

 <p>Transport Education Training Authority <i>Heart of Skills Innovation</i></p>	TRANSPORT EDUCATION AND TRAINING AUTHORITY		
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1. BACKGROUND

The Adopt a School programme is an initiative taken by TETA in support to learners that want to pursue career priorities as identified in the Transport Sector Skills Plan. This programme is complementary to the Further Education and Training, under the Department of Basic Education, as it provides support to high school learners and teachers in strengthening their ability on English, STEMI (Science, Technology, Engineering, Mathematics and Innovation) and Geography, being the most preferred subjects required in Transport Sector related qualifications.

Memorandums of Understanding were signed with the selected schools to ensure the support provided by TETA is understood by all parties involved and buy in is obtained from the partners.

Further support can be sort by TETA from specialized institutions/stakeholders that can offer specific programmes to augment the strategy.

2. TYPE OF SUPPORT

The schools are to be informed from the beginning of the year on the processes involved and the required activities to be supported by TETA. The following interventions were agreed with the schools:

1. Support to the school Management Team
2. Teachers training and development on teaching methodologies and content knowledge focusing on the English, Geography and STEMI subjects
3. Support to Learners – extra classes in English, Geography and STEMI subjects
4. Linkage to TETA learning programmes
 - 4.1 *Career Guidance sessions*
 - 4.2 *Branding and TETA visibility in Schools*
 - 4.3 *Bursaries to top two learners who meet set criteria*
 - 4.4 *Further support to successful bursary learners through workplace experience programmes*
 - 4.5 *Placing of interns (HET/TVET) to support school administration*
 - 4.6 *Further support through Learnerships or Apprenticeships programmes*
 - 4.7 *Foundational Learning Competency Programmes*
 - 4.8 *Road safety programmes*

Additional support will be based on identified needs at each school and in partnership with relevant stakeholders.

TETA will engage with the relevant departments (Department of Basic Education, Department of Science and Technology, etc.) and stakeholders (industry stakeholders for potential recruitment of learners, service providers for specific programme in schools, local government structures and School Governing Bodies) to ensure the strategy is supported through relevant interventions.

3. IMPLEMENTATION OF SUPPORT

Career guidance sessions will be conducted at the schools to guide and inform the learners on career choices in transport and entry requirements for selected qualifications that lead to transport careers. These will further elaborate on available careers through alignment with Department of Higher Education and Training Khetha.

The main intent of the career guidance sessions will however be to select learners that have a specific focus in undertaking a career in the Transport Sector. The learners that choose gateway subjects (English, STEMI and Geography) in Grade 10 will further be supported through additional subject relevant programmes (such as: extra tutoring, summer school, matric camps, or any other innovative way of support). The progress of all learners will be monitored closely through tracking their marks and perceptions of the programme.

Teacher support programmes will run in parallel with the learner support programme to ensure adequate academic support is built. The teacher support will be specifically focused on the development/improvement of teaching methodologies and content knowledge on selected subjects (Grade 10-12). This programme could be measured through learner perception and marks improvement as well as specifically designed assessments to determine the level and quality of training support they received.

The above mentioned support will be provincially focused to ensure elimination of undesired costs.

Visibility of TETA at selected schools will be improved through signage at schools.

4. SUPPORT THROUGH LINKAGE TO TETA STRATEGIC PLAN

A number of programmes can be integrated with the Adopt a School initiative to strengthen the programme.

4.1 Bursaries to 2 top achievers

The schools are to inform the learners of possible opportunities after completion of Matric.

A list of all learners that wrote Matric must be compiled by the schools and all supporting documentation must be availed to TETA for the selection process on Bursary awards. 2 learners from each school will be given the opportunity to further their studies in any of the identified qualifications in the Transport Sector Skills Plan.

The learners will be selected based on the TETA set criteria for unemployed bursary. The criteria as well as the required supporting documentation will be shared by TETA with the schools yearly.

4.2 Learnership/Apprenticeship programme

Through career guidance programmes the learners will be informed of possible opportunities within the transport sector after completion of Matric.

A list of all learners that wrote Matric must be compiled by the schools and all supporting documentation must be availed to TETA. These will be shared with industry stakeholders and proposed for further access to skills development opportunities within the Transport sector.

4.3 Career Guidance Programmes

Career guidance in transport related disciplines to be conducted annually specifically at the school, capacitating the teachers on how and when to provide such guidance. (e.g. linking the choice of subjects with specific careers, etc.). This activity must be conducted by TETA in line with TETA processes and procedures on career expos.

