access ed

Building university access programmes for young people from underserved backgrounds

AccessEd ZA 2022 Programme
Impact Report

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> After this course, I feel enlightened. It felt like a privilege being part of this course, but I truly don't feel it needs to be a privilege. As people, we're all given the right to education. I feel this form of education is one that everybody needs... that everybody should be granted... My fellow pupils all around South Africa should all be given the chance to take this course, and I hope that many others will be given the opportunity that I've been granted.

Grade 9 Pupil, LEAP Science and Maths Schools

Executive Summary

We are pleased to present the fourth AccessEd ZA Programme impact report. The report outlines programme details, partnerships and impact.

Our fourth programme year saw us deliver a university preparatory programme, working with 316 students from 4 partner schools/ after-school programmes in the Western Cape and Gauteng. We are proud to have reached pupils in 8 of the worst affected communities and townships, including Diepsloot, Ebony Park, Ga-Rankuwa, Khayelitsha and Nyanga.

This programme has had several noteworthy successes, which you can read about further in this report. To give a few highlights:

- **A record-breaking 455 postgraduates applied to participate in the programme;**

- **18 postgraduate researchers were placed across 25 tutor placements - the most placements to date;**

- **Awarded 3 grants and 1 sponsorship to help cover programme costs;**

- **4 new partnerships were established to broaden programme reach and impact;**

- **2 bespoke academic enrichment workshops were introduced to enrich pupils' programme journey further;**

- **2 prestigious on-campus graduation events took place at the University of Johannesburg and Stellenbosch University;**

- **Pupils increased evaluation scores across our four key competencies: university readiness (11%), self-efficacy (9%), motivation (6%) and meta-cognition (9%) - the most significant increases to date;**

- **Tutors and candidate fellows developed and refined their pedagogical skills;**

- **Tutors, candidate fellows and partners endorsed the programme.**

The programme is more important than ever to support young people from underserved communities in gaining access to higher education.

We value feedback from our partners and look forward to continuing the conversation on further improving the AccessEd ZA Programme to best support the youth of South Africa.

Yours sincerely,

Dr Nicola Vermooten
Managing Director

> " I have learnt a lot of new things after participating in the AccessEd ZA Programme. I want to pass the knowledge I have gained to others in order to change the country we are living in. I am feeling excited and want to learn more. "
>
> **Grade 9 Pupil, LEAP Science and Maths Schools**
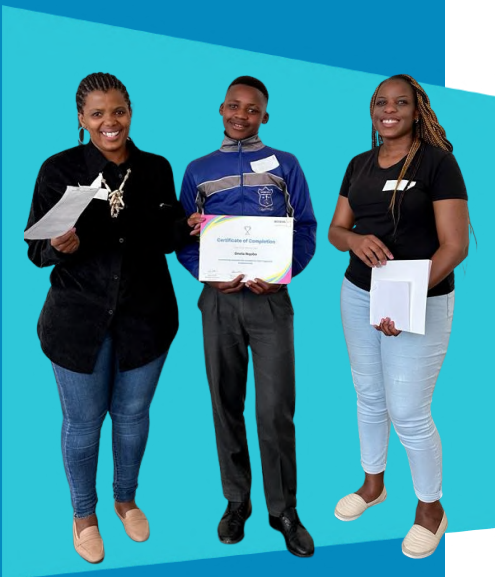
About the Programme

The Problem - Education Inequality

Where you start should not affect where you end up. Too often it does.

In countries worldwide, including South Africa, a young person's chance of progressing to tertiary education or completing an undergraduate education is significantly influenced by their background.

It's time for change.

Inclusive, high-quality tertiary education is a key driver to breaking cycles of poverty and reducing socio-economic inequality.

University may not be the choice for everyone, but it should be accessible to all.

University can be transformative for individual and societal life outcomes, improving employment prospects, earning power, health, well-being and civic engagement. A university education prepares young people for participation in the global economy and society.

