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.

TOOL

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.

TOOL

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?

TOOL   **SWOT Analysis**

Internal environment

Strengths
Internal resources and capabilities for achieving our goals

Examples of criteria
- What do we do well?
- What advantages do we have?
- What relevant resources can we access?

Think about capabilities, assets, people, experience.

Weaknesses
Internal forces that could be barriers to achieve our goals

Examples of criteria
- What do we do poorly?
- What needs to be improved?
- What must we avoid?
- What do we lack?

Think about disadvantages, gaps in capabilities, low morale, work overload, weak leadership

External environment

Opportunities
External forces that enable us to achieve our goals. Favourable situations now and in the future

Examples of criteria
- 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?

Think about possible funding, partnerships, services, support, people

Threats
External forces that could weaken our chances of achieving our goals. Any potentially damaging unfavourable situation now or in the future

Examples of criteria
- What obstacles do we face?
- What is our biggest threat?

Think about unsustainable financial funding, support from community not forthcoming/not Reliable, rising costs, Collapse of partnerships

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 forth area of focus is suggested for inclusion, as without teachers, there will be no school education. The fith 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.

TOOL

Goal statements	
Examples of strategic goals	**Your school's strategic goals**
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. ***Objectives*** 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.	
Goal 2 (Aftercare support) A multi-faceted aftercare support programme oganised in conjunction with relevant partners is accessible to vulnerable children. ***Objectives*** 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	
Examples of strategic goals **Goal 3 (Counselling support)** Counseling support services are available to vulnerable learners in collaboration with a network of relevant service providers. **Objectives** 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.	**Your school's strategic goals**
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. **Objectives** 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. Oganise training events on stress management and dealing with illness and grief. 6. Encourage teachers to create a teacher support team.	

Goal statements	
Examples of strategic goals	**Your school's strategic goals**
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. *Objectives* 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.	
Cross cutting strategic goal A basic information system to gather data about vulnerable learners is established and maintained. *Objectives* 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 over aching 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.
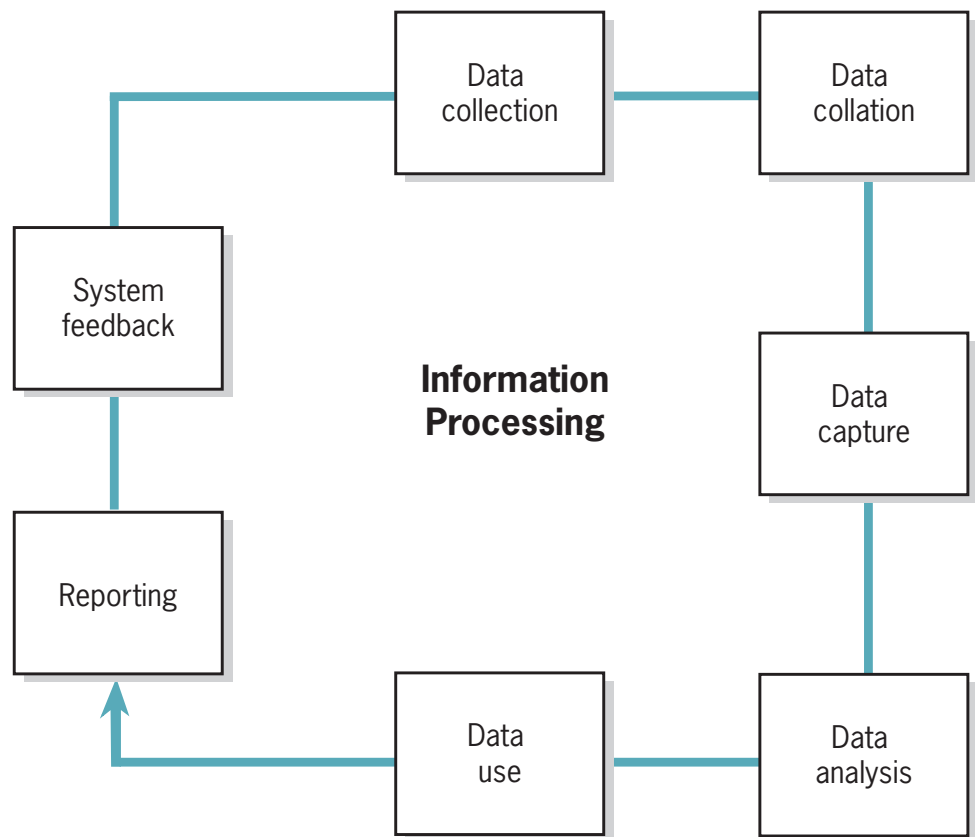
What is the difference between data and information?
Data is any **single fact or number** – 120 learners, a mark of 20, 6 days absent etc. By themselves, they are not useful to us. However, once meaning is attached to the facts and numbers it becomes information, which can be used for planning.
For 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 oganised 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

```
      ┌──────────────┐        ┌──────────────┐
      │     Data     │        │     Data     │
      │  collection  │        │  collation   │
      └──────────────┘        └──────────────┘

┌──────────────┐                           ┌──────────────┐
│   System     │        Information        │     Data     │
│   feedback   │        Processing         │   capture    │
└──────────────┘                           └──────────────┘

┌──────────────┐                           ┌──────────────┐
│  Reporting   │                           │     Data     │
│              │                           │   analysis   │
└──────────────┘                           └──────────────┘
              ┌──────────────┐   ┌──────────────┐
              │     Data     │   │     Data     │
              │     use      │   │   analysis   │
              └──────────────┘   └──────────────┘
```

