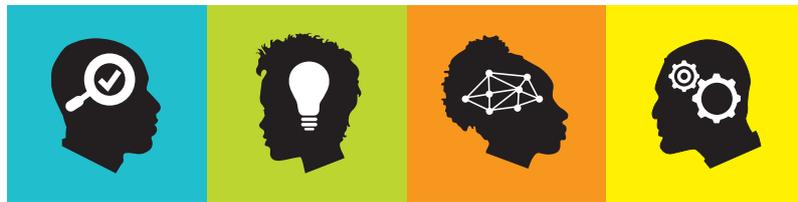


ZENÉX

F O U N D A T I O N

HIGH SCHOOL LEARNER SUPPORT PROJECT MINI-CONFERENCE

19th August 2016
Durban, KwaZulu-Natal



Theme Two:

Creative Models of High School
Learner Academic Support and
Mentorship

Acknowledgements

The Zenex Foundation collaborated with the following project team to produce the materials:

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Project schools

Inkanyezi (public schools)

Effingham Secondary School

Harding Secondary School

IXOPO High School

New Forest High School

Ogwini Comprehensive Technical High School

Pinetown Girls' High School

Port Shepstone Secondary School

Ridge Park College

Umbilo Secondary School

ISASA M&E (independent schools)

Dominican Convent School

Felixton College

Inanda Seminary

Kearsney College

LEAP Science & Maths School

Prestige College

St Dominic's Academy

St Joseph's Marist College

Service providers

ISASA M&E

CASME

Wendy Heard

Dawn Harrisson

Tsebo Education Network (TEN)

Environmental Language Education Trust (ELET)

Donor partners

BANKSETA, Michael & Susan Dell Foundation, Transnet, Volkswagen South Africa and Rand Merchant Bank

Evaluators

Quality Projects in Education (QPIE)



Overview

Introduction

Background

This is a practical resource guide for school leaders, teachers and the broader school community. It was developed for a mini-conference (held on 19 August 2016) to share lessons from the Zenex Foundation High School Learner Support Project which was implemented in public (Inkanyezi Project) and independent (ISASA M&E Programme) schools for ten years between 2006 and 2016. Strategic donor partners like the BANKSETA and the Michael & Susan Dell Foundation supported the project in public schools. Transnet, Volkswagen South Africa and Rand Merchant Bank (RMB) through Tshikululu aided the project in independent schools.

This guide was developed as a resource for the school community while bearing in mind the specific educational challenges we face in South African high schools: Firstly, South Africa has low participation rates in Maths and Science with too few Black learners taking these subjects. Secondly, the few learners who take up these subjects, struggle to achieve quality passes.

The guide contains tools and resources stemming from practical experiences and lessons learnt in the Learner Support Project over ten years. It focuses on three themes that were considered quick-win opportunities for schools to adopt creative ideas and apply them to contribute to educational change. The themes covered in this guide are:

1. Creative school leadership practices within the current policy context.
2. Creative models of academic support and mentorship at high school-level.
3. School clubs, and communities of practice in Maths, Science and English: 'benefits and tools'.

Each theme covers four sub-topics. The contents for each topic were presented at the mini-conference in KwaZulu-Natal attended by teachers, school leaders, learners and service providers that were involved and benefitted from the project over ten years. The Zenex Foundation hopes that the guide will aid its users to:

- utilise the resources and tools to support learners.
- increase the uptake in Maths and Science through academic support.
- establish and develop clubs to make Maths, Science and English fun.
- foster creative strategies for implementing language and admission policies.
- consider, develop and implement new methods to improve performance and become better schools.

The Zenex Foundation and its funding partners thank and acknowledge all the schools and service providers for their contributions towards educational change.



Advancing Mathematics, Science and Language education: Project Description

Background

The High School Learner Support Project provided support for learners to improve their academic performance and gain university access through placement and bridging models. The aim was to increase the number of Black (African, Indian and Coloured) school leavers that meet the requirements for university entrance with quality passes in Maths, Science and English in the National Senior Certificate (NSC) examination.

The Zenex Foundation funded the ISASA Mathematics & English (M&E) Programme in independent schools from 2006 and the Inkanyezi Project in public schools from 2009. The project also received funding from donor partners including BANKSETA, the Michael & Susan Dell Foundation, Transnet, Volkswagen South Africa and Rand Merchant Bank.

The project selected and placed learners with potential from poor functioning public schools into high functioning independent and public schools. It was implemented in nine independent and nine public schools throughout the country. The High School Learner Support Project comprised several components which were common to both the ISASA M&E Programme and the Inkanyezi Project, albeit there was some variation in the forms of support provided to learners.

The components that were standard in both projects were:

- educationally disadvantaged learners from low socio-economic backgrounds were selected in Grade 9 to enter project schools in Grade 10.
- schools that could provide quality tuition in Maths, Science and English were chosen.
- bursaries were provided for learners to attend these schools.

The components that vary included:

- academic support in the form of extra tuition by external tutors or school teachers was provided.
- counselling and mentorship which take different forms were either undertaken by external counsellors or school principals or handled by the school coordinators or life orientation teachers.
- support for special needs in the form of transport for excursions was provided.

The **Tertiary Access Project** was initiated in 2010. The project assisted learners to access and obtain financial support for their tertiary studies. It did this by providing career assessment and guidance, life skills training, support for applications to tertiary institutions and for bursary applications, bridging finance for university application costs, assisting learners to register for the National Benchmark Test (NBT), and helping learners with university registration. The project also tracked students, maintained a database of students, and developed an alumni network through social media platforms like Facebook.



The Zenex Foundation supported additional activities to build communities of practice – including communities of practice for leadership, teachers and school clubs – and ensured learner participation in inter- and intra-school competitions and Olympiads. The project was evaluated and its lessons were documented from initiation to completion and the project continues to track learners at university. The evaluations were done by Quality Projects in Education (QPiE) led by Professor Paul Hobden. The evaluations took place between 2008 and 2013 and considered cohorts that completed the NSC between 2009 and 2013.

Key successes of the projects

The Foundation marked its 20th anniversary in 2015 and this afforded it an opportunity to reflect on its achievements and successes over the last 20 years.

