



**Wings  
To Fly**

***Transforming Africa**  
through Education Scholarships  
and Leadership Mentoring*

# **WINGS TO FLY SCHOLARSHIP PROGRAM**

**DISTRICT SCHOLARSHIP  
SELECTION BOARD  
MANUAL  
2016**

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# INTRODUCTION

## 1.1 Wings to Fly (WTF) PROGRAM

### 1.1 Program overview

The *Wings to Fly* program was started in 2009 with the objective of giving academically talented children from vulnerable backgrounds an equal opportunity to access secondary school education and a pathway to transform their lives and those of their villages, local and wider communities. The program is a partnership between Equity Group Foundation (EGF) & MasterCard Foundation (MCF) with generous support from USAID, KFW and UKAID.

The *Wings to Fly* program targets high achieving yet needy (orphans or vulnerable) students who are identified on the basis of their performance in the nationally administered Kenya Certificate of Primary Education examinations (KCPE). With support from District Scholarship Selection Boards (DSSBs), EGF offers scholarships by assessing the children academic performance, especially the top 5 percentile of the district.

Since inception the program has been able to support over 10,377 beneficiaries throughout their secondary education. A total of 1000 scholarships will be awarded in 2016 to bright but needy students from all the 47 counties in Kenya.

### 1.2 Wings to Fly (WtF) PROGRAM Principal Partners



### Supporting Partner



KENYANS AND AMERICANS  
IN PARTNERSHIP TO FIGHT HIV/AIDS



Implemented by: **KFW**



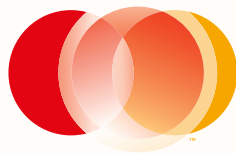
## 1.2 Wings to Fly PARTNERS

### 1.2.1 Equity Group Foundation, EGF



Established in 2006, EGF acts as the institutional home for the Equity Bank Group's social initiatives and interventions. Since its inception, EGF has significantly enhanced the coordination of CSR interventions for Equity Bank Group. EGF's aim is to catalyze the socio-economic prosperity of the people of Africa by giving opportunity to the millions at the bottom of the pyramid to be incorporated into the modern economy. Having demonstrated scalability, impact and high return on investment, EGF started forging partnerships with development organizations who wish to give back to society without duplicating effort and/or investing in infrastructure. This innovative and creative vehicle has fundamentally transformed the concept of philanthropy and corporate social responsibility.

### 1.2.2 The MasterCard Foundation, MCF



## The MasterCard Foundation

The MasterCard Foundation advances microfinance and youth learning to promote financial inclusion and prosperity. Through collaboration with committed partners in 48 developing countries, The MasterCard Foundation is helping people living in poverty access opportunities to learn and prosper. Based in Toronto, Canada, The MasterCard Foundation was established through the generosity of MasterCard Worldwide at the time of the company's initial public offering in 2006. The Foundation operates independently of MasterCard Worldwide. Foundation policies, operations and programming decisions are determined by the Board of Directors with the President and CEO. The MasterCard Foundation has successfully sponsored 5,011 scholars in phase 1 of the *Wings to Fly* scholarship program and has committed to another 5,000 scholarships during the phase 2 of the program starting from 2016 - 2019.

## 1.2 Wings to Fly PARTNERS



### 1.2.3 USAID



A sum of over \$17.4M from United States Agency for International Development (USAID) is funded through the United States President's Emergency Plan for AIDS Relief (PEPFAR), to support 488 secondary, tertiary and university scholars previously under the Orphans and Vulnerable Children (OVC) until 2013. In addition, there were two intakes under the Wings to Fly program running from 2012 – 2016 targeting academically gifted OVCs (1,136 in 2012 and 1542 in 2013). These scholars were drawn from: 60% from Nyanza & Rift Valley, 40% rest of the country. From 2016-2017, an additional 500 scholars will be supported to complete secondary education through the PEPFAR funds.