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]

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[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
1. **Validity** is the assurance that we have actually measured what we intended to measure at the outset. *Do the marks actually represent the true performance of the learner?*	• 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?
2. **Reliability** is being able to consistently collect data of the same quality over time. *Will the criteria used to assess the learner produce as accurate and valid a list when the assessment is conducted at a different time?*	• 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?
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. *Can the assessment be collected in time to ensure that appropriate support is provided when it is needed?*	• Is the available data current? • Is the data collected frequently enough to meet the needs? • Has a schedule of data collection been developed?
4. **Precision** is some form of guarantee that the data is as free from bias (accuracy) and error (precision) as possible. *Are the learner results/schedules free from error?*	• Is there a system for tracking and correcting data errors? • Have acceptable 'margins of error' been established?
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. *Is the information provided/obtained from learners/teachers correct.*	• 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	The main purpose is to identify vulnerable learners in order to plan relevant interventions to care for and support them.
3. Main sources of data	The main sources of data are: • Learner attendance records • Learner performance records • Teacher observations of learners • Any relevant documentation on the vulnerability of learners.
4. Systems and procedures	The purpose of collecting this data is to look for patterns and trends in order to establish whether a learner fits the vulnerability profile. A system is made up of these components: • Input • Process • Output **_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. **_Learner attendance records_** • 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. **_Learner performance records_** • 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.

	Teacher observations of learners • 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. ***Process*** 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: • Number of vulnerable learners per class • Details of individual vulnerable learners • Tracking the needs and support of vulnerable learners in the school You can set up procedures around the use of these templates. ***Output*** 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.
5. Responsibilities	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: • 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.

TOOL

Outline of an information system for vulnerable learners

Name of school _____

Date _____

Compiled by _____

Reviewed by _____

1. **Describe what you mean by 'vulnerable learner'**

2. **Purpose of the information system**

3. **Main sources of data**

4. **Systems and procedures**

    Describe the procedures for each of the following and indicate how frequently you expect the information to be collected and analysed.

    4.1 Collect and collate data on the number of vulnerable learners per class (Template 1)

    4.2 Collate details of individual vulnerable learners (Template 2)

    4.3 Analyse and record the needs and support of vulnerable learners (Template 3)

    4.4 Use information for planning support interventions for vulnerable learners

    4.5 Monitor implementation of interventions to support vulnerable learners

    4.6 Communicate information about how the school is supporting vulnerable learners

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: • Learner attendance • Learner performance • Observation of learner behaviour	
5.2 Monitor the collection of the following records: • Learner attendance • Learner performance • Observation of learner behaviour	
5.3 Collate and analyse information using specified templates on: • 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 f**or 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	**Teacher Name:** Fill in your name in full. **Grade of Class:** Indicate the grade of your homeroom class. **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. **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. **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. **Learner Name:** Fill in the name of each learner. One learner per row.	
Attendance	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.	• 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	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.	• Improved • Remained stable • Declined slightly • Declined significantly • Specific problems cited
Observation	You are asked for your overall impressions and observations regarding each learner. You are 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.	• 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	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.	• Known vulnerable • Potential vulnerable • Not vulnerable 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 *known vulnerable* profile by colouring in the blocks. You could use a different colour for *potential vulnerable* learners.

TOOL

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.

TOOL

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.	• 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.	• 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.	• 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?	• 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.	• 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?	• Not yet addressed • Addressed only somewhat to date • Currently being addressed, needs monitoring • Addressed

Creating a Caring School | A Toolkit for School Management Teams | **Unit Eight** Developing a school-based care and support plan

SAIDE

TOOL

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

Tracking the needs and support of vulnerable learners in the school

Date _____

Page _____ of _____

Name	Grade	Vulnerability profile	Identified Needs	Planned Interventions	Status of needs

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.

TOOL

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.	80% of vulnerable learners are on the list	Within 2 weeks (state date)	A small task team comprising the National School Nutrition Programme (NSNP) School Coordinator and 2 teachers
	1.2 Brief teachers on the criteria and clarify their role in identifying vulnerable learners and the need to respect confidentiality.		State date of meeting with teachers	Principal
	1.3 Collate a list of vulnerable learners to determine how many need nutritional support.		Within 2 weeks of the meeting (state date)	NSNP School Coordinator
	1.4 Review the list of vulnerable learners.		Once a term	NSNP School Coordinator
	NOTE: Use the templates in tool 31 to collect data about vulnerable learners			

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 *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?*

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.

TOOL

Guidelines for fundraising
Set specific targets • Be clear about what it is that you need the money/services for. • Each fundraising activity/proposal should be linked to specific project.
Keep it manageable • 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 a 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!
Be accountable for what you do • 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 tot hem on the progress made.
Keep records of those who provide services and donations • 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.
Thank everyone • 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.
Plan all activities in a systematic way • Refer to the check list on the following page.

TOOL

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!

TOOL	**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 sue 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.**

Notes

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