Branding and Promotional Material should be availed to the Schools. Signage in the form of a board with two poles to be erected at the entrance of each school.

Visibility of TETA's presence at the schools to be ensured.

4.4 Foundational Learning Competency Programmes

Learners who have not completed Grade 12 (Mathematics and Communication) or have got poor results in Mathematics and Communication to be targeted for the Foundational Learning Competency programme.

These programmes are run at NQF Level 2 to 4 and could strengthen learners' marks to enable them to pursue a qualification with an Institution of Learning.

4.5 Internship and Workplace experience Programmes

This programmes could be extended to the **School Management**. Where the need is identified TETA will place an intern at each school to provide administrative, or practice teaching for a newly graduate teacher, to support and ensure development of skills through work placement.

The school will be required to identify the areas of exposure that the intern will be assigned to as well as the desired profile of the required intern. The placement will be managed by TETA through its own internal processes and the coaching and mentoring will be ensured by the school management according to TETA established processes and procedures.

Further support to **successful bursary learners** can be extended through the Internship/Workplace Experience programmes in support to employability and job market readiness.

4.6 Road Safety Programmes

Road safety programmes could be extended to the schools to increase awareness of safety of scholars on the roads (example: bicycle project, road safety awareness campaigns, road safety scholar programmes).

5. PARTNERSHIPS

Name of Stakeholder	Description of partnership
Department of Basic and Higher Education	Programme integration and alignment with Department interventions. Cooperation and synergies ensured
Department of Science and Technology	Programme integration and alignment with Department interventions. Cooperation and synergies ensured
Department of Transport	Road safety programmes, alignment with National Road Safety Strategy. Cooperation and synergies ensured
SAIMI	Support in line with operation Phakisa for learners pursuing maritime related careers. Cooperation and synergies ensured for maritime industry partnerships
Department of Women, Children and People with Disabilities	Programme integration and alignment with Department interventions. Cooperation and synergies ensured specifically for adopted schools catering for disable children
External Providers	Delivery of specific programmes as engaged by TETA
Industry stakeholders	Recruitment and placement of learners, contract management
SETAs	Engagements with other SETAs to ensure there is no potential duplication of provided support
School Governing Bodies and local communities	Create awareness and get buy-in

6. OBLIGATIONS OF PARTIES

6.1 Obligations of School Management

6.1.1 The schools are to avail the matric results. The following information will be required:

- How many enrolled for matric in the academic year
- How many passed
- How many failed

6.1.2 List of all learners that have written matric exams. The documentation required from each school for each learner required to be available to TETA is listed below:

- Certified copy of ID
- Matric results
- Application form indicating the interest in Transport related career
- In case of application for bursary: proof of registration with the learning institution

6.2 Obligations of TETA

6.2.1 Communicate timeously to the Schools

6.2.2 Ensure presence, visibility and monitoring

6.2.3 Ensure commitment is communicated with regard to possible support programmes

6.2.4 Engaged in partnerships with the schools and Department of basic Education as well as other related partners providing support to the schools to ensure there is no duplication across

6.2.5 Monitoring visits to determine the following:

- Evaluate performance in achieving the stipulated objective
- Understanding the impact at school level
- Understand current challenges that schools face
- Understand further need for support that schools may require both level and type of support

6.3 Obligations of engaged service provider

- 6.3.1 In consultation and support from the Executive Officer responsible for the province be the intermediate between the schools and TETA
- 6.3.2 Deliver the programmes agreed upon (classroom support (at both learner and teacher level), purchasing of required learning materials (as identified by the needs analysis), etc.)
- 6.3.3 Ensure collection and collation of all required information for each learner
- 6.3.4 Monitoring visits
- 6.3.5 Monitor and review the performance against the set baseline

7. DURATION OF PARTNERSHIPS WITH THE SCHOOLS

The partnerships with the schools are valid for the duration of the extended NSDS III, 31 March 2020.

Renewal will be required afterwards.

8. SELECTION OF ADDITIONAL SCHOOLS

The current adopted schools have been selected through the Department of Basic Education process, whereby 54 schools have been selected (6 schools per province).

Through the programme inceptions process, 4 schools have showed no interest reducing the selected number of adopted schools to 50.

In 2016/2017 it was decided that one more school with special needs could be adopted. Rivoni School for the Blind, in Limpopo, has been added to the list.

3 additional schools could be selected from Transport industry relevant spectrum.

In the event that specific schools do not require this type of support or decide to exit the programme, high level engagement with Department of Basic Education and Transport Industry will be undertaken to ensure the selection of the schools is in line with the necessary support requirements.