

# HOW TO START A TUTORING PROGRAMME

By the end of this section you will have:

- Been introduced to the core components of a tutoring programme; venue, learners, volunteers and stakeholders
- Identified what you already have in place and what the 'next steps' are for setting up your programme
- Ideas around best practice for establishing your programme

# Secure a Venue

In a 2012 evaluation of the IkamvaYouth programme Servaas de Berg identified the provision of space as a central component contributing to the success of the programme.

*“In the academic literature on schooling in South Africa, one of the key problems facing children from poorer backgrounds is that they lack a second site of knowledge acquisition or learning. Children from middle-class backgrounds will regularly do homework (or reading) at home, which is supervised by parents or siblings. By contrast, children from poorer households are faced with the double disadvantage of not having a second site of learning, but also not having an adequate first site of knowledge acquisition (school) since the quality of tuition at these institutions is so low. Using this framework, [a tutoring programme] can be seen as a second site of knowledge acquisition where students can regularly meet in a friendly environment to practice what they have learned”* **Servaas de Berg, Against the Odds: An Evaluation of the IkamvaYouth Programme.**

As a tutoring programme provider you are playing a huge role in creating a much needed second site of learning - a safe space for young people to gather after-school. Creating an effective space begins with finding the right venue.

What does an ideal venue look like?

Where would it be located?

How big would it be?



It is best if you can find a venue situated close to a school. This will increase your attendance dramatically and build the relationship with the principals and school staff. It helps to choose an accessible venue that learners are familiar with: schools, libraries, community centres and churches are all appropriate venues.

These venues are often availed free of charge. Negotiating free space will dramatically reduce your costs. It can be difficult to negotiate free space but consider the service that you offer as payment. Libraries often have to meet certain footfall targets so you offering to bring more people into the library can work for them.

If you can find a venue within 20-30km of a university or college campus this will give you a larger pool of volunteer tutors to draw from and will build the relationship with the university. This will be useful for availing space, resources, expertise and opportunities for your programme.

It doesn't really matter what the space looks like but it should be neat and tidy, have tables and chairs and be big enough to fit everyone in. Bear in mind that it should allow people to work in small groups of 5-10 without feeling cramped. It helps if you can make the space bright and uplifting so that learners are inspired to be in the space and are motivated to attend.

If you are hoping to acquire assets such as computers, you should consider the security of the venue. Most venues will require a written agreement around your security protocols, insurance and how you will ensure the safety of your learners, the other people using the space, and your computers.

It is also important to think about safety and security in the surrounding areas. Learners will be leaving the venue late in the afternoon every day and particularly in winter, when it becomes dark earlier, which could pose safety issues. Being aware of any safety issues and identifying what exists in the way of security must be taken before choosing a venue. Identify the risks in your venue and surrounds and develop a safety procedure document that is designed and explained to everyone so that when something happens everyone knows what to do. This includes where learners and tutors need to go if there is a medical emergency.

**Templates/Resources: Security agreement and Safety procedure document**

## Identifying and negotiating

The first step to securing the venue is getting in the door – building the relationship with the venue owner/manager and providing them with the necessary information.

Find out who is in charge of the venue; is it a private or public venue, is there someone in charge, can you get their full name and contact number?



Make the call! Arrange to meet the person in charge so that you can present yourself and your need



When you meet take a letter of request on letterhead with you. Include a description of your programme, which days, what time, and from which date to when you want your programme to run at the venue - if you look serious they are likely to take you seriously!



Follow up with a call and another meeting to confirm the venue.

## Securing the Venue

Once you have decided that the venue is perfect for you it is important to put in place an agreement to secure it for a longer period of time. It can be very disruptive for learners to chop and change from venue to venue. Aim for a 1 year minimum agreement but the longer the better.

Speak with the centre manager and ask about the possibility of a long-term agreement. Find out what they require to make a formal agreement with you to avail the space.



Draw up a Memorandum of Understanding (MOU). This is a legally binding document outlining the conditions under which you can use the space. Each MOU will be different depending on your needs and the venue itself



Submit the MOU to the venue. Be patient as this process is quite lengthy and can take a long time as various people need to review it and give their input. Once it has been signed it gives you and your learners the assurance that you have a space to run your tutoring programme.

### Tip

Your MOU must be as specific as possible.

Don't let anything be vague or open to interpretation.

Don't forget to include clauses about opening up for holidays and availability of space during exam times.