The Solution - AccessEd ZA Programme

AccessEd exists to increase access to university and higher education for young people from underserved backgrounds globally.

The AccessEd ZA Programme unlocks the potential of postgraduates in South Africa. We mobilise Postdocs, PhDs and Master's researchers to mentor young people from under-represented backgrounds.

The programme uses the passion and expertise of postgraduate tutors, who take their research work and convert it into a university-style course for pupils to complete. Designed to give pupils an authentic university experience, the programme breaks down barriers to higher education. Aside from postgraduate tutors, pupils interact with a range of professionals who further enrich their programme experience through a series of academic enrichment workshops and online platforms.

Programme outcomes include improved subject knowledge, university readiness, motivation, self-efficacy and meta-cognition.

4 out of 9
19-year-old South Africans have dropped out of school

General Household Survey, 2021

Out-of-school youth in South Africa has tripled from 250 000 to

750 000

due to Covid-19

Unicef, 2021

The employment rate among 25 to 64-year-olds with a degree is

30%

higher than those with Grade 12

DHET, 2021

Programme Journey

Complete university preparatory package

Pupils embark on a complete university preparatory package that includes:

- Virtual launch event
- 8 university-style tutorials with homework assignments
- Challenging final assignment
- 2 Academic Enrichment Workshops
- One-to-one feedback from postgraduate tutors
- On-campus graduation event at a prestigious South African university

Coursebooks and learning approach

Tutorials are accompanied by a bespoke 'coursebook' designed and written by the postgraduate tutor delivering the course.

Coursebooks are aligned with school-level study, but contain fascinating material to stretch students beyond the curriculum.

When undertaking cutting edge research, postgraduate researchers question everything. We encourage AccessEd ZA pupils to do the same. This means final assignments require pupils to switch between subject areas to find the answers.

Tutor selection and training

We mobilise Postdocs, PhDs and Master's researchers to tutor and mentor young people from under-represented communities.

All tutors must pass a competitive assessment process to work with AccessEd, as well as under-going sector-leading training to meet school, parent and student expectations before being able to deliver courses.

Course topics

Like university study, AccessEd ZA courses may cover a variety of intersecting subjects. Switching between subject areas helps students understand their strengths and areas of interest for onward study.

All courses fall under 3 subject streams:

- STEM - Science, Technology, Engineering and Maths
- Social Sciences - Psychology, Sociology Anthropology, Economics and Politics
- Arts & Humanities - Literature, Philosophy, History, Archaeology, Geography, Law, Religion, and Art

Pupil Feedback

Pupil overview

The AccessEd ZA 2022 Programme supported 316 pupils from the worst affected communities and townships in the Western Cape and Gauteng, including Diepsloot, Ebony Park, Ga-Rankuwa, Khayelitsha and Nyanga.

316 pupils participated in the programme

4 schools/ after-school programmes

2 provinces represented by pupils

8 communities and townships represented by pupils

Data snapshot

AccessEd is committed to data-driven evaluation. Outcomes associated with the programme were evaluated to determine the programme impact. Pupils also completed a pre- and post-programme self-evaluation questionnaire to measure their growth and development across key competencies that support progression to higher education:

The data below includes outcomes of the programme of pupils at partner schools, with data on tutorial attendance, final assignment submission and student attainment.

91%
average tutorial attendance

89%
final assignment submission

97%
final assignment pass rate

42%
of pupils obtained a 1st

Performing at an excellent standard for the grade above their current grade

35%
of pupils obtained a 2:1

Performing at a good standard for the grade above their current grade

13%
of pupils obtained a 2:2

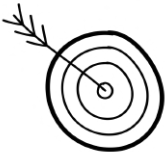*Performing at an excellent standard for their current grade*

Pupil Feedback

Data snapshot [cont.]

The data below reflects students' progress across 36 questions that measure four competencies shown to support progression to university: university readiness, self-efficacy, motivation and meta-cognition.

The change reflects the percentage difference in pupils answering that they agreed or strongly agreed with the selected statement before and after completing the AccessEd ZA 2022 Programme.

