

Proposal for Funding: The Digital Hero Book Project

Presented by Steve Vosloo, June 2006

Funding is sought for the **Digital Hero Book Project (DHBP)**, a pilot project in the Western Cape, with potential for replication throughout Southern and Eastern Africa.

1.1 Project Summary

HIV/Aids, poverty, violence and unemployment affect a large proportion of youth in Southern and Eastern Africa. An indication of this is an estimated orphan population of 12 million in 2001¹. To help address these issues, REPSSI (Regional Psychosocial Support Initiative) provides psychosocial (social and emotional) technical support to over 60 implementing partners, including those in the Western Cape province of South Africa (SA). A hero book is a low-cost, simple and effective form of psychosocial support (PSS) where a child is the author, illustrator, main character (hero) and editor of a paper-based book that is designed to help them deal with life's challenges. The DHBP builds on the success of this Memory Work by introducing information and communication technologies (ICTs) that enable authors to digitise their hero books and publish them on a community-based website. The site will also facilitate a support network for hero book facilitators. The life and ICT skills gained by participants are documented below.

For various reasons, current hero booking and digital storytelling efforts are limited in reach; by operating through existing ICT facilities the DHBP helps to address this issue. *Khanya*, the Western Cape Education Department's award-winning² "Technology in Education" initiative, has recognised digital hero booking as a way to improve e-literacy levels, teach related issues such as web publishing and child safety on the internet, build social inclusion by giving the youth a voice and, by sharing stories online, help foster community development. The DHBP is an 18-month pilot project implemented within a number of Khanya schools.

1.2 Organisation Seeking Funding

Molotech

Registered as a Section 21 Not-for-profit Company in SA (registration no: 2003/030919/08)

1.3 Background to the Project / Problems being Solved

The following **problems** are addressed by the DHBP:

- The significant **psychosocial needs of youth** in Southern and Eastern Africa, where HIV/Aids, poverty, violence and unemployment lead to increased vulnerability. This includes withdrawal from school, lack of adequate nutrition, material and shelter needs, or vulnerability to physical, sexual and drug abuse. Individual counselling is too expensive and is impractical to deliver. Further, it is often found to be inappropriate to local culture, calling for more socially acceptable, group-based models of counselling and PSS. Memory Work, supported by REPSSI, is one such approach³. REPSSI is an active member (and host) of *the 10 Million Memory Project (10MMP)*. The vision of the 10MMP is for Memory and Hero Work to become a part of every household and school across Southern and Eastern Africa. Hence, REPSSI aims to benefit 10 million people by 2010.
- Due to the **inadequate reach of present paper-based Memory Work** that relies on printed materials, and the current facilitator training approaches, new media and approaches are needed.

¹ REPSSI n.d., *History of REPSSI*, Available at <http://www.repssi.org/home.asp?pid=31>.

² <http://www.khanya.co.za/projectinfo/?catid=33>

³ For more on Memory Work and its proven benefits, see the Medical Research Council AIDS Bulletin – June/July 2004 Vol. 13, No. 2 (<http://www.mrc.ac.za/aids/june2004/contents.htm>).

- The **digital divide**: In Southern and Eastern Africa, school- or community-based ICT education is the only opportunity for most youths to gain ICT skills. Khanya aims to improve learning by installing computer laboratories in all primary and secondary schools in the Western Cape and empowering educators to use appropriate and available technology to deliver the curriculum. Khanya has had proven success⁴ in using ICTs to improve numeracy, literacy and mathematics performance. Khanya is looking for innovative and efficient ways to increase the use of ICTs in education and to teach related issues such as web publishing and safety on the internet.
- Many facilitator-led digital storytelling approaches require **expensive multimedia equipment** (e.g. digital video cameras, audio recorders and editing software). Access to this equipment is severely limited in Southern and Eastern Africa. The programs in developed countries also produce multimedia files that are **large in file size** (e.g. Quicktime movies) and not suitable to internet bandwidth capacity in this region. Hence, current approaches are suited to developed country settings and **do not scale well** here.

