

CREATING
A CARING
SCHOOL

Accessing &
Managing
Care &
Support

Guide

3

Writers

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Accessing and managing networks of care and support

Introduction

The scale of social challenges in South Africa is so huge and widespread that it requires a multi-pronged response strategy that harnesses resources and expertise from across public and private sectors: health, social development, education and training, business, non-governmental organisations (NGO's), community-based organisations, national and international agencies. Schools are critical role players but management has to collaborate with other role players to support the large numbers of traumatized and vulnerable learners in the most appropriate ways.

Many of the problems that affect the health and well-being of people in communities – such as alcohol and drug abuse, poverty, environmental hazards and inadequate access to health care – cannot be solved by any person, organisation, or sector working alone. These problems are complex and interrelated, defying easy answers... Only by combining the knowledge, skills, and resources of a broad range of people and organisations can communities understand the underlying nature of these problems and develop effective and locally feasible solutions.

(Lasker, R. and Weiss, E. 2003 in IDASA publication, 2005)¹

It has become apparent from our research that many schools feel overwhelmed by the extent of the problem. Although the situation on the ground is dire, schools do not have the capacity to take adequate care of the needs of vulnerable children in their schools. Yet, without adequate support many learners are unable to attend school regularly and participate adequately in learning and teaching. Schools that have provided support for vulnerable learners to mitigate the effects of socio-economic issues are those that have been able to draw in support from external organisations and partners through networking.

Networking and the formation of partnerships is not an optional extra; it must become an integral part of the strategy to manage sustainable support for vulnerable learners.



This is the focus of our reflections in Guide 3. We start by looking at a few practical examples of how schools have managed networking with external partners and what kind of support they provided for vulnerable learners.

Key questions

This Guide probes the following questions:

1. What are the benefits of establishing networks of support?
2. What types of external support are available to your school?
3. How can you manage support networks to optimally benefit your school?

Networks of support in practice

Schools are responding to the challenge of providing support to large numbers of vulnerable learners in a variety of ways. The examples we came across during our research show that there are essentially two main categories of approach to networking that schools are using.

1. Responsive networking

Outside individuals and agencies approached the school to offer specified support services. For example, at one Gauteng, East Rand township school, local women took the initiative to provide after-care support for learners. In other instances, notably in KwaZulu Natal and in the North West province, schools were approached by the provincial Department of Education to participate in an NGO-led initiative to support orphans and vulnerable learners. Other examples included donors that approached schools and offered funds, resources or services. In all these cases, apart from being involved in the initial negotiations, principals and School Management Teams (SMTs) played a more passive and limited role during the implementation phase allowing the external organisations to manage the interventions.

2. Proactive networking

The principals took the initiative to find suitable support outside of the school. Contact was made with external organisations, government departments and individuals. These were then drawn in to provide various forms of support usually, in response to



clearly established needs. The principal provided strong leadership and was actively involved in establishing and maintaining contact with external providers and managed the support initiatives and projects inside the school.

Here are some more case study examples from our research that illustrate both of these approaches to networking.

STOP and THINK

What is the role of the principal in responding to offers of support from external agencies?

Case Study 4 describes how a group of grandmothers approached Ngesi Primary School and offered to care for learners after school.

1. What are the benefits of this support initiative?
2. How sustainable is this initiative?
3. What opportunities did the principal miss?
4. What is the role of the principal/SMT in this kind of initiative?

CASE STUDY 4: THE CARING GOGOS

Like many schools in the country, Ngesi Primary School has a large number of vulnerable children that need support. These learners are provided for by various external agencies, the main one being the community-based group called Itsoseng. Itsoseng is an organisation in the township of Vosloorus, East Rand, where Ngesi primary school is located. It was started by elderly women in that community. These women were touched by the plight of learners at risk, especially those that did not have adult care at home. In 2002 the women approached the school and offered to help them by looking after their learners once school closed.

