HOW TO IMPLEMENT EFFECTIVELY

By the end of this section you will:

- Understand the IkamvaYouth model of tutoring in more depth
- Be confident to implement the core aspects of the model in your own programme
- Be able to train tutors effectively

Tutoring and Peer Learning

Before starting this section please make sure that you have read the theory section and the volunteer recruitment and engagement sections in the previous chapter, which speak to the need for a 1:5 tutor ratio and ways to ensure that you achieve it.

Tutoring Methodology

There are various ways to encourage both the learners and the tutors to engage in tutoring rather than teaching. The tutoring pedagogy is fairly simple to understand, however implementing it takes a lot of effort. This section details some of the components that contribute to effective tutoring rather than teaching.

Make sure that you have read the core principles section to better understand the tutoring pedagogy.

It is important that the tutor understands the basics of the tutoring approach. This approach has to first determine what the learner does know and where the gaps in their understanding are. The tutors must be confident in the subject that they are tutoring. This will allow them to adopt different approaches so that they can explain a concept in multiple ways. Tutoring approaches will always differ according to the learners' needs and their level of understanding (and their way of learning).

For example, the tutor could start by identifying what a grade 9 learner should/must know about Science or Maths fundamentals and dedicate some time at the beginning of the tutoring session to get them to revise these fundamentals consistently and build from there. Tutors need to be encouraged to be creative about tutoring. They could use illustrations/videos to explain complex problems. This not only helps the tutor explain an idea it also begins to expose the learner to the various ways of learning and help them to identify how they learn best. There are many YouTube videos and online material available for free but a good tutor can also be creative with a piece of chalk and a blackboard.

Introduction to socio-cultural learning theory

How do people learn? IkamvaYouth's approach to learning is best described by the socio-cultural theory of learning, which was pioneered by Lev Vygostsky, in the 1920s and '30s. Two of Vygotsky's key theories provide a useful framework to inform the tutoring process: Mediation and the Zone of Proximal Development (ZPD).

Mediation

Vygotsky suggested that what enables people to learn is the "relations between human individuals" (1978:58). He explains that "every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological).

This is the explanation of cultural mediation offered by Wikipedia: Vygotsky investigated child development and how this was guided by the role of culture and interpersonal communication. Vygotsky observed how higher mental functions developed through social interactions with significant people in a child's life, particularly parents, but also other adults. Through these interactions, a child came to learn the habits of mind of her/his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and effects a child's construction of his or her knowledge.

Zone of Proximal Development (ZPD)

He also explains that "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment, and in cooperation with his peers. Once these processes are internalised, they become part of the child's independent developmental achievement" (Vygotsky, 1978, p.90).

Vygotsky defines "the distance between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers... What is in the ZPD today will be the actual developmental level tomorrow -- that is, what a child can do with assistance today she will be able to do by herself tomorrow (1978, p.86-87)".

The concepts of mediation and the ZPD are useful, as it reminds us about:

• The importance of tools to mediate learning (use language, concepts, writing, conceptual links, calculators, learning materials etc. to help learners to develop understanding)

• The importance of finding out from which point the learner is beginning i.e. what they know, and what they don't know

• The importance of interactions between learners and peers, and tutors, for mediation, and building a culture of active learning.

Training

It is not merely the 1:5 ratio that facilitates group learning but the methodology that is employed by the tutors and managed by you as the coordinator. It is important to make sure that the tutors are of good quality as this increases the ability of the learner to participate and vocalise their needs and points of misunderstanding, which is the cornerstone of tutoring.

A quality tutor is someone who: has the academic knowledge to provide support in a subject, has been trained and understands the concept of tutoring over teaching, can implement tutoring and facilitate peer learning confidently, is able to commit to tutor for a minimum time (6 months), can be relied upon to attend tutoring sessions and to notify you if they are unable to make it, and is comfortable working with young people.

It starts with tutor training. It is important to equip volunteers with an understanding around how to group learners, ask the right questions and to get them familiar with how to question learners in order to test for understanding. It is important to continually train your tutors and remind them of the tutoring methodology. This will offer tutors a chance to connect with other tutors and share what works. This will then feed into a larger body of knowledge and understanding to really maximise the tutors work with the learner.

See Tutor Training How-to in Module 1 resources.

If you are interested in IkamvaYouth providing tutor training please email zoe@ikamvayouth.org for information.

