



UMnyango WezeMfundo
Lefapha la Thuto
Department of Education
Departement van Onderwys

MEMORUNDUM

New Programme for Girl Learners

The Department is pleased to announce a programme for previously disadvantaged girl learners in Gauteng schools. The programme, a flagship innovation designed to give our talented girl learners extended opportunities to be exposed to the realities of the business world, will be called **TECHNO-GIRLS**. The Department has partnered with Uweso Consulting that will be responsible for the management of the programme.

1. Programme Benefits for learners

The Techno-Girls programme will:

- 1.1 Provide girls with an opportunity to be exposed to potential career choices in scarce career fields;
- 1.2 Provide girls with the opportunity to understand the benefits and challenges of positions in those careers;
- 1.3 Motivate girls to develop a personal plan to further their studies in scarce career fields of interest;
- 1.4 Assist girls in gaining valuable insight in determining where their career interest lies;
- 1.5 Provide girls with an understanding of Mathematics as a prerequisite to pursue studies in most critical careers;
- 1.6 Enable girls to learn and observe team-work on the job;
- 1.7 Enable girls to examine how education and training relates to success on the job; and
- 1.8 Enable girls to understand that education is key to getting a rewarding job.

Office of the Director: Further Education and Training /IDS

Room 1430, 111 Commissioner Street, Johannesburg 2001 P. O. Box 7710, Johannesburg 2000
Tel: (011) 355 0930 Fax: (011) 355 0876 E-mail: mokabam@gpg.gov.za

2. Programme Outline

The South African job market has demand for specific skills in science, technology and commerce. Job shading provides participants with access to the world of work in these career fields. This is of particular importance to previously disadvantaged girls, who are not exposed to role models of women leaders and professionals in the growing economic sectors.

Through Techno-Girls, participants are placed in partner companies and organisations during the Winter and Spring school holidays to discover first hand how skills acquired in school and the skills development programme relate to the workplace. Through a structured job-shadowing programme they are exposed to new and exiting career paths in the fields of Maths, Science and Commerce. The programme is implemented as follows:

- High performing girl learners from disadvantaged schools within Gauteng Province are selected for participation in the programme.
- A profile for each participant is developed and uploaded to a project database.
- Partner companies and organisations from both public and private sectors are mobilised to provide job-shadowing opportunities to the girls for a period of one week per holiday.
- A job-shadowing guide is provided to each company to ensure a structured learning experience for the girls.
- Partner companies and the girls complete job-shadowing reports after each intake, which serve to document progress of participants on the programme.
- Companies are encouraged to identify other support mechanisms to the girls, which may include future employment or bursary opportunities.

3. Selection of Girls

To ensure that appropriate participants are selected, the following selection criteria are to be applied:

- 3.1 All participants should be girls from previously disadvantaged communities (African, Indian, Coloured).
- 3.2 Participants from outlying areas are to be prioritised for selection, with due consideration of accessibility and travel logistics.
- 3.3 Only learners from public schools are eligible for selection.
- 3.4 Only learners in Grades 10, 11 and 12 to be considered.
- 3.5 The scholastic performance of learners should be taken into account, particularly in MST learning areas.
- 3.6 The annual intake is restricted to approximately 300 learners, namely maximum of five (5) learners per school and the minimum of two (2) learners per school, unless compelling reasons exist to deviate from these quotas.
- 3.7 Learner should be studying Maths to qualify for selection.

4. Districts CES's responsibility

- 4.1 District Policy Planning CES's and District Information System Management CES's are requested to identify girl learners from disadvantaged senior secondary schools in Gauteng. (Learners may not be participating in the Ikusasa Lami Project)
- 4.2 Each District must select 20 girl learners from their schools by applying the criteria above.

5. Programme Timelines

To ensure sufficient time for implementation, the following timeframes have been finalised:

Programme Activity	Responsibility	Timeframe
1. Stakeholder meeting		17/03/09
2. Schools and girl recruitment and selection	GDE	
3. Learner profile templates provided to schools		
4. Completed learner profiles returned to District Office		
5. Learner profiles submitted to Head Office		16/04/09
6. Learner database developed		15/05/09
7. Company guidelines developed for job shadowing		20/03/09
8. Company MOU's developed for signature		31/03/09
9. Hold business breakfast		07/05/09
10. Finalisation of job shadowing partners		22/05/09
11. Match learners to companies for placement		29/05/09
12. Stakeholder meeting		04/06/09
13. Inform learners and companies of placements		05/06/09
14. Learner and company orientation		29/06/09
15. Placement of girls with companies for job shadowing		30/06/09 to 03/06/09
16. Company reports completed and submitted		10/06/09
17. Learner reports completed and submitted		10/06/09
18. Information collated and final report submitted to GDE		31/07/09
19. Meetings with principals of participating Schools and Districts	Uweso/GDE	Quarterly
20. Meetings with partner companies for reflection and in preparation for intakes	Uweso/GDE	Quarterly

Process to be followed regarding the templates

1. Each of 15 districts will receive 20 learner profile forms in an envelope (**total of 300 Girls learners** from schools);
2. Districts are to **select 10 grade 10 girls learners, 5 grade 11 girls learners and 5 grade 12 girls learners (a total of 20 Girls learners per District)** using the selection criteria listed below:

- a) Girl learner should be drawn from previously disadvantaged communities (African, Indian, Coloured)
 - b) learner must be different from learners on the other projects
 - c) learner must have socio economy background
 - d) learners must have the desire to further their studies beyond grade 12
 - e) learners must be performing well in Math and Science
 - f) learners must display leadership potential
 - g) learners must be actively involved in all aspects of school life, extracurricular activities and in their local communities
 - h) learners should, in the main, come from the following pathways:
 - Mathematics
 - Science
 - Technology
 - g) The number of learners selected should comprise a fair proportion of each of the selected pathways
 - h) Schools should strive to achieve equity in terms of gender
3. The completed profiles are to be submitted to the District's Policy and Planning officials by the
 4. Policy and planning officials are to collate the database of the learners using the template provided
 5. Districts are to submit the completed profile forms/template provided as well as the database information to Head Office: Dineo Oliphant, 14th floor, Room: 1426 by the **16 April 2009**
 6. Head office to submit completed profiles forms/template to Techno-Girl by the **20 April 2009**