The main aim of this initiative, started by the women, was to keep such children off the streets after school and to assist them with their school homework and studying. The children were also given a balanced meal and a life skills programme to build up the children's self-esteem was also introduced. With time, the women's initiative was greatly appreciated by other organisations which then offered to support Itsoseng financially. One of the organisations that offered such support was Emperor's Palace, a casino operating in the area. Itsoseng was also assisted by the Gauteng Department of Social Development to establish offices in the township and broaden their work to include the whole community.



The funding of the interventions at Ngesi School by Emperor's Palace through its East Rand Trust has helped to pay for two people who are employed full time to look after learners, and a fully qualified cook to prepare meals for the learners. The after-care service which was started also established a food garden and now provides extra food for the learners.

The principal and the teachers seem to have no direct involvement in the implementation of this after-care initiative at their school.

Comment

When we visited Ngesi Primary we were moved by the compassion the women at Itsoseng had for the children of the school. All kinds of benefits flowed from the after-care initiative started by the grandmothers: the children received food, were safe, did their homework in the afternoons under supervision, and participated in life skills training. The after-care experience contributed significantly to enhancing the children's self esteem and confidence and had a positive influence on their schoolwork.

Although the initiative started as an informal support service offered by concerned and caring women, it grew into a community-supported project that received financial contributions from a well-established local businesses. An interesting feature of the Itsoseng project is its links with the Department of Social Development, which encouraged the project to expand its work in the community. From humble beginnings this care initiative became rooted in the community and therein lies its success and its sustainability.

It is surprising that the school was not an active member of the network of organisations that formed around this project. The principal at Ngesi stayed on the sidelines and missed a valuable opportunity of participating in the network and creating strong links with individuals and the organisations for the benefit of the school. Robust interactions with organisations in the community offer principals opportunities to forge relationships and partnerships that can support and assist the school in a variety of ways. It also enables the school to remain abreast regarding the needs of the community.



The school principal and SMT should play a vital role in monitoring all support services offered to the school whether they are initiated from within or from outside the school. By keeping a watchful eye on initiatives, the principal is able to ensure that the support meets the school's requirements. It is important to know what is actually happening on the ground so that principals can intervene if actions are not in the best interests of the children or of the school. On-going monitoring also enables principals to be proactive especially when there are indications that the support is running into difficulty. Steps can then be taken in good time to find alternative strategies to avoid collapse of the support.

A responsive approach to networking does not mean a passive approach. Principals should welcome offers of support but should not abdicate their responsibility by *giving* individuals and organisations free reign to do what they want. It should always be a collaborative arrangement between the provider of the support services and the school management.

In the following example you can get a good idea of what happens when the principal initiates contact with external individuals and organisations to provide support to the school.

STOP and THINK

What is the role of the principal in a proactive approach to networking?

In Case Study 5 you will notice that the principal has a proactive approach to networking.

1. What are the benefits of being proactive in finding support from external agencies?
2. What role did the principal/SMT play?
3. What does the principal have to do to ensure that the support provided by external providers is sustainable?



CASE STUDY 5 - WEB OF SUPPORT NETWORKS

At Hlophe Secondary School, on the East Rand of Gauteng, Mr Mokoena, the principal, did not wait for organisations to link up with him. Through his activism in the local community he went out and networked with several local businesses like Royal Paraffin to get support for the school. This included funds for supporting orphans and vulnerable children.

Through his innovativeness, Mr Mokoena also managed to bring in the local police to help with the maintenance of security in the school. The police, in turn, linked the principal to the local Community Policing Forum (CPF), an initiative that combats crime in the community. The Forum then roped in other influential people like the chief of the local Correctional Services institution, the local magistrate and prosecutor and formed a stronger coalition called the Justice Forum.

The school has also established strong ties with the local clinic and it stands as surety for poor learners, who cannot afford the clinic fees.