### 1.2.4 German Development Bank, KfW



Implemented by: **KfW**

KfW banking group is a German government-owned development bank based in Frankfurt. Its name originally comes from Kreditanstalt für Wiederaufbau, meaning Reconstruction Credit Institute. It was formed in 1948 after World War II as part of the Marshall Plan. KfW Entwicklungsbank finances investments and advisory services in developing countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The funds are made available as loans or grants. KfW is committed to the primary goal of the German development cooperation, which is to sustainably improve the economic and social conditions of the people in developing countries. KfW sponsored 350 *Wings to Fly* Scholarship in 2013 drawn from the urban poor communities in Kisumu, Mombasa, Nairobi and Nakuru counties and an additional 610 scholarships were given in 2015.



## 1.2 Wings to Fly PARTNERS

### 1.2.5 Equity Bank Limited, EBL



Equity Bank commenced business on registration in 1984. It has evolved from a Building Society, a Microfinance Institution, to now the all inclusive Nairobi Securities Exchange and Uganda Securities Exchange public listed Commercial Bank. With nearly 10 million accounts, accounting for over 50% of all bank accounts in Kenya, Equity Bank is the largest bank in the region in terms of customer base and operates in Uganda, South Sudan, Rwanda and Tanzania. While EGF champions the Equity Bank Group's CSR along six cluster thematic areas, Equity Bank provides the infrastructure of delivery hence reducing the operational costs for EGF and increasing the rate of return on any social investment.



**DISTRICT  
SCHOLARSHIP  
SELECTION  
BOARD, DSSB**

## 1.3 DISTRICT SCHOLARSHIP SELECTION BOARD, DSSB

### 1.3 DSSB Membership & Responsibilities

The District Scholarship Selection Board (DSSB) is the team of members drawn from a District where *Wings to Fly* Scholars are selected. They are appointed by the Equity Group Foundation at the district level to work on a voluntary basis. The DSSBs have been institutionalized and are auxiliary organs of the Foundation. Their mandate includes selection of the program beneficiaries, tracking the academic performance and the general welfare of the scholars. The DSSB will hold at least 2 mentoring meetings with the scholars in the months of April and August when schools are in recess during which time the scholars will account to the Board on their academic performance, leadership and conduct at school. The DSSB will continue to serve as the crucial link in ensuring objectivity in the selection process, making it possible to not only verify the case put forth by each applicant, but also optimise for need and potential of the selected candidate.

The selection board garners tremendous community ownership of the process and thus ownership and accountability of the selected beneficiaries. The recommended number of members necessary to constitute a DSSB is a minimum of 11 and a maximum of 13 members. The number should be odd to allow for a vote decision where necessary.

#### 1.3.1 DSSB make-up

The board shall consist of the District Education Officer (DEO); Equity Bank Business Growth and Development Manager (BGDM); Constituency Development Fund (CDF) representative; Social Services representative; Youth representative; Kenya Primary Schools Head Association (KEPSHA) representative; Religious Leader; County Administration; 2 Equity Bank Limited Agents (one male, one female); Kenya Tea Development Authority (KTDA) representative (tea zones); A Northern Kenya Education Trust (NOKET) representative for North Eastern region. These members therefore constitute the recommended DSSB number of a minimum of 11 and a maximum of 13.

### 1.3.2 How do you become a DSSB member?

Each EBL district BGDM will invite education and youth stakeholders as well as respected and prominent members of the community to join the DSSB.

#### 1.3.3 Commitments:

Members should be available primarily for scholar selection and for other roles and responsibilities as listed below.

#### 1.3.4 Responsibilities of DSSB:

- Planning for the entire selection process in your districts.
- Announcements and distribution of applications.
- Short listings of potential beneficiaries
- Interviews.
- Home visits.
- Selection of final list of scholars.
- Scholars' parents' meeting (twice a year)
- Monitoring of scholar performance, especially the ones who are not performing well.
- Dealing with disciplinary cases.
- Investigation and release of scholars from program.
- Leadership congress.
- Advocacy - influencing positive education and related policy actions at the district and county level.