Support

On-going support is as important as good quality training. There are various ways to support, and each tutor will be different. However, there are some basic ways to support your tutors, and they all begin with communication:

- **Share your vision** with them right from the start. Get their buy-in and ensure that they become members of the organisation
- **Communicate regularly** with volunteers; email, phone, FB, newsletter
- **Involve volunteers** in the whole programme. Inform them of important dates and events (AGMs, prize-giving, etc.)
- **Create an academic year calendar** for your programme that you can share with all your volunteers at the beginning of the year.
- Establish a system of **two-way communication** for volunteers to notify you if they are unable to come, they have noticed an issue with a learner, or they have feedback for programme implementation.

Foster Positive Relationships

Don't underestimate the role a good learner-tutor relationship can play in the success of your programme. By fostering quality interactions with a role model, the learner not only improves academically but their social skills, confidence, participation, self-perception and future expectations markedly improve.

The tutor-learner relationship relies upon well-trained confident tutors and committed learners, and luckily these two things reinforce each other!

Idea

Set aside 15 minutes after the Saturday sessions have ended for the volunteers to speak about their experience at universities, the challenges that have presented, what kept them going when the going got tough.

Give the learners the opportunity to interact closely with volunteers and ask questions relating to studying and career prospects.

Some characteristics of a good learner-tutor relationship are:

- **Regularity:** Keep a tutor schedule and a list of the subjects they tutor, so learners start to learn who does what and when they will be there (this also forces the learner to take more control of their own learning)
- **Approachability:** Learners need to come to the tutors with their homework problems, and they need to feel that it is okay to guess and to fail. The first step is to have a "get to know you" session when a tutor joins. This can be a 5 minutes introduction section where you can go around the circle saying your name and your favourite food/soapie/place etc.
- **Trust:** Pair new tutors with more experienced ones so that the new tutor can build trust from an already established trusting relationship.
- **Fun:** whenever possible tutoring should be fun! We are not trying to replicate a school classroom. There is a certain amount of discipline that will take place but there needs to be a focus on removing the learner from a rigid learning environment.
- **Longevity:** when a tutor signs up, we ask for a minimum commitment. It can be very disruptive for learners if people come and go and it can threaten the trust and attachment that learners have with other tutors. If someone is tutoring for a specific period of time i.e. 1 month or just for winter school it is important to make it clear to the learners from the start. When they introduce themselves they can also say how long they are staying for so the learner's expectations are managed.

Tip

Learners will want to work on the subject that they find the easiest. To prevent this it is important to share the learner's reports with the tutors and encourage them to sit with the learners to discuss which subjects they need to work on. You can even make a note of this on the register so that coordinators and tutors can follow up and encourage the learner to work on what they are struggling most with.

Consider the motivation of the tutor. It is said that motivation boils down to three main elements:

Autonomy - the desire to direct our own actions and lives
Mastery - the desire to continually improve at something that matters to us
Purpose - the desire to do things in service of something larger than ourselves

Daniel Pink.

Be creative about how you can appeal to the different aspects of motivation. Giving tutors defined responsibility can have a positive effect on the way a tutor views their contribution, which increases their motivation.

6

Provide and receive feedback

Tutor feedback meetings can be held as often as necessary. Ideally once a week, but this is not always a reality so work with the capacity you have. They do not have to be long. Often a 10 minute chat after tutoring to ask questions and give space for conversation can be enough. This is a chance for you to ask questions such as:

- How did the tutoring session go?
- What challenges are you experiencing?
- Do you have any concerns about a particular learner/group?
- What have you found is working well?
- What are the ideas, actions, plans, responsibilities and timeframes for addressing problems and effecting improvements?

It is a way for tutors to share and learn from each other and build a collective understanding of how to make the most impact through tutoring. This offers you the best way to remind and promote tutoring rather than teaching. Acknowledge good practice that you have noticed, where you feel a tutor has exemplified quality tutoring.

Thank and Acknowledge

Don't underestimate this. Nothing works better than a genuine letter of thanks from the learners themselves or communicating the impact that the volunteer is having on the learner. Remember that the majority of people who sign up to volunteer have big hearts and care for the greater good. Build from this vantage point and give them a sense of purpose and belonging.