Mr Mokoena also belongs to the local branch of the South African National Council on Alcoholism and Drug Dependency (SANCA), an organisation that educates young people on the dangers of drug and alcohol abuse. The organisation representatives come into the school occasionally to talk to learners about drug abuse. It is through this organisation that the school was linked to a school in England, a development that led to the principal of this twin school visiting Hlophe Secondary in 2007 to strengthen the partnership. Further benefits of this twinning arrangement have resulted from the learners in the UK raising money for Hlophe Secondary School.

It is evident that the assertive leadership of the principal in this school has led to the establishment of a strong network of organisations that support the school in many of its needs. Many of the organisations and stakeholders the principal has worked with have led him from one organisation to another, thus creating a web of support networks that all contribute towards the welfare of needy learners in the school.

Comment

Hlophe's experience is a good example of how a principal can proactively manage a support network for the school. All the organisations involved were brought into the school through the initiative of Mr Mokoena. He approached each organisation with a clear vision of what he needed and had a good idea how each organisation could help. He also understood how their activity could contribute to creating a caring environment in the school as a whole: the police forum helped to address the issue of safety; the local clinic responded to the needs of ill children; and SANCA looked at learners made vulnerable due to substance abuse. The links with one organisation led to the involvement of many other organisations, but at the centre of the network



was the visionary leadership of the principal, who saw the potential of each initiative to develop his school.

The assertive leadership of the principal at Hlope Secondary led to the establishment of a strong network of organisations that support the school in many of its needs. We could easily see the knock-on effect of networking—many of the organisations and stakeholders Mr.Mokoena was actively involved in led him from one organisation to another and soon there was a wide web of support round the school. This clearly is the strength of Mr Mokoena’s proactive approach: it gave him a wide resource base to draw on and he could choose how each organisation would contribute towards the welfare of vulnerable learners in the school. With so many organisations involved, it is unlikely that the school’s support system would collapse if one organisation pulled out. This is the real benefit of a network, as opposed to getting support from one or two partners only.

*A proactive approach to establishing networks of support can be time consuming and energy sapping. There might be danger that the efforts to maintain the support network could lead to neglect of other key management duties if it is not well managed. This is where good coordination and delegation skills play a vital role. As principals have a strategic role to play, they do not have to **do** everything. Instead, their task is to promote the vision of the support network, to involve suitable people to carry out agreed networking tasks, to monitor the networking initiative at the school, and to take corrective action where necessary.*

Principals and SMTs are expected to use both proactive and responsive networking approaches in their efforts to establish a robust network of support that can help them meet the diverse needs of vulnerable learners at their school.

Types of support

The case studies examined so far in Guides 1 and 2 give an idea of the kind of support that schools could receive from external sources. Our research revealed many more examples, see the table listing a range of support types and services in

