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## The SAF Holiday Schools model a manual for schools and organisations



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# **The SAF Holiday Schools Model**

## **a manual for schools and organisations**

**M.G. Boerma-Nooij**

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Completely revised edition of 'Summer School Programme for Children and Youth during the Summer Holidays: scenario and blueprint', March 2002.

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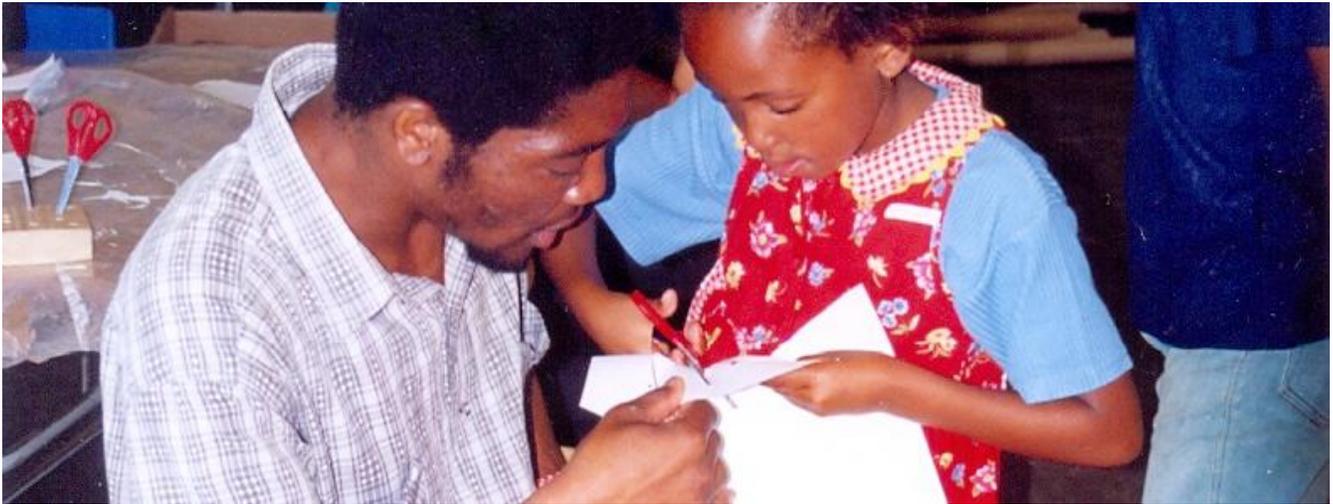
# 1 HISTORY AND PREFACE

## First holiday school

During the summer holiday of 1998-1999 we held our first Holiday School - the Zwelihle Summer School - at a township school in one of the townships of Hermanus.

Thamsanqa (Thamie) Salukazana came up with the brilliant idea to involve high school students as volunteers. Despite his illness he volunteered to manage the Holiday School and he worked with commitment, great enthusiasm and dedication. His way with children was loving and gentle. He died of Aids six months later, in July 1999, shortly after his 31<sup>st</sup> birthday.

We will always remember Thamie with great respect and gratitude.



Thamie at Zwelihle Summer School Dec. 1998-Jan. 1999

## First sponsor

The Nelson Mandela Children's Fund was our first sponsor. We only had an idea on a piece of paper but they nevertheless granted us 10.000 Rand. The fund enabled us to realise our idea of keeping children safe and off the streets by offering them an educational and fun-filled holiday.

## Pilot

We embarked on a steep four-year-learning curve.

We learned by doing and we made many mistakes. One of our biggest mistakes was to accept funding for a bonus for volunteers. When the following year no bonuses arrived we were confronted with a volunteers' strike.

We cherished our motto 'anything can be improved' and worked hard to live up to it.

We also kept in mind that the only way of making no mistakes is to do nothing at all.

In April 2000 the Holiday Schools pilot was taken over as one of the projects of Stichting Projecten Zuid-Afrika - South Africa Foundation, a Dutch NGO/NPO.

## This manual

This manual is based on our experiences and it is meant for schools and organisations that want to start their own Holiday School where:

- ❖ Children are safe.
- ❖ Children can learn and have fun during the holidays.
- ❖ Young volunteers learn how to organise, plan and manage a project, and how to work with children.

- ❖ Young volunteers have a chance to get hands-on work experience.

In the following chapters we would like to share the SAF Holiday Schools model with you.

[Chapter two](#) of this booklet describes the principles of the model.

[Chapter three](#) deals with the management of the Holiday School.

The staff of the Holiday School is discussed in [Chapter four](#).

[Chapter five](#) is about financial accountability and transparency.

Three annexes have been added.

In [Annex 1](#) you will find a checklist as well as a cycle of actions.

Over the years letters, forms and other documents have been drafted and used at different Holiday Schools. A selection of these can be found in [Annex 2](#).

We would like to thank the facilitators of Zwelihle Summer and Winter School, Hermanus Community Summer School (HCSS) and Net vir Pret (NvP), especially Katrina and John Moore (HCSS) and Brian Handel and Peter Takelo (NvP), for sharing these documents with us.

[Annex 3](#) is a letter from two young volunteers from Johannesburg who joined the Hermanus Community Summer School team in December 2005.

## Acknowledgements

We would like to acknowledge and thank Henriëtte Oldhoff (Stichting Kinderhulp Ontwikkelingslanden), staff of the Extra Mural Education Project (EMEP), Andile Mphunga and Lebeqa Abrahams (Western Cape Education Department, EMDC North) for their comment on the draft version of this manual.

We are grateful to Ann Harries-Brown, author of 'Manly Pursuits' and 'No Place for a Lady', for editing the final draft.

And last but certainly not least we would like to thank all the volunteers from South Africa and abroad who have so generously shared their time, skills and knowledge.

We especially want to mention the pilot managers between 1998 and 2002: Gcobane (Victor) Alam, Mandisa George, Mzwamadoda (Zwai) Kamana, Gcobani (Lyrics) Lusiba, Mgcineni Martin, Sizwe Mcinjana, Nomxolisi Ngciki, Loyiso Ngqabe, Siyabulela (Skanda) Ntlonti, Lebohang Ponoane, Modise Ponoane, Teboho Ponoane, Sakhumzi (Ace) Sapepa and Sivuyile (Vido) Wana.

Without them and all the other volunteers the SAF Holiday Schools model would never have come into being.

Stichting Projecten Zuid-Afrika (SPZA) - South Africa Foundation  
February 2006

## Revisions to the previous edition

July 2009: Holiday School Staff (paragraph Youth Participation added)

Principles, Checklist (minor changes)

Hyperlinks added

May 2012: Hyperlinks and bookmarks added

Donkeys, text added

Please share with us added

July 2014: Lay out revised, photographs added

How to report back, text added

## Power Point presentation and comments

Please check our [Power Point Presentation](#) (Pdf) on the SAF Holiday Schools Model and [comments](#) from schools and organisations.

## **2 THE EIGHT PRINCIPLES OF THE SAF HOLIDAY SCHOOLS MODEL**

### **PRINCIPLE ONE: FOCUS ON CHILDREN**

Holiday Schools focus on children in poor communities. Holiday Schools involve children irrespective of gender, disability, race, religion or background.

**There is no wealth where there are not children. Liberian proverb**

### **PRINCIPLE TWO: VOLUNTEERISM**

Volunteerism is one of the pillars of the Holiday Schools model.

Holiday Schools acknowledge volunteers as social/human capital.

Holiday Schools strive after a reflection of the people of the Rainbow Nation.

- A. Volunteers are selected irrespective of gender, disability, race, religion or background.
- B. Young volunteers (advice: 17+) from the community play a vital role and they are involved with planning and organising from an early stage. Youth participation is of the utmost importance.
- C. Young volunteers receive training to prepare them for their task: management and leadership skills, teamwork, life skills, first aid, working with children. Once they have received training their involvement with that particular Holiday School is compulsory.
- D. Volunteers receive no remuneration. Incentives for volunteers are: training, recognition, work experience, meals and fun.
- E. Volunteers from abroad pay their own expenses, including travel and accommodation.
- F. Holiday Schools have a code of conduct.

**At the heart of volunteerism are the ideals of service and solidarity ...and the belief that we can make the world better. Kofi Annan**

### **PRINCIPLE THREE: COMMUNITY-BASED**

Holiday Schools are community-based.

Organisations (schools, churches, police, clinics, NGO's) and individuals (teachers, parents, community leaders and youth) from the community are involved.

**It takes a village to raise a child. African proverb**

### **PRINCIPLE FOUR: ACTIVITY-BASED LEARNING AND FUN**

Holiday Schools offer children activities that focus on life skills and fun: arts & crafts (including performing arts), sports & games, educational workshops and outings.