It is also important to have terms of renewal clearly stated so that the agreement is easy to extend and you don't have to start again every year or if the staff change.

Do not be scared off by legal language – if anything is unclear ensure that you ask for clarification before signing.

**Resource: MOU Template**

## Creating an inspiring space

It is important that learners feel safe and inspired in the space. You can be creative about how to do this and it may depend on the agreement that you have with the venue as to what you are able to do. Some venues will allow you to paint the walls, put up posters, and knock down walls. Others will not allow you to do anything in the room. Check with your venue beforehand.

The following are some ideas:

- Hold a workshop with the learners to decide what posters, pictures, quotes etc. they want up on the walls. You could also have common equations, misspelled words and other learning materials.
- Get the materials needed and have a fun creative Saturday morning. This could be used as an incentive for learners who have finished their homework. Make them bright and bold!
- Turn the code of conduct/expectation contract (this will be covered under 'Engage Learners') into a fun colourful poster to remind the learners of the expectations that they have agreed upon.
- If you are allowed to paint you could approach a paint company and ask for donations. IkamvaYouth have also used a number of art students from universities and colleges who have mobilised donations and held painting workshops.

It is also important that learners are comfortable. If you are working in a venue that does not have appropriate chairs and tables you could:

- Approach corporate companies and ask them for old office furniture
- Search ads and put an ad on [Gumtree](#) for donations
- Ask the venue if they would provide matched-funding if you were able to raise half the amount for new furniture

- If they just need repairing, ask if any of your volunteers are handy carpenters who could help bang in nails and sand down splintered wood



# Establishing Supportive Relationships

The importance of relationships cannot be underestimated. Trusting positive relationships internally and externally are essential to the success and sustainability of your programme. There are three primary groups of people that are essential to involve: parents, teachers and the community.

Please see this [video](#) which outlines how important initial and on-going interactions can be.

## Parents

It is important to spend some time engaging with parents, as our branches have shown that the higher the level of parental involvement, the better the learners' attendance and, ultimately, the more likely they are to pass.

However, parents are notoriously tricky to engage. This can be for a number of reasons.

They may:

- Not understand what it is that you do
- Have conflicting responsibilities and legitimate time constraints
- Undervalue the power of education
- Have a limited view of the opportunities available to their child
- Not understand the need for their engagement

You need to determine what it is that is preventing parental engagement and then develop creative solutions to increase the level of parental involvement.

Some initial ideas to get parents engaged are:



- Hold an Open Day for parents and community generally
- Hold parents meetings each term
- Involve parents in decision-making structures
- Invite parents to get involved in branch events and activities
- Send parents SMSs about their child's attendance and progress at the end of term

## Open Day

Parents should be involved right from the start of your programme. Holding an open day is an effective way of doing this as it provides an informal chance to meet. Speak to community leaders, parents, learners, tutors in the community to get advice on strategies and guidance as to when to hold an Open Day to maximise parent attendance. Put up posters advertising your Open Day in locations that parents frequent: clinics, spaza shops, taxis and trains.

## Parents Meetings

Please watch this [video](#) about parents meetings for an overview.

A parents' meeting should be held every term to inform parents about events in the term and can be used to reiterate core aspects of the programme: times and days, % requirement, report collection, post-school placements applications processes, bursaries/scholarships/NSFAS.

It can also be used to educate parents on their rights in relation to the school. For instance, some schools will withhold a learners report if the 'donation fee' has not been paid by the parent. As the name suggests this is not a mandatory contribution and therefore the school has no right to keep the learner's report. This is actually against the law. Parents must be aware of this fact and be empowered to demand for the release of their child's report.

## Involvement in Decision-Making

Involving parents in the decision-making structures of the organisation can substantially increase their engagement, cooperation and participation. At the SPW each year invite the

parents of all the learners or just the learner representatives if you believe that too many parents will attend. You can send a letter home, follow up with a phone call, then SMS a reminder the day before.

Having parents at this workshop will enrich the discussion and provide different perspectives. It can be incredibly helpful when making decisions around times/days of tutoring and parents meetings. It is also useful to understand the realities that parents and their children are facing and the obstacles to learning. By understanding and taking into account the home/environmental contexts of your learners it will strengthen your programme as you will be able to meet their specific needs.

At the SPW you can determine which parents want to be part of the on-going Branch Committee meetings. Even having one parent representative on this committee will significantly improve the democracy of your organisation and it is hoped better and more informed decisions will be made.