Tool 3.1



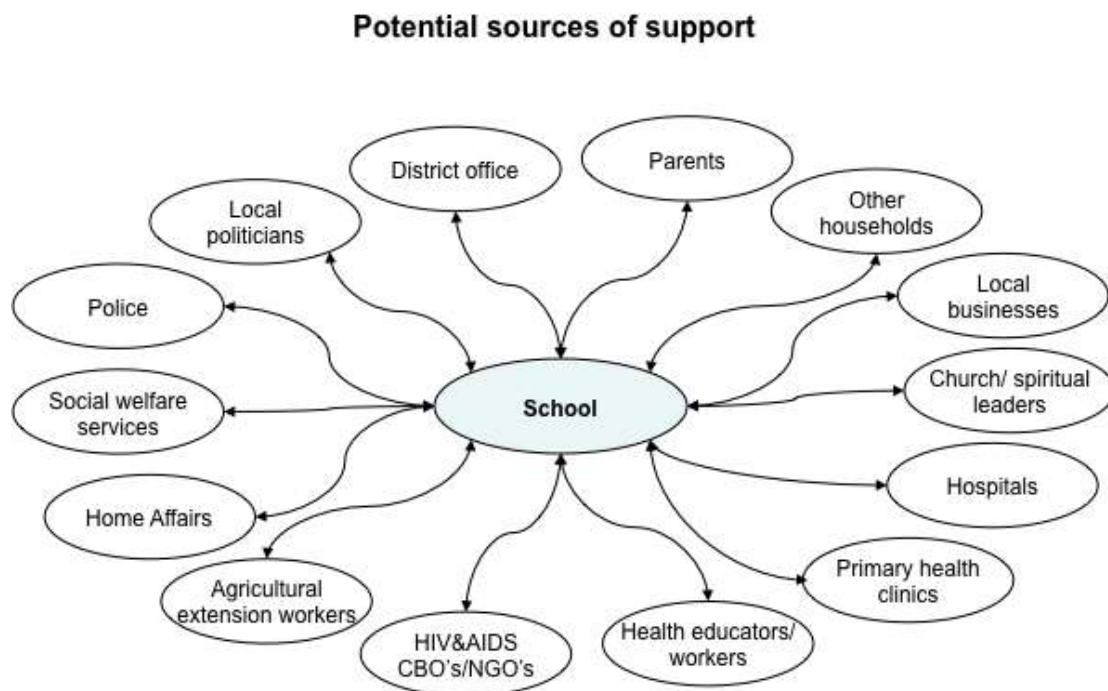
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We also observed, that the principals in our study that were proactive in responding to the challenge of caring for vulnerable children, exhibited a range of good management skills, including:

- sound knowledge and understanding of the social context of the school;
- accurate identification of challenges that vulnerable learners and teachers face;
- prioritization of problems and challenges;
- identification of potential sources of support;
- good communication and initiation of contact with external individuals and organisations;
- development of critical strategies to respond proactively to challenges;
- insightful and practical actions to respond to challenges; and
- active participation in all external projects and initiatives.

