



HIV/AIDS | Orphans & Vulnerable Children | Early Childhood Development | Youth and Adult Education & Development | Community Safety & Development

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## Community Safety Initiative: Chesterville

## BURSARY PROJECT

I. PROJECT TITLE: Vukukhanye Tertiary Education Bursary Project

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## **1. BACKGROUND (See *Vukukhanye Summary Profile*)**

Vukukhanye is a Public Benefit Organisation concerned with the support and upliftment of vulnerable and underprivileged individuals, families and communities. Our strategic focus (10 year plan) is the holistic development of the community of Chesterville, in Cato Manor, KwaZulu-Natal. Vukukhanye is presently engaging with various stakeholders (community, government business and civil society) in the implementation of a Community Safety Initiative, targeting the community of Chesterville. The principles underpinning the Community Safety Initiative are based on a document commissioned by the South African Government and compiled by the National Crime Prevention Centre (SAPS), the CSIR Crime Prevention Centre and the Institute for Security Studies entitled "A Manual for Community Based Crime Prevention – Making South Africa Safe" (2000). The Ethekweni Metro Council's crime prevention strategy ("*Durban Safer City Strategy: 2000*") is also aligned with this manual. **This Tertiary Education Bursary Project forms part of the above-mentioned Community Safety Initiative.**

## **2. MOTIVATION**

The population of Chesterville is approximately 42,000 (Stats SA, 2001). Despite the progress made since South Africa's democratic elections in 1994, characteristics of this community still include widespread poverty, unemployment, a high prevalence of HIV infection, crime, abuse, domestic violence, orphaned children, dysfunctional households, low levels of education, and a general lack of support.

The standard of education at Chesterville Secondary School is poor - the Grade 12 pass rate in 2007 was only 58%. Statistical data suggests that the number of people in Chesterville with a Grade 12 pass is low, with even fewer having post-secondary school qualifications (5% of the population over 20). In South Africa, only 1 in 12 learners that start school actually matriculate and only 1 in 4 matriculants go onto university. In turn, only 1 in 4 of those who go to university finish their degree (*Dreambuilders Prospectus, 2008*).

Research conducted in 2005 on 106 countries showed that gross national income and university enrollment are strongly correlated, and the researchers conclude that without substantial numbers of university-trained professionals a country cannot advance (*Mayer, E.J, "An educated view of universities"*).

When considering the working population of South Africa, the average monthly income of those without matric is R1,650. This increases to R4,100 for those with matric and to R8,500 for people with degrees. Census results (2001) indicated that the unemployment rate in Chesterville was 49%; 15% higher than the average for the Ethekwini Metro (34%) (*Research Africa, March 20 2007; AMPS 2005; Stats SA: Census 2001; eThekwini Municipality Economic Review 2006/7*).

International examples suggest that education incentives have made a significant impact in reducing crime. The Quantum Opportunities Program (QOP) in five cities in the USA reduced delinquency by 71% by providing disadvantaged, at-risk youths with incentives to complete school. An evaluation showed that programme members were more likely to finish high school, to register for tertiary education, and were less likely to be arrested than other young people in similar communities. In the Netherlands, projects to prevent young people from turning to crime also managed to reduce delinquency by 71%.

The benefits of completing high school as well as achieving a tertiary qualification are clear; as is the tremendous need for interventions aimed at improving education levels in Chesterville. It is intended that this bursary initiative will be one such intervention, contributing in part to the socio-economic development of this community. Although the initial target school is Chesterville Secondary School, it is intended to extend such opportunities to all schools in Chesterville.

### 3. TARGET POPULATION

#### 3.1 Geographic Location

This project will target the historically disadvantaged community ('township') of Chesterville. Chesterville (part Ward 24 & Ward 29) is located in the Cato Manor region of the EtheKwini Metropolitan Area, in the province of KwaZulu-Natal.



#### 3.2 Chesterville Secondary School

Chesterville Secondary School is located in central Chesterville, off Road 1 (Mahlati Road). The school caters for Grades 8 to 12, and has a learner population of 738 and 22 educators. The Principal is Mr. Nico Shabalala, who is supported by a school governing body and management team. Mr. Shabalala aims to convert the school into an FET (Further Education & Training) secondary school. This involves gradually including technical subjects (e.g. technical drawing, mechanics, catering & hospitality) into the Grade 10-12 syllabi, as funds and resources allow. This should facilitate the matriculants' employment potential as well as their ability to become self-employed.



## **4. AIMS & OBJECTIVES**

### **4.1 Aims**

To contribute towards the ability of disadvantaged individuals from Chesterville Secondary School to achieve tertiary educational qualifications; by providing an incentive for high school achievement and by providing the necessary financial support, as well as mentoring and associated support, to deserving individuals. In this way it is hoped to contribute to the socio-economic development of Chesterville.

### **4.2 Objectives**

- 4.2.1 To advertise on an annual basis in Chesterville High School the availability of a bursary opportunity as a reward for academic achievement
- 4.2.2 To provide an incentive for academic achievement and thus to contribute to learner motivation and raised academic standards, particularly among Grades 11 and 12 learners
- 4.2.3 To select prospective bursars from the Grade 12 class of Chesterville Secondary School
- 4.2.4 To administer the payment of the bursars' tuition fees
- 4.2.5 To provide mentorship and support to the bursar to facilitate their academic success
- 4.2.6 To provide two (2) new bursaries per year for five years, starting in 2009.
- 4.2.7 Growth and sustainability of the bursary programme by raising funds from corporate, government and other investors, as well as reinvestment of funds by previous bursary beneficiaries.
- 4.2.8 A further objective is to link the school with other bursary opportunities which Vukukhanye may become aware of or secure from other sources.