Through the High School Learner Support Project, the Zenex Foundation made a significant contribution to growing the pool of quality passes in Maths, Science and English at Grade 12 (matric) level among Black (African, Coloured and Indian) learners with potential from disadvantaged backgrounds. The project prides itself on the following achievements:

- R120 million was invested between 2006 and 2016 to provide Maths, Science and English support to selected learners from Grades 8 to 12.
- a total of 1 615 learners were reached.
- 1 183 learners attained Bachelor passes (qualification for university entry) and achieved more than 60% in Maths, Science and English.

Lessons from the evaluation of the project informed the holistic approach of the project to provide additional academic support to learners with potential in the form of:

- mentorship and psycho-social support.
- support to schools (including school leadership and teacher support).
- tertiary access support to help successful learners enter tertiary education upon their exit from the project through the Tertiary Access Project which, since 2011, facilitated university admission (including securing financial support) for 828 learners.



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High School Learner
Academic Support and Mentorship

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Topic One:

Catch-up programme - before and after-school academic support

Background

Contemporary thinking (based on current research, evidence from a variety of education remediation strategies and observations of teaching practice) shows that initiatives intended to bring about improved learner attainment require a multi-faceted approach. These may include a focus on learning skills, motivation, academic support, provision of resources, teacher professional development, amongst others.

Typically, initiatives that require direct engagement with learners must take place outside of normal teaching time and are commonly referred to as Out-Of-School-Time programmes.

This learning brief focuses on the lessons learned through a variety of efforts aimed at assisting learners to improve academic performance through some form of supplementary or out-of-school-time intervention. The lessons shared draw on the work done through the Inkanyezi Project by the Learner Academic Support Action Research Project implemented by Quality Projects in Education (QPiE) in selected project schools (later cascaded to the remaining schools by CASME), as well as some school-initiated programmes operating in this focus area.

If learners are going to make the best use of normal classroom teaching (...) we need to diagnose the “bugs” in the foundational knowledge and fix the foundation. (QPiE, 2015)

Foundational knowledge gaps may include:

- Foundational aspects of the topics areas which have not received sufficient emphasis and so have never been learned, or have been forgotten.
- Misconceptions, alternative conceptions and incorrect understandings of work previously covered, that have been left unchallenged in lower grades.
- An unstructured knowledge base due to a lack of connections between pieces of knowledge learned. This is a requirement for meaningful and generalizable knowledge. (QPiE, 2015)

It is in this area of knowledge “gaps” that Catch-Up Programmes place their emphasis. These are initiatives designed to identify and close foundational knowledge gaps in order to build a better basis for further learning to take place.

In order to understand current classroom teaching, a learner needs a coherent structured knowledge base of prior foundational knowledge. (QPiE, 2015)

Within the context of the Inkanyezi Project, catch-up strategies were identified as being of particular importance and formed part of the structured academic support design. However schools acknowledged the need to engage in these strategies more generally.



What we did

The Inkanyezi Project provided the resources to ensure the provision of out-of-school-time academic support in the form of extra tuition sessions. Schools across the project adopted a variety of approaches as the project allowed for this flexibility. Some utilised internal school teachers to deliver the tuition sessions whereas others opted for externally appointed tutors. As the programme entered its final cycle the approach became more prescriptive with set targets for the number and duration of sessions.

In the latter part of the programme a sub-group of schools were selected to participate in a Differentiated Academic Support Action Research Project. The results of the project have been documented extensively elsewhere. Briefly the initiative focused on piloting an alternative approach to out-of-school-time programmes based on the following principles:

- Metacognitive tools
- Generic learning skills
- Motivation
- Learners' foundational knowledge

These four pillars formed the basis of a programme designed to assist learners to become self-regulating.

In addition, at regular intervals in the project, learners had the opportunity to engage in academic and leadership events such as camps, clubs and competitions. Learners were also exposed to a Tertiary Access Programme which provided career, subject choice and tertiary access support.

All schools, to some extent, recognised the importance of addressing knowledge gaps and to varying degrees were doing this using some form of out-of-school time strategy. Two schools developed specific programmes that focused on “catching-up” new entrants into their schools.

One school introduced an orientation/initiation programme for incoming Grade 8 learners. The programme offers an intensive mathematics consolidation programme prior to the start of the academic year. The programme was developed in consultation with feeder primary schools and is implemented by the school teachers. The school invites the Grade 7 learners who are to be registered in the school the next year, to attend an orientation and mathematics consolidation programme provided over a series of Friday afternoons and Saturday morning during the last term of their primary school careers. The Secondary school then uses this time to introduce the learners to their secondary school environment and provides extra maths sessions to deal with identified gaps in their primary school learning. Apart from dealing with some learning gaps, other advantages are that the Grade 8 learners are a little more settled when the academic year starts, they are familiar with the layout of the school and the teachers have got to know them a little bit as they have already engaged with the learners.

The other targets its programme at the key junctures between the primary and high schools, but additionally focuses attention on the transition between the senior and FET phases, i.e. Grade 9 to 10. Both programmes operate throughout the academic year providing consolidation of prior mathematics content knowledge. A further innovation has been a community outreach initiative with learners engaged in peer support of younger learners as well as a ‘pay it forward’ project with a local primary school.



What did we learn?

Schools readily acknowledged the identification of knowledge gaps as a crucial area for intervention. Despite this, in many cases, tuitions sessions were used simply as an opportunity to catch up on current curriculum coverage, or re-teach rather than catching up prior knowledge gaps or misconceptions.

Schools attempted the implementation of some elements of the Learner Academic Support Programme approach. Most utilised the diagnostic tasks but found differentiating instruction to be time consuming. Whilst differentiation has its value there was generally a sense that all learners could benefit from all gap filling activities.

Even in cases where teachers or tutors expressed full support for the approach, evidence of its implementation was limited to some elements. Putting the diagnostics tasks into the hands of learners was likely to be more beneficial.

The teacher development team were aware of the challenges of effecting teacher change. Achieving the significant shifts expected of participating teachers did not come easily, more especially when it came to cascading this beyond the initial research group. More time for building “belief” in the approach was needed. Staff Development Learning Brief, Inkanyezi Project, 2016

Changing teacher and learner behaviour is not an event but a journey. It requires high levels of trust and opportunities to explore small changes in practice over time.

It was very encouraging to see schools engaging with feeder primary schools and also experimenting with moving experienced teachers to lower grades in order to tackle the issue of knowledge gaps. Some schools had successfully shifted the discourse from one preoccupied with the quality of learners coming to them from feeder schools to actively engaging to find solutions.