**People develop themselves by what they do. They develop themselves by making their own decisions, by increasing their own knowledge and ability and by their own full participation – as equals – in the life of the community they live in. Julius K. Nyerere**

## **PRINCIPLE FIVE: ADMISSION POLICY**

At Holiday Schools every child pays a daily entrance fee in money or recyclables. No child will be excluded because of financial constraints.

Recyclables are sold to recycling companies or are used for activities (arts & crafts, drama, games).

**The world was not given to you by your parents; it was lent to you by your children.**  
**Kenyan proverb**

## **PRINCIPLE SIX: FUNDING POLICY**

Holiday Schools secure funding from South African sources in five different ways:

- A. social/human capital: volunteers (youth, educators, community members);
- B. donations in kind: materials, equipment, food and usage of venue;
- C. discounts from suppliers and service providers;
- D. donations from individuals, businesses, organisations and/or government;
- E. entrance fees and proceeds of recyclables.

**One 'I give you' is worth more than one 'I love you'.** Rwandan proverb

## **PRINCIPLE SEVEN: MONITORING, EVALUATING AND REPORTING**

Holiday Schools acknowledge and use monitoring, evaluating and reporting as important management tools.

- A. Young volunteers are assessed regularly and they are informed about their results. They are assessed by their peers and others.
- B. Evaluations with children, young volunteers and other participants take place to check whether the Holiday School has achieved its main goals:
  - To keep children off the streets in a safe environment by offering them life skills through educational and fun activities.
  - To give young volunteers training and work experience in planning, management, leadership, team work and working with children.

**Work on your reputation until it is established; when it is established it will work for you.** Tunisian expression

## **PRINCIPLE EIGHT: ACCOUNTABILITY AND TRANSPARENCY**

Holiday Schools are accountable and transparent.

- A. They keep proper records of numbers of participants, entrance fees, donations and materials.
- B. They keep proper records of expenditure.
- C. They closely control their budget.
- D. They are able to produce evidence like vouchers, slips, invoices, bank statements and chequebooks.
- E. They confirm donations upon receipt.
- F. They report back to donors with due observance of agreements, contracts and conditions.

**Who tells the truth is never wrong.** Swahili proverb

### **3 MANAGING THE HOLIDAY SCHOOL**

Managing the Holiday School is about organising and using resources. If the goals of the Holiday School are to be successfully reached, these activities must be managed.

Activities are related to four different phases:

- I. Get the Holiday School started**
- II. Get the resources organised**
- III. Get the work done**
- IV. Check the progress, evaluate and re-plan**

#### **Phase I: Get the Holiday School started**

1. Set the Holiday School goals and objectives. Check Principles two (Volunteering) and seven (Monitoring, evaluating and reporting) before you start.
2. Clarify roles. Decide who does what and in what capacity. Also decide on authority, responsibility and democratic relationships between the different role players.
3. Plan the Holiday School. Make a budget plan and a fund raising plan. Decide how the goals and objectives can be achieved. Decide on the use of resources: people, money, materials and venue.

#### **Phase II: Get the resources organised**

4. Prepare the action plan: financial plan and timetable.
5. Set up a control system to be able to check the progress of the Holiday School: finances, time schedule and quality of work.
6. Recruit, select and train/brief the Holiday School staff.

#### **Phase III: Get the work done**

7. Get the resources on site: materials, people and venue.
8. Supervise the Holiday School: leadership, motivation, communication.

#### **Phase IV: Check the progress, evaluate and re-plan**

9. Monitor the Holiday School: check progress against action plan, assure that the Holiday School is not over budget and assure that work quality is satisfactory.
10. Re-plan if necessary.
11. Make the final check: final review and evaluation of every aspect of the action plan. Assure that people learn from their mistakes.

Like any other project the Holiday School can be broken down into a series of smaller activities.

The checklist in [Annex 1](#) can assist you to name these smaller activities.

## 4 HOLIDAY SCHOOL STAFF

### Youth and professionals

The staff of a Holiday School consists of youth (advice: 17+) and professionals.

The Holiday School may decide to involve volunteers under 17.

Youth work as volunteers. Make sure they understand and agree.

The same goes for professionals who have a regular income (employed professionals).

Others should only be paid under certain conditions.

See the following table for more information on positions and remuneration of the Holiday School staff.

	Position <sup>1)</sup>	Remuneration
Youth 17+ work as volunteers	team leader, workshop leader, manager, coach , trainer	bursary credits, training, work experience, meals, travel expenses (on condition)
Employed professionals work as volunteers: -teachers -(deputy) principal -other school staff (caretaker, secretary) -subject advisers -school governing body	workshop leader, coach, trainer, facilitator	meals, own children for free, travel expenses (on condition)
Volunteers from abroad	workshop leader, coach, trainer	meals at Holiday School only must pay all their own expenses
Others	cook, cleaner, security officer, workshop leader	fee on condition, meals, own children for free, work experience

<sup>1)</sup> Positions at a standard Holiday School. See also Annex 2, samples 6A and 6B for job descriptions.

### Youth participation

*'Youth have historically been seen as a beneficiary for development and are now also seen as a human resource for development.'* <sup>1</sup>

Youth participation is for your Holiday School of the utmost importance. The whole team should decide on where you are now and where you want to be.

We recommend you use Roger Hart's 'Ladder of Youth Participation'. <sup>2</sup>

Hart distinguishes eight degrees of participation:

#### 8) Young people-initiated, shared decisions with adults

This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. *This rung of the ladder can be embodied by **youth/adult partnerships**.*

<sup>1</sup> Donor Companion Guide on Working with & for Youth / DFID-SCOWorking Group on Youth, December 2008. The Working Group includes: Students Partnership Worldwide, the Commonwealth Youth Exchange Council, the British Youth Council, Plan International, UNICEF, International Alert & Peace Child International.

<sup>2</sup> Sociologist Roger Hart 'groundbreaking book put the work of young people around the world in the context of a global movement for participation. The 'Ladder of Youth Participation', is one of many significant tools from the book. The ladder on page 49 is an adaptation of Hart's ladder by the McCreary Centre Society, October 2008. [www.freechild.org/ladder.htm](http://www.freechild.org/ladder.htm) [www.mcs.bc.ca/](http://www.mcs.bc.ca/)

### 7) Young people-initiated and directed

This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role. *This rung of the ladder can be embodied by **youth-led activism**.*

### 6) Adult-initiated, shared decisions with young people

Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. *This rung of the ladder can be embodied by **participatory action research**.*

### 5) Consulted and informed

Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. *This rung of the ladder can be embodied by **youth advisory councils**.*

### 4) Assigned but informed

This is where young people are assigned a specific role and informed about how and why they are being involved. *This rung of the ladder can be embodied by **community youth boards**.*

### 3) Tokenism

When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. *This rung of the ladder reflects **adulthood**.*

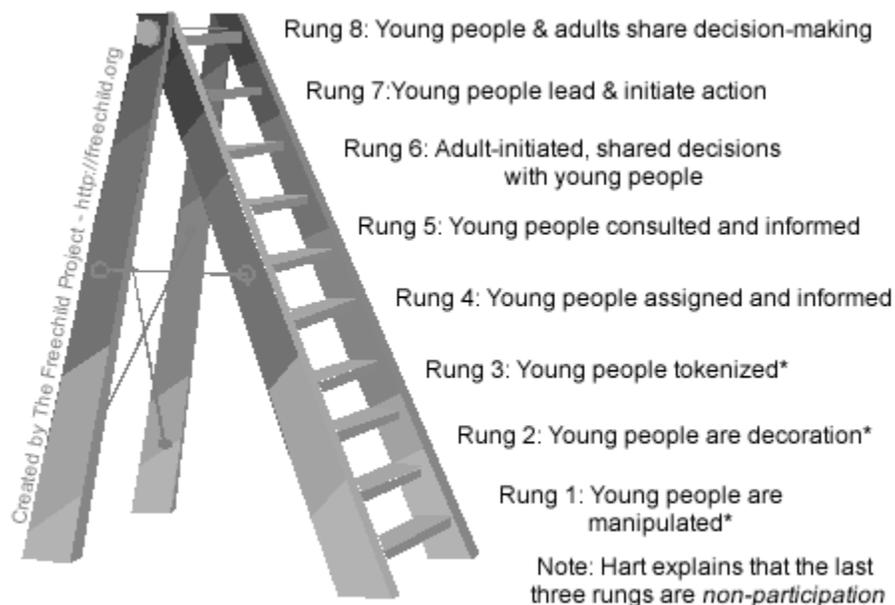
### 2) Decoration

Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. *This rung of the ladder reflects **adulthood**.*

### 1) Manipulation

Happens where adults use young people to support causes and pretend that the causes are inspired by young people. *This rung of the ladder reflects **adulthood**.*

## Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Many believe that shared decision making is most beneficial to both young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults. Most often, this doesn't exclude adults but reduces their role to that of support. Both arguments have merit; ultimately, it is up to determine which form of decision-making best fits with your needs. <sup>3</sup>

## Volunteers

Please bear in mind that volunteers:

- ✓ Are vital to the success of the Holiday School. See Principle 2.
- ✓ Are motivated primarily by those things that meet their own needs just as anybody else.
- ✓ Are trained and developed. See Principle 2 C.
- ✓ Are assisted in maintaining their skills and their motivation.
- ✓ Need to know what 'standard performance' is and they have to be held accountable for standard performance.
- ✓ Want, need and are entitled to feedback on their performance at regular intervals. See Principle 7 A.
- ✓ Should be candidates for job enrichment. See Principle 7 B.
- ✓ Who regress in performance despite feed back should be reassigned or dismissed.