1.4 Description of the Project

The hero book process is designed for groups of children, youths or adults, who are led through a series of drawing and autobiographical storytelling exercises. Participants are invited to be the author, illustrator, main character (hero) and editor of a paper-based book (e.g. www.molotech.org.za/dhbp) that is designed to help them set goals, and give them power over a specific challenge or obstacle in their life. The process involves reflection, peer support and community mobilisation, and results in a powerful and intimate portrait of a person’s life. The first version of a hero book is a confidential document but thereafter the participant can choose to publish the story (using real or changed identifying information). Hero booking has been widely used for three years. It has been through a formal review process that led to improvements in the methodology. Initial monitoring and evaluation studies have rated the tool favorably⁵.

The DHBP is a pilot project that aims to further PSS in a way that supports the national curricula goals, regarding life orientation skills and ICTs in education, by introducing hero book work into the Western Cape Education system. The project capitalises on existing initiatives that provide ICT access to learners and communities. It will develop skills amongst educators for the effective integration of technology into instruction – building on a core focus area of Khanya – and explore ways of digitising hero books. A website will be created where the digital hero books can be published, allowing anyone on the internet to gain insight into the challenges of life for youth/learners in the Western Cape. Through the site, authors can engage other “heroes” to share their experiences, affirming one other by recognising their common challenges and ways of overcoming them. The site will also provide a platform for digital hero book facilitators to share their experiences with each other.

The **primary skills or qualities** that the digital hero book process attempts to build or reinforce in learners are:

| Life/psychosocial skills | ICT skills | ICT-related learnings |
|---|--|--|
| <ul style="list-style-type: none"> • Resilience • Problem naming and solving skills • Goal setting • Communication skills • Creative writing skills • Publishing and editing skills • Community mapping and community engagement skills • Genealogical (family tracing) skills • Co-counselling skills | <ul style="list-style-type: none"> • Word processing • Email/online communications • Browsing and publishing to the web • Web design and layout • Digital photography, audio and video recording and editing • Scanning • Software application skills, e.g. Word, Dreamweaver, etc. | <ul style="list-style-type: none"> • Interacting in online communities (“netiquette”) • The dangers of the internet • Rights on the internet • Privacy |

⁴ Du Toit, I 2004, *The Effect of ICT Curriculum Support on the Measured Skills Levels of Learners of Two Sub-Projects of the Khanya Project*, Available at <http://www.khanya.co.za/news/events/files/wcceisabel.pdf>.

⁵ See the REPSSI, University of the Western Cape, Oxford University and Cape Town Child Welfare research collaboration entitled, *Investigating the Impact of the Hero Book Intervention* 2005 and Noble, B 2006, *Hero Books from the perspective of young people using the intervention*. Both papers are available upon request or soon from the REPSSI website.

Hero booking is a form of storytelling. In a classroom setting storytelling has sound academic foundations and includes these **benefits**:

- Improves literacy (because it is grounded in creative writing)⁶.
- Creates opportunities for social interaction and self-expression⁷.
- Develops cooperative learning skills and improves critical thinking⁷.
- Develops skills for articulating thoughts and feelings⁸.

Digital storytelling involves telling stories and sharing information through digital media⁹. It fosters real-world connections, develops decision-making skills, provides opportunities for learners to work collaboratively and incorporates different content areas¹⁰. It provides a **cross-curricular way to meet ICT-education goals** within a grade¹¹.

Examples of digital storytelling in the classroom come mostly from the United States¹². In Southern and Eastern Africa the introduction of digital storytelling is well-timed, given the need for the educational benefits of storytelling, significant PSS needs unique to this region and the need to address the digital divide.

Why Incorporating ICTs is Important

There is an increasing acknowledgement of the importance of e-literacy, alongside traditional alphanumeric literacy¹³. Research¹⁴ has shown that in a classroom situation, **ICTs can enhance** critical thinking, information-handling skills, higher-level conceptualisation and problem solving.

A major study in how ICTs can improve the quality of teacher education and learning in rural schools in the Eastern Cape province¹⁵ has found that **ICTs can transform educational opportunities** for both teachers and pupils. Further:

- The use of ICTs increased pupil school attendance levels.
- The use of ICTs enabled the development of a new and more effective curriculum, improved classroom practices and learning activities.
- Participants readily learnt to use [ICTs] and a variety of programmes and accessories such as scanners, printers and digital cameras.