#### Note:

All DSSB decisions during scholar selection should be collegial; with all members in agreement. Where an impasse or difference of opinion exists, a vote should be done to settle on a decision.

*WINGS TO FLY*  
**SCHOLAR  
SELECTION  
GUIDE FOR DSSB**

## 2.1 Wings to Fly SCHOLAR SELECTION GUIDE FOR DSSB

### Step 1

DSSB is constituted before the beginning of the selection process. The board meets to help plan for selection in their district. The selection process begins a week before the release of KCPE results.

### Step 2

Branch staff with guidance from BGDM sifts through all applications received to get only those candidates who have met the cutoff mark as provided by the DEO for each District (and segregated by gender) and who qualify on financial need basis. Following this initial screening, the BGDM invites the other members of the DSSB for short listing of candidates to be interviewed.

### Step 3

DSSB convenes to shortlist applicants who will be interviewed. An applicant's suitability score is used in the shortlisting of candidates and only those scoring highest are shortlisted and thereafter invited for an interview. The interview is scheduled to take place in not more than two days after shortlist agreed by all DSSB members.

### Step 4

Interviews are conducted for the shortlisted candidates who are then ranked from 1 to 12 and home visits are scheduled. The visits follow the second shortlist after interviews and only these nominee candidates' homes will be visited. The DSSB has the option to splitting into two so as to make the home visits timely and effectively. A minimum of five members of the DSSB should be present at each home visit. An applicant's suitability score for home visits will be used in the shortlisting of candidates and only those scoring highest are shortlisted. DSSB will be provided with a guideline as to what to look out for during home visits.

### Step 5

The DSSB will re-convene after the home visits to share their report for each visit. The applicants who score the highest combined scores will be selected for the final list to be forwarded to EGF as recommended to be recipients of Wings to Fly scholarships.

### Step 6

Names of final beneficiaries are announced in public following which the scholars are invited through EGF Head Office for an award and induction ceremony.

*WINGS TO FLY*  
**SELECTION  
CRITERIA**

## 2.2 Wings to Fly SELECTION CRITERIA

### **The successful Wings to Fly Scholar should be:**

1. Academically Promising – top 5th percentile performing students in their district in the Kenya Certificate of Primary Education (KCPE).
2. Orphans or Vulnerable Children (as defined below):
  - Children who have lost one or both parents – death certificates/burial permits/letter from Chief.
  - Children whose parents/guardians are physically or mentally disabled and are unable to educate their child.
  - Children whose parents/guardians are living with HIV/AIDS or other chronic debilitating illness and are unable to educate their children – medical records should be sought.
  - Children whose families have been affected by natural disasters such as flooding, drought and famine or civil conflict – family's current living conditions.
  - Children whose families have no evidence of cumulated assets - assess poverty levels (basic needs i.e. food, shelter, clothes).
  - Children who show evidence of bursaries received or financial assistance in the past or past history of school absenteeism due to lack of tuition.

*WINGS TO FLY*  
**SCHOLARSHIP  
APPLICATION  
FORM**





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Branch \_\_\_\_\_

## WINGS TO FLY SCHOLARSHIP PROGRAM

### 2016 SECONDARY SCHOOL SCHOLARSHIP APPLICATION FORM

#### INSTRUCTIONS/GUIDELINES

- This form is given **FREE OF CHARGE** by the Equity Group Foundation.
- The information provided in this form is intended to help the Equity Group Foundation District Scholarship Selection Board understand the applicant's academic and financial position for the purpose of assessment for scholarship/award.
- This application form must be filled accurately and completely in **CAPITAL LETTERS**.
- On being called for an interview the applicant must bring the originals of all documents attached.
- All incomplete or inaccurately filled forms will be automatically rejected.
- Copies of **ALL DOCUMENTS** required must be provided by the applicant. Any applications without relevant documents will be rejected
- Canvassing will lead to automatic disqualification.
- The completion and submission of this form is not a guarantee for sponsorship.
- Any false statements, omissions or forged documents will lead to automatic disqualification.
- Equity Group Foundation reserves the right to make the final determination of scholarship beneficiaries.
- **Only 2015 KCPE** candidates will be considered.
- **Every part of this form must be filled. Failure to do so makes this application form incomplete and therefore renders the applicant illegible for the scholarship.**
- **Only shortlisted candidates will be invited for interviews.**