### **4.3 Guidelines**

#### **4.3.1 Scope of the bursary**

- The bursary is tenable for full-time or part-time study at a South African university, technikon or other registered institution of higher education.
- Special provision will be made for allowing prospective students to attend one-year bridging programmes where the institution concerned provides such bridging programmes.
- The bursary will cover tuition fees. Additional costs, such as text books and transport, will be covered at the discretion of Vukukhanye.

#### **4.3.2 Eligible candidates**

- Male and female learners completing, or having already completed, Grade 12 at Chesterville Secondary School.
- Selection is based on the merits of the learner's Bursary Application Form, as well as input from educators.

#### **4.3.3 Number of bursary awards**

- The number of bursaries awarded will be in accordance with available funds, as well as the ability to effectively manage current bursars and identify suitable new bursars.
- The initial goal is to award two (2) new bursaries in the first year of the bursary programme (2009 academic year), followed by 2 new bursaries per year for the following 4 years.

#### **4.3.4 Gender considerations in awarding of bursaries**

- Bursaries will be awarded to an equal number of males and females.

#### 4.3.5 Conditions

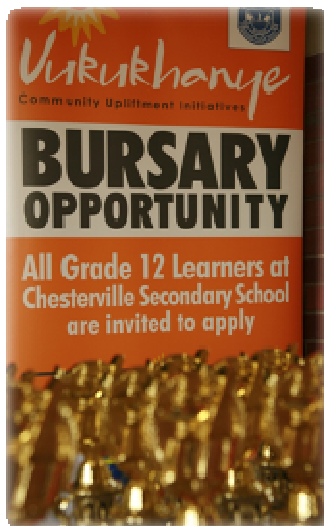
- The award of the bursary to potential candidates is subject to the following:
- The candidate obtaining a grade 12 pass
- Compliance with mentorship; which will include having a career assessment and/or aptitude test, and engaging in holiday community work and work-experience.

### 5. PARTNERSHIPS & SUSTAINABILITY

Vukukhanye has a long history of association with Chesterville and Chesterville Secondary School. The school principal, educator body, school governing body and management team, as well as the Chesterville Resident's Association are in full support of the project. The Victor Daitz Foundation has committed R15,000 per year for 3 years (2009-2011), for the best candidate identified from the 2008 Grade 12 class of Chesterville Secondary School. A partnership has been established with the Mike Strong Education Trust, which is a potential source of financial support.

The bursary was officially launched at the school on the 22<sup>nd</sup> of August 2008 and the first two successful bursars were announced at the schools' annual prizegiving on the 17<sup>th</sup> of October 2008. Vukukhanye has identified mentors for each of the bursars to provide support and monitor their progress.

Vukukhanye will continue to seek to establish partnerships with donor partners (e.g. corporates, trusts, individuals, government departments), and has a long-term strategy to instill the principal of reinvestment of funds by previous bursary recipients once they are financially independent.



The two successful bursary applicants, with Principal Mr. Nico Shabalala (Chesterville Secondary School Prizegiving, 17 October 2008)

## 6. BUDGET

### 6.1 5-Year Tuition Fee Budget

<b>PROVISIONAL 5 YEAR ROLL-OUT BUDGET: TUITION FEES</b>					
Year	Bursars (new)	Bursars (cumulative)	Cost/bursar	Total cost (/ yr)	Total Cost (cumulative)
1	2 (2009)	2	15 000.00	30 000.00	R 30 000.00
2	2 (2010)	4	18 000.00	72 000.00	R 102 000.00
3	2 (2011)	6	21 000.00	126 000.00	R 198 000.00
4	2 (2012)	8	24 000.00	192 000.00	R 318 000.00
5	2 (2013)	10	27 000.00	270 000.00	<b>R 462 000.00</b>

The provisional budget above is based on the following assumptions/estimates:

- Two (2) bursars were identified in 2008 & are being funded for 2009 study. 2 new bursars to be identified for 2010 study. Two new bursars per year thereafter.
- All bursars will be supported for up to five (5) years of study.
- The cost per bursar per year of study will average R15,000 (year 1) and escalate by an average of R 3,000 each year.
- It is noted that a number of tertiary programmes cost considerably more than the budgeted figures. Vukukhanye will seek to grow the bursary fund to allow for the sponsorship of such fees.

### 6.2 Bursary Project Budget (Years 1 & 2)

<b>A. BUDGETED EXPENSES (2009/10)</b>		<b>A1 + A2 + A3 =</b>	<b>R 110,500</b>
<b>A1. Tuition Fees</b>			<b>R 102,000</b>
<b>Bursar 1 (2009)</b>	Tuition Fees 2009		<b>R 15,000</b>
<b>Bursar 2 (2009)</b>	Tuition Fees 2009		<b>R 15,000</b>
<b>Bursar 1 &amp; 2 (2010)</b>	Tuition Fees 2010		<b>R 36,000</b>
<b>Bursar 3 &amp; 4 (2010)</b>	Tuition Fees 2010		<b>R 36,000</b>
<b>A2. Printing/Advertising</b>			<b>R 4,500</b>
<b>Application Forms &amp; Posters</b>	Advertising, Special events		<b>R 2,500</b>
<b>Printing, Stationery &amp; Postage</b>			<b>R2,000</b>
<b>A3. Career Assessments</b>			<b>R 4,000</b>
<b>Aptitude Tests/Career Assessments</b>	2 Bursars		<b>R 4,000</b>
<b>B. INCOME RECEIVED/COMMITTED</b>			<b>R30,000</b>
<b>The Victor Daitz Foundation</b>			<b>R 30,000</b>
<b>C. FUNDS REQUIRED (2009/10)</b>		<b>A – B =</b>	<b>R 80,500</b>