The research recommended that education planners encourage development of local and international professional e-networks so that school communities can share their experiences, which is what the DHBP allows. Lastly, using ICTs in PSS not only affirms participants (helps them feel like heroes) but, through the benefits listed above, increases educational and, ultimately, employment opportunities.

⁶ Mello, R 2001, "The power of storytelling: How oral narrative influences children's relationships in classrooms", *International Journal of Education and the Arts*, 2(1).

⁷ Craig, S, Hull, K, Haggart, A & Crowder, E 2001, "Storytelling: Addressing the literacy needs of diverse learners", *The Council for Exceptional Children*, 33(5), 44-51.

⁸ Gere, J, Kozolvich, B & Kellin II, D 2002, *By word of mouth: A storytelling guide for the classroom*, Honolulu, HI: Pacific Resources for Education and Learning.

⁹ Examples of digital storytelling initiatives: the Center for Digital Storytelling (<http://www.storycenter.org>), MAP/South Africa Digital Stories (<http://www.engenderhealth.org/ia/www/wmds.html>) or "I too have a story" (http://portal.unesco.org/ci/en/ev.php-URL_ID=22266&URL_DO=DO_TOPIC&URL_SECTION=201.html)

¹⁰ Simkins, M, Cole, K, Tavalin, F & Means, B 2002, *Increasing Student Learning Through Multimedia Projects*, Alexandria: ASCD.

¹¹ *Digital Storytelling in the Scott County Schools 2002*, Available at <http://www.scott.k12.ky.us/technology/digitalstorytelling/ds.html>.

¹² Behmer, S 2005, *Literature Review: Digital storytelling: Examining the process with middle school students*, Available at <http://projects.educ.iastate.edu:16080/~ds/Behmer/LitReview.doc>.

¹³ Provincial Government of the Western Cape 2006, *The critical role of ICTs in delivering shared growth: background document developed as a contribution to the Western Cape Provincial Government Shared Growth and Development Strategy*, Available upon request.

¹⁴ Bransford, JD, Brown, AL & Cocking, RC (Eds.) 1999, "How People Learn: Brain, Mind, Experience, and School", in *Committee on Developments in the Science of Learning*, National Research Council, National Academic Press.

¹⁵ Leach, J, Ahmed, A, Makalima, S & Power, T 2005, *DEEP IMPACT: an investigation of the use of information and communication technologies for teacher education in the global south*, Department for International Development (DFID), UK.

Project Objectives

- To explore the **feasibility** of digital storytelling in a developing country classroom context.
- To **integrate** the psychosocial aspects of hero booking into school education via ICTs.
- To **develop life** and **ICT skills** in learners.
- To create an online space for the **sharing of (low-bandwidth) digitally captured stories**.

We plan to:

- **Research** and **develop** a methodology for digitising hero books in a range of ICT environments, e.g. from a well-resourced lab with digital camera, scanner, microphone etc. to bare bones ICT facilities.
- **Train** five Khanya teacher educators and 25 educators how to facilitate hero book work.
- **Pilot** the methodology on 125 school learners who will create, digitise and publish their hero books online.
- **Write** up the findings in a digital hero book Toolkit that will enable and support other educators to continue this work.
- **Evaluate** the effectiveness of the pilot project and the methodology. This data will be used to improve the project and refine the Toolkit.

Project Plan

See Appendix C for a project plan.

Research and Development: Digital Vision Program at Stanford University

The Digital Vision Program (DVP)¹⁶, funded by the Reuters Foundation, is an annual Fellowship where **technology-based solutions in the interest of humanitarian, educational, and sustainable development goals** are incubated. Steve Vosloo's DHBP proposal was accepted onto the 2006/07 program (one of 17 projects chosen out of 525 applications, based on project merit). The program is housed at the Centre for the Study of Language and Information (CSLI) and as a visiting scholar in a research faculty, he will have access to world-class facilities, professors and industry experts, research assistants and potential volunteers. The program provides a **unique space** in Silicon Valley in which to prototype the digital hero book concept and collaborate with an international network of past and present Fellows. The Centre for Digital Storytelling¹⁷, Berkley, where the digital storytelling movement began 12 years ago, will mentor the project. The Centre has facilitated digital storytelling workshops with over 100,000 people.

