useful to list your contacts in specific categories, e.g. parents, businesses, Non-Governmental Organisations (NGOs) & Community-Based Organisations (CBOs), local offices of government departments and so on.

### **Step 4: Populate the support network contact list with details**

- Once you have completed the brain-storming process and have identified all possible individuals and organisations that can form part of your local support network, start finding out more about them. This step might involve looking for information on the internet, setting up interviews with members of the organisation and/or asking others who have worked with them before. Fill in your findings in column 2. Fill in the name of the contact person and the contact details in column 3.

### **Step 5: Use the template to create a contact list of the resources (people and organisations) in the towns nearest your school and in the province**

- Once you have completed the process of mapping, identifying and researching the local people and organisations that can be part of your school support network, go through the same process again. This time brainstorm and identify the potential resource people and organisations in the towns nearest your school (if your school is located in a rural area) and in your province as a whole.
- Again, do the necessary research to find out about the people and organisations that you have identified and then write up all the information on the template provided.

### **Step 6: Use the template to create a contact list of national and international support networks**

- Finally, repeat the brainstorming, research and write up processes identifying national and international individuals and organisations.

### **Step 7: Create a digital database of the information you have**

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

### **Step 8: Plan how you will contact those on your database**

- Start planning how best to contact the people or organisations on your database. Will you phone them or write a letter? Will you try and set up an appointment to meet with them? Will you invite them to visit your school?



## Step 9: Prepare the necessary documentation for those that you plan to approach

- What kind of documentation should you prepare for the person or organisations that you plan to approach? Depending on the type of support you are asking for, you may need to prepare one or more of the following types of documents:
  - A short description of your school, its history and current circumstances.
  - A short statement outlining for what you would like support—for example: growing vegetables to supplement the school nutrition programme or setting up an after-care service etc. For detailed guidelines on fundraising **see Tool 3.3**
  - A letter of appeal for funding—for example: a set of cooking pots for the nutrition programme . For an example of a letter of appeal **see Tool 3.4**
  - A funding proposal—for example: funding to build an after-care centre). For an example of a funding proposal **see Tool 3.5**

## Step 10: Partnership Agreements

- It is quite likely that any of the organisations or individuals that offer support to your school will prepare a Partnership Agreement or Partnership Contract that sets out the responsibilities of all the parties in the agreement. This will detail what will be done, by whom and by when. However, if the individual or organisation does not provide your school with some sort of agreement or contract, it is in the school's best interests to draw up such an agreement. This will serve to avoid any misunderstandings or false expectations in the future. It is also very important that everyone involved in the partnership has a clear understanding of their roles and responsibilities. For an example of a such an agreement or contract **See Tool 3.6**



**Template 3.2: Mapping Your Support Network**

Name of School \_\_\_\_\_

**Support Network - Contact List**

Name of person or organisation	What do they offer?	Contact person & details
<b>Support network in your local community</b>		
<b>SGB members and other parents that have specific expertise or resources to contribute</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>Local services e.g. police, clinic</b>		
<b>Organisations e.g. Churches, NGOs</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>Small businesses e.g. transport, firewood</b>		
<b>Community facilities e.g. a hall, sports field etc.</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>Individuals that have specific expertise or resources to contribute e.g. a nurse, a social worker, a child minder etc.</b>		
<b>Support network in the towns nearest your school and in the whole province</b>		
<b>Local &amp; provincial government services e.g. SASSA (SA Social Services Agency), Dept. Agriculture, Dept. Water, hospitals etc.</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>Organisations e.g. Churches, NGOs, CBOs</b>		
<b>Businesses</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>Facilities</b>		
<b>Individuals that have specific expertise or resources to contribute</b>		



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# Creating a Caring School: Tool Series

## Tool 3

Name of person or organisation	What do they offer?	Contact person & details
<b>Support network – national</b>		
<b>National Organisations – NGOs e.g. Soul City, FAMSA, NOAH, SANCA, AIDS helpline</b>		
<b>Capacity building organisations</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person or organisation	What do they offer?	Contact person & details
<b>National companies</b>		
<b>Funding organisations</b>		



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# Creating a Caring School: Tool Series **Tool 3**

Name of person/organisation/facility	What do they offer?	Contact person & details
<b>Support network – international</b>		
<b>Schools in other countries that you may have contact with and that may want to twin with your school</b>		
<b>Individuals that may have a specific interest in your school</b>		
<b>International NGOs e.g. Save the Children</b>		
<b>International funders e.g. foreign embassies</b>		



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### Tool 3.3 Fundraising guidelines

Fundraising is an on-going task for schools. Although you should aim to involve as many people from your school community as possible to help with fundraising, it is important to have a small committee that will take responsibility for planning and co-ordinating 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 a funding proposal are intended to assist the SMT and fundraising committee to plan and structure the school’s fundraising activities.