References

Inkanyezi Project (2016). *Staff Development Learning Brief. Proceedings of the Learner Support Programme Mini-Conference*

QPiE (2015). *Training Manual for Learner Academic Support Programme.*



Topic 2:

Psycho-social support - the role of mentorship in improving learner performance

What is mentorship?

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The **mentor** may be older or younger than the person being **mentored**, but he/she must have a certain area of expertise. A mentor is regarded as a wise and trusted counsellor or teacher.

Mentoring is a professional activity, a trusted relationship, a meaningful commitment. A mentee learns by observation and through the mentor's example. It can also be a structured, formal agreement between expert and novice co-mentors where each develops professionally through the two-way transfer of experience and perspective. Whether the relationship is deemed formal or informal, the goal of mentoring is to provide career advice as well as both professional and personal enrichment.

For us, working in schools, we define it as helping and supporting learners to manage their own learning in order to maximize their professional potential, develop their skills, improve their performance, and become the person they want to be.

The principles of mentoring

- **Strive for mutual benefits:** The relationship should be defined from the beginning as mutually beneficial. Each participant commits to the relationship by choice. Participants should openly share their goals for the relationship and work collaboratively to help achieve them.
- **Agree on confidentiality:** Maintaining an environment of confidentiality is a critical component in building trust between the participants. Without a mutually understood ability to speak freely as the situation warrants, the relationship is unlikely to reach its full potential.
- **Commit to honesty:** The participants should be willing to candidly share what they expect to gain from the relationship and their vision for getting there. Be prepared to offer frank feedback as appropriate, even if the feedback is critical.
- **Listen and learn:** Mutual benefit and honesty can only be achieved when both members feel their viewpoints are heard and respected. Mentors, especially, need to remember that the relationship is not primarily about them. Co-mentors should not be intimidated or made to feel their views are not valued.
- **Build a working partnership:** Consider structuring a working partnership that includes project consultation or active collaborations rooted in the common ground of shared professional goals. These collaborations can lead to discoveries about each participant's preferred working



style, daily obligations and professional aspirations.

- **Lead by example:** Actions create the most lasting impression.
- **Be flexible:** It might help for a mentoring relationship to have defined goals, but the process may be as important, or more so, than the goals.

Why mentoring is important

- Not having a sustained mentor throughout one's career or life means that a person has to learn things primarily through experience and observation instead of benevolent counsel. **Having a mentor offers an easier, better and more focused path.**
- Mentoring is a **win-win situation**. It helps the mentee become more proficient at his/her tasks, it is good for the mentor to give back by sharing wisdom, and it helps by developing the well-rounded, knowledgeable professionals we strive to be and create.

The skills required of a mentor

- Be a good listener.
- Be open-minded, flexible, and willing to get to know and understand other people's backgrounds.
- Be warm and compassionate. This will invite learners to come to you.
- Be observant.
- Be a caregiver that is able to give supervision and can be held accountable.
- Be an effective communicator.
- Be non-judgmental.
- Be efficient in managing your time, keep your administration up-to-date and have good organisational skills.

The role of a mentor

- Ensure that learners are equipped with books, uniforms and stationery.
- Identify problems early.
- Provide emotional safety and support.
- Display your own vulnerability and be open to self-learning.
- Settle learners and put them at ease.
- Offer orientation to familiarise learners with the processes, routines and rules of the school.
- Establish trust.
- Lend an ear and be an active listener.
- Help learners engage with this new opportunity by building trust and creating a support base.
- Protect and assist.
- Help to set realistic goals, cope with disappointment, and devise step-by-step processes to realise goals.



Lessons from experience

- Be sensitive to gender issues. A team approach can help to support and resolve problematic or sensitive areas. For example, a boarding team plays a vital role.
- Work with peer mentors.
- Allow the individual to bond with different mentors.
- Be sensitive in dealing with different learners who have had varied experiences of dialogue.
- Do not take responsibility at an emotional level and don't take the family dynamic away from the learner. Rather give them the skills to cope with their own circumstances.
- Know your limitations in dealing with confidential issues like trauma. If you are unable to provide the required support, refer the learner or consult with a specialist. Know when to hand over to the professionals.
- Interact with and establish a relationship with the parents by meeting or talking to them over the phone at least once a term. Use their mother tongue if this is necessary.
- Be sensitive in your support to boarders by teaching them life and practical skills like opening bank accounts.
- Keep formal and informal track of mentoring through record-keeping, grids, simple questionnaires, worksheets, and self-evaluation formats for learners detailing ratings and reflections on goal-setting.
- Enable mentoring across grades.



Topic 3:

Providing career guidance and tertiary access support to high school learners

Tertiary Access Support Resources

This resource pack was compiled to assist teachers and learners wishing to pursue post-school studies in navigating that process. While it does not aim to be a comprehensive guide, it provides some valuable tools and guidelines that will guide learners through the process of application for studies and funding. Learners can also use the database of bursaries available in 2016 as a tool to source funding options in their anticipated field of study.

Below is an outline of the tools and resources contained in the pack:

1. Tips: Applying for Admission and Funding

- A resource detailing the application guidelines and support documentation required when applying for tertiary access and funding.
- A set of guidelines to clarify the different types of funding available.

2. Suggested Structure for a Motivational Letter

- A structured format for writing an effective motivation letter to support a bursary or funding application that meets requirements and allows learners to do so on their own. A well-written motivation letter can greatly benefit a learner when applications are considered.

3. How to Fund your Studies

- A tool with detailed descriptions of the types of funding and options available to learners.

4. South African Bursaries 2016

- A database of bursaries available in South Africa in 2016, listed under the fields of study offered at tertiary institutions. Learners can identify bursaries offered by private companies, provincial and local government departments.

5. National Benchmark Test (NBT)

- NBT School Pamphlet: A comprehensive pamphlet addressing common questions asked by learners and parents.
- NBT Interpreting the Results: A resource that helps learners and parents understand how the NBT determines or measures academic readiness. It explains in detail the meaning or scoring of learners under the categories of proficient, intermediate and basic.
- NBT Test Day Checklist: A planning list for learners who have registered and will be writing the NBT. It provides information on the starting time, what you will need and what you may not use on the test day.



The Tertiary Access Support Project

What is the Tertiary Access Support Project?

