

CASE STUDY OF COLLABORATION

MAPPING THE SYSTEM OF TERTIARY ACCESS

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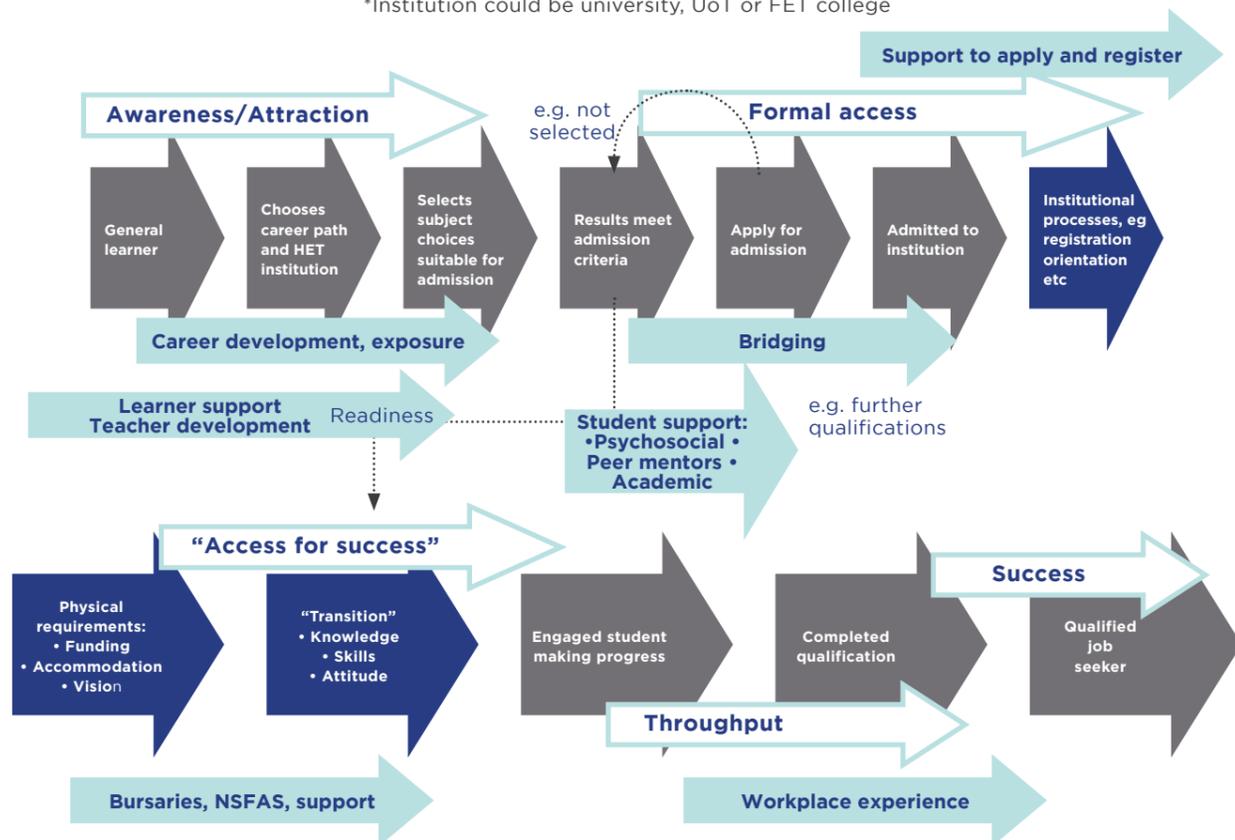


There is an enormous amount of innovation in education in South Africa, but a key challenge in the system is the ongoing duplication of effort. In order to ensure that what is working is shared and that duplication is avoided, successful practice needs to be spread. A community of practice, where multiple stakeholders are brought together to work collaboratively, is a vehicle that supports the sharing of working practice.