### **Invite to Events**

If you are holding any event it is important to invite parents to these sessions. The talent show at Winter School and the end of year prize-giving event are key dates in the year. These give the opportunity for parents to revel in their child's success and for the learner to feel proud of their achievements. When parents and learners are able to see their improvement and are acknowledged for their participation they are more likely to continue to be involved.

### **Communicate Regularly**

Regular interaction throughout the year will reaffirm these relationships and strengthen them. SMS updates that don't need replies can help parents feel part of the programme without feeling that they have to give up their time. It shows that you value them, whether or not they are heavily involved.

One of the best ways to communicate is by focusing on the learner. All parents enjoy hearing that their child is doing well. Sending a photo or a letter home acknowledging how well the learner is doing and thanking the parent for their continued support can be hugely effective for both parental involvement and learner motivation. It also serves to highlight the value that IkamvaYouth puts on education, behaviour, and commitment. These values will then be transferred to and upheld by the parent.

## Schools

A visit to the school to schedule a meeting with the principal is key.

Acknowledge the work that the school does and recognise the challenges that they have. Pitch yourself as a remedy to one of their main challenges i.e. low learner engagement/low pass rates. Be clear if there is something specific that you want but, at this stage, it is enough to want to introduce yourself. It is rare that you will find an enthusiastic principal willing to get any more involved at this stage.

Principals listen to impact. However, one of the major grievances we have had with working with schools is that they often have the view that it is unfair to work with only a small section of their students. You must respect their view but be strong when arguing that by working with the most motivated students you are going to pull up the matric pass rate of those learners and, in turn, the school. Although it can be perceived as elitist, it is rather working with the people that want to work.

Fostering a relationship with your feeder schools gives your programme a huge advantage. It facilitates report collection, exemption from afternoon classes that can clash with your tutoring sessions, and can provide an avenue to get information to parents. In some cases when the schools are cooperative they will assist with sending out letters at important times of the year to parents. One way to get involved is to attend teacher meetings and School Governing Bodies (SGB) meetings. This can provide exposure for the organisation and a platform to explain what the programme is.

However, it is not an easy thing to do. You must establish the relationship as soon as you start operating in the area. It is important to stay in contact throughout the year and invite the principal and teachers to any events you are hosting. Explain that you want them to see their students performing, working hard etc.

Don't expect a queue around the block. If you are lucky you may get one or two keen teachers. These relationships MUST be nurtured. Do not take them for granted. Find ways to keep their interest. What do they need? How can you assist them in their jobs? What are their most pressing challenges?

Share the learners' and your programme's overall results with the school. Congratulate them on their results, and ensure that every step of the way you're affirming that these results are due to the collaborative effort and partnership.



## Community

The community encompasses parents and teachers but extends beyond the walls of schools and homes and into the wider surrounds. There are likely to be multiple programmes that work in a community. It is important to find out who these people are and how you can work together.

You could start by visiting local facilities to ask what programmes and organisations exist: libraries, clinics, other non-profits, colleges and higher education facilities etc. If you have the time it is worth doing an asset mapping exercise.

### Asset Mapping

Asset mapping is a great tool to employ when you first enter a community, to build your understanding of a community you work in. Even if you have been working there for some time you may be surprised to discover groups and organisations that you didn't know exist.

Asset mapping is described as *'the process of creating a tangible display of the people, places, and experiences that make up a community...which serves as a support, resource, or a source of strength to one's self and others in the community'* Community Science .

By conducting an asset mapping workshop with your learners, tutors, staff, parents, teachers and the wider community you will be able to identify all the; institutions, social groups, recreations programs, churches, book clubs, NGO's, women's groups, co-operatives, businesses, social services, health services, churches, libraries, schools and universities/colleges; that make up the community.

Just knowing that these organisations exist does not mean that these are strong relationships.

Try to interact as much as possible within the community. Most communities have some form of NGO or youth forum that you or a member of your team could sit on, or start your own!

In reality, you may all be pursuing your own agendas and not have a huge amount of time for collaboration. However, there will be times that you can draw on others and others can draw on you, so being consistent with your communication will pay off.

One of the benefits of forming strong community relationships other than an increased awareness, attraction of community-based volunteers, and learner recruitment, is building a directory of organisations for referrals. There will be times as a coordinator that a learner presents a challenge to you that you do not feel you are equipped to deal with. This could be related to sexual health, domestic violence, drug abuse, teenage pregnancy or any other of the myriad problems that our learners face.