Fundraising does not only mean sourcing large amounts of money. You may just want to raise a few hundred rand for a once-off purchase. However poor your school community may be, you can still raise small amounts which may be used to purchase a school uniform or a pair of shoes for a needy learner or for taxi fare or to buy some food to help a child-headed household.

<b>Fundraising guidelines</b>
<p><b>Set specific targets</b></p> <ul style="list-style-type: none"> <li>• Be clear about that for which you need the money or services.</li> <li>• Each fundraising activity or proposal should be linked to specific project.</li> </ul>
<p><b>Keep it manageable</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Think about the scale of the proposed fundraising activity. It could be something small like a raffle where participants can make and sell their own products. Or a sponsored walk / dance marathon—for example a sponsor pays 20c for every kilometre that a child walks/ hours that a child dances, therefore if a child walks 5 kilometres, 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 arranging a disco at the school for which you charge a fee. You could plan to add to these activities by, for example, 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!</li> </ul>
<p><b>Be accountable for what you do</b></p> <ul style="list-style-type: none"> <li>• Clearly allocate responsibility to different individuals and groups.</li> <li>• Decisions about spending money need to be made in a democratic way.</li> <li>• Ensure that more than one person controls and checks the money.</li> <li>• Keep good written records to show how you spend your money: show your income and expenses clearly.</li> <li>• Communicate! Keep the community informed about why you are raising money and report back to them on the progress made.</li> </ul>
<p><b>Keep records of those who provide services and donations</b></p> <ul style="list-style-type: none"> <li>• File information such as their contact details and the services they have offered.</li> <li>• Keep notes about suggestions, plans and agreements made in conversation with potential funders/sponsors and stakeholders.</li> </ul>



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**Thank everyone**

- Phone, write letters and publically thank everyone that has supported your fundraising initiative – where the support is in the form of time, skills, goods or money, it is vital to acknowledge and thank everyone for their contribution.
- Keep supporters informed about the progress of the project that they supported. This tells people that you are caring and responsible and it will encourage them to support your cause again in the future.

**Plan all activities in a systematic way**

- Refer to the check list below.

**Fundraising Checklist**

<b>1. How much money do you need to raise?</b>	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.
<b>2. What resources do you have (time, money, people, venues etc.)?</b>	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.
<b>3. What will you do?</b>	Will people be interested in the games you have in mind? Do they like ballroom dancing?
<b>4. When will you do it?</b>	Does this event need to be at the weekend or on a working day? Will it be in the rainy season or dry season: in summer or winter? Will it be earlier or later in the day?
<b>5. Where will you have the event?</b>	Is the venue easily accessible for everyone? Is it suitable for the customers you want to attract and the activity you want to do?
<b>6. How will you tell everyone about it?</b>	Try notes to parents, banners outside your school, posters in shops, a spot on a local radio station. Make sure you time your advertising carefully.
<b>7. What else could you offer?</b>	You could offer meals or drinks, sell braai meat, or provide short entertainment as an added attraction. Choose something that fits well with the planned event.
<b>8. What different tasks will have to be done?</b>	Make a very careful and detailed list of every single task that is needed. Leave nothing out, or it will get forgotten!
<b>9. Who will do each task?</b>	Make sure that people get jobs that fit their abilities, and that you use people who are honest, reliable and keen.
<b>10. How will you record the lessons learned?</b>	Plan for people in charge of each activity to note down issues. File them and share ideas in a follow-up meeting with someone taking minutes. Note what went well and what needs improvement. Use these records to help you plan next time!



### **Tool 3.4 Exemplar: Writing a letter of appeal**

From time to time, you may need to appeal to an individual, business or another organisation for money or goods to support a project or to help with start-up costs for a fundraising 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 with which you want help.
- Show how the community is involved.
- Show what you have already achieved in the project.
- In one sentence, say what you want from them.
- 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!)



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### **Tool 3.5 Preparing a funding proposal: Key elements that need to be Included**

This type of proposal is typically for large-scale projects that require significant funding income in order to be implemented. Whether your school is located in an urban area or in a rural area, the process of identifying possible funders locally, nationally or internationally and of preparing a funding proposal remains the same. 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, thus making an investment in this initiative worthwhile for the proposed funder.

