
TOOLKIT CONTENT & STRUCTURE

THE CYCLE



THE TOOLKIT

The creation of this toolkit came from a collaborative effort between NGOs and schools that participated in the OASIS Community of Practice to create a cooperative guide that would benefit both schools and organisations running programmes at schools. The purpose of the Toolkit guide is to better foster the process of engagement between schools and NGOs, in order to create strong and meaningful partnerships.

HOW TO USE THE TOOLKIT

The Toolkit provides a useful list of considerations that benefit NGOs wishing to start building strong relationships with schools, and for schools seeking to hold honest and accountable relationships with NGOs. The information is structured in a way that follows the cycle of programme implementation by an NGO at a school, from pre-planning stage to exiting stage. Each stage explores important considerations, phrased as questions, for NGOs and schools. Some of the considerations include helpful documents and templates that act as mere guides or examples of recommendations.

DISCLAIMER

The Toolkit is not meant to be a prescriptive set of rules that schools and NGOs must use when establishing a partnership, but rather a checklist of considerations to keep in mind to maintain such relationships and ensure both parties benefit from the respective partnerships.

PRE-PLANNING (BEFORE YOU START)

For NGOs:

- a) What should NGOs consider?
 - Asset Based Community Development
 - Has your organisation identified the school's REAL need?
 - Has your organisation identified the school's PERCEIVED need?
 - Does your organisation have a budget for the programme?
 - Does your organisation have available resources to run a programme?

For schools

- a) What should schools consider?
 - What are the school's Strengths and Weaknesses?
 - Strengths: what does the school already have?
 - Weaknesses: what does the school really need?
 - Has the school done an internal needs assessment?
 - What should the school consider?
 - Programme scheduling
 - Programme venue
 - Champion teacher
 - Administration

- Program monitoring

DEVELOPING A PLAN (WHAT IS NEEDED TO PREPARE FOR A PROGRAMME)

For NGOs:

- a) Does your programme have organisational documents?
 - a. Constitution & Policy documents
 - b. Conceptual document
 - i. What your organisations does
 - ii. SMART Goals
 - iii. Aims, objectives, vision
 - iv. Theory of Change [\(Template doc 1\)](#)
- b) Has your programme identified its target groups?
 - a. Community/school
 - b. Learner ages/grades
 - c. Learner phase levels (e.g Foundation phase, Senior phase)
 - d. Number of participants
- c) What is the timeline of the programme?
 - a. Does the programme run with schooling calendar?
 - b. Is it a continuous programme? How will it sustain itself beyond the first year?
- d) Are all needed resources available?
 - a. Programme materials
 - b. Transportation
 - c. Volunteers, facilitators and coordinator

INITIAL COMMUNICATION (HOW TO PRESENT IDEAS EFFECTIVELY)

For NGOs:

- a) How should the organisation approach a school?
 - o Key stakeholders to consider in order of importance:
 - 1. School Governing Body
 - 2. School Principal
 - 3. School Management Team
 - o NGOs should share key information from results of Development Plans
 - 1. Verbally communicate information from conceptual document
 - 2. Identify the school's target groups
 - 3. Provide the time frame of the programme
- b) A letter of invite to schools to implement NGO programme [\(Template doc 2\)](#)

For schools:

- a) Has the organisation provided all necessary information about proposed programme?
- b) Is the programme valuable in the context of what the school needs?

- c) Will learners benefit from participating in the programme?
- d) Does the school have the time, space and personnel to allow the programme to run successfully?
- e) How to invite an organisation to run a programme at your school? [\(Template doc 3\)](#)

1. Partnership Agreement (How to establish a collaborative relationship)

For Both Parties:

- a) Are all necessary stakeholders involved in agreement?
 - o SGB & Principal
 - o NGO Director/Programme manager
- b) Has the organisation created an MOU?
 - o MOU Template [\(Template doc 4\)](#)
- c) Does the MOU stipulate all considerations?
 - o MOU Considerations [\(Checklist doc 5\)](#)
- d) Are there designated roles in the partnership?

INTRODUCING THE PROGRAMME (HOW TO GET BUY-IN FROM VARIOUS STAKEHOLDERS)

For NGOS:

- a) How do NGOs get buy-in from teachers, parents & learners?
 - o Pitching program to teachers [\(Checklist doc 6\)](#)
 - o Pitching program to parents [\(Checklist doc 7\)](#)
 - o Pitching program to learners
 - o Important documents to share
- b) How to formalise relationship with parents & learners?
 - o Parent letter of permission template [\(link doc 8\)](#)
 - o Learner letter of invitation template [\(link doc 9\)](#)

For schools:

- a) What questions should be kept in mind when accepting a new programme?
 - o Is there a level of commitment from staff and learners?
 - o What are the space and schedule demands of the programme?
 - o Are there any safety precautions to be aware of (late evening/early morning/off-site activities)?
 - o What measures does the school take for liabilities of lost/stolen property during the programme run?
 - o Has the NGO been informed of school policies and expectations of onsite programmes?

PROGRAMME IMPLEMENTATION (HOW TO MANAGE A QUALITY PROGRAMME)

For NGOs:

- a) What should the programme administration consider?
 - Report writing
 - Financial management
 - Time sheet
 - Travel and venue log
 - Supply lists
- b) What should an active programme consider?
 - Timetable for Sessions
 - Lesson plans
 - Child protection policies [\(Example doc 10\)](#)

MONITORING & EVALUATION (HOW TO MAKE SURE THE WORK IS IMPACTFUL)

For NGOs:

Monitoring and Evaluation Considerations [\(Info doc 11\)](#)

- a) Does your program have SMART Goals?
- b) Who is responsible for monitoring the program?
- c) What do you want to observe? [\(Template doc 12\)](#)
- d) What can you look for when monitoring?
 - Attendance
 - Behaviour of participants
 - Activities done
 - Method of programme
 - Learner to facilitator ratio
 - Environment/venue of program
- e) How can you evaluate your impact?
 - Survey participants
 - Interview participants
 - Assess participants
 - Observe participants
 - Reflect with participants (focus group)
 - Measure increase in...

For schools:

- a) What should the school be monitoring?
- b) How can the school indicate success or the progress of its learners?
- c) How can the school express its concerns about the programme in a professional way?

EXITING A PROGRAM (HOW TO LEAVE ON A GOOD NOTE)

For NGOs:

- a) How will you celebrate program achievement?
 - Award ceremony
 - Certificate
 - Photo documentation
- b) What to do when things don't work?
 - Improving program vs. funding vs. community needs
- c) Does your programme have potential for extension or expansion?
 - Would extension work with available funds and resources?
 - Would expansion work in a different community context?

For schools:

- a) What were the benefits of the partnership?
- b) What were the challenges?
- c) What could be adjusted in future?
- d) Does the programme still meet a need within the school and community?