Team of Holiday School volunteers, trained and coached by Al Noor

---

<sup>3</sup> McCreary Centre Society, October 2008. See also footnote 2.

# 5 FINANCIAL ACCOUNTABILITY AND TRANSPARENCY

## Rights and obligations

Financial accountability and transparency are vital if you want to keep your donors happy. In relation to donors you have both rights and obligations.

The rights include

- The right to use the money creatively to achieve the agreed-upon objectives.
- The right to consideration in terms of time and availability to donors.
- The right to confidentiality and dignity.
- The right to a degree of financial security within the agreed upon limits.

The obligations include

- The obligation to use the money for the purposes for which it is given, consonant with the approved budget plan.
- The obligation to account to the donor for the money spent in the agreed upon way.
- The obligation to meet with representatives of the donor agency to discuss issues of common concern.
- The obligation to treat the donor with respect.

Keep in mind that unhappy donors are like unhappy customers. They will NOT come back.

## Financial records

We recommend that you inform your donors about ALL the donations and OTHER income that you have received. Donors tend to like company from other donors. It also shows that you are committed and that you are trying your best to get your Holiday School on its feet.

To be able to report back to your donors you will have to keep your financial records up to date. It is vital that your financial records are accurate and reliable. Your donors may want to give you a format.

If not, we recommend that you use a spreadsheet model or something similar.

This is what your spread sheet could look like:

Nr	Date 2007	Description	Bank acc. in/out	Bank acc. balance	Petty cash in/out	Petty cash balance	Art in/out	Art balance	Sport in/out	Sport balance	ETC
1	01/10	Balance		4,500		0		100		200	
2	5/10	Donation ASC	2,000	6,500			1,500	1,600	500	700	
3	6/10	Transfer	-1,300	5,200	1,300	1,300					
4	7/10	Walton's (stationery)			-565	735	-565	1,035			
5	7/10	Gate fees			250	985					
6	7/10	Outdoor Comp. (balls & bats)			-475	510			-475	225	
7	8/10	Gate fees			265	775					
ETC											

## Your spreadsheet

- ✓ Should have two columns for your bank account(s), petty cash and budget items: in/out + balance.
- ✓ Is easy to update and this should be done daily.
- ✓ Should be based on and accompanied by invoices, letters, receipts, bank statements, vouchers and other evidence.
- ✓ Should have numbered entries (write the same entry number on your evidence).
- ✓ Should show every booking in at least two places.
- ✓ Will show you exactly how much money is available in your bank account or as petty cash at any moment.
- ✓ Will show exactly how much money is still available for every budget item (arts & crafts, catering, sport, outings, etc.).
- ✓ Makes it easy for yourself as well as your donors to check your records.

## How dependent are you on donations from abroad?

Although most donors see themselves as partners of the organisations they fund, there is an imbalance of power because one partner depends on the other, the donor, for its financial survival.

This is a situation which neither partner likes. How dependent are you on donations from abroad?

- Take the amount of money you have received from abroad during the past three years.
- Divide it by your total income for this three-year period.
- Multiply this by 100.
- Your answer will be a percentage that tells you what your degree of financial dependence on foreign donors is.

Your sum might look like this:

received from abroad  
during past 3 years  $\frac{\quad (100.000)}{\quad (200.000)}$   
total income past 3 years  $\times 100 = 50\%$

## Why do donors give?

- 1) They like what you do or they like you as a person.
- 2) Because you've asked.
- 3) There is something in it for them: tax relieve, marketing purposes, influence.
- 4) Returning a favour.
- 5) You submitted a very good proposal and you address real needs.
- 6) For religious reasons.
- 7) They want to identify with success.
- 8) Because they have money.
- 9) Guilt or fear.

## Myths about donors

- **The budget is for donors.**  
The budget is for donors, not for us.  
The budget is more important to the organisation than it is to donors. It is an essential tool for financial management, not just a necessary part of a funding proposal.

- **At least we tried.**

It doesn't matter that we didn't do what we said we would do, at least we tried. There is no such thing as an 'A' for effort. No matter how hard you try, if you don't succeed you have failed, and the money has been wasted.

- **They're rich.**

It's the donors' money, so it doesn't matter how much it costs. They're rich. There is no such thing as a 'rich' donor. All donors have limited resources. If your organisation gets money, another, probably just as deserving, if not more so, will not.

## How to report back to donors

When you report back to your donors, please consider the following:

- 1) Use the same budget format as you used in your funding application. This makes it easy for you and for your donors to compare plans with what actually happened. Don't worry if plans and what happened do not match exactly. That is pretty normal as long as you can explain why. However, if you decide to make major changes after your funding application has been accepted (like deciding to admit 100 kids instead of 200), make sure you get in touch with your donors. See example below of a budget format before and after the Holiday School.

<b>BEFORE THE HOLIDAY SCHOOL: PLANS Income and Expenditure as in application</b>			<b>AFTER THE HOLIDAY SCHOOL: WHAT HAPPENED Actual Income and Expenditure</b>	
<b>INCOME R</b>				
ABC Trust	200,000	pledged	150,000	received
			50,000	will be paid after report
Private donors	25,000	fund raising braai	19,575	less participants, due to bad weather
Recycling	5,000	appr. 50% of kids	4,532	market price went down
Entrance fees	10,000	appr. 50% of kids	12,000	more kids admitted, 50% paid in R
DEF Foundation	35,000	applied for	15,000	received
XYZ Fund	0		10,000	late application, successful
Etc.				
<b>TOTAL</b>				
<b>EXPENDITURE R</b>				
Food	125,000	average 500 kids, 25 days	139,525	average 600 kids, 25 days
Sports materials	35,000	incl. discount of 10%	38,567	no discount, so we bought less
First Aid Kit	0	applied for donation in kind	489	donation in kind denied
Training youth	50,000	100 youth leaders (volunteers)	45,000	discount received
Venue	0	XYZ school, 10 classrooms	795	repairs (broken windows)
Outings	30,000		25,000	we got free tickets to the cinema
Etc.				
<b>TOTAL</b>				

- 2) Use the same report format as you used in your funding applications. Report about what went well + lessons learned + how you think you can improve. Donors like learning organisations. Donors do not like to read big reports so keep it short and simple (KISS). Give them facts and figures and 3-5 of your best photographs. A good picture tells more than a thousand words!

See example below of a table with information that donors find important:

- input: investments like money, materials, people
- activities: all actions and tasks focused on output, input and achieving the goals
- output: donations in kind + numbers, numbers, numbers
- outcome: short and long term effects on target group, changes, lessons learned, areas for improvement
- impact: outcomes MINUS what would have happened anyway or what happened because of what others did (organisations, individuals). Also unintended outcomes, positive and negative ones.