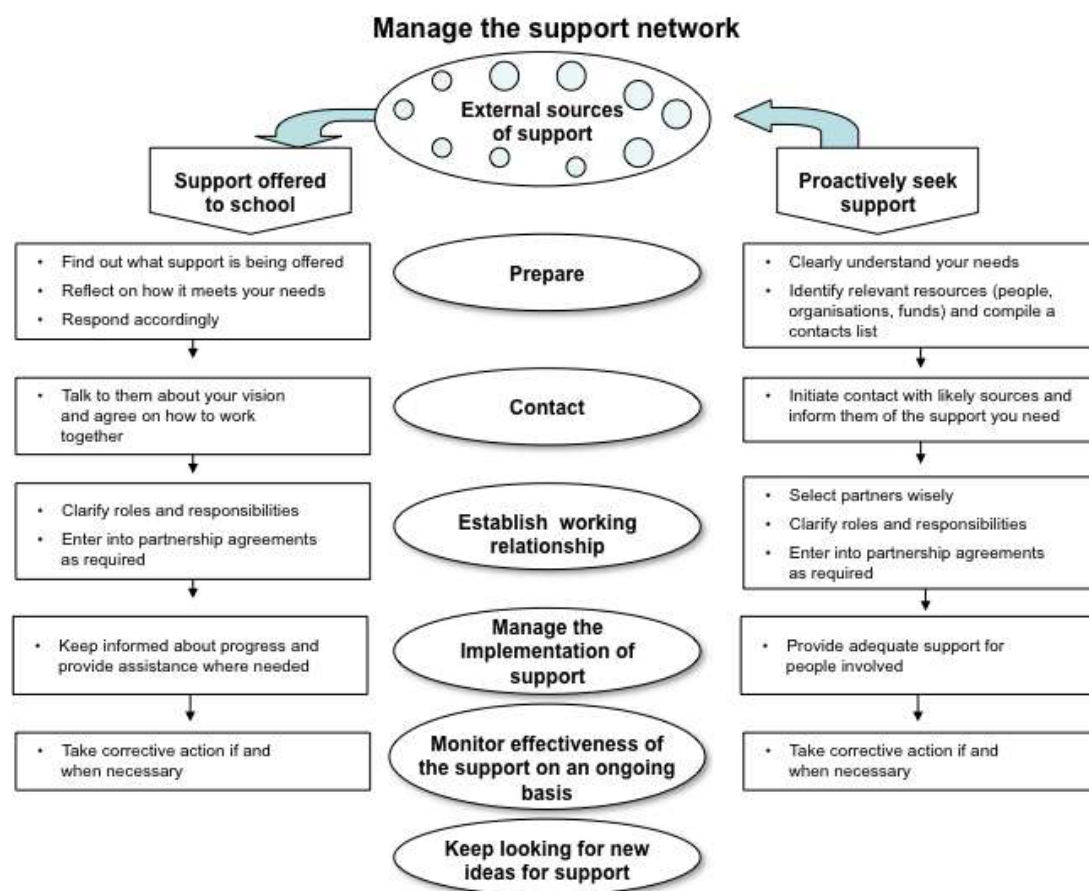
Managing networks of support

The school is not an island but has links with the community and organisations beyond the immediate context as reflected in this diagram.



This is a picture of the potential sources of support for the school. Sometimes, individuals and organisations knock on the door of the school and offer support, as we saw in Case Study 4, but principals and SMTs cannot afford to sit and wait for such offers. Instead, you have to go the proactive route and find the right kind of support that meets your needs. So how do you manage networks of support? Here is an overview of what is involved.

The process of managing the network of support is illustrated in the diagram below.



On one level networking is as easy as making new friends. If you can make new friends, then you can network. But setting up suitable support networks takes effort and is time consuming. All the principals we met were people with vision and energy. Often, it was their energy and their commitment to making a difference that helped them set up successful networks of support.

Although, particular knowledge and skills in identifying and mobilizing resources were learnt and honed in the process as well, they came up with creative ideas and connected with a range of individuals and organisations. They saw networking not as an end in itself but a **strategy** to help them get the support they needed. Let's examine each of the main tasks required to establish and maintain a network of support for your school.

1. Have a clear vision of your school's support needs

The teachers and principals we interviewed reported that the support actions and programmes that made a positive difference in the lives of vulnerable learners at their schools are, particularly, those that concentrated on areas like nutrition, after-care and psycho-social counselling.

- A school nutrition programme which ensures that vulnerable learners received at least one meal a day.
- An after-care programme where learners are fed and which provides a safe place in the afternoons. Some aftercare facilities also provide place for learners to do their homework under adult supervision. Vulnerable children are provided with opportunities to interact with peers, and 'friendly' adults. Social warmth, which is often lacking in the learners' homes, is a positive experience.
- Psycho-social counselling providing traumatized learners with the emotional support they require to cope with issues such as bereavement and abuse.

These were among the main types of intervention that we identified when we examined the needs of vulnerable learners.

Given your school context, you will have to decide what your priority support needs are. Your priority may be to strengthen the existing school nutrition programme. If that is already working well, you may decide that there is value in setting up an after-care support service at your school, **see Guide 4**. When you have a clear vision of what your school's needs are, you will be in a strong position to pinpoint the most appropriate support.



STOP & THINK

It is always wise to proceed with caution. You may decide to introduce one intervention only, making sure it is working well before turning your energies to introducing another intervention.

2. Map your support network

An important second step in the process is to **identify resources** that can help. The table above showed the kind of resources that schools can access. This could mean tapping into the skills and services of an organisation, or the wisdom and energy of a particular individual or expert. Resources obviously include money, building materials and other material assets, but they also refer to things the school already has (like classrooms or a field) and, perhaps, does not use efficiently (like a hall that is empty a lot of the time). Some schools get involved in recycling projects and turn the waste of the community into a resource: unemployed parents can be a resource for a school because they have time to help with small, practical tasks. Do you remember the principal in **Case Study 1** (in Guide 1) who set up a system that involved parents in volunteering their help to the school in cleaning, gardening and helping in the school after-care? Thinking creatively about resources and how to make use of them is a critical networking skill.