		Pre-assessment	Post-assessment	Percentage change
University readiness Knowledge pupils have around higher education and how to access it		4.9 / 7	5.7 / 7	11%
Self-efficacy Belief pupils have about their ability to achieve future goals		5.3 / 7	5.9 / 7	9%
Motivation Factors that drive pupils to behave in a particular way		5.6 / 7	6 / 7	6%
Meta-cognition Pupils' ability to think explicitly about their own learning		5.3 / 7	5.9 / 7	9%

Interpretation notes

The competencies are assessed using a standardised self-report questionnaire, 'The Motivated Strategies for Learning Questionnaire'. It is a reliable and valid assessment for university readiness, self-efficacy, motivation and meta-cognition.

Numeric shifts on standardised Likert scales for pre- and post-assessments can often be small (e.g. less than 1.0). Often small numeric shifts are statistically significant, suggesting a real difference in pupil performance between pre- and post-assessments.

Tutor Feedback

Tutor overview

We received a record-breaking 455 applications from postgraduate researchers who wanted to participate in the AccessEd ZA 2022 Programme. Following a rigorous selection process, 18 postgraduates (45% female; 55% male), who demonstrated the skills and values needed to deliver excellent academic tutorials, were successfully placed across 25 placements at partner schools/ after-school programmes to tutor and mentor young people.
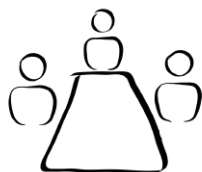
455 applications from postgraduates
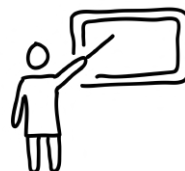
25 postgraduate researcher placements

4 universities represented by tutors

7 nationalities represented by tutors

All postgraduate tutors attended researcher development training designed to cater for pupils' needs and make the most of tutors' unique passion for their field of research and their academic knowledge. It addressed aspects of course design, core pedagogy, classroom management and codes of professional conduct in schools.

Data snapshot

The data below offers a snapshot of the tutor post-programme questionnaire.

89%
of tutors wanted to participate in another programme cycle - 11% were undecided due to external factors

100%
of tutors recommend that other postgraduate researchers participate in the programme

100%
of tutors strongly agreed that they can help pupils think critically after participating in the programme

100%
of tutors strongly agreed that they can help students value progression to higher education following the programme

100%
of tutors strongly agreed that they obsered an improvement in pupils' self-awareness and crtical thinking

100%
of tutors strongly agreed that they saw an improvement in pupils' motivation towards learning
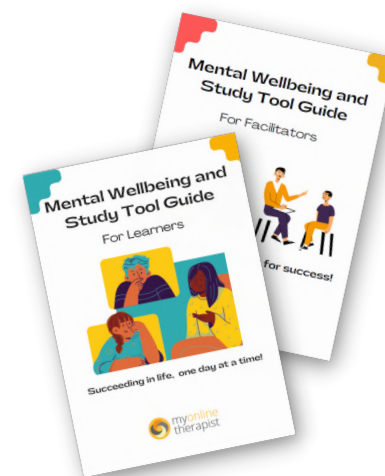
Candidate Fellow Feedback

Academic enrichment overview

To enrich pupils' programme experience further, 2 bespoke academic enrichment workshops, which address the challenges faced by the youth of South Africa, were delivered in conjunction with subject-specific tutorials.

Study Skills and Mental Health and Dropout Prevention workshops were delivered by 12 candidate fellows (75% female; 25% male) across 28 placements, offering them the opportunity to gain valuable teaching experience. Workshop materials were developed in collaboration with the Zero Dropout Campaign and My Online Therapist.

In addition to workshops, Gradematch supported Grade 12 pupils with career advice and guidance about university and funding applications via the Bridge online platform.

Data snapshot

The data below offers a snapshot of the candidate fellow post-programme questionnaire.