<b>PLANS</b> From input to impact as in Application		<b>WHAT HAPPENED</b> Actual: from input to impact
<b>Input</b>	<ul style="list-style-type: none"> <li>- Own fund raising R 275,000</li> <li>- 5 staff + 30 young leaders</li> <li>- Using own musical instruments</li> <li>- 10 classrooms from ABC School</li> <li>- Using pots &amp; pans from the Community Forum</li> </ul>	<ul style="list-style-type: none"> <li>- Own fund raising R 251,107</li> <li>- 5 staff + 32 young leaders + 8 parents</li> <li>- Own musical instruments</li> <li>- 9 classrooms from ABC school</li> <li>- Community Sports Field</li> <li>- Church Hall</li> <li>- Pots &amp; pans + stove Community Forum</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>- Training young leaders</li> <li>- Introducing church and community leaders, teachers and parents to the Holiday Schools model.</li> <li>- Workshops and group activities for children during the Summer holidays (sports &amp; games, drama, line dancing, drawing, painting, workshops on health, outings to the zoo and the cinema)</li> </ul>	<ul style="list-style-type: none"> <li>- Training young leaders</li> <li>- Also Police and Clinic.</li> <li>- Including bicycle tours and hikes.</li> </ul>
<b>Output</b>	<ul style="list-style-type: none"> <li>- Training 30 young leaders (15-25 years). 1 afternoon weekly, from January till November.</li> <li>- Holiday School: 200 kids on average per day (4-14 years) during 15 days (Mo-Fri) 08:00-16:00 hrs. Registration of 350 kids.</li> <li>- 30 young leaders assisting during 17 days (incl. preparations).</li> <li>- 10% discount on sports materials.</li> <li>- Introducing at least 60 people to Holiday Schools model.</li> </ul>	<ul style="list-style-type: none"> <li>- Training 32 young leaders (15-25 years). 17 males and 15 females. 1 afternoon per week, except for August.</li> <li>- 225 kids on average per day (3-14 years) during 15 days, 08:00-16 hrs. 432 kids were registered.</li> <li>-35 young leaders on average during 15 days.</li> <li>- Discount denied.</li> <li>- 4 workshops, 87 people attended (22 per workshop).</li> <li>- Bread donated by the WW Bakery for 2 weeks.</li> <li>- 14 visitors from the UK were shown around. They donated sports materials.</li> </ul>
<b>Outcome</b>	<p>Short term: kids safe, youngsters out of mischief.</p> <p>Long term: Change of behaviour.</p>	<ul style="list-style-type: none"> <li>- Police: "No petty theft was reported during the Holiday School."</li> <li>- Clinic: "20% less accidents with children".</li> <li>- Young leader: "Kids watch me, so I can't just do anything, now I am a role model."</li> <li>- Parent: "My child seems more confident."</li> <li>- ABC school: "We get more learners: parents register their kids at our school because of the Holiday School."</li> </ul>
<b>Impact</b>	Cleaner streets because kids pay entrance fee with recyclables.	<ul style="list-style-type: none"> <li>- Yes, but people who live off recyclables complained because they collected less. Will have to discuss this with them. And neighbours were angry because of all the garbage outside the gate. We should have garbage collection more frequently &gt; discuss with Municipality + apologise to neighbours.</li> <li>- Kids + youngsters want Holiday School every holiday. We must increase our fund raising efforts + approach Social Development.</li> </ul>

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# ANNEX 1

## CHECKLIST HOW TO ORGANISE A HOLIDAY SCHOOL IN 30 AND 1 STEPS

This checklist is also available as a Power Point presentation.

Make your own checklist (see [annex 2, sample 1](#)) or adjust and complete this one:

<b>AT LEAST 4 MONTHS BEFORE THE START OF THE HOLIDAY SCHOOL</b>					
	<b>What</b>	<b>Who</b>	<b>Prin- ciple</b>	<b>Sample</b>	<b>Tick off</b>
1	Select members of the organising committee and decide on positions (chair, secretary, treasurer) and on portfolio's (who does what)	school staff, community leaders, organisations, other schools in your area, young volunteers, parents	3, 2B		
2	Open up a file/folder for the Holiday School				
3	Decide on the goals and on the name of your Holiday School	organising committee	7B		
4	Decide on the Holiday School programme (duration, dates, activities) and/or a theme	organising committee	4		
5	Decide on a training programme for young volunteers Check with experienced holiday schools about training programmes and exchange of volunteers	organising committee	2C		
6	Decide on materials and services you need and ask for quotes Find out about service providers in your area and make a list with contact details of people, organisations and businesses that you are going to approach	organising committee	3B + 6	2 A-B	
7	Make a workshop schedule and a daily schedule	organising committee	4	2C	
8	Decide on minimum and maximum age, maximum number of children to be admitted daily and decide on entrance fees (money or recyclables)	organising committee	1 + 5		
9	Make a budget plan and a fund raising plan and start fund raising for -donations in kind (materials, food etc.) -discounts from suppliers -donations from individuals, organisations and/or government	organising committee	6	3 A-B	
10	Decide on the number of young volunteers that you need and their minimum age and contact the local high schools Interview, select and recruit them Inform them about their responsibilities and rights	organising committee, young volunteers	2	4 A-D  6 A-B	
11	Confirm donations upon receipt in writing Thank before you bank!	organising committee	8E		

<b>AT LEAST 4 MONTHS BEFORE THE START OF THE HOLIDAY SCHOOL (continued)</b>					
	<b>What</b>	<b>Who</b>	<b>Prin- ciple</b>	<b>Sample</b>	<b>Tick off<sup>P</sup></b>
12	Order materials and make an inventory as soon as the goods arrive	organising committee	8A		
13	Decide on assessment criteria for young volunteers Decide on a code of conduct for volunteers, children and others Prepare all forms	organising committee, (young) volunteers	2F + 7A	5 A  4 E  Annex 2	
14	Register all children who want to participate (including children from other schools and other communities)	organising committee, young volunteers	1	8 A-B	
15	Open accounts with suppliers and agree on payment (when and how), discounts, donations	organising committee	6		
16	Check venues(s), make sure keys are available. Check whether you have access to phone etc.	organising committee			
17	Inform the press (have a list of donors ready). Inform schools, clinics, police, ngo's, churches about the Holiday School		3		
18	Train the volunteers and decide on their positions (senior/junior manager, team leader, workshop leader, coach) during the holiday school. Keep certificates till after the holiday school	organising committee, training professionals	2C		
19	organising committee dissolves and members become managers, coaches, workshop leaders, facilitators or other	organising committee	2B		
<b>DURING THE HOLIDAY SCHOOL</b>					
	<b>What</b>	<b>Who</b>	<b>Prin- ciple</b>	<b>Sample</b>	<b>Tick off<sup>P</sup></b>
20	Daily registration of volunteers and others Daily registration of children and gate fees	management team, facilitators	8A 5		
21	Daily execution of catering programme	catering team, catering manager, facilitators			
22	Daily execution of programme of activities	management team, facilitators	4		
23	Daily assessment of young volunteers Make a weekly list of results (assessment helps to do a better job)	management team, workshop leaders, coaches, facilitators	7A	5 B-D	
24	Daily update of financial records including budget control	management team, facilitators	8A-D	9	
25	Take as many pictures as often as you can (for donors, etc.)	management team, facilitators			
26	Arrange for collection of waste and of recyclables	management team, facilitators	5		
27	Invite visitors and the press and show them around Have a visitor's book ready Have list of your donors ready	management team, facilitators			
28	Towards the end: evaluation with children, young volunteers and others	management team, facilitators	7	10 A-C	
29	Check materials and update the inventory Clean the building(s) and make repairs	management team, facilitators	8A		

<b>DURING THE HOLIDAY SCHOOL (continued)</b>					
	<b>What</b>	<b>Who</b>	<b>Prin- ciple</b>	<b>Sample</b>	<b>Tick off<sup>P</sup></b>
30	The end: Invite a community leader to deliver a speech of thanks Invite the press and the community organise a show and an exhibition Hand out certificates to volunteers	management team, facilitators	3 + 2D		
<b>AFTER THE HOLIDAY SCHOOL</b>					
31	Report back to donors on: -expenditure AND income, including donations in kind -number of participants (children, volunteers and others) -activities -evaluation and assessment results -plans for the future Send them pictures Donors are your lifeline: nurture them! Contact the press and inform them about (evaluation) results, donors and future plans	management team, facilitators	6 + 8		

**READY FOR YOUR NEXT HOLIDAY SCHOOL?**

**!! START AT LEAST 4 MONTHS IN ADVANCE !!**

## **ANNEX 2**

### **SAMPLES OF FORMS, CONTRACTS AND OTHER DOCUMENTS**

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## **SAMPLE 1 (page 1 of 2)**

### **ROUGH GUIDELINE FOR PREPARING HOLIDAY SCHOOL (model by Hermanus Community Summer School / Katrina & John Moore)**

**Set a date** for Holiday School ...

**See who the volunteers and the facilitators are.** Who went to training? Count how many there are. The more volunteers the more children you can hold. Each team leader looks after 10 children per day. Some volunteers can be workshop leaders or ongoing assistants.

**Start finding workshop leaders.** Make temporary overview of what you have at that time. Try to place them on the map of the school buildings. Where will you house them? Fill up the gaps. See how many children you can have (maximum). Use the workshop form. You will probably work on this until the day it starts. Take a look at the schedule of last year.

How many children can this workshop hold?