The Tertiary Access Support Project aims to support learners to get admitted to tertiary institutions and obtain funding to pay for their tertiary studies by providing them with personal insight and access to information and support during the application process.

Why is the project important?

The Tertiary Access Support Project was developed for a number of reasons:

- **Admission criteria and the application process** for tertiary institutions can be daunting and pose a real challenge to learners.
- Disadvantaged learners receive **very little support or guidance** to apply for tertiary studies and funding, leaving them to fend for themselves. Even talented learners often give up and don't pursue tertiary studies.
- Learners get **limited personal career guidance**, resulting in unsuitable choices of tertiary courses.
- Learners' knowledge of the **world of work and qualifications** associated with specific careers is very limited. They are also uninformed about funding options for tertiary studies.
- Learners find it difficult to **source application forms and prospectuses** from tertiary institutions.
- Learners from disadvantaged communities often cannot afford the **application cost and National Benchmark Test (NBT) fees**.
- Learners need guidance when **considering alternative qualifications** if their application of choice was not successful.
- Large **dropout and failure rates in the first year** pose the biggest challenge to learners who do manage to obtain tertiary admission. Very often this is as a result of being ill-prepared for the transition from a (rural) school environment to an urban campus environment.

How does the project work?

A number of key elements support learners to obtain access and funding for tertiary studies. These include providing them with personal insight to make informed choices about options suitable to their own profiles, exposing them to information on the world of work and qualifications they can study towards, supporting them through the application process, and preparing them for the transition from school to tertiary environments.

When learners apply for tertiary studies and selection for specific programmes, their final Grade 11 results are the first marks considered by tertiary institutions. In TEN's experience, conducting personal profile career guidance evaluations with learners in Grade 11 not only provides them with personal insight, but also assists them in setting the goals they need to work towards. This directly impacts on their focus (and commitment) to obtain the best possible final Grade 11 results.

Furthermore, if career guidance evaluations are conducted in Grade 11, learners are able to apply for bursaries within application deadlines at the beginning of the year. The same applies to the submission of applications to faculties like medicine, where application deadlines are generally also in the first half of the year.



Tertiary institutions receive thousands of applications and disregard incomplete applications or applications that are not accompanied by the required supporting documentation. The Tertiary Access Project therefore obtains application forms on behalf of learners, guides them in the comprehensive completion of forms, ensures that all the supporting documents are included, and submits the applications on behalf of learners.

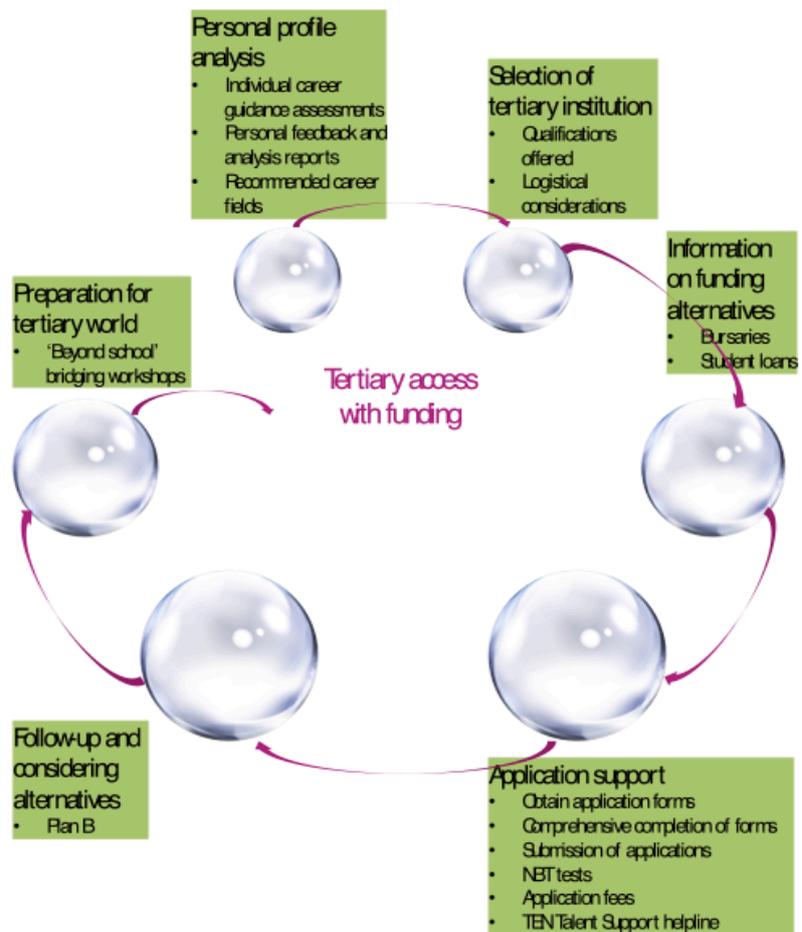
In reality, most rural and disadvantaged learners find it difficult to pay the required application fees and the National Benchmark Test fees. Where possible, TEN pays at least one application fee and National Benchmark Test fee for learners to enable them to apply to tertiary institutions.

Learners are often not geared to consider alternatives to reach their goals. The programme therefore supports them in looking at other courses when applications are unsuccessful or when they don't meet the admission requirements for specific qualifications. The Tertiary Access Project supports learners from a strategic point of view to consider a number of options, including a stepping stone approach of entering tertiary studies via a similar qualification and then converting to their first choice at a later stage.

Learners also struggle to obtain and understand information on funding alternatives for tertiary studies. The programme simplifies the options for learners and guides them when applying for relevant and suitable options that are linked to the qualifications they are interested in.

The project presents learners with a 'Beyond School' life skills bridging programme which prepares them for the transition from school to tertiary environments and enhances their chances of success in especially their first year of studies. This offers learners valuable information on the functioning of tertiary institutions, the differences between school and tertiary environments, and how to prepare for key areas that will play a definitive role in their first year of tertiary studies.

A graphic display of the support process::



Activities and timing of activities

The project process, commencing in Grade 10 and continuing through Grades 11 and 12 into students' first year of tertiary studies, can be summarised as follows:

- **Grade 10**

- Introduce learners to the Tertiary Access Project activities, **creating awareness** of the world of work and tertiary qualifications, as well as admission criteria.

- **Grade 11**

- Conduct individual career guidance evaluations (**Personal Profile Assessments**).