The website will:

- **Display digital hero books**, allow **knowledge sharing** between hero book facilitators (through, e.g. bulletin boards and email lists) and enable the on-going **development of the Toolkit** by project stakeholders.
- Facilitate **"e-therapy"**. When learners have to identify their own life obstacle, they search the site to find hero books that describe how other heroes overcame similar obstacles.
- Allow **comments** to be added to a hero book and/or send an **SMS/email message** to the author (the identity of the author will be concealed).

Underlying Project Principles

- **Affordability**: Any software involved should be open-source, if possible.
- **Open content**: The Toolkit and all related resources will be released under a Creative Commons licence. Anyone will have complete freedom to implement and build on the outcomes of the pilot project.
- **Appropriateness**: ICTs must meet the needs of end-users and be cognisant of their local context, i.e. use low-tech where appropriate.
- **Don't reinvent the wheel**: Where possible, use existing technologies and software.
- **Scalability**: Because the DHBP uses ICT facilities at schools, it is scalable across a large part of the Western Cape. Through Khanya, 800 schools have already been ICT-enabled (computer labs and internet connectivity) and 13,000 educators have been empowered to use ICTs for curriculum delivery.
- **Sustainability**: There is no/very little extra cost to the learners or educators facilitating hero book work. Time spent online is the biggest financial cost.

¹⁶ The accompanying document *Stanford Digital Vision Program – Overview* provides details on the program.

¹⁷ <http://www.storycenter.org>

Deliverables/outcomes

- The **training** of five Khanya teacher educators and 25 educators. At least 2 REPSSI facilitators will also be trained in the digitisation process.
- 125 learners undergoing **PSS therapy** and learning core **ICT skills**.
- A **Toolkit**, describing how to digitise and publish hero books in a variety of settings. It will include the approach (incorporating lessons learned from the pilot), any software, example hero books and the following existing material: the Hero Book Facilitators Manual, a “How to” hero book animated film, a short documentary film, and other related resources. The Toolkit will be available on the website and on CD-ROM.
- A **DHBP website**, launching with 125 hero books.
- A **provincial and national rollout plan**, based on the data gathered from this pilot.
- A project **report** (including the project evaluation).

Five-year Plan

- Beginning in the Western Cape, the project aims for **province- and nation-wide rollout** in schools. The Western Cape has been officially recognised as the model for SA in terms of ICT in school education; what works there will be rolled out throughout the country.
- By working through the established REPSSI partner network, the project plans to replicate the work **throughout Southern and East Africa**. The project is suited to operate in other ICT-enabled venues such as telecentres, libraries and computer labs donated through corporate social investment. We will work with managers of these centres to implement the DHBP at their sites. We are negotiating with ChildLine to rollout at their psychosocial support centres. The *Cape Access* and the *Cape Town Library Access* points are obvious venues.
- Steve Vosloo will provide technical support, manage the website and oversee the ongoing Toolkit development. A **virtual volunteer project support group** will be formed.

1.5 Target Audience

The pilot project involves:

- **Learners** (of both genders and some with physical disabilities) from grades 5 – 12.
- **Educators** of these grades.
- **Khanya teacher educators** and REPSSI **facilitators**.

Project benefits for the audience are as follows:

- Engage with ICTs in their **local environments** to receive a **curriculum-based education**.
- **Develop life and ICT skills** and learn ICT-related issues *in situ* and at **no/low cost**.
- Publishing of hero books **enables peer-to-peer encouragement** and solidarity amongst learners.

The DHBP is fully **aligned** with key **Khanya goals**¹⁸.