Resource mapping is an activity that helps you to identify individual people, groups, organisations, businesses and institutions that can help to support the needs of your school. The map usually begins locally, with your school and then moves outwards. It will thus include resources:

- in your school;
- in your immediate community;
- in your district or ward;
- in your province;
- at national level; and
- in the international community.

Not all resources are visible. Government services like the child care grant, for example, cannot be seen.



Yet, they are resources available at national level and the school can support vulnerable learners by helping families in their community to access them. It is important for you to make it your business to know what is available. Other, less obvious, resources include: the information provided by policy statements and guidelines; parents and teachers with special skills; the skills and support of other school principals in the District; the services of non-profit organisations (NGOs); links to overseas funders; and information networks, like the internet. When you do the following activity, it will be useful to keep these kinds of resources in mind.

Activity

Use Tool 3.2 to map your support network: there are numerous sources of support in your immediate environment into which you can tap but, usually, you will have to make the first move and that starts with an informed list of contacts.

Use Tool 3.2 to compile a start-up list of contacts – individuals and organisations that have the potential to support your school.

STOP & THINK

The old saying, “two heads are better than one” is always a good strategy for dealing with challenging situations.

Comment

The above activity is very useful if you are not sure where to begin looking for support. It helps you to identify possible partners in your support network - draw in the whole SMT and staff – brainstorm the process and try and think beyond the obvious individuals and organisations, try and come up with some new ideas. Once you have identified potential partners find out more about them. What kind of organisation is it? What work do they do? What support can they offer the school? Why would they want to help the school? This kind of information will be gathered over time and draw in as many people as you can to help with this task. For example, you could ask specific parents or teachers to do the research for you, and



there may be other principals who could help you with information they have gathered over the years in their school communities.

Think about purposively setting up a support group of principals from your District or Ward – a peer support group in which information and ideas about support and managing schools in an environment of HIV and AIDS and tackling other socio-economic challenges can be shared.

Many principals have found it helpful to start a digital resource file of information, which is organised in an accessible way, e.g. in categories of support and in alphabetical order. In this way the school can slowly build up a database of information regarding support networks and it can be updated easily. If your records are kept digitally, they will also be easy to update every few months to ensure that the information remains relevant. You can keep the printout in a file in the school office where the information is accessible to others staff members.

3. Make your support needs known

An important step in networking is to become known to the community and to the networking partners who might be willing to help.

Brainstorm ideas with the SMT and the rest of the staff on how to ‘advertise’ your school’s needs. Make a list of the ideas that you know work well, but also try and think of new ways of ‘advertising’ your school’s support needs. Keep a record of your ideas and add to them on an ongoing basis.

Comment

When you thought about ways of making your support needs known you may have considered what would be suitable for the different target groups. For example, it would be a waste of time to use the internet to raise awareness of your needs to parents who don’t have access to the internet, let alone have no computer or ability to use the computer. This approach, however, would work quite well with businesses.



Did your list of ideas include the following?

- *Talk to the learners and parents at your school and help them to see how they can help to build a caring and supportive school environment.*
- *Put up a poster or notice in public places like clinics, crèches, local government offices, shops, churches, mosques or other religious places.*
- *Place a short notice in local newspapers.*

Here is an example of a notice to draw attention to the need for school uniforms:

Some of our children don't have uniforms. Can you help? We need 20 white shirts (size 7-10), 10 grey trousers (size 9-10), 12 grey skirts (size 7-8). All contributions will be appreciated. Contact: Principal (Tel...)