#### PART A: APPLICANTS PERSONAL DETAILS

##### PERSONAL DATA

Full Name of Applicant:

First/Baptismal: \_\_\_\_\_ Middle: \_\_\_\_\_ Surname/Family Name: \_\_\_\_\_

Gender: Male ☐ Female ☐ Date of Birth: 

D	D	M	M	Y	Y	Y	Y
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Postal Address: P.O. Box: 

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Tel/Mobile No. 

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 Alternative Mobile No. 

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Physical Address: County: \_\_\_\_\_ District: \_\_\_\_\_

Division: \_\_\_\_\_ Location: \_\_\_\_\_ Sub Location: \_\_\_\_\_

##### ACADEMIC INFORMATION

Name of primary school attended: \_\_\_\_\_

Postal Address: P.O. Box: 

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Tel/ Mobile Number: 

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 Alternative Mobile No: 

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Physical address: County: \_\_\_\_\_ District: \_\_\_\_\_

Division: \_\_\_\_\_ Location: \_\_\_\_\_ Sub Location: \_\_\_\_\_





K.C.P.E Index No.											K.C.P.E Results:				Marks
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*(Attach copy of results slip or one provided by the Headteacher of your former school with his/her certification)*

Year sat for KCPE: \_\_\_\_\_ Have you attempted KCPE in previous years? Yes ☐ No ☐

If more than once how many times and why? \_\_\_\_\_ Scores attained in the previous years: \_\_\_\_\_

Have you repeated any class? Yes ☐ No ☐ if yes which ones

## PART B: APPLICANT'S FAMILY INFORMATION

## PARENT'S INFORMATION

**Father's Full Name:**

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Name Surname: \_\_\_\_\_

ID No.									Living:		Deceased:		[If deceased please attach copy of death/burial certificate]
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Physical Address: County: District:

Division: \_\_\_\_\_ Location: \_\_\_\_\_ Sub-Location: \_\_\_\_\_

Postal Address: P.O. Box: 

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 Tel/Mobile No. 

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Occupation: \_\_\_\_\_

**Mother's Full Name :**

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Surname: \_\_\_\_\_

ID No.									Living:		Deceased:		[If deceased please attach copy of death/burial certificate]
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Physical Address: County: District:

Division: \_\_\_\_\_ Location: \_\_\_\_\_ Sub-Location: \_\_\_\_\_

[illegible]

Occupation: \_\_\_\_\_

Are your parents living together? Yes ☐ No ☐ (If no please explain):

**GUARDIAN INFORMATION (If not living with the parents)**

First Name: Middle Name: Surname:

ID No. 

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 Relationship to student/applicant: \_\_\_\_\_

Physical Address: County: District:

Division: \_\_\_\_\_ Location: \_\_\_\_\_ Sub-Location: \_\_\_\_\_

Postal Address: P.O. Box:      Tel/Mobile Number:

Occupation: \_\_\_\_\_



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## SIBLING INFORMATION

List all the applicants' brothers and sisters starting with the oldest and state what each is doing.

(If working, describe job and monthly salary; If in university state it; If in school state the form or class; If in training describe it; If a sister is married show the occupation of the husband, if a brother is married show the occupation of the wife).