Is it an ongoing workshop or can it take new children every day?

Does the workshop require age groups?

Can the workshop leader come every day?

What materials does the workshop require?

**Arrange kitchen staff, driver, cleaning lady** etc.

**Arrange a location to hold preregistration.** Set a date.

**Arrange several meetings with the managers** to divide tasks. The registration managers can prepare every morning registration.

**Arrange a meeting for volunteers** to inform them what's happening and where they are needed in the preparation. Also to see who is coming to Holiday School. That number stays vague until the first day. See list of volunteers. All must come to preregistration day.

**Adjust to date and copy indemnity forms.**

**Make posters and leaflets.** Use the outline of last year's one.

**Phone schools to visit and give talks.** Leave forms at schools to give an alternative for registration if parents do not want to go into Zwelihle to register. See school list.

**Hang up posters and spread around leaflets.**

**Arrange wristbands** for preregistration and for registration on the first day, too.

**Make registration forms** for the ongoing workshops so that children can preregister for certain workshops. See registration workshop list.

**Bring wristbands, markers, tape, stickers, drinks and food** for the volunteers on registration day.

**Take a look at materials and supplies.** See the inventory lists.

## **SAMPLE 1 (page 2 of 2)**

If needed, **find more sponsors and donors**. Use the general letter. See sponsor list of last year.

**Make a furniture plan.** In what classroom is what activity and does it require tables and chairs? Put a blackboard in the staff room.

**Make a list of who uses what** so that anyone using materials will write down their names and tick them off when they return the materials. Hang it up in the storage room.

**Ask all teachers** to clean and empty their classes completely at the end of term.

**Gather keys of all doors and gates.** Ask teachers to hand in their keys, as for some doors there only may be one key.

**Wash the T-shirts** if necessary. Hand them out on the Sunday before Holiday School starts, or on the day Holiday School starts. Make use of the T-shirt issue list. Get them all back!

**Make sure there are bins** in every class and two or three big ones outside.

**Hang up the message** 'KEEP YOUR CLASSROOM CLEAN' in each classroom.

**Put signs on doors** to show what workshop is held in that specific classroom.

**Take a good look at special workshops or happenings**, such as Cheetah Workshop or the Jungle Theatre performance. What extra is needed? How are we arranging all the children in this?

**Make sure there is stock** of white paper, registration stickers, cleaning materials, black bags, big tape, empty boxes (outside SPAR), toilet paper and soap.

**Make enough copies** of assessment forms, indemnity forms, attendance lists, workshop lists, and questionnaires.

# SAMPLE 2A

<NAME AND YEAR OF HOLIDAY SCHOOL>

## CATERING PROPOSAL FORM

### Details of chef

Surname: .....  
 First name: .....  
 Address: .....  
 Phone: .....

### Details of assistants

Surname: .....  
 First name: .....  
 Address: .....  
 Phone: .....  
 Surname: .....  
 First name: .....  
 Address: .....  
 Phone: .....  
 Surname: .....  
 First name: .....  
 Address: .....  
 Phone: .....

<b>Fees</b>	<b>per day</b>	<b>per week</b>	<b>whole period</b>
Fee chef	R .....	R .....	R .....
Fees assistants	R .....	R .....	R .....
Transport	R .....	R .....	R .....
Gas	R .....	R .....	R .....
Electricity	R .....	R .....	R .....
Water	R .....	R .....	R .....
Other .....	R .....	R .....	R .....
.....	R .....	R .....	R .....
<b>TOTAL</b>	<b>R .....</b>	<b>R .....</b>	<b>R .....</b>

**Venue for cooking:** .....

### Materials that chef and assistants will bring:

Cleaning materials (brushes, towels, etc.) 1 yes 1 no  
 Pots 1 yes 1 no number: ....  
 Serving spoons 1 yes 1 no number: ....  
 Cooking spoons 1 yes 1 no number: ....  
 Kitchen knives 1 yes 1 no number: ....  
 Stove(s) 1 yes 1 no number: ....  
 Fridge(s) 1 yes 1 no number: ....  
 Serving dishes 1 yes 1 no number: ....  
 Eating bowls/plates 1 yes 1 no number: ....  
 Spoons/forks 1 yes 1 no number: ....  
 Other: ..... 1 yes 1 no number: ....

Please attach the menu that you propose for each day of the week, Monday till Friday.  
 The same menu will be used throughout the <name of Holiday School >.  
 You will be expected to serve breakfast + drinks at <time>, lunch + drinks between <time>  
 and <time> and fruit at <time>.

# SAMPLE 2B

## <NAME HOLIDAY SCHOOL AND YEAR>

### CATERING CONTRACT

Period : <date> till <date> <year>, excluding <date, date, date etc.>

Days : Monday till Friday, <number> days in total

Time : start as early as necessary and leave when the job is done

Tasks :

- prepare menu + discuss with <name(s) facilitator(s)
- prepare shopping list + discuss (see above)
- order groceries, meat, fruit & vegetables, bread, drinks
- organise transport
- prepare and serve breakfast + supervise assisting volunteers. Breakfast should be ready at <time>
- prepare food and drinks for groups leaving for outings + supervise assisting volunteers. Check time
- prepare and serve lunch + supervise assisting volunteers. Lunch should be ready at <time>
- supervise cleaning of bowls/plates, cups/mugs and cutlery by volunteers and children
- clean kitchen area and cooking equipment daily
- .....
- .....

Number of people to be catered for : max. <number> per day

Venue : <name of venue>

Catering team : <number> in total

Chef : <name of chef>

Assistants : <names of assistants>

Materials that catering team will bring : <list all materials, see also catering proposal>

Fees : <list all fees and other costs, see also catering proposal>

Payment : cheque on <date + year>  
OR  
into bank account of <name account holder>, at <name bank>, account number <number>, branch code <number> on <date + year>

Signed: ..... <place + date>  
..... <signature + name facilitator Holiday School >  
..... <signature + name chef>  
..... <signature + name assistant> etc.



# SAMPLE 3A

<NAME HOLIDAY SCHOOL AND YEAR>

**BUDGET PLAN FOR <number> CHILDREN DURING <number> DAYS**

<b>CATERING <sup>1)</sup></b>	<b>PER CHILD PER DAY @ R &lt;amount&gt;</b>	<b>TOTAL R</b>
<b>Food, milk/juice, fruit</b>	<amount>	<amount>
<b>Equipment, transport, electricity, gas etc.</b>	<amount>	<amount>
<b>SUBTOTAL</b>	<amount>	<amount>
<b>MATERIALS FOR ACTIVITIES <sup>2)</sup></b>		
<b>Arts &amp; crafts materials</b>	<amount>	<amount>
<b>Sports &amp; games materials</b>	<amount>	<amount>
<b>Educational workshops materials</b>	<amount>	<amount>
<b>SUBTOTAL</b>	<amount>	<amount>
<b>PROFESSIONAL ASSISTANCE <sup>3)</sup></b>		
	<amount>	<amount>
<b>TRAINING OF YOUNG VOLUNTEERS <sup>4)</sup></b>		
	<amount>	<amount>
<b>EDUCATIONAL OUTINGS <sup>5)</sup></b>		
	<amount>	<amount>
<b>MISCELLANEOUS <sup>6)</sup></b>		
	<amount>	<amount>
<b>TOTAL BUDGET</b>	<amount>	<amount>

- 1) Attach menu and list of equipment
- 2) Attach list of workshops and materials needed
- 3) Attach list of professionals
- 4) Attach training schedule for young volunteers
- 5) Attach schedule and quotations for outings
- 6) Attach list

Rule of thumb:

- catering 35%
- materials 10%
- outings 15%
- professional assistance 10%
- training of young volunteers 20%
- miscellaneous 10%

# SAMPLE 3B

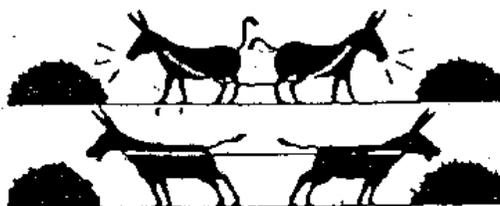
<NAME HOLIDAY SCHOOL AND YEAR>

## FUND RAISING PLAN

Name donor	Address	Phone + Fax	E-mail	Contact person	Approach for money materials other	Remarks
<list all>	<residential >	<landline>	<e-mail>	<first name>	<money>	<refer>
<potential>	<and>	<and>	<address>	<AND>	<AND>	<to>
<donors>	<postal>	<cell>	<AND>	<surname >	<amount>	<letters>
<individuals>	<address>		<name>	<AND>	<materials >	<e-mails>
<and>			<contact>	<position>	<AND>	<faxes>
<organisations >			<person>	<AND>	<how>	<visits>
<with full names>			<first name>	<title>	<many>	<MAKE NOTES!>
			<AND>			<phone calls>
			<surname>			<MAKE NOTES!>
						<keep>
						<copies of all>
						<documents and notes>
						<in one>
						<file>

Update the plan regularly and use it whenever you approach donors. **Share and exchange information** with other organisations/schools/individuals. It will be to your advantage.