Tutor appreciation parties are a great way for you as programme coordinators to show your thanks as well. This could be as simple as bringing a couple of cakes into the office on a Saturday, organising a relaxed braai to get to know each other or going to Ratanga Junction! These 'parties' play a huge role in team-building and it increases the tutor's commitment.

Opportunities can also act as incentives. Keep your eye out for events, learner-ships, bursaries, employment opportunities etc. that you can connect your tutors with.

Peer Learning

Peer learning plays a huge role in the IkamvaYouth programme. The power of peer learning is discussed in the summary of core principles section pages 12-20. When operating effectively it has the ability to empower both the 'tutoring learner' and the 'learning learner.'

During the week you will often have a lower tutor ratio due to tutors not being so available. This is the optimal time to encourage peer learning. One way to do this is to look out for the learners who are excelling in each subject. Pair up those who are doing well in a subject with those who are not doing well.

Try to do this subtly by mixing up the groups. It can help to speak privately to learners who are doing well to ask them if they would be able to help others to understand a subject, but be careful not to do this publicly as it can cause negative perceptions within the group. Remember, learners will achieve up to the level of your expectations, and so it's very important that they do not feel identified as "struggling".

It can also be helpful to mix groups by grade. For instance if you have grade 11s and 12s you can ask the grade 12s to tutor the grade 11s. This will affirm the grade 12s understanding and will allow the grade 11 to build their own knowledge based on a 'language' they are familiar with.

A volunteer could give each learner the same task (in any subject) and then by asking questions and getting learners to respond in turn out loud in the group the tutor will be able to identify and pair up those who are struggling with the ones that understand the work better. Another method is when learners are all from different schools, identify which common topic (in a certain subject) has been covered and allow learners to share the different methods of approach when problem solving.

It must work both ways. As well as encouraging the older grades to tutor younger grades, the younger grades must be encouraged to ask the older grades for help. Building the relationships between grades through games and icebreakers as well as mixing the groups will aide these peer interactions.

It is a gradual process. Peer learning does not come naturally to everyone. There will be a tendency to copy rather than assist understanding. As a coordinator and tutor it is your job to monitor this.

75% Attendance

Taking Attendance

Good attendance can be difficult to achieve, especially at the beginning of your programme. Attendance is a vital part of the model and the expectations need to be made clear and implemented from the very beginning. Learners are divided into various categories based on their attendance %.

- **Green: 75%-80%**
- **Silver: 81%-90%**
- **Gold: 90%-99%**
- **Platinum: 100%**

This data can be used to incentivise. For instance if you have a small number of places available on an excursion you can select from the gold or platinum groups first. The first step is to consistently take attendance and to build up the learners understanding of the system.

Watch this video of Zukile Keswa, our attendance expert explain what, why and how.

There are various methods to encourage learners to attend 75% of the time. This section looks at ways of engaging, motivating and incentivising as well as actually enforcing the 75% attendance requirement and kick-outs.

Templates: Attendance Register; Monthly Attendance Report Template, Quarterly Report Template

Engage the Learner

To get learners' buy-in, it helps to co-create an 'Expectation Contract' or 'code of conduct' that encourages the learner to think about their expectations of the programme and for you to present your expectations of the learner. You can find more information on this in Module 1 Chapter 3 – Recruit and Engage Learners.

Establishing a sense of trust is one of the first steps to engage learners. The co-creation of an expectation contract begins this process as it asks what expectations they have and what they need from you. You are saying, I trust you and your judgement and want your input. The learners will naturally be more engaged in a programme that they feel they have a role and responsibility in shaping.

Trust is a long-term goal. Each community and programme will be different and there really isn't a one size fits all answer to how to build a culture of trust, as each community may have a slightly different perception of what a safe space actually looks like. It is important to identify the underlying causes of the lack of trust for your specific group and begin to undo these by putting in place new norms of behaviour.

There are some suggestions of how to do this, and as always it comes back to the staff, tutors and other learners modelling the behaviour and culture that they want to be a part of. Being consistently transparent and fair through your actions at the branch is essential. If you arrive late for any reason, apologise to volunteers and learners and explain why you were late. Learners will begin to feel the equality among themselves, the volunteers and the staff. No one is deemed more important than any other person. Level the playing field, then play!

The next step is to involve the learners in the decision-making processes at a branch level. This has a profound impact on their learner and their connection to the branch, one that usually lasts beyond grade 12.