BRIDGE runs a national maths and science learner support community of practice. This community has a tertiary access focus group made up of people who are working together to increase learner access and throughput from school to tertiary studies. In order to understand why many school learners pass matric but are not successful in tertiary studies, the group mapped the sequence from Grade 9, when a learner chooses his or her subjects, through to the world of work:

SUPPORTING TERTIARY ACCESS

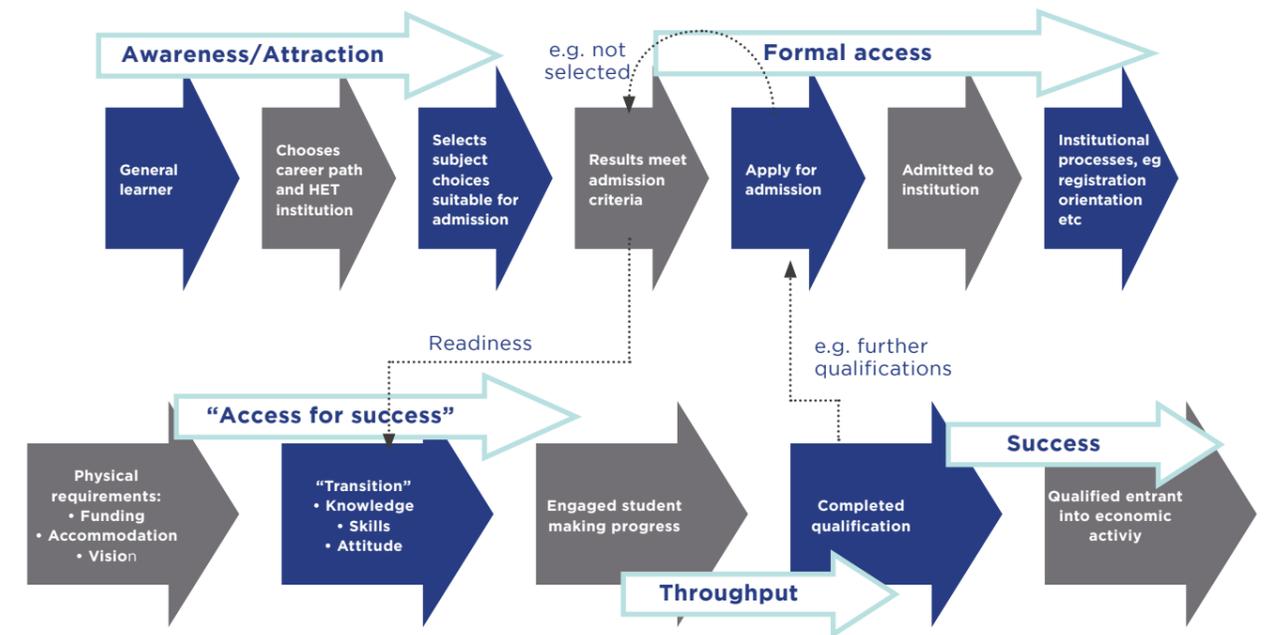
\*Institution could be university, UoT or FET college



This mapping allowed the group to identify all the parts of the tertiary access chain, which like any other chain is only as strong as its weakest link. So, the next part of the mapping involved identifying where the chain breaks:

WHERE DOES THE CHAIN BREAK?

\*Institution could be university, UoT or FET college



Donors as well as practitioners from tertiary institutions, government institutions that provide learnership programmes and NGOs are working as part of this community of practice to explore avenues for partnerships with the aim of increasing learner tertiary access and throughput. They understand that stakeholders need to work collaboratively to address challenges including the duplication and fragmentation amongst their areas of work, the dearth of support for learners outside the STEM (Science, Technology, Engineering and Mathematics) area of specialisation, the lack of support for the acquisition of artisanal skills and continuing education in Further Education and Training Colleges, poor linkages between funders at school level and funders at tertiary level, competition among bursars for top students

and the lack of funding for students who achieve between 60 and 70%.

The members of the community agree on the necessity for data about stakeholders in the education development space, the sharing of their learnings, and for greater coordination and collaboration amongst funders, relevant government institutions, institutions of higher learning and NGOs in order that they can identify and harness key areas to optimise success in tertiary access. Consequently, the group is now doing data mapping of the tertiary access chain, as well as making sense of that data, thus in populating the chain not only with raw data which can show where there are gaps, overlaps and duplications, but also with learnings, models and exemplars of working practice.

For more information on this community and its work, contact [info@bridge.org.za](mailto:info@bridge.org.za)