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

<p style="text-align: center;"><b>Funding Proposal</b></p> <p style="text-align: center;">To Build an After-Care Centre: Elim Secondary School</p> <p style="text-align: center;">March 2009</p> <p><b>Contact Person:</b> Mrs MM Lambani <b>Position:</b> Chair, Elim Secondary School SGB</p> <p><b>Physical Address of School:</b> Hospital Road Elim Limpopo Province</p> <p><b>Postal Address of School:</b> PO Box 37 Elim Limpopo Province</p> <p><b>Telephone:</b> <b>Fax:</b> <b>Email:</b></p>
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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 enrolment 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 after-care centre in collaboration with the two neighbouring primary schools that also serve the Elim community – explain this.
- **Explain why the problem needs to be solved and how you are planning to solve it.**  
Explain the context and the need for support – learners wondering around after school, no homework support, teenage girls at risk etc. and hence, the need to build an after-care 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 after-care 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. – state one or all components.
- **Give details of who will benefit**  
62 learners from your school, plus 87 from the two primary schools – thus a total of 149.  
  
Spell out what will be provided – Phase One: supervised homework, one hot meal; Phase Two: counselling support etc.
- **Add details of your action plan for the project in question on a separate page**  
That is, 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**  
For example, plans for the after-care 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 and are 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.**



## **Tool 3.6 Exemplar: Partnership agreements/contracts**

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 organization is coming into the school to offer a counselling 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, the nature of services, the 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—either goods or services.
4. What the roles and responsibilities of each of the partners are.
5. What the arrangements are in the event that partners default on their responsibilities (if relevant to the particular agreement).
6. Cost implications or implications of other financial arrangements (if relevant).
7. The timeframes: when the support services will start and when they will finish.

Here are two exemplar contractual agreements. One for the services of a volunteer parent assistant who will work once a week at the Moretele Primary School After-Care Centre and one for food supplies donated weekly by a nearby supermarket.

These serve as a guide for other agreements you might want to make.



**EXEMPLAR****Service Contract****Between**

**Moretele Primary School,  
Makapanstad  
(Represented by Mrs EM Seepe, School Principal)**

**and**

**Mrs K Moeng  
(Parent at ZK Mahape Primary School: Parent Volunteer, After-Care Assistant)**

**Background**

Moretele Primary School in Makapanstad has raised sufficient funds to establish an After-Care Centre at the school. The after-care facility will operate daily from 13h00 - 17h00 and will serve the children from Moretele Primary as well as children from two neighbouring primary schools - Nchaupe Primary and ZK Mahape Primary— needing after-school care.

The School Governing Body has agreed that Mrs N Thabethe be appointed as the After-Care Centre Coordinator. She will be assisted by parent volunteers from each of the three primary schools served by the after care centre.

**Duties of aftercare volunteer assistants**

Duties include assistance with:

- preparation of hot meals after school
- tidying up the aftercare kitchen after the meal has been served
- general supervision and care of the children as required by the After-Care Centre Coordinator

**Hours of service**

You are required to report to the After-Care Centre Coordinator every Thursday during school term time. Hours of work are from 10h00 till 17h30.

**Stipend**

A stipend of R50.00 per day will be paid in acknowledgement of the assistance provided. A hot meal will also be provided.



**Duration of the contract**

The terms and conditions of this contract are applicable from 15 January 2011- 8 December 2012. Both Moretele Primary School and parent volunteer After-Care Assistants have the right to terminate the service with one week's notice, if the requirements from either side are not being met satisfactorily.

Signed at: \_\_\_\_\_ on \_\_\_\_\_

Name: \_\_\_\_\_  
(Signed) School Principal

Name: \_\_\_\_\_  
(Signed) Parent Volunteer Aftercare Assistant



**EXEMPLAR****Donation Agreement****Between**

**Themba Spar Supermarket,  
Themba  
(Represented by Mr MM Masemola, Manager)**

**and**

**Moretele Primary School,  
Makapanstad  
(Represented by Mrs EM Seepe, School Principal)**

**Background**

Moretele Primary School in Makapanstad has raised sufficient funds to establish an After-Care Centre at the school. The after-care facility will operate daily from 13h00 - 17h00 and will serve the children from Moretele Primary as well as children from two neighbouring primary schools - Nchaupe Primary and ZK Mahape Primary— needing after-school care.

An important part of the after-care service is to provide vulnerable learners with an afternoon meal. In order to provide a hot meal to the 96 learners currently accommodated in this facility, the school requires on-going support.

**Support to be provided by Themba Spar Supermarket in the form of a monthly donation of:**

- 300 kg of mealie meal
- 100 kg soya beans
- 20 liters of cooking oil

It is agreed that Themba Spar Supermarket will deliver the provisions to Moretele Primary School in Makapanstad on the first Monday of each month.

The provisions shall be handed over to Mrs N Thabethe, the After-Care coordinator. Mrs Thabethe will be responsible for signing for the receipt of goods in acknowledgement of the donation.



**Duration**

The terms and conditions of this agreement are applicable for the duration of the 2011 school year.

Signed at: \_\_\_\_\_ on \_\_\_\_\_

Name: \_\_\_\_\_  
(Signed) School Principal

Name: \_\_\_\_\_  
(Signed) Themba Spar Super Market Manager