- **Grade 12**

- Present career guidance **feedback and personal reports** to learners.
- Identify suitable **tertiary institutions** to apply to.
- Complete and submit **applications to tertiary institutions**.
- Complete and submit **applications for bursaries** and other funding.
- Learners attend the **Beyond School** life skills bridging workshop.
- **Monitor** admissions and funding applications and investigate alternative routes where first choice applications are unsuccessful.
- Continue the **support process** into students' first year of studies to ensure admission and funding for tertiary studies are in place. This often carries on well into the year as and when students encounter challenges.
- Provide guidance and advice to learners throughout the process through TEN's **TAP helpline and personnel**.
- Encourage learners to like the **Zenex Foundation Alumni Facebook page** so that they receive valuable information posted on their newsfeeds.

What is required of learners?

In order for TEN Talent Support to assist learners effectively they are requested to agree to:

- **attend** all scheduled programme activities
- **complete all tasks** as requested
- ensure that all and the correct number of copies of supporting documents are provided and that all documentation is certified
- **keep TEN informed** on the status of their university and bursary applications and any challenges encountered in the application process if institutions communicate directly with them
- inform TEN of any **change** of residential address, postal address, contact telephone numbers or email address
- **submit the following documentation:**
 - completed learner personal detail form
 - signed power of attorney form
 - four certified copies of ID document
 - four certified copies of the final Gr 11 report
 - four certified copies of the parent/guardian's pay slip
 - four ID photos.



Learners sign an agreement in which they undertake to abide by the project requirements.

What is required of parents/guardians?

- **Proof of income:** Especially as far as applications for funding are concerned, certain information is required from parents/guardians. Student loans can either be applied for at NSFAS or commercial institutions, based on the family income, so proof of income is an essential requirement from these institutions.
- **Signed power of attorney form:** At times, bursaries become available with very short submission periods and TEN completes and submits applications on behalf of learners. The same applies to applications for alternative courses where learners were not accepted in their first choice of course. To be able to do this, TEN needs parents to consent to this process by signing a power of attorney form.
- **Support of the process:** Encourage learners to comply with all requests and attend all support activities.
- **Be open to the guidance provided by the personal profile assessments:** We often encounter situations where parents influence their children to pursue certain directions. These may not align with a child's aptitude, ability or interest, increasing the risk of failure at tertiary level.
- **In the best interest of your child, bridge traditional values with the contemporary world:** In certain areas especially girls may experience tension between traditional expectations of women and their own dreams and potential to obtain professional qualifications. Staunch family values can complicate decisions for such learners.

How schools, mentors/counsellors can support the process and their learners

- Encourage attendance of the Tertiary Access Project activities.
- Be a communication link between TEN Talent Support and learners. Learners sometimes change contact numbers without informing us or do not respond with the required urgency. It will be of value if we can communicate with counsellors to mobilise learners into the required action.
- Assist with faxing or emailing documents where learners battle to access such facilities.

What lessons did we learn?

- Individual Career Guidance Evaluation Assessments are extremely valuable. The detailed personality profile reports identify learners' strengths, weaknesses and key personality characteristics and can be used as a guideline to establish recommended career fields.
- Good academic results at Grade 11 level is essential to opening up a range of tertiary possibilities. Tertiary institutions use Grade 11 final results as the primary criterion when considering applications.
- Submission of all supporting documents early in learners' Grade 12 year assists in reducing late submission of important documents that are required to accompany applications.

Communications with learners using various media, for example WhatsApp and emails, improve turnaround time in obtaining information and updates needed in the application process.



What worked and what did not work?

What worked	What did not work
<p>Providing learners with career options that suited their personal profiles has given them more confidence in making informed career choices.</p>	<p>Asking learners to provide us with a career choice that they wanted to pursue. Most were focused on traditional qualifications or were told which careers to pursue by either parents, family or friends.</p>
<p>Conducting three separate workshops during their Grade 12 year allowed for information to be provided in digestible quantities, rather than flooding learners with excessive information that they then battle to absorb.</p>	<p>Providing learners with an abundance of information in a single workshop day.</p>
<p>Processing tertiary applications for learners at a variety of institutions proved to achieve more successful results as opposed to applying to few institutions.</p>	<p>Allowing learners to complete their own tertiary applications.</p>
<p>Using a Career Guidance Evaluation product that delivers a 99,9% level of accuracy and provides each learner with a personal Career Evaluation Report.</p>	<p>Using only an interest-based product that provides a vague career guidance report.</p>





TIPS WHEN APPLYING FOR ADMISSION & FUNDING

The information set out below will be of value to you when completing and submitting applications to tertiary institutions and for funding for further studies:

1. GENERAL ISSUES APPLICABLE ACROSS INSTITUTIONS

1.1 Copies to attach

Check that you have **GOOD QUALITY** copies of your Gr 11 results and your ID document (not too light or dark and all writing must be easily legible) for certification. Make sure that a person who is allowed to do the certification of your documents. Stamps or signatures of the Commissioner of Oaths must not cover important sections of your documents like your marks, personal details or the logo of the institution. Make a number of copies and get them all certified at the same time so that you have them ready for application for admission and funding.

1.2 Apply at more than one institution

The biggest mistake you can make is to apply for admission to only your first choice of institution OR to only one institution for funding. Make **SURE** that you apply at more than just one institution for admission as well as to more than one institution for funding your studies. **AND APPLY NOW!! KE NAKO!!** Some faculties (such as medicine) close already in April/May this year, for applicants for next year. Even if you feel your Gr 11 results are not that great, don't wait until after the final exam – that will be way too late. This way you will keep your **options open** and get a foot in the door, which is extremely important.

1.3 Take great care with completing the application forms

Forms that are not correctly completed will be **chucked into the bin!** Be careful and read the instructions with great care and complete every section. If you are unsure what to fill in, ask for help. Check that you do not leave important information out and that your forms are neat – use **BLACK INK**. It is also very important that you keep copies of everything that you submit to each institution. Make notes of when documents were posted if you decided to go the snail mail route. Otherwise keep your faxes safe and save your emails if you decided to go the on-line route.

1.4 REMEMBER: There are different application processes involved when entering the tertiary level of studies:

- Application for admission to an institution
- Application for funding
- Application for accommodation (if you decide to stay in the institution's residence).