See more detail on the Strategic Planning Weekend and Branch Committee in Module 4 – Organisational Development

Motivate the Learner

Recruiting learners is the easy part, keeping them motivated and committed to the programme is less so. You will battle with learner attendance initially but as the programme progresses and you are able to start monitoring a learner's improvement it will improve very quickly.

Tip

It helps to make the tutoring sessions as fun as possible. Having come from school the learner's energy may be very low, especially as they often arrive hungry. In this state it is not effective to dive straight into more academic work. It is recommended to do a quick ice-breaker game or physical activity for 10 minutes before tutoring especially for the lower grades

Resource: Icebreakers

It is important to continually remind the learner what it is they signed up for and why they did so. Remember that learners join the programme for the primary reason to improve their academic grades and to pass matric. It makes sense to appeal to this motivation by monitoring and recognising effort and most importantly, academic improvement.

Firstly, try to draw them a map of their choices. How does A lead to B and ultimately to where they want to go. Reiterating the long-term objective of tutoring and the intended impact of the service, and showing this to the learner through real-life examples is the first step.

Resource: Presentation for Learner Motivation, _Alumni Videos._
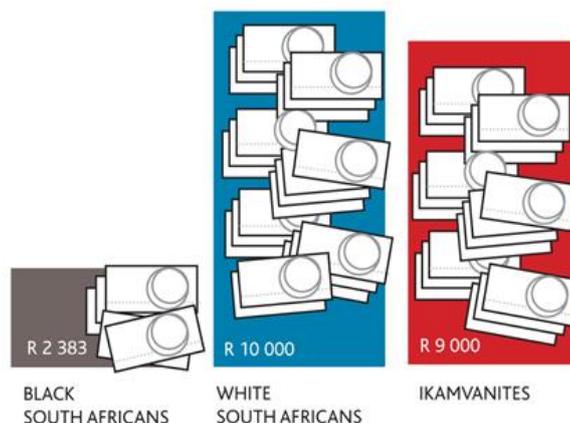
The above graph shows the median income for black South Africans, white South Africans and IkamvaYouth alumni.

Spell out their options and link the now to the future. Waking up early on a Saturday morning leads to earning significantly more per month by using national earning potential statistics:

"Research has shown that with a matric, 25-year-old South African youths are less likely to be unemployed and that the higher their post-matric qualification, the better their average monthly income. 25-year-old South Africans with incomplete schooling who are employed earn an average of R1 100. With a matric they earn R1 600, but with a tertiary certificate or diploma this jumps up to R3 200. Armed with a degree, young South Africans earn an average of R5 500 per month; five times the average township household monthly income."

See full DGMT Community article here.

It is also important to remember that learners' motivations are varied and multiple. Every learner may have a different motivation and it is important to locate these, either from the application forms, interviews, or informal talks with the learner so that you can best

Tip

Help the learner to see how participation in the programme has impacted their own personal development; both academically and personally. For instance if a learner feels more confident in Mathematics or is now able to ask questions in class without fear of judgement it is hugely valuable. Helping the learner to see these 'small' changes in their attitudes, study skills, academic performance, social skills, etc. will help them to assign a value to the tutoring that they will then be more willing to 'pay' for with their time and commitment.
It is recommended to do a quick ice-breaker game or physical activity for 10 minutes before tutoring especially for the lower grades.

appeal to their own personal motivation.

Motivating from the learner's perspective will automatically increase the learner's buy-in to the programme. He or she will start to really understand the purpose of tutoring as related to them.

Another way of motivating is to provide incentives and acknowledgement. You could hold termly prize-giving events or give out certificates that acknowledge those who have attended well, performed well academically etc. These events could involve parents, which can help to increase parental involvement. If any outings and excursions take place you could explain that you will only select the top attending learners.

Templates/Resources; Prize-giving How-To; Certificate Example

Take Attendance

Ensure you have a complete and finalised class list of all your learners within the first month

At each tutoring session take your class list around to each table and mark learners who are present. This is important as it gives you an opportunity to have quick feedback with any learner who did not attend the previous session and to troubleshoot this before they are in trouble of being kicked out

Implement point system. If a learner is on time they receive 1 point. If they are less than 20 minutes late they receive 0.5 points. If they have a valid excuse i.e. extra classes or valid medical or family reason and you have been notified in advance, you can award 0.5 points. If they do not excuse themselves or are more than 20 minutes late they receive 0 points.