- *Speak about your school's support needs at community meetings, circuit meetings and when visitors come to the school – never miss an opportunity to raise this topic with others, you never know who might be willing to help!*
- *Organise a meeting with influential people in your community and make a presentation that provides the people attending with a good idea of what the situation of vulnerable children is in your school, what you are trying to achieve, and how they might be able to help.*
- *Draw attention to the plight of the vulnerable children in your school by sharing your story at teacher conferences, workshops and training events.*
- *Compile a regular newsletter (e.g. once a term or twice a year) in which you capture, among other things, stories of how you are managing to support the vulnerable learners in your school. Send your school newsletter to the district and provincial departments of education, NGOs, embassies, international funders and friends of the school.*
- *Enlist the aid of parents who have the skill or experience of compiling information and using communication media such as information sheets, posters, notices, newsletters and websites.*

Sharing your story and your needs builds awareness and contributes to creating an informed and caring community.



Establish good working relationships with partners

There are different types of partnerships in which you could be involved. For example, you may have an *informal* partnership arrangement with selected parents who are able to volunteer a variety of services to the school, e.g. gardening, cooking in the after-care facility and supervising work in classes when teachers are sick. A more formal arrangement with selected parents might be that they offer specified services on a regular basis in lieu of paying school fees. You will then draw up an agreement that specifies clearly what you are expecting from the individual and that their services are considered payment for school fees.

Formal partnerships are usually entered into with businesses, community organisations such as Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs) and national and international agencies that offer specific forms of support. Formal agreements will specify clearly what the purpose is of the partnership, what kind of support is provided, what the roles and responsibilities are of the partners, and the timeframes during which the support will be provided. **See Tool 3.6: Exemplar Partnership Agreement**

Partnerships can help schools access expertise, information and resources that would not otherwise be available to schools. They can also lead to more efficient use of resources and provide support in a range of different ways. Some partnerships are simple and do not require much coordination on the part of school management. Partnerships with large, complex organisations, e.g. government, Unicef, and those that involve multiple partners require strong coordination skills. Whether simple or complex, all partnerships have to be managed well if you are to derive optimum benefit for your school.

4. Working with government

Working with a range of government departments also requires networking skills and involves:

1. identifying the correct section in a department (having a clear vision and mapping the support needed);



2. following through on necessary procedures and managing the necessary service delivery is all part of the process (establishing good working relationships with partners);and
3. monitoring implementation.

As part of the state service provisions system, schools are well placed to link up with and maximize the benefits of other government services that provide resources and support for vulnerable learners in a variety of ways. Like schools which are constitutionally bound to provide education for all children of school going age, our health, social development, police and other state departments are equally bound to deliver services to all South African citizens. Accessing state support for ORPHANS AND VULNERABLE LEARNERSs should be your first step in any plan of action.

Obtain suitable information

Government departments and national agencies offer particular services (including information) through their provincial and local office. Examples include, clinics and hospitals (Departments of Health), district and provincial education departments, SASSA (South African Social Services Agency), SANAC (the South African National AIDS Council) and the Family Violence, Child Protection and Sexual Offences/Child Protection Unit .These are some of the agencies and organisations that you can approach.

Link up with available support services

Here are some examples:

- The Department of Health has established centres for voluntary counseling and testing for HIV and AIDS (VCT) and also offers anti-retroviral treatment and therapy. You can get a list of contact details for these centres from the district office of the Department of Health in your area.
- The Department of Home Affairs' regional offices provide the necessary documentation needed to access various child and support grants.
- The Department of Social Development offers support for families and helps them gain childcare, disability and other grants. You can approach the regional offices of SASSA (the South African Social Services Agency) and get



information about what support they offer and what the procedures are for obtaining grants.

- The South African Police Service's Child Protection Units (CPU's) can be contacted if you suspect that learners in your school are victims of abuse of any kind. This unit has trained personnel who give advice about what actions to take.

Schools as centres for providing referrals for support services

You can obtain a list from your local AIDS council or the education district office of names and contact numbers for local resources that are available to support vulnerable children. Organisations and people who could be on the referral list are:

- community organisations;
- primary health care nurses;
- social workers;
- police officers;
- religious ministers;
- agricultural extension officers; and
- community development workers.

Schools can be places of government service provision

You can help your school by assisting the government bring services closer to the community. Here is an idea from a Soul City Publication, *Supporting Vulnerable Children: A Guide for School Governing Bodies*.