	Name	Age	School/Employer	Class/Position in employment
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

## PART C: APPLICANT'S EVIDENCE OF NEED APPLICANT'S INFORMATION

Indicator	Description
Why are you applying for a scholarship?	
Have you received any financial support/bursaries in the past? Please provide documentation:	
Do you have any special needs? For example: chronic illness, disability. Please provide documentation:	
Any other cause for special needs? Describe:	

Who do you live with? Parent(s) ☐ Guardian(s) ☐

## PARENT/GUARDIAN INFORMATION

Indicator	Father/Male Guardian	Mother/Female Guardian
Age of your parents/guardians:		
Is any of your parents disabled? Describe the disability:		
Does any of your parents/guardians suffer from a chronic disabling medical condition? Describe:		
Are you living with both parents? If not explain:		
Are your parents/guardians employed? Give details of job and salary per month: <b>Attach Payslip</b>		
Do your parents/guardians own a business? Describe and show the average monthly income: <b>Bank Statement</b>		



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Do your parents/guardians own land? State number of acres, type of crops grown, number of cows/sheep/goats/donkeys and income from such assets:		
Do your parents/guardians have any other assets or sources of income, including casual labor? Indicate the approximate monthly income:		

## FAMILY INFORMATION

Indicator	Description
Has your family been affected by civil conflict or natural disasters such as displacement flooding, drought, fire or famine? Describe:	
What type of house do you live in? Describe:	
Please describe any other cause of disadvantage or vulnerability?	
Any siblings in i) Secondary School: ii) University:	

**(SKETCH A DIRECTIONAL MAP TO THE HOME FROM THE NEAREST LANDMARK)**

## Part D: How did you first learn about the *Wings to Fly* scholarship program?

*(Please mark only one)*

- ☐ Equity Bank Branch (specify location)
- ☐ Equity Agent (specify location)
- ☐ School – teacher, principal or counselor (list name)
- ☐ Church, mosque, synagogue (specify name)
- ☐ Friends, parent, guardian or relative
- ☐ Internet (specify site)
- ☐ Radio, TV (specify)
- ☐ Newspaper, magazine (specify)
- ☐ Social networks such as Facebook, Twitter, Myspace (specify)
- ☐ Others (specify): \_\_\_\_\_



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## PART E: DECLARATIONS

### APPLICANT'S DECLARATION

I, \_\_\_\_\_ declare that the information given above is true to the best of my knowledge and I am aware that giving false representation will mean that my application will not be considered and will lead to automatic disqualification. I authorize Equity Group Foundation or its representatives to obtain such additional information concerning my educational program and financial records as needed to complete this scholarship application. I also authorize Equity Group Foundation and its representatives to communicate and release information to others who are involved in making decisions relating to my educational plans including and not limited to my previous and future schools, referees named in this form and the Ministry of Education, Science and Technology. In the event I win the scholarship, I commit myself to working hard and posting excellent results throughout my secondary school course.

Signature: \_\_\_\_\_

Date of 

D	D	M	M	Y	Y	Y	Y
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### PARENT'S/GUARDIAN'S DECLARATION

I confirm that the above information is true to the best of my knowledge and I am aware that giving false representation will mean that the application will not be considered and will lead to automatic disqualification. On behalf of my child, I authorize Equity Group Foundation or its representatives to obtain such additional information concerning this applicant's education and financial records as needed to complete this scholarship application. I also authorize Equity Group Foundation and its representatives to communicate and release information to others who are involved in making decisions relating to this applicant's educational plans including and not limited to their previous and future schools, referees named in this form and the Ministry of Education, Science and Technology.

Parent/Guardian name \_\_\_\_\_

Signature: \_\_\_\_\_

Date of: 

D	D	M	M	Y	Y	Y	Y
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If you wish to provide additional information, please attach a separate piece of paper.

## Part F: RECOMMENDATIONS

This part must be completed by the relevant authorities indicated. Any false information will lead to disqualification.

### 1. Primary School Head Teacher:

Please report on the above named applicant's performance, conduct, special interests and talents. Also explain why he/she should be considered for the *Wings to Fly* Scholarship Program:

How long have you known the candidate / family? \_\_\_\_\_

Rate the candidates financial ability: ☐ Rich ☐ Middle Class ☐ Low Income ☐ Needy ☐ Very Needy

I have reviewed the information given in this form and believe it to be truthful. The above named student attended my school. Based on my knowledge and/or inquiries, I can affirm that he/she is needy/vulnerable based on the following facts about his/her circumstances.