1.6 Project Evaluation

The pilot will indicate the feasibility of taking this model to scale throughout the Western Cape education sector, elsewhere in SA, and throughout the Southern and Eastern Africa region. Khanya will outsource the project evaluation to a third party; the study will be non-academic but of a high enough quality to produce project learnings and inform decisions on future plans. (The University of Cape Town periodically conducts academic evaluations of Khanya¹⁹; it is anticipated that a formal impact assessment of the DHBP will be included in one of these in the future.)

Learners will complete a self-assessment data collection instrument – based on a rubric from the University of Houston's *Instructional Technology Program*²⁰ – to evaluate self-perceived levels of proficiency, attitudes and perceptions. A checklist of learning outcomes will be created, with the help of Khanya, at the start of the project. Interviews with educators will be guided by a digital storytelling

¹⁸ Van Wyk, K 2002, *Khanya "Technology in Education" Business Plan*, Available at <http://www.khanya.co.za/projectinfo/?catid=22>.

¹⁹ For example see Ensor, P, Galant, J, Hardman, J, Hoadley, U & Jaffer, S 2003, *Computer-assisted teaching and learning in grade 12 mathematics classrooms: An implementation study of Master Maths in Khanya schools*, 1-24 and Hardman J 2004, *How do teachers use computers to teach mathematics?*, Khanya Project Report, 1-26.

²⁰ <http://www.coe.uh.edu/digitalstorytelling/evaluation.htm>

study at Iowa State University²¹; questions will cover issues such as lessons learned about the technology, the group size, etc.

Dissemination of the evaluation report and project experiences will be as wide as possible: findings published on the DHBP website, articles submitted for publication and presentations at conferences.

1.7 Operational Management

Financial control and project management will be undertaken by Molotech. Operational reporting will be via the Project Manager in the form of 3-monthly progress reports submitted to partners, funders and other stakeholders. A project Working Group will be formed to steer the progress of the project. It will meet physically and virtually at set dates.

1.8 Project Risks and Challenges

Scalability and Reach

Issues around scalability that Khanya have encountered include the geographical dispersion of educators, the huge number of educators (upwards of 25 000) and resistance to change. Khanya are dealing with these obstacles through a comprehensive plan that includes raising awareness around the benefits of technology, training programs and support programs. By partnering with Khanya, we benefit from its successes in overcoming ICT infrastructure and human capital obstacles. This greatly enhances the scalability of the project.

An obvious question surrounding this project is its reach. Khanya currently provides access to ICTs to 430,000 learners, but in other areas of Southern and Eastern Africa most learners do not have such opportunities. We believe that while the digital divide is a reality, we cannot wait until this divide is completely bridged before initiating these types of projects. It is important to start working now through existing ICT initiatives to provide youths with the benefits of PSS, affirm them as 'heroes', equip them with key life and ICT skills and give an online platform for their voices to be heard, and in this way, to begin building a body of knowledge and library of digital hero books that will be a valuable resource to others who only gain access to ICTs in the future.

Support

A risk to the project is support. If the DHBP is rolled out *en masse*, then a certain level of technical and psychosocial support needs to be provided. We are currently working on a model to address this risk, involving a cadre of volunteers to provide virtual technical support and hero book mentoring. NetAid²² is an example of successful virtual volunteerism. The DVP has a history of attracting research assistants, student and alumni for project volunteering.

1.9 Partners

Key partners are the Khanya Project²³ and REPSSI²⁴. A **Memorandum of Understanding** for the DHBP has been signed between **Khanya**, **REPSSI** and **Steve Vosloo**. Refer to Appendix B for more on these partners.

We are in the process of formalising a partnership with the Centre for Digital Storytelling²⁵, Berkley, where the digital storytelling movement began 12 years ago. They will mentor the project and help to develop the methodology and curriculum.

²¹ Behmer, S 2005, *Digital Storytelling: Examining the Process with Middle School Students*, Available at <http://projects.educ.iastate.edu/~ds/Behmer>.