SCHOOLS AS PLACES OF GOVERNMENT SERVICE PROVISION

One of the best ways for schools and School Governing Bodies (SGBs) to support vulnerable learners is to use the school as a place from which to provide people with government services. This will also help to bring government services closer to the community. Schools and SGBs can do this by hosting a **Government Services Registration Day** at their school.

When a school hosts a Government Services Registration day, it means that for one day (usually a Saturday), government departments will bring their officials and their equipment to the school. The community will come to the school to get the different government services that they need; and the officials from the different government departments will provide them to the community.



The services they offer can include:

- applications for identity documents
- birth certificates
- police affidavits
- applications for child support grants and other social grants.

There are many government departments that can be part of a *Government Services Registration day*. The most important departments for vulnerable children are:

- The Department of Social Development; which brings officials who can take applications for child support grants and social grants.
- The Department of Home Affairs; which brings officials who can take applications for identity documents, birth-certificates and death-certificates.
- The South African Police Services; which brings officials who can take affidavits for the documents needed for Social Development and Home Affairs applications.
- The Department of Health; which brings officials to provide Road-to-Health Cards, the hospital birth register and information about primary health care for vulnerable children. This includes information about how to get anti-retroviral treatment (ART) for HIV positive children.

(Soul City: 2006)

The benefits of organising an event of this nature are immense, not only for your school but also for the community as a whole. Frequently, parents and caregivers of vulnerable children are unable to get financial and other support from available government services because they do not know what services exist and are available, or they do not have the necessary documentation (birth certificate, Identity documents etc.) that are needed in order to qualify for various forms of state support.

Organising an event of this nature is not necessarily as simple as it sounds. You will probably have to link up with other schools to find out whether they would be interested in collaborating in such an event. The next step would be to approach your local council to find out if an event of this nature is a feasible one. The local council would have to coordinate the event because it involves getting in touch with a number of officials from different departments. In consultation with other principals in your area, you could offer the necessary support to your local council in order to make such an event a reality.



Comment

Regular reflection on skills requirements for management tasks, your abilities and past performance enables you and your management team to identify what expertise you currently have and what gaps exist. You need to be able to establish who in your SMT is able to do what, whether you need to bring in expertise from outside to take responsibility for any of the identified tasks, and in which areas you may need support and further training and development. One of the principals we met during the research project realised that her SMT needed additional training in order to be more confident and skilful at managing various support actions in the school. She approached an organisation that conducted management training workshops to build her internal capacity. As principal it is one of your key performance areas to build the capacity of all your staff and initiate suitable training where possible: you can get help from external individuals and organisations.

Key points

Schools are critical role players in the national multi-sectoral strategy for combating the spread of HIV and AIDS infection and managing the effects of the pandemic in the local context. Clearly this role is aligned to a principal's key task of mitigating or lessening the effects HIV and AIDS and poverty on vulnerable learners so that they are able to participate in the learning and teaching activities at the school. Setting up and maintaining networks of support has to be an integral part of the school's overall strategy to provide for vulnerable learners.

In this guide we have explored:

1. The benefits of establishing networks of support.
2. The type of support available from the state and from other external organisations.
3. How to manage support networks.

Some important insights we gained are:

1. Whether your approach to establishing networks of support for your school is proactive or reactive, establishing and managing a network of support requires strong leadership and good management skills.



2. A well-populated database of contacts that shows the range of support services that are available to the school is an invaluable resource. It must be updated continuously and must be easily accessible to all members of staff.

Government departments offer a variety of resources and services that are particularly relevant for the support of vulnerable children. Management can harness these resources and services to assist them in providing adequate support for their learners. Schools are well placed to be proactive in referring parents and other people in the community to relevant agencies who are able to provide suitable help and support.

End Notes

¹Lasker, R. and Weiss, E. Adapted from *Broadening Participation in Community Problem-Solving*, New York Academy of Medicine, Journal of Urban Health, 2003 in



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