You have to send in forms applying for **ADMISSION AS WELL AS FOR FUNDING** for **ALL** your choices. For each of the above there are forms involved and you need to take care of them, keep track of them and keep copies of them **SAFELY TOGETHER IN ONE PLACE**.

1.5 Send complete document packs

When applying to a university, a **NON-REFUNDABLE** application fee (more on that later on) must be paid and you need to send proof of this payment to the institution. Include your receipt with your application form and certified personal documents. Remember to keep a copy for your own records as proof of such payment.



Suggested Structure for a Motivational Letter

As with any good essay aimed at achieving **ACTION** by the receiver, and based on what we have experienced so far, we suggest that you follow the following structure to write your motivational letter:

- Stick to a maximum of two typed pages. If it is hand-written, it may be a bit longer. If you make it too long, it will not be read!
- Give your letter a title, for example, N M Nkosi – Motivation for funding request.
 - **Paragraph 1:** Provide your name and surname and state which school you are attending. Include the fact that you received Zenex Foundation support at school and state since when you were supported. Mention the effect this support has had on your schooling so far.
 - **Paragraph 2:** State which career you want to follow and why. If your second and third choices fall within the same career field, you can mention these as well.

If you are interested in careers in different fields, just state that you would like to develop yourself further at tertiary level, etc. (If this is a general reference to your desire to do so, the essay can be used to apply at different funding institutions.)

- **Paragraph 3:** Mention the reasons why you need assistance with funding for your tertiary studies. Do not tell a long story. Keep it heartfelt. For example: My mother is a domestic worker and earns ... per month. With this income she has to ... She has supported me and my siblings ...

(Remember that to qualify for a NSFAS loan the combined income in the family cannot exceed R120 000.00 per annum and also take into account that your marks are the best indicator for an organisation to grant you a bursary/funding.)

- **Paragraph 4:** State your school achievements from the most recent to the oldest, i.e. start with Gr 12 going back to Gr 10 (if your list is long) or Gr 8 (if your list is not so long). You may use an introductory sentence and then list the achievements with bullet points as it makes it easy to read. Include extramural achievements as well.
 - **Paragraph 5:** This is your conclusion. Make it general and mention that you are dedicated and passionate about education and explain how the funding will make a difference, not only in your own life, but also the lives of others. Do not make promises as they can be difficult to keep. Rather emphasise your desire and focus for self-development.
- Ensure that you do not mix up your main points in one paragraph. Stick to the same main idea.
 - Edit your own essay in detail. If you are working on a computer, remember that the spell-check facility is American, so you should correct program to programme and behavior to behaviour, etc. If you are uncertain, consult a good dictionary.
 - Ask a parent or friend to read through your essay and correct grammar and spelling mistakes.
 - Rewrite your essay in a final format. If you can, type it. Ensure that the file name contains your own name. Then scan the Word document into a PDF format and email the Word as well as the PDF versions to TEN.

Very important: Do not be tempted to ask a teacher or adult who is exceptionally proficient in English to write certain sections for you. It is easy to pick up where style changes occur and this will reflect negatively on your integrity. It is better to submit a letter with less serious mistakes that is sincere in tone and describes your desire and focus.



How to Fund Your Studies

There are a various options available to you to finance or fund your studies as a student, including bursaries, scholarships, student loans or self-funding. These options are described below:

Option 1: The National Student Financial Aid Scheme (NSFAS)

The National Student Financial Aid Scheme, funded by the Department of Education for various subject categories, provides study loans to students. Preference is given to students with good academic results and in need of financial assistance to further their studies. The scheme does not cover funding at private institutions.

Option 2: External bursaries and scholarships

Companies offer bursaries to potential students that have excellent results but don't have the funds to finance their studies, provided that the student maintains good results. Bursaries can be awarded on a contractual basis between the student and the company.

Trusts and organisations award scholarships to outstanding students with excellent academic results.

Option 3: Internal bursaries and scholarships

Companies can offer bursaries or scholarships to students who are employed by the company but want to study part-time. Bursaries can be awarded on a contractual basis between the student and the company.

Option 4: Tertiary institution financial aid

Many tertiary institutions provide finance to their students who have passed previous subjects. If their results are excellent, they institution offers them a bursary.

Option 5: Student loans

The larger banks offer student loans to students at government and private education institutions. A parent or caregiver usually have to sign surety for the loan and the student must be registered at the specific institution.

Option 6: Personal loans

A personal loan is credit from an authorised and registered credit provider where a student can apply for a short- or long-term loan. A student can utilise the funds to pay for his/her educational needs like textbooks or education fees.

Option 7: Self-funding

The student pays for his/her own studies, either part- or full-time, by working part-time while paying for studies or by borrowing funds from family members.

National Benchmark Test Day Checklist

- Get a good nights' sleep and ensure that your travel plans are confirmed. You must check in at 7:30.
- At check-in, you will receive an answer sheet with your name and ID number printed on the back.
- Once you are seated inside the test room, carefully check the printed name.
- The chief invigilator will give you instructions on how to make corrections.
- Show your official ID to an invigilator before the test begins.
- Place your ID next to the answer sheet, along with your pencils and eraser. Put everything else on the floor.



Now you can close your eyes, relax and prepare your mind, while you wait for the session to begin. Note that bathroom breaks are not allowed. Plan ahead and remember that the writing session is three hours long.

Test day checklist	
You will need	You may not use the following
<ul style="list-style-type: none"> to have paid test fees check in at 7:30 AM South African ID book or passport sharpened pencils (2) and eraser lunch and water 	<ul style="list-style-type: none"> calculator ruler dictionary scrap paper notebooks smart phone, iPad, tab



Scores are reported as percentages. These are the Benchmark Levels for Degree study:

Performance Levels	Academic Literacy		Quantitative Literacy		Mathematics	
	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum
Proficient	100	64	100	70	100	68
Intermediate	63	38	69	38	67	35
Basic	37	0	37	0	34	0

1

If your score places you in the "Proficient" category, this means that you will be able to cope with the demands of tertiary study programmes without the need for extra academic support.

2

If you are placed in the "Intermediate" category, it is expected that you will face challenges in your academic performance in university and would need academic support.

3

If you are placed in the "Basic" category you are deemed to be unprepared for tertiary study.