²² <http://www.netaid.org>

²³ <http://www.khanya.co.za>

²⁴ <http://www.repssi.org>

²⁵ <http://www.storycenter.org>

1.10 The Project Team and Contact Details

Steve Vosloo: ICT Specialist, Molotech

- Project role: Project Manager and ICT specialist. Has **10 years'** experience in managing the development of **web-based solutions**. Accepted onto the **Digital Vision Program** at Stanford University, California, to conduct research and development for this project.
- Email: steve@molotech.org.za. Tel: +27 (0) 21 483 4391*. Fax: +27 (0) 21 483 5539*. Cell: +27 (0) 83 463 0012*. Address: 142 Long Street, Cape Town, 8001.
* valid until 8 September, then +1 650 724 4069

Jonathan Morgan: Psychologist, REPSSI Knowledge Development Manager

- Project role: Hero book, Memory Work and psychosocial expert. Active involvement throughout the project. Founder of **hero booking**; has facilitated **100+ hero book sessions**.
- Email: jonathan@repssi.org. Tel: +27 (0) 21 782 1200.

Kobus van Wyk: Program Manager, Khanya

- Project role: Education "Custodian", involved as overseer of education resources.

1.11 Budget

Below is a summary budget. For a detailed budget see Appendix C.

| | ZAR (R) |
|---|-----------------|
| Training and hero booking phase | 18,000 |
| Research & development phase (Stanford) | 537,500 |
| Hero book digitisation phase | 72,000 |
| Project completion phase | 64,000 |
| Other expenses (financial control and website hosting) | 53,000 |
| Sub-total | 744,500 |
| Covered costs: | |
| Part of Research & development phase (Stanford), paid by Reuters Foundation | -315,000 |
| Part of Project completion phase, paid by Khanya | -40,000 |
| Grand total required | R389,500 |

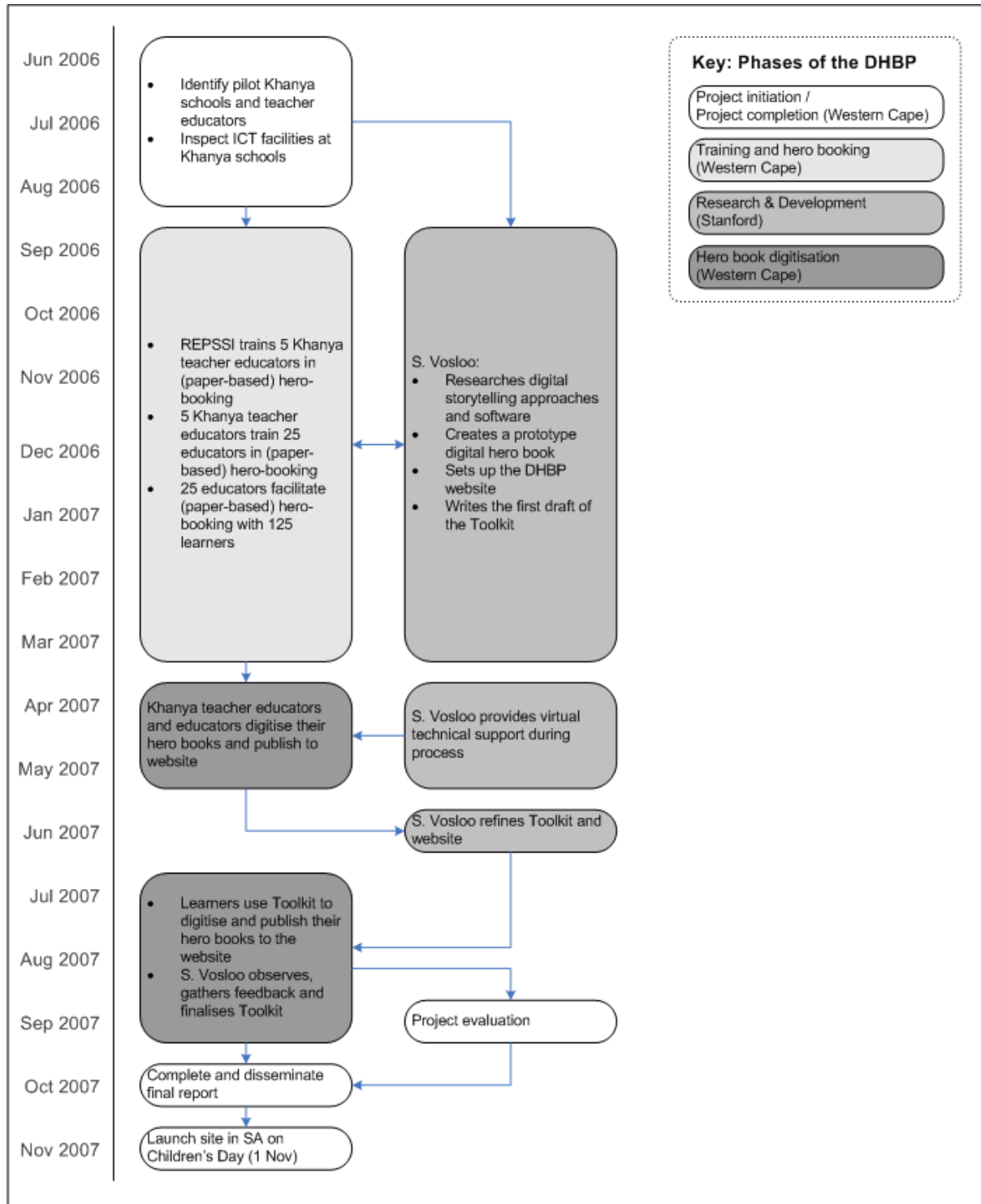
1.12 Why Should You Fund this Project?