For instance the Masiphumelele Branch established a relationship with the Desmond Tutu Centre (DTC) in 2011. This partnership was nurtured by the branch over subsequent years. Ikamvanites were encouraged to attend the centre for sexual health testing and activities for which DTC were grateful. In 2014 the Masi branch needed a female volunteer to run the ladies club and appealed to Desmond Tutu Centre. They provided a volunteer once a week to run these sessions for IY free of charge. Cultivating this sort of mutually beneficial partnership gives your organisation the chance to establish many more programmes without incurring additional workloads for your staff or costs for your programme.

Try to keep an Excel spreadsheet up to date when you hear of someone in the community. It can also help to locate and keep record of the specific volunteers for the programmes you want to run.

## Tip

Be aware of what your needs are and look at who and what in the area could help you meet these needs. Ask if they offer these services? Ask if they use other services? Ask if they could offer them?

## **What do you need?**

It is easy to perceive a lack of interest from the community but this can actually be a lack of engagement due to an insufficiently communicated message and ‘ask’ – what is it that you want from the community? Don’t assume that they know. Help them to see their part in the programme and specifically explain how you want an individual/organisation to be involved.

## **What do they need?**

People could be interested in the programme but the reality is that there are various obstacles and challenges that prevent them from participating. This is particularly true when they are unable to see the value of their participation. When attempting to engage and work with community members it is important to ask the question ‘What is their personal interest and what do they want to gain from the interaction?’

Think about their primary interest; is it the individual child? Is it the child’s future? Their own future? School results? A Safer community? Higher earning potential?



# Engage Learners

## Overview

IkamvaYouth works with learners in grades 8-12 living in township communities. IkamvaYouth has no academic requirements for entry and each branch recruits learners from a number of schools. The learner must self-select for the programme. While their grades do not matter (the lower they are the more room for improvement there is!), it is more important that a learner is committed. The more committed a learner is, the higher their attendance and the greater chance they have of improving their grades.

What grade are you going to work with?  
 How many learners are you going to have on your programme?  
 What schools are you going to work with?  
 What subjects are you going to tutor?



Consider the questions above very carefully as they will determine what you are going to do and how you are going to do it. Do not start recruiting learners until you have sat down with your team and answered these questions.

### Tip

Recruit a lot more learners than the final number that you want as your first-term drop-out rate will be very high.

IkamvaYouth generally recruit 3 x the number of grade 8/9 and twice as many grade 10-12.

You can always try something out and change it after the first term but it will help you to decide on some set answers initially to guide your recruitment and make the first-term more effective.

There is a tendency to want to take every single learner that applies, but it is better to put learners on a waiting list, especially if they fall outside your catchment area or chosen grades. You can then decide at the end of the first term whether you want to expand your focus to include these learners.

IkamvaYouth has found that recruiting learners in grade 12 is a lot less effective. One year of tutoring simply isn't enough time to achieve the significant improvement in grades that most learners need, and grade 11 results impact post-school opportunities. The grade 12 mentoring programme also requires a lot of effort and work, and it's best to get the tutoring programme established in year one, so that you have some experience under your belt before getting the mentoring programme going.

## Tip

Having only one major feeder school limits your ability to recruit learners and the exposure of your programme in the community will depend on the relationship with that one school and unfortunately often with one principal. When selecting the venue for your programme bear this in mind and try to locate your centre in proximity to several high schools.

## Tip

You will get learners who have not applied, wanting to join the programme in the first couple of weeks. It is important to provide them with an application form and ask them to return it by a set date. **Do not let them access the tutoring programme until the application is complete.** It is not fair to other learners and will jeopardise the programme's success. If a learner is motivated they will fill in the application form and return it and then they can join.

## Recruit Learners

Who needs to know about the tutoring programme?  
 Where will I find the learners that I need?  
 Will I hold an Open Day?  
 Will I use an application form?  
 How long does a learner need to fill in and return the form?



### Open Day

The first decision you need to make is whether you are holding an Open Day. One benefit of holding an Open Day is that it gives you the opportunity of involving parents from the beginning of the programme. You can read more about parental involvement in Section 3,

however you must include parents in the conversation from as early as possible.