No sharing ...



Starting to think ...



Sharing ... works!



# **SAMPLE 4A (page 1 of 2)**

## **<NAME HOLIDAY SCHOOL AND YEAR>**

### **APPLICATION FOR A VOLUNTEER**

Surname : .....

First names : .....

Name you like to be called : .....

Age and date of birth: age:..... date of birth (dd/mm/yyyy)...../...../.....

Address : .....

Phone number : .....

Grade/year and name of school: grade/year:...../.....  
name school:.....

Hobbies/skills: .....

Qualifications: .....

#### **Please answer the following questions on a scale of 1 to 5.**

1 means you agree totally with the statement or that you think you are the tops

2 that you agree a lot or that you are good

3 that you partly agree or that you are moderate

4 that you hardly agree or are not too good

5 that you don't agree at all or are pretty awful

1. I am outgoing .....

2. I am a responsible person .....

3. I enjoy physical activities .....

4. I am creative .....

5. My timekeeping is .....

6. I care about children .....

7. I care about the community .....

8. I like meeting people .....

9. I like to look smart .....

10. I feel I have something to offer .....

11. I think I will get a lot out of being a volunteer .....

12. I am a good team member .....

## **SAMPLE 4A (page 2 of 2)**

**<NAME HOLIDAY SCHOOL AND YEAR>**

### **APPLICATION FOR A VOLUNTEER**

Please give short answers to the following questions:

1. Why do you wish to be a volunteer?
2. What do you think you have best to offer the *<name of Holiday School>*?
3. Do you have much experience of working with children, if so, doing what?
4. If you get angry with a child, what do you think you would do?
5. Do you think that using force with a child can be a useful tool?
6. What career do you hope to take up when you leave school?
7. How do you feel about having to do some messy jobs sometimes?  
(e.g.: washing up, cleaning the toilets, sweeping up, wiping snotty noses  
(or worse)
8. Do you see yourself more as an individual or as a team player?
9. From what you know of Holiday Schools, what activities would you most like  
to be involved or  
NOT involved?
10. Is there anything that the interviewers should know about you that you have  
not told them so far which you think they should know?
11. Have you read and do you agree to be bound by our Code of Conduct?

**COMPLETION OF THIS QUESTIONNAIRE INDICATES THAT YOU UNDERSTAND THAT NO PAYMENT IS TO BE FORTHCOMING AS A VOLUNTEER AND THAT YOU ARE IN GOOD HEALTH.**

**SIGNATURE** : .....

**DATE** : .....

# SAMPLE 4B

## <NAME OF HOLIDAY SCHOOL AND YEAR> APPLICATION FOR A VOLUNTEER

**WE ARE LOOKING FOR <NUMBER> DEDICATED VOLUNTEERS WHO UNDERSTAND THE IMPORTANCE OF COMMUNITY WORK AND WHO WANT TO SHARE THEIR SKILLS AND KNOWLEDGE**

Surname: .....  
First name: .....  
Date of birth: .....  
Address: .....  
Phone: .....  
E-mail: .....  
Name school: ..... Grade: ..... year: .....  
Certificates: .....  
Hobbies and skills: .....

### PERSONALITY

- 1.1 What kind of a person are you?
- 1.2 What are your strengths and your weaknesses?
- 1.3 What do you want to achieve in life?

### 2 WORKING AS A VOLUNTEER

- 2.1 Give three reasons why you want to be a volunteer at *<name of Holiday School>*.
- 2.2 Have you worked as a volunteer before and if yes, what did you do?
- 2.3 As a volunteer you will work with no pay. How do you feel about that?
- 2.4 Instead of payment, what do you expect to get back?
- 2.5 How do your family (parents, guardians) feel about your working as a volunteer?
- 2.6 Why do you think you will be a good volunteer?

### 3 CHILDREN

- 3.1 What experience do you have in working with children?
- 3.2 Do you prefer to work with children of specific ages? If yes, what ages?
- 3.3 Did you ever punish a child and if yes why and how?
- 3.4 If a child needs to be disciplined, what do you think would be the best way to do it?

### 4 IDEAS

- 4.1 What ideas do you have for *<name of Holiday School>*?
- 4.2 How would you assist to realise these ideas?

### 5 TEAM WORK

- 5.1 What would you like to do at *<name of Holiday School>*?
- 5.2 Do you like to work in a team or would you rather work alone?
- 5.3 Do you accept the Code of Conduct? *<make sure you have the text of your Code of Conduct at hand>*

### 6 FURTHER INFORMATION

- 6.1 Days and dates that you will be available: .....
- 6.2 Times: .....
- 6.3 Total number of hours: .....

### 7 QUESTIONS FOR EXPERIENCED *<name of Holiday School>* VOLUNTEERS ONLY

- 7.1 How many times have you assisted as a volunteer at *<name of Holiday School>* or at other Holiday Schools?
- 7.2 Would you like to be a candidate for the organising Committee/Management Team? If yes, what position would you like to hold?

## **SAMPLE 4C (page 1 of 2)**

### **<NAME HOLIDAY SCHOOL AND YEAR>**

#### **AGREEMENT FOR VOLUNTEERS**

1. **<Name Holiday School>** represented by **<name facilitator and position>**, hereinafter called **<name Holiday School>**

and

2. **<first name and surname volunteer>**, hereinafter called volunteer declare to have agreed upon the following:

#### **Article 1**

The volunteer agrees to volunteer his/her time, skills and knowledge to the best of his/her abilities.

#### **Article 2**

The volunteer agrees to work for the **<name Holiday School>** without any payment.

#### **Article 3**

The volunteer subscribes to the goals of the **<name Holiday School>**:

- to keep children off the streets in a safe environment by offering them life skills through educational and fun activities;
- to give youngsters training and work experience in planning, management, leadership, team work and working with children;
- **<add goals of your Holiday School>**;
- **<add goals of your Holiday School>**.

#### **Article 4**

To prepare the volunteer for his job he/she will receive training. The volunteer agrees that after he/she has taken part in training his/her involvement with the actual **<name Holiday School>** is compulsory.

Should he/she not show up without a valid reason he/she will pay **<name Holiday School>** **<R amount>** for every day of training received.

#### **Article 5**

The volunteer agrees that the quality of his/her work will be monitored daily.

Results will be discussed once a week.

His/her performance will be assessed on:

- **<assessment criterion 1, see Sample 5A>** **<Example: caring. Enjoys working with children and with the rest of the staff (facilitators, team leaders, workshop leaders etc.). Is a good team member. Also cares for materials and classrooms.>**
- **<assessment criterion 2>**
- **<assessment criterion 3>**
- **<assessment criterion 4>**
- **<assessment criterion 5>**.

**SAMPLE 4C (page 2 of 2)**

**Article 6**

The volunteer agrees to not to use any kind of corporal punishment, nor to shout or swear. A child that misbehaves will be sent to <name and position>.

**Article 7**

The volunteer agrees to not to smoke on the premises of the <name Holiday School>. He/she will refrain from drinking alcohol or using non-medical drugs while he/she is involved with the <name Holiday School>.

**Article 8**

The <name Holiday School> will take place from <day> till <day>, from <date> till <date>.

The volunteers agrees to work for <name Holiday School> on <date>, <date>, <date>, <etc.> from <time> till <time>.

**Article 9**

The volunteer will work at <name Holiday School> as:

- assistant team leader. See attached job description. <see also Sample 6A>
- team leader. See attached job description. <see also Sample 6A>
- workshop leader. See attached job description. <see also Sample 6A>
- assistant <position> manager. See attached job description.
- <position> manager. See attached job description <see also Sample 6B>.
- coach of the management team. See attached job description. <see also Sample 6B>

**Article 10**

The volunteer agrees to follow the applicable rules, policies and guidelines of the <name Holiday School>. If a volunteer fails to meet the minimum criteria (article 5) or breaks the rules (article 6 and 7) the <position: for example management team> of the <name Holiday School> has the authority to dismiss the volunteer with immediate effect.

**Article 11**

The volunteer understands that certificates for training and volunteering will only be handed out to him/her at the end of <name Holiday School>.