100%
of candidate fellows agreed that workshop content was accessible to pupils

100%
of candidate fellows agreed that pupils benefitted from attending academic enrichment workshops

100%
of candidate fellows agreed that they are eager to partake in the 2023 programme cycle

> The study skills workshop caters to the needs of different students, setting up learners with the right skills that will further their academic success.
>
> **BA Education Student, University of the Witwatersrand**

> It was an amazing opportunity, especially as a future teacher, to get exposure to learners in a different setting. It was the first time I taught at a low-resourced school, and it was truly eye-opening. I wish I could have joined the programme earlier.
>
> **PGCE Student, University of Cape Town**

> It definitely helps groom candidate fellows to become expert teachers. It allows them to experience impacting and influencing the holistic well-being of pupils.
>
> **BA Education Student, University of Cape Town**

Partner Feedback

Partner school/ after-school programme overview

The AccessEd ZA 2022 Programme was delivered in partnership with 4 schools/ after-school programmes that serve pupils from 8 of the worst affected communities and townships in South Africa, including Diepsloot, Ebony Park, Ga-Rankuwa, Khayelitsha and Nyanga.

AccessEd has partnered with the African School for Excellence, LEAP Science and Maths Schools and Ikamva Youth since 2017. In 2022, AccessEd formed a new partnership with Legacy Community Development.

Data snapshot

The data below offers a snapshot of the partner post-programme questionnaire.

100%
of partners strongly agreed that pupils were more interested in applying to university after participating in the programme

100%
of partners strongly agreed that the AccessEd ZA 2022 Programme improved pupils' motivation

100%
of partners strongly agreed that pupils were more engaged in their tutorial subject after participating in the programme

100%
of partners strongly agreed that pupils benefited from their participation in the programme

100%
of partners strongly agreed that tutors were able to inspire and encourage pupils

100%
of partners strongly agreed that they are eager to partake in the 2023 programme cycle

> Bringing university students to our school played a big role in raising pupils' motivation and encouraging them to think about their future. The topics taught have been very useful because students learnt about things that are rarely taught by their teachers.

Branch Coordinator, Ikamva Youth

> It's a great initiative, and we'd like to be part of it in the upcoming years. Keep up the amazing work you are doing for our kids!

Teacher, LEAP Science and Maths Schools

What are the leading causes of global inequality and their solutions? Use examples from real-world situations.

Before delving into the full concept of global inequality, it is imperative to define global inequality. Global inequality is the unequal distribution of material resources and income among nations. This review is written to assess the leading causes and the solutions to global inequality...

Additionally, lack of education contributes to global inequality. How so? Well, to get oneself out of poverty, education is essential. Education levels are generally low in developing countries, which makes it much more difficult for people to escape poverty. People who lack education are frequently unable to leave their current circumstances in search of a brighter and better future...

Governments in developing countries must ensure access to education to combat global inequality. This could imply providing financial assistance to low-income families and investing more in teachers and research facilities...

One of the most famous sayings on the value of education by Nelson Mandela, "Education is the most powerful weapon which you can use to change the world", speaks volumes. Not only does education give you a better chance of being successful, but it also lowers the global inequality rate and increases the wealth of a country...

Global inequality is a serious issue that severely affects developing countries and the residents of those areas severely. Economic inequality can result from both human behaviour and unforeseen environmental elements. It is essential that nations from all over the words collaborate and share their most recent research findings in order to tackle global inequality.

Define transport integration and discuss different types of integration as well as the benefits of implementing integrated transport systems.

What comes to mind when you hear the word transport? Personally, the word movement is the first thing that appears in my mind. Transportation is the centre of the world. It is the glue of our daily lives. The transportation sector is the most critical sector of our economy. You cannot understand a city without using its public transportation system. Transportation involves transporting someone or something from one place to the other.

In the world we are living in, there are billions of people, which results in a lot of different types of transport modes like air, water and land transport. Air transport includes airplanes, helicopters and jets; water transport includes ships and boats; and on land, we have trains, taxis, cars and bicycles.