#### Tip

Invite parents to the Open Day and engage with them. Find out about them, what they do, where are they from, and how many kids they have. Make sure that you have their correct contact details and that they understand what the programme is, when it runs and what the impact is. Many of our branches have a policy that learners are not able to sign up unless a parent/guardian/sibling has been physically met by the branch staff. This establishes a relationship that is necessary and will assist attendance, report collection, and general academic performance as there will be some level of home based support.

**How-To Guide: Open Day How-To**

## Application Process Part 1

The Open Day allows you to explain the programme and begin the application process. This is *extremely* important for getting learners to make a step towards commitment. An application process is actually very simple:

Download and design your application form. Check that the key information is correct; time of programme, expectations (75% attendance), name of learner, grade, school, parents contact details and your contact details for more information.



Print out as many posters as you can with the relevant information on; brief description of the programme and impact, venue, time, where to collect and hand in the application form, deadline for applications, contact number for more information



Take posters to schools, libraries, churches, community and youth centres, sports clubs, health clinics, and train and taxi stations near your venue.



Make a list of the schools in your catchment area. That is schools within 2-3 km from your centre.



Spend a day visiting each school on your list. Meet with the secretaries and try to arrange meetings with the principal, vice-principal or key staff.



Schedule an assembly with each school and ask if you are able to put posters up around the school advertising the programme. Take with you a stack of application forms.

## Application Process Part 2

Present the programme in the assembly. Tell them clearly; who can apply, where to collect and drop-off application form, how will they be notified if they are successful, what is the application deadline, are there any other documents needed? Repeat key dates.



It is best to give learners **1-2 weeks** from the assembly to return the application form. Keep checking in with the secretary and teachers to encourage learners to apply. If you can, visit the school during break times and talk to learners, it might be an idea to set up a small table where they can come and talk to you about the programme and ask any questions that they have.



Collect the application forms by the deadline given. **Don't give leeway on this.** It is your only chance to make a first and lasting impression regarding the rules you set and whether you are serious about them



Select the number of learners you want for each grade. If there are too many in a grade and you really can't take more for capacity reasons you can select learners randomly using names in a hat. IY have found that this is the fairest way of selection when demand exceeds the number of spaces. .



SMS successful applicants and invite them and their parents to attend the first session; time, date/day. If possible send a reminder the day before as well and if you have built strong relationships with the schools you could ask if you can make another announcement in school or send a letter out to parents.

When looking at application forms, the key indicator for motivation is the amount of effort learners have put into their forms. Forms with one-line answers or responses that haven't been clearly copied or not well considered should be put aside. . Disregard spelling or writing competence; remember the importance of not selecting learners based on already-achieved academic performance. You're looking for the learners who've thought about what they're saying and are taking the time and effort to communicate their motivation, even if it is badly written.

## Tip

You must set a clear deadline for ALL applications to be in. After this deadline you can put learners on a waiting list for the following term. Not enforcing this deadline will weaken learner's commitment, adherence to deadlines, and threaten the effectiveness of your programme.

## Note

Previous learners keep their place on the basis of their commitment the previous year. They do not need to go through an additional enrolment processes.

**Templates/resources: Learner application form; Indemnity Form; Presentation for Learner Recruitment**

## Introduce Learners

You have done the hard part if you have successfully received completed application forms from learners and you have invited them to the first session. However, there are a few more basic steps to take right at the beginning that will make your life much easier in the long run.

Use the first tutoring session to establish relationships between the learners and tutors. Play ice-breaker games, develop a code of conduct, discuss expectations, play more games. Use this time to create a safe space between the learners, tutors and staff. Doing this step right will aid the implementation of both peer learning and tutor pedagogy.

### Preparation Checklist

- Printed sheet of learner and parent's names and contact details
- Flip chart paper
- Koki pens

### Resource: Ice-breakers

Begin the session by playing an ice-breaker game with the learners and tutors. You can find some suggested games in the ice-breaker and game pack. This will help everybody to relax and get to know the each other.

Then introduce the tutoring programme – why are you doing it? What are you doing it for? How are you doing it? What impact do you hope to achieve? The most important thing to stress the 75% attendance requirement.

i.e. 75% attendance means that if a learner misses 1 session every week for the term they will be kicked off the programme – they must attend ALL sessions. Explain that you will take

attendance at every session and will let the learner and parent know if attendance is falling below 80% - so they have a chance to improve before being kicked-off the programme.