<http://www.nbt.ac.za/content/benchmark-levels>



Interpreting the results of the National Benchmark Test

Test benchmarks for degree study

100%	
Proficient	Performance in domain areas suggests that academic performance will not be adversely affected. If admitted, the student should be placed on regular programmes of study.
Intermediate	Challenges in domain areas identified predicts that academic progress will be affected. If admitted, the students' educational needs should be met in a way deemed appropriate by the institution (e.g. extended or augmented programmes, special skills provision).
Basic	Serious learning challenges identified predicts that the student will not cope with degree-level study without extensive and long-term support, perhaps best provided through bridging programmes or further education and training (FET) colleges. Institutions registering a student performing at this level would need to provide such support.
0%	

South Africa Bursaries 2016

What is a bursary?

Bursaries are monetary awards provided by organisations to people who are unable to fully fund their studies. In exchange for a bursary, the individual is generally employed at the organisation for the equal amount of time as the bursary.

Who can apply for a bursary?

To be awarded a bursary, parents are generally required to complete an application form, providing details of their financial situation, followed by documentary evidence and proof of any capital assets.

There are 2 variations of bursaries, provided by organisations and study institutions:

- 1) A means-tested bursary which evaluates whether an applicant or their family is allowed to receive government assistance. This bursary type is available for students of parents who earn below an annual threshold amount.
- 2) Scholarship/ Prize – this bursary type is performance-based and is usually awarded to students who receive high results in their exams prior to college/ university entrance. These bursaries are mainly awarded by the study institution/ by organisations.

How do I apply for a bursary?

Applying for a bursary is an easy 3 step process:

- 1) Scroll down and find the faculty within which you will be studying and select the bursary you would like to apply for.



- 2) Read the bursary requirements and see if you qualify.
- 3) If you meet the bursary requirements, apply for the bursary by either downloading the application form or visiting the link provided. If you are still unsure, please contact the bursary provider via the provided contact details.

Agriculture & Environmental Science

- Potatoes South Africa Bursary Scheme
- THE DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES BURSARY AWARDS FOR 2016
- Sugar Industries Trust Fund Bursary (Agricultural College)
- The South African Agricultural Union
- SA Society for Crop Production (Undergraduate Bursary)
- Industrial Development Corporation (Commercial Sciences)
- REAP (Rural education access program) Bursary
- NEET (National Economic Education Trust Fund)
- Bursary opportunity by South African association of women graduates (SAAWG)
- DIPLOMAS / UNDERGRADUATE DEGREES (INCLUDING HONOURS) (FET Colleges, University and Universities of Technology)
- Agricultural Research Council (ARC)
- de Beers Ltd Bursary
- Department of Agriculture, Forestry and Fisheries Bursary
- Hubert H Humphrey Bursary
- Mondi (BSc Forestry) Bursary
- Mondi (National Diploma Forestry) Bursary
- SA Society for Crop Production (Undergraduate Bursary)
- Sappi Bursary Scheme

Teaching & Education

- Ikapa Elihlumayo Financial Aid Plan (FET) Bursary
- Access Trust (FET College Bursaries)
- Funza Lushaka Bursary Programme (DoE)
- ETDP SETA Education Bursary (Matric)
- ISASA (Merit Bursary for Teaching)
- SA Institute of Race Relations (SAIRR) (Ed) Bursary

Engineering & Built Environment General

- Anglo Operations Ltd Bridging Programme Bursary
- Arcelor Mittal (Engineering) Bursary
- Anglo Platinum Bursary (Accounting, Engineering and Mining)
- CSIR (CS) Bursary
- Industrial Development Corporation (Engineering) Bursary
- Impala Platinum Bursary
- Goldfields Bursary Scheme



- Aveng Grinaker-LTA Ltd (Engineering / Building Science / Accounting) Bursary
- Group Five Academy Bursary
- Kantey and Templer Bursary Scheme
- MerSETA Bursary
- Mineral Qualifications Authority (MQA) Bursary
- Mintek (Undergraduate Bursary)
- Municipal Infrastructure Support (MISA) Programme Bursary
- Murray & Roberts Bursary (Undergraduate)
- NEET (National Economic Education Trust Fund) Bursary (Engineering)
- Richards Bay Minerals (Graduate Program) Bursary
- SEIFSA Bursary
- Municipal Infrastructure Support (MISA) Programme Bursary

Performing Arts – Dance, Drama & Music

- FAK Music Bursary
- SAMRO Bursary (Music Performance Study)
- SAMRO Bursary (General Music Study)
- SAMRO Bursary (Music Technology Study or Music Business Study)
- Grahamstown Foundation Scholarships – WJB Slater Scholarship Post-graduate Bursary
- SAMRO Music Awards (Composition Study) Bursary
- SAMRO (Music Education Study or Community Music Study)

Visual Arts

- Arcelor Mittal Bursary for Artisans
- Australian National University (ANU) Scholarship
- National Arts Council of SA (Undergraduate) Bursary

Accounting, Auditing & Taxation

- Auditor General South Africa Bursary (AGSA)
- KPMG Auditing Bursary Opportunity
- BDO Accounting and Auditing Bursary
- CA Bursary – Deloitte & Touche (for undergraduates)
- CA Bursary – Ernst and Young
- CA Bursary – Fisher Hoffman
- Deloitte and Touche (TrAX – Tax Graduate Programme) Bursary
- KPMG (CA Bursary – Financial Need)
- Moore Stephens (Undergraduates) Bursary
- MTN Accounting Bursary (Graduate Development Programme)
- National Treasury (Bursary Scheme)
- National National Treasury (Chartered Accountants Academy)
- Old Mutual Accounting Bursary (Matrics)
- Sasol (Graduate Development Programme for CA's)



Business Management

- Anglo American Head Office – SA BCom or Business Science
- Anglo Coal – BCom or Business Science Bursary
- CIDA City Campus Scholarship – Bachelor of Business Administration

Commerce General

- Allan Gray Fellowship Programme
- AVI Degree Bursary for Comm and Eng (Study Trust)
- City of Johannesburg
- Coronation Fund Bursary
- FNB Bursary (Study Trust)

Human Resources & Public Administration

- Eskom Bursary

Marketing & Retail

- Barloworld Educational Trust (Eng)
- Primedia Foundation (Undergraduates) Bursary

Disabled

- Epilepsy SA Bursary
- Department of Labour Bursaries for the Disabled (NSFAS)
- SACTWU Bursary Scheme