**Article 12**

The volunteer accepts that he/she participates in the activities of the <name Holiday School> at his/her own risk. The volunteer understands that the <name Holiday School> cannot be held responsible for any injuries and damages to his/her person and or his/her belongings.

**I, the undersigned, have carefully read this agreement and I agree to its terms.**

.....  
<name volunteer> date

.....  
<name parent guardian of volunteer under 18> date

.....  
<name of person + position who signs on  
behalf of the Holiday School> date

# **SAMPLE 4D**

## **<NAME HOLIDAY SCHOOL AND YEAR>**

### **AGREEMENT FOR VOLUNTEERS**

I agree that:

- 1) I would like to be a Volunteer for the <year> <name Holiday School>
- 2) If I receive the Volunteer Training Course, I undertake to attend the <name Holiday School> from <date> till <date> <year>.
- 3) I will advance R <amount> towards my training which will be refunded to me on completion of my undertaking to the <name Holiday School>.
- 4) If I do not come to the <name Holiday School> I will give up the R <amount, see 3>
- 5) I agree to be bound by the <name Holiday School> Code of Conduct for Volunteers.

..... first name in block letters

..... surname in block letters

..... signature

..... date

Agreed ..... <yes or no>

for the Management Team <signature(s) manager(s)>

## **SAMPLE 4E**

**<NAME HOLIDAY SCHOOL AND YEAR>**

### **CODE OF CONDUCT FOR VOLUNTEERS**

#### **MISSION STATEMENT:**

**everyone should expect an enjoyable, enhancing educational experience**

#### **SAFETY FIRST – LEAD BY EXAMPLE**

- 1 A lack of COMMON SENSE will be against our Code of Conduct
- 2 If you have acted in GOOD FAITH you will be supported
- 3 INAPPROPRIATE physical contact must NOT happen
- 4 VIOLENCE must NEVER be used towards anyone
- 5 SWEARING is NOT acceptable
- 6 Expect to be the FIRST to arrive and the LAST to leave
- 7 No DIRTY clothes and please dress APPROPRIATELY
- 8 You must be ON TIME or TELL someone to inform the Management Team that you won't
- 9 Any accident or mishap MUST be REPORTED as well as what you did about it
- 10 NO smoking, consumption of alcoholic drink or non-medicinal drugs to be permitted while engaged in <name Holiday School> activities.

**IF YOU HAVE A PROBLEM OR CONCERN THAT YOU CANNOT HANDLE  
ALONE PLEASE ASK  
A MEMBER OR MEMBERS OF THE MANAGEMENT TEAM  
TO HELP OR ADVISE**

**- When you apply to become a Volunteer  
you accept that this Code of Conduct will apply -**

**- When you become a Volunteer you are bound by it -**

## **SAMPLE 5A**

### **IDEAS FOR ASSESSMENT CRITERIA 52 virtues taken from The Family Virtues Guide**

Assertiveness	Gentleness	Prayerfulness
Caring	Helpfulness	Purposefulness
Cleanliness	Honesty	Reliability
Compassion	Honor	Respect
Confidence	Humility	Responsibility
Consideration	Idealism	Reverence
Courage	Joyfulness	Self-discipline
Courtesy	Justice	Service
Creativity	Kindness	Steadfastness
Detachment	Love	Tact
Determination	Loyalty	Thankfulness
Enthusiasm	Mercy	Tolerance
Excellence	Moderation	Trust
Faithfulness	Modesty	Trustworthiness
Flexibility	Obedience	Truthfulness
Forgiveness	Orderliness	Unity
Friendliness	Patience	
Generosity	Peacefulness	

# SAMPLE 5B

<NAME HOLIDAY SCHOOL AND YEAR>

## VOLUNTEER ASSESSMENT FORM

Date .....

5 = very good      4 = good      3 = fair      2 = poor      1 = very poor

### CREATIVITY

Imagination – Initiative – New ideas

.....

### RESPONSIBILITY

Time keeping – Reliability – Accountability

.....

### SELF DISCIPLINE

Self control – Being organised – Tidiness of workplace and materials

.....

### CARING ATTITUDE

Towards colleagues – Towards children

.....

### PATIENCE

Stay on task – Calmness – Tolerance

.....

TOTAL .....

Any other comments 1 no    1 yes .....

.....

Name of assessor: .....

Seen by volunteer: ..... (signature)

# SAMPLE 5C

<NAME HOLIDAY SCHOOL AND YEAR>

## VOLUNTEER ASSESSMENT FORM

Name assessor: ..... Date: .....

Name volunteer (no nicknames): .....

5 = very good 4 = good 3 = fair 2 = poor 1 = very poor

---

**Caring.** Enjoys working with children and with the other volunteers. Gives them his/her loving attention. Is a good team member. Also cares for materials and the environment (classrooms, playground etc.) 5 4 3 2 1

**Creativity.** Come up with ideas and solutions. Is able to find new ways. 5 4 3 2 1

**Love.** Treats other people just as he/she would like them to treat him/her, with care and respect. 5 4 3 2 1

**Responsibility.** Is accountable for what he/she does. Accepts credit When things are done right and accepts correction when things go wrong. Takes responsibility for his/her own mistakes. Acts grown-up. 5 4 3 2 1

**Self-discipline.** Has self-control and obeys the rules. Gets things done in an orderly and efficient way. Does not overdo things and is not lazy. 5 4 3 2 1



# **SAMPLE 6 A**

**<NAME HOLIDAY SCHOOL AND YEAR>**

## **JOB DESCRIPTIONS**

### **Assistant team leader**

Assists his/her team leader with a group of 10-15 children during the day.  
Supervises, assists and accompanies children at workshops and other activities and at mealtimes.

Assists workshop leaders. Translates if necessary.

Assists in cleaning up classrooms and premises.

Returns materials to materials manager.

Substitutes his/her team leader when necessary.

Reports back to his team leader.

Participates in meetings.

### **Team leader**

Collects his/her team for the day at the gate, after registration.

Leads a team of 10-15 children and supervises, assists and accompanies them at workshops and other activities and at mealtimes.

Entertains children with songs and games between workshops and other activities.

Assists workshop leaders. Translates if necessary.

Assists in cleaning up classrooms and premises.

Returns materials to materials manager.

Supervises his/her assistant team leader and gives him/her training-on-the-job.

Assesses his/her assistant team leader.

Reports back to the management team.

Participates in meetings.

### **Workshop leader**

Leads an activity that requires specific skills and knowledge.

Decides about number of children and their age group(s).

Informs managers and facilitators about materials needed, classroom requirements, time schedule etc.

Is assisted by one or more team leaders and their assistants.

Explains the activity to team leader and assistant.

Supervises team leaders and their assistants and gives them training-on-the-job.

Assesses team leaders and their assistants.

Sees to it that materials and classroom are used in an orderly way.

Reports back to the management team.

Participates in meetings.

# **SAMPLE 6B**

**<NAME OF HOLIDAY SCHOOL AND YEAR>**

## **MANAGEMENT DUTIES AND RESPONSIBILITIES**

### **COACH**

#### **Check all Managers are on task**

- Assign volunteers to groups
- Sort out problems/clashes
- Do not take decisions, give advice

### **GENERAL MANAGER**

#### **Verify volunteers attendance list**

- Arrange with facilitators for volunteer assessments
- Keep visitors list up to date
- T-shirt issue and record
- Assist Coach with assignments and problems

### **REGISTRATION MANAGER**

#### **Keeping Daily/Central register of children**

- Control registration procedure
- Collect entrance fees and keep accounts

### **CATERING MANAGER**

#### **Planning, ordering and provision of meals on time**

- Arranging meal times and control of food queues
- Liaise with catering and shopping team about supplies

### **ACTIVITIES MANAGER (excl. sports)**

#### **Room allocation and list children in each activity**

- Materials distribution and return
- Arrange for new as necessary

### **SECURITY MANAGER**

#### **Lock/Unlock buildings and gates**

- Recycling. Litter. Toilets (paper, soap and cleanliness)

### **SPORTS AND OUTINGS MANAGER**

#### **Control distribution of sports equipment in and out**

- Care and repair of such equipment
- Keep accurate list of those children going 'off site'

## **SAMPLE 7**

<NAME HOLIDAY SCHOOL>

<POSTER OR LEAFLET>

# **- JOIN US FOR A FUN-FILLED HOLIDAY -**

**WHEN:** from <date> until <date> <year>  
<day> till <day>  
<time a.m.> until <time p.m.>

**WHERE:** at <name school>

**ENTRANCE FEE:** R<amount> or  
<recyclables>

**ACTIVITIES:** <activity><activity>  
<activity>  
<activity> <activity><activity> <activity>  
<activity> <activity><activity>  
<activity> <activity><activity>  
<activity> <activity>  
<activity>

## **REGISTRATION**

**WHEN:** on<day><date>and<day><date>  
from<time>until<time>

**WHERE:** at <name venue>

# **SAMPLE 8A (page 1 of 2)**

**<NAME HOLIDAY SCHOOL AND YEAR>**

**REGISTRATION / IFOMU YOKUBHALISA**

**&**

**PERMISSION & INDEMNITY FORM /IMVUME & NOKHUSELEKO**

**Ages <number> to <number> / <number> ukuya kwi <number> yeminyaka**

## **REGISTRATION FORM/ IFOMU YOKUBHALISA**

From <date> to <date> <year> from <day> till <day> from <time until <time>.  
*Ukusukela nge <date> December ukuya kutsho kwi <date> December, ngo <time>  
kusasa ukuya kutsho nge <time>.*

ADMISSION FEE

AMANGENO:

Rand <amount> per day

OR/OKANYE

<number>20 tins or cans / yetoti

OR/OKANYE

<number> glass or plastic bottles / yebhotil

OR/OKANYE

<number> plastic bags / yeplastiki ezisebenzileyo

NAME OF CHILD

IGAMA LOMNTWANA:

First name / igama .....