All the learners need to know that it is **their responsibility** to ensure that they have been marked as present

Remind the Learner

If you have followed IkamvaYouth's recommended recruitment process, your learners will have self-selected on to the programme. The fact that they are motivated to sign up would suggest a certain level of commitment, however keeping learners motivated and committed is a constant job.

The 75% attendance requirement needs to be regularly reiterated throughout the year in order to achieve high levels of commitment and responsibility. It takes a lot for a 16 year old to give up their Saturday, so acknowledging that and reminding them that they will lose their place if they don't attend is important.

Tip

Put up the contact number in very big numbers on the wall so they know who to call if they are going to be absent.

Note

It is necessary to explain fully to the parent and give them the number to call if their child is going to be absent. Calling parents is a really important part of improving attendance - it gets them much more involved too and makes them hold their kids accountable.

Warn the Learner

The 75% attendance requirement needs to be reiterated all the time and warnings should be given mid-term to show the learner that you are serious about kick-outs.

Midway through each term print out a copy of the attendance with: Name; Surname; Grade; Date of tutoring sessions; and a calculated percentage of sessions that they have attended.

Highlight in bold colour the ones who are below 75% (don't be scared if it's nearly everyone!).

Hold a meeting at the end of the tutoring session to explain the consequences of poor attendance to the learners.

Paste up the list in a prominent place and tell them to look at their %.

Monitor Attendance

You need to go round to every single student to speak about their attendance. If they are below 75%, ask them where they have been, why they haven't been coming, ask them if they are serious about tutoring and improving their results, and if they want to stay?

At the following tutoring sessions repeat step 1 again

Call the parents of those learners whose attendance is still low, ask where the learners are, explain they haven't been coming and are in danger of losing their place.

At this point there should be only a handful of learners that need following up on regularly by repeating the above process.

Kick-out

If you have followed the above step-by-step guide you are now in a position to enact kick-outs. It is important to determine the reason for non-attendance or late-coming by involving the parents before kicking a student out.

Kick-outs are FUNDAMENTAL to the programme being effective and not doing this will undermine all the work you have put in. To keep a child on the programme who has not adhered to the 75% attendance requirement does the child and the programme a disservice. It can:

Tip

Once the learner has missed more than 2 sessions they are often afraid to come back so you must follow up immediately and make sure they know that it is OK and they can redeem their attendance.

- Cause friction and conflict between those learners who have been attending
- De-value those learners who are attending regularly and on time
- Increase poor attendance as normalises tardiness and absenteeism amongst peers
- Jeopardise personal development of the individual learner
- Reduce the overall impact of your programme as learners attending less are likely to perform worse
- Anger and de-motivate volunteer tutors who have dedicated their time when no one shows up.

A responsible mind-set is impossible to achieve if you are not enforcing rules that you have set, explained and have good reasons for. If you establish the rules and boundaries early and reiterate these regularly the learners will begin to understand and attendance will not be a problem again. You will then have a group of committed learners who can truly flourish on the programme.

Report Collection and Feedback

Reports are issued by the schools at the end of every term. It is important to collect learners' reports, record grade improvements, stagnations and decreases. This is beneficial for your organisational M&E processes but showing a keen interest in the learners' academic performance, you will also boost their own interest in their academic performance.

Watch this short video on report collection.

Note

You may be the ONLY one who looks at their reports - the parents don't always know how to interpret them. Spending several minutes 1:1 with the student improves attitude, attendance and results.

Report Collection

The easiest way to access academic results is from the schools directly. This option is generally only available when branch coordinators have very good relationships with principals. The alternative option is to collect directly from the learner.

Step by Step

CALL EVERY SCHOOL to find out the date they will be issuing reports

TELL the students to bring in their reports on the date after the schools issues them.

On the day that reports are issued SMS all the students from that school to remind them to bring them to the next tutoring session

When the students give you their report, LOOK at it and schedule a 15 minute 1:1 session with them.

Sometimes the schools refuse to release reports to learners for various reasons; usually sue to unpaid school fees/ 'registration contribution' - THIS IS ILLEGAL, but nonetheless it does happen.

To stop this from happening:

- Make a list of those students at the school with their NAME, SURNAME, CLASS (this last one is VERY important).
- CALL the school and say you need the following reports and give them the details, ask when it would be convenient to come fetch that day
- GO to the school. The printing won't have been done in most cases but go with the list again. Tell the secretary you will WAIT for the reports - sit in her eyesight or in the principal's office until they are done.
- Take a book - the wait can be long, it can be a bit of a standoff the first time.