All those modes of transport have different characteristics. For example, we have speed which is the rate of change of distance with time; capacity which is the maximum amount something can contain; route flexibility which is the physical property of a vehicle route and its ability to be changed during a trip; and, finally, motorisation which refers to whether or not a mode of transport is supported by a motor.

Many might wonder how all these transport systems are able to work - all of them at the same time. That is exactly where transport integration gets involved. Integrated transport is basically combining different modes of transport to maximise ease and efficiency for users in terms of time, cost, comfort, safety, accessibility and convenience. Different modes of transport have different technical operational capabilities...

Grade 9 Pupil

LEAP Science and Maths School, Ga-Rankuwa

People-centric design: Performance monitoring of transport systems

Integrated transport systems have a couple of advantages as it maximises ease and efficiency for passengers in terms of time, cost, comfort, safety, accessibility and convenience. Integration enables better use of the available network of services through elimination of parallel competition along routes. It promotes the financial sustainability of transport operations and reduces negative externalities, such as pollution, energy consumption and congestion. All of this results in an improved level/ quality of public transport services...

Appendix

Partners, Tutors and Courses

Partner	Tutor	University	Subject	Course title
Ikamva Youth - Khayelitsha/ Nyanga	Kudzai Chiodza	Stellenbosch University	STEM	Trash to gold: Finding value in waste
Ikamva Youth - Khayelitsha	Buhle Maphosa	Stellenbosch University	STEM	The power of the sun: Using solar energy in food processing
Ikamva Youth - Khayelitsha	Tinobokashe Ncube	Stellenbosch University	STEM	A pixel is worth a thousand words: Remote sensing and it's applications
Ikamva Youth - Nyanga	Idris Muniru	Stellenbosch University	STEM	Cracking the code: Your guide to understanding artificial intelligence
Ikamva Youth - Nyanga	Mosima Mabitsela	Stellenbosch University	STEM	Climate change: Myth or reality?
Ikamva Youth - Ebony Park/ LEAP Science and Maths School 3	Takudzwa Matuvhunye	WITS	STEM	Use of vaccines in fighting diseases
Ikamva Youth - Ebony Park	Dr Mokesioluwa Fanoro	University of Johannesburg	STEM	Wireless communication in the Fourth Industrial Revolution
LEAP Science and Maths School 3 & 6	Tafadzwa Raiva	University of Johannesburg	STEM	Subject characteristics: African disruptive innovations area
LEAP Science and Maths School 3	Emmanuel Nyoni	WITS	STEM	How can we use plants to prepare for the future?
LEAP Science and Maths School 3/ African School for Excellence	Dr Marie Nibamureke	University of Johannesburg	STEM	Pharmaceutical pollution in aquatic environments
LEAP Science and Maths School 4 & 6	Lesedi Senamele Matlala	University of Johannesburg	Social Sciences	Social media as an effective citizen-based monitoring tool for public service delivery in South Africa
LEAP Science and Maths School 4 & 6	Feliciana Nezingu	University of Pretoria	Social Sciences	The geopolitical dimension of maritime security
LEAP Science and Maths School 4 & 6	Genevivie Ankunda	University of Pretoria	STEM	People-centric design: Performance monitoring of transport systems

Appendix

Partners, Tutors and Courses

Partner	Tutor	University	Subject	Course title
African School for Excellence	Dr Ayokunle Familua	WITS	STEM	Power line communication: Is communication over existing electric cables in homes possible?
African School for Excellence	Melusi Sibanda	University of Johannesburg	STEM	3D Printing and how it can transform the teaching of anatomy
African School for Excellence	Dr David Mhlanga	University of Johannesburg	STEM	Balancing the world's scale: An introduction to globalisation and global inequality
African School for Excellence	Sapana Sewpersad	WITS	Social Sciences	Food for thought: The relationships between food, culture and inequality
Legacy Community Development	Wendy Mthembu	Stellenbosch University	STEM	Life within the cells: Health and wellness

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