Surname / ifani .....

DATE OF BIRTH

UMHLA WOKUZALWA:

Date / usuku .... Month / inyanga .... Year /unyaka .....

Age .....

BOY / INKWENKWE OR/OKANYE GIRL/INTOMBI? .....

SCHOOL / IGAMA LESIKOLO ..... Grade / Ibange ....

WHERE YOU LIVE / INDAWO OHALA KUYO:

<name of area, district, ward, etc.>

visitor from: .....

**SAMPLE 8A** (page 2 of 2)

<NAME HOLIDAY SCHOOL AND YEAR>

**PERMISSION & INDEMNITY FORM /IFOMU IMVUME &  
NOKHUSELEKO**

**I, the undersigned / *Mna mzali mgcini***

**NAME:** .....

**Address:** .....

**Phone:** .....

**Hereby give permission for my son/daughter to take part in the  
<name of Holiday School> and its activities.**

**I understand that my offspring take part in any of these activities at  
their own risk.**

**I indemnify <name Holiday School> against any claim for injury to  
my child or damage to his/her property.**

***Osayine ngentla ndiyavume ukuba unyana/intombi yam  
ingathabatha inxaxheba kuyo yonke inmidlalo eququzelwe yi-  
<name Holiday School>, efana nemidlalo yembaleki, imidlalo  
yebhola nokhenketho njalo-njalo.***

***Ndiyayiqonda kwaye ndiyamnkela into yokuba inxaxheba  
ethatyathwe yintombi/unyana wam kule midlalo yesikolo,  
uyithabatha ngokobutiatala bakhe.***

***Nantoni na enokuthi yenzeke kunyana/intombi yam <name Holiday  
School> ayisayi kubekwa tyala ngoku nakwinpahla yakhe.***

**Signature / *Isiqinisekiso somzali/umgcini***

.....

**Date / *Umhla* .....**



**<NAME HOLIDAY SCHOOL>**

**BUDGET CONTROL CHART**

Nr	Date <Year>	Description	Bank acc. in/out	Bank acc. balance	Petty cash in/out	Petty cash balance	Art in/out	Art balanc e	Sport in/out	Sport balance	ETC .
1	01/10	Balance		4,500		0		0		0	
2	5/10	Donation Arts Council 50%	2,000	6,500			1,500	1,500	500	500	
3	6/10	Transfer	- 1,300	5,200	1,300	1,300					
4	7/10	Walton's			-565	735	-565	935			
5	8/10	Pep			-193	542	-193	742	-200	200	
7	8/10	Paper World			-430	112	-430	312			
8	9/10	Donation Sp. & Cult.Dept.	2,500	7,700					2,500	2,700	
9	12/10	Sports World	- 1,850	5,850					- 1,850	850	
10	15/10	Donation Mrs. Jones			500	612	250	562	250	1,100	
11	20/10	Donation Arts Council 50%	2,000	7,850			2,000	2,562			
ETC											

## **SAMPLE 10A**

### **<NAME HOLIDAY SCHOOL> QUESTIONNAIRE VOLUNTEERS**

**Without the help of the Volunteers the <name Holiday School> could not take place. The whole of <name Holiday School> is very grateful to you for all your efforts.  
We are asking you to complete this questionnaire as it can help us all to improve the service we provide.**

First name and surname .....

- a) Do you think you learned from your experience?
- b) If so, what in particular?
- c) Was the training you received adequate?
- d) Would you like more training and, if so, what sort?
- e) What you think can be improved upon?
- f) Do you have any other comments you would like to make?

## **SAMPLE 10B**

### **<NAME HOLIDAY SCHOOL> QUESTIONNAIRE VOLUNTEERS**

1) In which <name Holiday School> activities have you been involved?

- 1 <activity>
- 1 ETC.

2) Give every activity a number: 5 = very good, 4 = good, 3 = fair, 2 = poor,  
1 = very poor.

3) What did you like BEST?

4) What did you NOT like?

5) How can <name Holiday School> be improved?

6) How can your work at <name Holiday School> be improved?

7) Would you like to come again?

8) If yes, what would you like to do?

# SAMPLE 10C

## <NAME HOLIDAY SCHOOL> QUESTIONNAIRE CHILDREN

### What did you think of <name Holiday School>?

Name ..... Registration number .....

a) How old are you? ..... years

b) Which activities did you enjoy most?

.....  
.....

c) Which activities did you not enjoy as much?

.....  
.....

d) Were the Volunteers kind to you?

.....  
.....

e) Did you like the food? .....

f) Would you like to come again next year?

.....

g) Is there anything else you would like to do at <name Holiday School>  
next time?

.....  
.....

## **ANNEX 3**

### **LETTER FROM TWO YOUNG VOLUNTEERS FROM JOHANNESBURG**

#### **Outside perspective**

I find it difficult to express what it is to have been a part of the Hermanus Community Summer School. It has been an honour, I could say, to experience this exciting and invigorating school programme! I know very well that such opportunities for kids are not common, not even in mighty Joburg (guess where I live). The thing is, that children lack the guidance of yester year, and the effects thereof have become ever more present in our society. Modern gangs seem to have replaced the Scouts, in the least part; our children no longer have respectable role models within a caring and nurturing environment. School cannot do it. However from what I have seen, Hermanus Community Summer School can!

This initiative has pinpointed and filled this gap in our society – to occupy, teach, and most importantly, mould our young breed. Take one hundred and fifty youngsters and place them in an environment similar to that of a school, with one difference – the curriculum. This is the school of life. Filling in for that which is missed out on at home or at school. Manners maketh man, sharing, making friends, learning a new language, drugs, AIDS, respect, tolerance, finding one's inner beauty and passions; these principles, for many, have started and have been grown at Summer School through workshops, playtime, lectures and sports.

I know how mislead our youth are. South Africa is not alone in the battle against youth related violence and crime, and yet we do very little to curb the degradation of our children, our future. The young men and women volunteers I have met at the Hermanus Community Summer School are of a special breed. A rare variety whose passion for their community has led them to commit themselves, during their holidays, to such a cause. I cannot believe how our numbers swell each and every day. Twenty volunteers, 25, 30, the enthusiasm and boundless optimism displayed by these young leaders is something I have not yet seen in South African youth. Those I know in Joburg seem more self-absorbed. Worthless to themselves and our society. Summer School and its dynamic leaders are different. Great. MAD. Making A Difference, making things work. The initiative for the school comes from those young leaders, the forerunners of a new generation. It is clear to me through my short yet productive (I'm exhausted), time at Summer School that South Africa has much potential, and needs desperately to tap into more FANTASTIC initiatives like this one. Summer School as I have seen it has but one fault – it doesn't happen in every city and town in South Africa.

Thank you Hermanus Community Summer School!

Stefan and Daniela Gutstadt  
15th December 2005

## PLEASE SHARE WITH US ...

Please send us copies of:

- Your forms and questionnaires
- Your Code of Conduct
- Your training programme for young volunteers
- Your comments, ideas, experience, suggestions for improvement and anything else you would like to share with us and other organisations and schools involved with Holiday Schools.

**Thank you so much!**

**We wish you an amazing, baffling, breathtaking, brilliant, busy, cool, dazzling, fabulous, fascinating, glorious, great, happy, incredible, marvellous, overwhelming, sensational, spectacular, splendid, staggering, surprising, wonderful and most of all UBUNTU holiday school with lots of FUN!**



Egg save game (photo Al Noor)



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