Architecture, Planning & Geomatics

- Anglo American Bursaries – for 2nd and 3rd years
- Department of Public Works, Roads and Transport (Part-time) Bursary
- Department of Transport and Public Works (Full-time) Bursary

Chemical Engineering

- Afrox Bursary
- de Beers Engineering Bursary: Mining, Electrical (Heavy Current), Chemical, Metallurgical
- Gold Fields Mining Services Limited Bursary
- Glencore Bursary

Civil Engineering

- Aveng Bursary
- Aurecon South Africa Bursary- BSc Civil / Elec / Mech Eng
- Basil Read Bursary (Civil Engineering)
- Bigen Africa Services Bursary
- BKS (Pty) Ltd Group Bursary Fund
- Civil Engineering Education, Training & Development Foundation (CEET&DF) Bursary
- Civil Engineering Industry Training Scheme Bursary (CEITS)
- Jones and Wagener Bursary Scheme

Construction & Quantity Surveying



Arup (Pty) Ltd Bursary
 Basil Read Bursary (Building / Construction)
 CP de Leeuw Bursary
 Free State Education Department Bursary
 Gauteng Housing Department Bursary
 Hillary Construction Bursary
 Power Group Bursary

Electrical Engineering

- Accenture Education Trust Bursary (2nd to 4th year)
- Anglo Gold (University of Technology only) Bursary – Mining, Electrical and Mechanical Engineering
- AVI FET Bursary Eng
- Exxaro Mining Bursary
- Institution of Certificated Mechanical and Electrical Engineers SA Bursaries (ICMEESA)
- Peermont Education Trust Bursary (Residents of Ekurhuleni only)

Industrial & Mechanical Engineering

- Anglo Base Metals Bursary- (Northern Cape residents only) – Anglo American
- Anglo Base Scorpion Bursary – (Namibian citizens only)
- Anglo Gold Ashanti (University of Technology only) Bursary – Mining, Electrical and Mechanical Engineering
- Anglo Platinum Bursary (Practical Programme for Ventilation and Mine Surveying)
- AVI Diploma Bursary Eng and Food Technology
- Sasol Bursary (University of Technology)

General

- AAUW Scholarship
- African Scholars’ Fund (FET College)
- Abe Bailey Travel Bursary
- Athlone Institute Bursary Project Fund Cape Town
- British American Tobacco SA Bursary
- CETA Bursary Programme
- Gauteng City Region Academy (GCRA) (FET College) Bursary
- Georg Forster Research Award Bursary
- Monash (Undergraduate Scholarship)
- NEET (National Economic Education Trust Fund) Bursary
- Pan Africa Bursary Programme
- Peregrine-Citadel Bursary (Study Trust)
- PPS Chairman’s Fund – Bursary Fund
- PricewaterhouseCoopers Bursary
- Rand Merchant Bank (Graduate Development Programme) Bursary
- REAP Bursary



- SAA Cadet Pilot Training Bursary

Human Biology

- Bob Blundell Memorial Scholarship

Health Science General

- Department of Health Bursary KwaZulu-Natal
- Department of Health Gauteng Bursary
- Department of Health Limpopo Bursary / Scholarship
- Department of Health Western Cape Bursary
- Jeanette Goldman Trust Bursary

Medicine

- BG Heydenrych Bursary
- Bodene Bursaries – Chappie Black Trust
- Bodene Bursaries – Hendrik Vrouwes Scholarship
- Foundation for Pharmaceutical Education Bursary
- Dr McIntosh Trust Bursary
- Hosken Consolidated Investments Foundation Bursary
- KwaZulu-Natal Department of Health Bursary (Medicine)
- Medirite Bursaries
- Myrtle L Aron Bursary
- SA Institute of Race Relations (SAIRR) (Med) Bursary

Law

- Webber Wentzel Law Bursary
- Attorneys Fidelity Fund Bursary
- Cliffe Dekker Hofmeyr (Graduates) Bursary
- Cliffe Dekker Hofmeyr (Tim Mills Memorial Bursary)
- Cliffe Dekker Hofmeyr Bursary (Undergraduates)
- SA Institute of Race Relations (SAIRR) (Law) Bursary

Postgrad

- Science Engineering & Technology – National Research Foundation (NRF) – NRF – Free-Standing Bursaries Local Honours
- Free-Standing Prestigious Awards: Local Master's and Doctoral Bursary
- NRF – Free-Standing Prestigious Awards: Abroad Doctoral Bursary
- NRF – Prestigious Awards: Local Postdoctoral Bursary
- Adelaide Scholarships International (ASI) – University of Adelaide
- SAMRO – Postgraduate Bursaries for Indigenous African Music
- First Rand Trust (Graduate Development Programme) Bursary
- Ernest Oppenheimer Memorial Trust Fund (Support for Local Postgraduates) Bursary
- Mandela Rhodes Foundation Bursary



- Mintek (Postgraduate Bursary)
- Moore Stephens (Graduate Development) Bursary
- National Arts Council of SA (Post-graduate) Bursary
- National Research Foundation Scholarships
- Norah Taylor Bursary (SACEE)
- Palaborwa Mining Company Ltd Bursary
- PricewaterhouseCoopers (Graduate Development) Bursary
- SAAWG (Female Awards for Postgraduate) Bursary
- Sanlam Graduate Development Programme
- Sasol Bursary (Post Graduate)

Computer Science

- Barloworld Educational Trust Bursary (Comp Sc)
- Gauteng City Region Academy (GCRA) Bursary
- Oxford Graduate Scholarships

Physics & Chemistry

- Anglo American Thermal Coal Bursary – Anglo American
- Bodene Bursaries
- Engen Bursary
- Pretoria Portland Cement Bursary Scheme (Member Barlows)
- Richards Bay Minerals Bursaries

Social Science

- Heritage Related Studies Bursary
- Evangelical Lutheran Church Bursary
- Grahamstown Foundation Scholarships – Gerald Wright Scholarship
- Japanese Government Scholarship (Undergraduate Students) Bursary
- SA Institute of Race Relations (SAIRR) (Soc) Bursary

Mathematics & Actuarial Science

- Industrial Development Corporation (Commercial Sciences) Bursary
- KPMG Bursary (Graduate Development)
- Liberty Group Limited (Actuarial Bursary)
- Liberty Group Limited (Graduate Development)
- Metropolitan Actuarial Bursary
- Old Mutual Actuarial Bursary (for Matrics)