- Support the research of an **innovative, low-cost, curriculum-based life and ICT skills intervention** for youths in Eastern and Southern Africa.
- Contribute to socio-economic development by **reducing the digital divide**.
- Support development of an **affordable means of PSS** to disadvantaged youths, who have few, if any, other means of support.
- Assist in the battle against HIV/Aids and poverty-related issues, by providing youths with a positive outlet for their ideas and emotions, thus helping to **reduce social exclusion**.
- Support the significant potential in **scaling-up hero booking**. (If only 25% of grade 5-12 learners at all current Khanya schools participate in digital storytelling, 62,500 digital hero books will be created.)
- **Reduced project risk** because of the existing network of REPSSI partners, the momentum of the 10MMP, the track record of Memory Work and the support of Khanya.
- Support development of a concept that is **unique** in SA.

The project offers a way to affirm the youth who are resilient in the face of enormous challenges, giving them a voice in the communication medium of their time, the internet. Through their unique stories, youth of the Western Cape are personalised, developing each individual's identity, self-esteem and skills in the process.

Appendix A: Project Plan

Overview Project Plan



Detailed Project Plan

| Date | Task |
|-----------------|--|
| Jun – Jul 06 | <ul style="list-style-type: none"> Select five teacher educators from Khanya, who will champion the DHBP, representing different schools, learning environments and ICT facilities. |
| Aug 06 | <ul style="list-style-type: none"> Site visits to the pilot schools to see the range of ICT facilities. |
| Sep 06 – Mar 07 | <ul style="list-style-type: none"> Jonathan Morgan trains five Khanya teacher educators in hero book work (resulting in five paper-based hero books). The Khanya teacher educators each train 8 educators in hero book work. To allow for teacher drop-out in the pilot (for whatever reason), we aim for a minimum of 25 educators, resulting in 25 more paper-based hero books. Educators from the School for the Deaf and School for the Physically Disabled, both in Cape Town, will be included in the pilot. The educators facilitate hero book work with five learners each using art-based methods, resulting in 125 paper-based hero books. At Stanford University, Steve Vosloo researches methods for digitising hero books (based on the ICT facilities of the Khanya schools). Steve Vosloo creates a prototype digital hero book, sets up the DHBP website and writes the first draft of the Toolkit. |
| Apr – May 07 | <ul style="list-style-type: none"> Based on the Toolkit, the five Khanya teacher educators and 25 school educators digitise their own hero books and publish to the site. They feed back their findings to Steve Vosloo. Steve Vosloo provides virtual technical support – from Stanford – during the process. |
| Jun 07 | <ul style="list-style-type: none"> Based on the feedback, Steve Vosloo refines the approach, Toolkit and website (at Stanford). |
| Jul – Sep 07 | <ul style="list-style-type: none"> The 25 educators take 125 learners through process of digitising hero books and publishing to the website. Steve Vosloo observes in-person, gathers feedback and writes up the final Toolkit. |
| Sep 07 | <ul style="list-style-type: none"> Project evaluation |
| Oct 07 | <ul style="list-style-type: none"> Write up final report and disseminate widely. |
| 1 Nov 07 | <ul style="list-style-type: none"> Launch site and project on National Children’s Day in SA. |