Tip

Don't forget at the end of WINTER SCHOOL AND END OF YEAR to send a thank you letter to the secretary for ALL she does for IY. It is very important to have good relationships with school administrators as they are the link to the school you need to make appointments or get reports)

Tip

If you know the school has released the reports you can start deducting half a point at every homework session that the learner doesn't bring their report. This will force the learner to remember it. It also teaches them that if there is a deadline there are consequences when failing to meet this deadline.

Providing constructive feedback

If you or the tutors have the capacity, holding 1:1 sessions with learners after their reports are issued will really help to improve attendance and ultimately academic achievement. It is important to ask questions that force the learner to reflect on the last term and set targets for the future term.

Done well feedback can give the learner the opportunity to see that the process of learning does not start and end in the textbook. It looks at academic grades as an outcome of what is being put in, and does not focus on them as the final and only thing to consider.

By speaking openly and honestly about a learner's academic grades and their inputs into their education i.e. time, environment, focus, you will see that the learner actually wants to work hard and understand more. It is very commendable that teenagers can commit so much of time to improve their marks. The fact that they have made that step means that there is a curiosity to learn somewhere inside them. Your tutoring programme creates an environment where learners can see the impact that tutoring is having on them academically and socially, surrounds them with people that believe in them, and established a space where hard work is the norm.

It doesn't happen overnight but if consistent, you will begin to see a love and curiosity of learning be unleashed.

Have a conversation about how they are doing and feeling. It is an opportunity for them to think and reflect on their learning and set future targets which you can begin to hold them accountable to.

Tip

During tutor training, explore 'feedback' and how it can be given to motivate learners

Constructive feedback plays a huge role in changing the learner's perceptions of what they are able to achieve. The perception of their ability to succeed or fail determines a learner's level of motivation. Individualised feedback and recognition of their success is therefore paramount in developing a positive concept of ability, which improves motivation, and commitment.

Be sure to encourage learners to aim high, let them know that you believe in them, and that with hard work, they can achieve the grades they're aiming for. Remember to link the grades

with eligibility requirements for their chosen tertiary institution and course, and keep them thinking about the future, and how working hard now will pay off later.

QUESTIONS IDEAS FOR LEARNERS:

- What are you most proud of this term?
- What are you least proud of this term?
- Are you surprised at anything? What? Why?
- What do you think you have been doing right this term to get these results in these subjects?
- What are you going to do to achieve even better next term?
- What was your favourite subject this term? Why?
- What was your least favourite subject this term? Why?
- Did you have a favourite teacher? What did they do that you liked?
- Where do you think the problem was this term with these subjects?
- Did you fully understand the exam/assignment questions?
- Are there particular topics you need to work on?
- Did you put in as much time as you would have liked to/think you should have?
- Are there any other challenges that are effecting your study time?
- What will you do differently next term?
- How much time will you put into self-study this next term for each subject? How will you track yourself against this target?

Career Guidance and Mentoring

Career guidance and mentoring encourages learners to see the bigger picture. Township learners are held back not only by the lack of quality academic support, but due to the absence of positive role models they are often not able to imagine themselves as high-level professionals, or even university students. There is the added limitation of poor access to resources and information, which further reduces the learner's chances of finding post-school opportunities.

Career guidance and mentoring aims to shift learners' expectations about what is possible, provide hope through actual examples, and link them with information and resources to make these hopes a reality. This can profoundly alter their attitude toward education.

Learn about the importance of career guidance in this short _video._

Career Guidance for Grade 9s

It is important to start career guidance as early as possible. Learners will begin to see their actions and choices now, as part of a more secure future for them and their families.

Grade 9 marks the end of compulsory schooling in South Africa. It is at this point that a large number of learners drop-out of school. From Grade 10-12 learners drop-out for a variety of reasons: family pressures, lack of interest, learning difficulties, poor academic performance. These challenges are significantly worsened if the learner has selected the 'wrong' subjects.

The learners in your programme will likely be those who wish to continue their studies to matric and ultimately are aiming for tertiary studies. It is important to guide them towards this end and to offer other options if this is not the pathway that they are likely to follow.