Remind learners that they have been selected and it is now their responsibility to show up, not the tutors'. You must also explain that parents can excuse their children if they call ahead of time or submit a signed letter outlining their reason for absence afterwards.

Create a 'Code of Conduct/expectation contract' with the learners and parents which will be the first step towards getting their ownership and buy-in and if they are part of creating the rules they are more likely to follow them! It is also a great chance for you to hear from them what they expect and it may challenge some of your assumptions.

**Templates/Resources: Code of Conduct, expectation contract How-To, Example Expectations**

## Tip

Before everyone leaves make sure you have reminded them of the next session of tutoring and get every parent and learner to check their contact details on the sheet.

## Note

Attendance will not be great in the first term but **Don't panic!**

Learners often sign up but then forget, or realise that there are clashes with other clubs. Regardless of this absence it is extremely important that you stay consistent. Show up on time every time. Whether you have 2 or 20 learners remember that you can make a difference to those present. You may find that you need to do another round of reminders and calling of parents or visiting schools before you really see attendance being high and consistent. Word of mouth is the greatest of all marketing strategies so as long as the learners who show up are getting what you promised than just persevere and news will spread.



At the first tutoring session after the introduction it is important to establish a structure. Learners come in, register, and specify what they are studying. Establishing a culture of learning where learners come in and self-organise into effective study groups, get their books out, work quietly together and raise their hands to ask questions is a long-term vision. Do not expect this to happen overnight.

To begin with it will be your responsibility to group learners. There are numerous ways to do this and it is really up to you to find out what works for your group. You will probably want to test a couple of different ways and observe the dynamics of the group.

Most branches and organisations generally group by grade and then subject. However, you will sometimes find it is beneficial to mix grades so as to facilitate peer-learning. You may also find that if learners are not focusing they will need to be separated from their classmates.

If you are dealing with learners from different schools it is advisable to try to mix them as far as possible. This is beneficial from a social and academic development perspective. Learners will often resist this at first and there can be conflict so keep a careful eye.

## Recruit and Engage Volunteers

Volunteers are the life-blood of your programme. The recruitment and management of these tutors is essential to get right in order to have a high impact on the learner's academic and personal development. Tutors play a huge role in changing students' expectations about what is possible, and offering them realistic aspirations, which can profoundly alter their attitude toward education.

Most tutoring programmes are started by a group of inspired individuals who want to make a difference. Ask your friends and family if they could give up some time. This will form the basis of your organisation. It is easier to recruit volunteers when you have some volunteers!

There are many different ways in which you can recruit volunteers. The following chapter suggests some ideas to get you going.

### Tip

It will take time and you will have to carefully balance the ratios of tutors:learners; it's normal that when you get going it's tough to get right. If there are not enough tutors this impacts learner attendance, and not enough learners impacts tutor attendance, but it's important to persevere, as eventually this will come right.

### Tip

Although time constraints and the irregular joining times of volunteers does not always allow you to deliver a full tutor training programme, it is important at whatever stage a tutor begins, to fully brief the volunteer properly so they understand the tutoring methodology and the dynamics of your programme

# Recruit

## Community Advertising

The best volunteers are often those from the community in which you are working. These volunteers show your learners that through hard work and commitment they can change the trajectory of their lives.

Decide on the information that needs to go into your advert:

- Description of the programme
- Time commitment i.e. for a minimum of 1 term
- Time requirement e.g. once/twice a week?
- Level of education required to be a tutor e.g. matric
- Your contact details and website for more information.

Design some simple, short and to-the-point flyers and posters. Don't waffle!

Brainstorm all the places you think you could put up posters and hand out flyers. Then use this list of places and systematically visit each place with your flyers and posters and ask to put them up. Place them where you think people will see them and have a chance to read them.

## Word of Mouth

Another method you can use to recruit quality tutors is through existing quality tutors and through your existing networks. Here are some ideas to utilise existing networks:

- 1) Decide who your 'ideal' tutor is and where you will find them e.g. a student from university. Do you know anyone there or know anyone who might? If you do, contact them with your request – it never hurts to ask.
- 2) Make an electronic version of your flyer or poster – this can be as simple as an email with the details. Send to all the contacts in your email contact list and put a notification on your Facebook page.
- 3) Make it easy and appealing for them to volunteer. Organise a car pool or traveling through on public transport together.

