



Testimonial of Neil Jansen's involvement with the Media24 Rachel's Angels Trust

To Whom It May Concern

It is my pleasure to affirm Neil Jansen's involvement in the Media24 Rachel's Angels Mentorship programme.

1. **Name of the project:** Media24 Rachel's Angels Trust
2. **Programme Description and Purpose:** The programme targeted the grade 11 and 12 learners from 20 schools in the Western Cape. The purpose of the project was to capacitate learners to transition successfully from school learners to university students. The project partners were Media24, Stellenbosch University and the Western Cape Department of Education. Senior students from Stellenbosch University served as mentors to grade 11 and 12 learners from the participating high schools. Each school nominated 7 learners per two-year cycle, meaning that there was a minimum of 140 learners and about 120 mentors every two years. Neil developed the intervention framework upon which the actual mentorship delivery took place. Schools and students were rewarded if the learners and the students passed their respective grades and university levels. The schools were awarded up to 5000 Multichoice Phuthuma Nati shares and the students 1000 shares for a successful two-year cycle. The project ran from 2006 until 2016 and was a resounding success, with more than 1000 students and learners taking part. The mentees benefited a lot, with 70% of those who have enrolled at university obtaining their degrees. The work and scope of the project are captured in a television documentary which was broadcast on the DStv channel VIA [Rachel's Angels: Inspirasiestories] and in a book entitled "Wings: The Rachel's Angels Story".

3. Programme details:

3.1 Programme content:

Year one of two-year cycle:

3.1.1) Induction and orientation: The mentees (learners) and the mentors (Stellenbosch students) were paired. The two-year programme was explained to them. Logistical arrangements were finalised and mentees were also taken to Stellenbosch University on a campus visit to orientate themselves with the on-campus venues.

3.1.2) Building positive self-esteem workshops

These workshops were conducted at Stellenbosch University and with the support of the relevant faculty from the University. We wanted to assist learners to navigate their lives effectively and were mindful that as teenagers they faced many challenges. Those with positive self-esteem are likely to be more effective people. The Stellenbosch University's student counselling section offered support in cases where longer-term intervention such as therapy was required.

3.1.3) Workshops teaching learners effective studying methods:

The aim was to empower the learners with best practice studying methods to help them for example to understand how to study for a quantitative vs a non-quantitative subject.

3.1.4) Mentoring training:

The Stellenbosch University students were trained in basic mentoring skills and their role in shaping the mentor-mentee relationship. For example, the importance of ethics and dealing with the mentees' information confidentially and not to get involved in romantic relationships with mentees. The mentors and mentees had to meet face to face at least once a month and weekly via platforms such as SMS, BBM messenger phone calls and MXit, and WhatsApp in the later years.

3.1.5) Campus visits:

Mentees quarterly attended face to face lectures with their mentors to get them acquainted with university life. They (mentees) were also expected to attend a social event with their mentor. The aim was to, with their parents' permission, under supervision give them a holistic taste of student life, so when they eventually enroll they are familiar with the realities of university life.

Year Two:

3.1.6) Weekend breakaway session

Preparation of the group for the grade 12 year. They were exposed to talks on personal mastery, group dynamics, etc. Venues such as Club Mykonos, about 150 km from Cape Town, were used to help them to develop a sense of being away from home.

3.1.7) Entrepreneurship workshop and a Saturday market day:

The aim was to encourage them to think entrepreneurial. The training was provided by the University of Stellenbosch and one of the outputs expected from the mentees was a business plan for a market day, where they had a chance to put the business plan into action.

This market day were hosted at one of the participating schools and the mentees managed a stall where they exhibited and sold their products. The Market Day was attended not only by the participating schools, but a large number of people in the communities where it was held.

3.1.8) On-going monitoring, evaluation and support:

The Rachel's Angel's office team regularly visited schools to assess progress of learners, address any areas of concern, and act should mentor or mentees not comply with the prescribed guidelines. The Rachel's Angels' team also made sure that mentors and mentees attended the required sessions. In addition to this, independent researchers were tasked with evaluating the effectiveness of the programme and the Board of Trustees acted on their recommendations.

3.1.9) Management of the Trust:

The activities resorted under the custodianship of a Board of Trustees. The trustees had fiduciary duties and they had to attend meetings on at least a quarterly basis. Given the nature of the project they all had to be available to attend events and guide and mentor where required. The trustees had quarterly meetings with schools to ensure that the project run smoothly and effectively. At times we had to take tough decisions such as on two occasions terminate a school's involvement for the sake of the integrity of the programme.

4) Neil Jansen's role in this programme:

He formulated the intervention model. Neil was the founding executive trustee and was responsible for the setting up of the operations of the trust. This included setting up partnership agreements with the three key stakeholders being Media24, Stellenbosch University and the Western Cape Department of Education. Neil arranged and hosted several strategy sessions with the trustees and representatives of the sponsor. He was also responsible for the management of suppliers during the first two years.

He managed the trust's compliance responsibilities for the first two years.

In 2008 he left Media24 to take up a role as Group Human Resources Director at the Lewis Group Ltd and continued being involved. For example, while at Lewis he facilitated a three-day long Steven Covey Seven Habits of Highly Effective People training for 20 school principals who were part of the Rachel's Angels project.

The hours spent by Neil on this initiative are very difficult to determine. Throughout this process he acted as a mentor and shared his knowledge and experience with learners, teachers, students and fellow trustees. It is worth emphasizing that his contribution stretched **over more than ten years**, counting also the conceptualization phase.

His contribution to the project was invaluable and his professionalism, skills, passion, commitment, determination and love for people shone through throughout his time at Rachel's Angels.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Rachel Jafta', is centered below the closing. The signature is fluid and cursive.

Rachel Jafta

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