There are alternative pathways other than academic, such as vocational colleges, learnerships and apprenticeships. However, if learners are able to do so it is necessary to encourage them to fully explore the option of an academic pathway, as their preference for alternative routes may be based on ill-informed perceptions of what is possible and what they are capable of.

Grade 9s must take 4 compulsory subjects: two languages, Maths/Maths literacy, Life Orientation.

Note

There is a tendency for learners to choose Maths literacy if they are struggling with Maths and unfortunately school's often promote this so as to improve their overall results. However, learners are unable to get into university with Maths literacy. All efforts must be made to encourage learners to select Maths so that they have the option of university.

In addition they must select three additional subjects. These are grouped in several streams. This selection will shape the learners future options so care must be taken to inform learners about the consequences of their choices. The streams are:

1) Human and Social Sciences
2) Business, Commerce and Management Studies
3) Services
4) Arts and Culture
5) Engineering and Technology
6) Agricultural Science
7) Science and IT

Kheta, an SABC initiative, have produced _this manual_, which is incredibly useful for you as the coordinator, for tutors and for the learners themselves. It is available through www.acheivecareers.co.za, an organisation that also provides workshops.

Winter School Career Guidance

A similar need for guidance arises in grade 11 and 12. IkamvaYouth has used various means to provide this guidance. The most effective methods have been to hold career guidance workshops at and invite professional speakers to the June/July Winter School, and to hold a careers indaba that is attended by universities/colleges, professionals, companies, teachers and learners.

Finding workshop providers and fostering partnerships with these organisations is the easiest way to provide these services to your learners. Inviting professionals to come and do a presentation is a great way to make career guidance more visual and jobs come alive. If you can find people from the community itself or from other township communities this will really help learners see that there is hope and that there is no reason that they cannot achieve similar heights.

Tip

Record all potential speakers in an Excel spreadsheet by career category and with their contact details clearly listed. You can draw on this list of people time and time again once it is created so it is worth doing right at the beginning.

Step By Step

Do a survey of learners' careers interests and make a list of all the careers you can think of. Try to group them in area clusters for instance science, media, art etc. Once you have compiled a list ask other colleagues and friends to add to it.

Do desktop research regarding this list. Find different companies in each category together with a contact person, and email address and a phone number. Aim for 3-5 companies for each career listed so that you have options.

Ask around the area if anyone knows anyone in the various careers

Write a short email request for what you need, when you need it etc. Send this out to all the companies on the list and to your existing networks. Send it with the list of careers.

Follow up a week later with everyone you sent the request to. Follow up again if asked to do so or if you have not heard back

Provide clear guidelines of what you need from them e.g. powerpoint presentation, demonstration of equipment used in job, materials, a Q&A session etc.

Schedule their presentation in the winter school timetable and communicate this with them ahead of time.

Careers Indaba

A careers indaba can be held in any large hall and offers learners the chance to:

- Actively engage in conversations with the universities/colleges they will apply to and find out what subjects are offered and what grades they need in order to apply
- Meet professionals in various fields and discuss the realities of these jobs and their career progressions
- Learn about CV writing and interview techniques

Note

Holding a careers indaba is no small undertaking and it is advised to work collaboratively to make it happen. Please contact IY if you would be interested in collaborating to hold a careers indaba.

Please watch this *video* that briefly describes what a careers indaba is and some tips to organise.

Tip

It is highly recommended to involve the school in any careers events you are planning.

Ask if you could do it on school premises and open it up to all students.

Resources/Templates: Career Guidance Contact Sheet, Careers Indaba How-To, Careers Indaba Invitation

Mentoring

This short video explains the what, why, and how of IkamvaYouth's mentoring programme.

By mid-April each year, every grade 12 learner is assigned a mentor. The two meet for at least two hours per month throughout the year, and work together to:

- Identify the post-school opportunities most suited to the learner's interests, skills, capacity, subjects and academic achievement
- Identify bursary and scholarship opportunities for which the learners are eligible, and relate to their chosen field of study
- Ensure that learners apply to the relevant courses, institutions, learnerships and/or employment opportunities well before the deadline dates
- Ensure that application forms are accurately and comprehensively completed, and have all the requisite supporting documentation
- Provide general support and work with the branch coordinator to do referrals for any psycho-social, health or family environment challenges that learners may be facing

Resources/Templates: Mentoring Pack