- 4) Get them to tell their friends. Nothing is as good a recruiter as your current tutors telling their friends about their experiences and what they are involved in. It is therefore key to keep the tutors involved and feeling part of something.
- 5) Encourage your ex-learners to get involved and spread the word to their friends

## Universities and Colleges

Universities and colleges are the biggest source of willing volunteer tutors. They often have a more flexible schedule than professionals and are fully aware of the support needed at high school. They are often the most effective tutors because they know the curriculum content well and they act as role models for the learners to aspire to.

- Does the university have an internal newsletter that you could put a notice on?
- Do they have a newspaper or radio you could put a notice out on?
- Could you put posters up on site/campus?
- Could you have the contact details of particular departments?
- Is there are community engagement programme that you can connect with?



Call up and visit the closest universities and college campuses - each faculty could be a potential source of tutors. Describe what you are doing and be clear about what you are asking.

Follow up on your requests after couple of weeks with your specific request.

If you time this right you could present a stand at the orientation week. Find out towards the end of the year the dates for the open days/ orientation week (it will usually be Jan/Feb of the following year), make sure you call ahead and organise a stall.

### Tip

Don't leave until you have the contact details of someone so that you are able to follow up easily and efficiently.

Some universities and colleges will have student clubs/societies/organisations. Research if the institutions near you have such programmes. These are great sources of longer term volunteers who could assist with administrative activities and general programme coordination as well as tutoring. For this you will need to draw up a volunteer job description and register your organisation with student volunteer clubs/societies/organisations on campuses.

Many faculties offer international student exchange programmes which encourage students to be involved in a community based organisation for a few months. If they are coming from abroad

ensure that you Skype with them to ensure that their English language skills are up to par and that you have aligned expectations.

## Online Databases

Conduct some online research regarding websites that connect organisations with volunteers. IkamvaYouth has used [\*Greatergood\*](#), [\*Givengain\*](#), and the more specifically South African [\*Myhandsandhearts\*](#), and [\*Weaverlution\*](#).

## Returning Learners

Although you won't have the luxury of drawing from ex-learners when you start-up your programme it is important to bear this in mind. A good proportion of IkamvaYouth's tutors are ex-learners. This is one of the most valuable assets available to you.

The recruitment of ex-learners as tutors starts early and is a constant and ongoing process:

*Ex-learners are your greatest asset. "Ask them all to come back! The learners that stay as tutors are incredibly loyal. They understand IY, they know the value of the programme for them and they want to give back. Be clear with the learners that the tutors are not getting paid but they are giving up their time to help. You will find some learners want to give back when they understand that someone else gave their time to help them. "* **Zukiswa Gavu, Masiphumelele Branch Assistant**

## Note

Do not forget to train the ex-learners as tutors. Just because they have been part of the programme doesn't mean that they know how to tutor.

Always make it clear to learners that the tutors are voluntary and not paid. This will instill a sense of volunteerism from a young age



Include as many learners, particularly from grade 11 and 12 in Branchcom meetings, which further exposes them to the realities of the organisation and the need for volunteers



Encourage peer learning from a young age and particularly in grade 12 so that they get a taste for tutoring



Before the end of the year ensure that you have all grade 12s contact details; phone numbers, ID numbers, email addresses etc. and that they know they would be welcomed as tutors



Send out a message to all grade 12s in January/February before tutoring begins. 'Do you want to become a tutor this year and help others to pass their matric? Pay it forward by coming for the first tutoring session of the year!'

# Engage

The second step is to engage the volunteer, to train them and to include them in your tutoring programme.

- Is it easy for volunteers to access tutoring sessions?
- Do I have an induction process?
- Have tutors been trained and do they understand all aspects of tutoring?
- Are there opportunities for tutors to get more involved?



Invite potential volunteers to a tutoring session so they can begin to understand the format and the way in which a tutoring session works.



Record tutors details and invite them to a tutor training session. You can link up with IY who can run a training session or refer to the how to guide.



Give them a tutor manual and child protection policy/declaration prior to the training so they can familiarise themselves with the organisation, programmes, and expectation



Once trained, pair each new volunteer with an existing volunteer who can show them how things are done and to ensure that they understand the difference between tutoring and teaching. This will help to develop the tutor's confidence and will help to establish trust as will build on existing relationships between the old tutor and the learners.



**Templates/Resources: Tutor Training How-To, Tutor Training Example Programme, Tutoring Manual, Child Protection Policy & Declaration**