Appendix B: Partners

Khanya Project, Western Cape

The Khanya Project promotes learning and maximises educator capacity by integrating the use of appropriate, available and affordable technology into the curriculum delivery process. R250m has been invested in the project since 2001, when it was established.

REPSSI

REPSSI has been providing PSS for seven years, in 13 Southern and Eastern African countries reaching at least 500,000 children. The organisation “has experienced unprecedented growth during the last three years, reflecting both the urgency and necessity of providing for the psychosocial needs of children affected by AIDS, as well as the vision, passion, commitment and competence of the people involved in REPSSI.”²⁶ REPSSI has 30 staff and regional offices in Johannesburg, Bulawayo, Lusaka and Dar es Salaam. REPSSI’s partners include Healthlink Worldwide, Red Cross, Salvation Army, Save the Children Malawi and MADaboutART.

It hosts the 10MMP, which won the 2005 *Mail and Guardian Award* for the most innovative organisational response addressing the needs of children affected by HIV/AIDS, Poverty and Conflict.

²⁶ Richter, L, Mbonambi, M, Boyce, G & Rama, S 2005, *Mid-term review: the regional psychosocial support initiative for children affected by AIDS*, Available at <http://www.hsrc.ac.za/research/outputDetail.php?id=2153&group=CYFD>.

Appendix C: Detailed Budget

| | ZAR (R) |
|---|-----------------|
| Training and hero booking phase | |
| <ul style="list-style-type: none"> • Training of teacher educators (Khanya will provide the venues) • Some site visits to provide PSS during educator training (transport and time costs) • Some site visits to provide PSS during learner hero book facilitation (transport and time costs) | 18,000 |
| Research & Development phase (Stanford) | |
| <ul style="list-style-type: none"> • Stanford University and DVP Fees* | 280,000 |
| <ul style="list-style-type: none"> • Re-location and living expenses while at Stanford* | 210,000 |
| <ul style="list-style-type: none"> • Airfare** | 12,500 |
| <ul style="list-style-type: none"> • Stanford research-related expenses* | 35,000 |
| Hero book digitisation phase | |
| <ul style="list-style-type: none"> • Providing PSS and technical support during digitisation phase • On-site observation (transport and time costs) | 72,000 |
| Project completion phase | |
| <ul style="list-style-type: none"> • Project evaluation, including: <ul style="list-style-type: none"> ○ Site visits ○ Interviews and questionnaires ○ Writing up report | 40,000 |
| <ul style="list-style-type: none"> • Finalisation component, including: <ul style="list-style-type: none"> ○ Refinement of Toolkit and website ○ Toolkit layout costs ○ Dissemination of results | 24,000 |
| Other expenses | |
| <ul style="list-style-type: none"> • Project management, including: <ul style="list-style-type: none"> ○ Planning, scoping and overall management | Included |
| <ul style="list-style-type: none"> • Financial control | 45,000 |
| <ul style="list-style-type: none"> • Website hosting for 2 years† | 8,000 |
| Sub-total | 744,500 |
| Covered costs: | |
| <ul style="list-style-type: none"> • Stanford University and DVP Fees: paid by Reuters Foundation | -280,000 |
| <ul style="list-style-type: none"> • Stanford research-related expenses: paid by Reuters Foundation | -35,000 |
| <ul style="list-style-type: none"> • Project evaluation: paid by Khanya | -40,000 |
| Grand total required | R389,500 |

* Taken from the accompanying document *Stanford Digital Vision Program - Overview*. For more budgeting information refer to this document. Dollar to Rand exchange taken at \$1.00 = R7.00.

** Airfare is included separately upon advice from Stanford University.

† Based on "Profile" Shared-hosting package from Internet Solutions (<http://www.is.co.za>)