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Name: \_\_\_\_\_ Signature & Official Stamp: \_\_\_\_\_ Date of: 

D	D	M	M	Y	Y	Y	Y
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Mailing Address: P.O. Box: 

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 Tel/Mobile Number: 

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## 2. Provincial Administration (Chief or Asst. Chief).

How long have you known the candidate/family? \_\_\_\_\_

Rate the candidates financial ability: ☐ Rich ☐ Middle Class ☐ Low Income ☐ Needy ☐ Very Needy

I have reviewed the information given in this form and believe it to be truthful. The above named student is a resident of my location/ sub-location. Based on my knowledge and/or inquiries I can affirm that he is needy/vulnerable based on the following facts about his her circumstances.

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Name: \_\_\_\_\_ Signature & Official Stamp: \_\_\_\_\_ Date of: 

D	D	M	M	Y	Y	Y	Y
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Mailing Address: P.O. Box: 

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 Tel/Mobile Number: 

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## 3. Religious Leader (bishop, pastor, priest, imam, etc.)

How long have you known the candidate/family? \_\_\_\_\_

Rate the candidate's financial ability: ☐ Rich ☐ Middle Class ☐ Low Income ☐ Needy ☐ Very Needy

I have reviewed the information given in this form and believe it to be truthful. Based on my knowledge and/or inquiries I can affirm that this student is needy/vulnerable based on the following facts about his/her circumstances.

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Name: \_\_\_\_\_ Signature & Official Stamp: \_\_\_\_\_ Date: 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Mailing Address: P.O. Box 

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 Tel/Mobile Number: 

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**4. Other Recommendations** *(Please specify. Attach written, dated and signed original letters):*

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**NB: If a family is found to have misrepresented their circumstances, the scholarship will be terminated and they will be required to refund fees paid.**



# **DSSB GUIDELINES FOR INTERVIEWS**

## 2.3 DSSB GUIDELINES FOR INTERVIEWS

### 2.3 DSSB Guidelines for Interviews

- Application forms should only be given to scholars who present their result slip or have performed well during the last two years of their primary school and have a good chance of earning over 350 points in KCPE.
- All scholars who sat for KCPE in a particular district and meet the criteria for selection should be allowed to submit their applications in that district. Scholars from private schools should not be denied an application form, nor should any applicant with an obvious disability or of advanced age. The *Wings To Fly* selection process is non-discriminatory.
- All candidates deserve to be treated with respect. DSSB members should be sensitive to the broad range of backgrounds and/or personalities among applicants. Even though DSSB members are not employed by Equity Group Foundation (EGF), the student's interactions with them during this process will create a deep impression of EGF, not only for the candidates who are interviewed but also, by word of mouth, for their peers, parents, counselors and others in their communities. One should think of their role as an 'ambassador' and 'reporter' rather than as a judge.
- Information given by applicants is confidential as a matter of principle and law. Board members should keep confidential the fact that someone has applied to the program. The names of students one is interviewing should not be shared with anyone.
- The interview should be a two-way exchange of information. Make sure candidates have an opportunity to ask questions. A nice way to end an interview is by asking the student if there is anything else he or she would like the interviewer to know.
- Please avoid offensive language.
- Unless a candidate specifically mentions political or religious views and beliefs in the course of discussing his or her activities and interests, it is inappropriate to question the candidate about these topics. If a candidate does bring up politics or religion, please approach it professionally, with tolerance for views other than your own.
- When completing the interview form, it is not appropriate to comment upon an applicant's physical characteristics.
- Most candidates will be extremely sensitive to how you react to whatever it is they say. Try to avoid showing disappointment at any response a candidate may give or any weakness a candidate may reveal.
- Avoid speculating about a candidate's chances for admission to the *Wings To Fly* scholarship program.
- Please excuse yourself if an applicant is your friend, relative, business associates, student from your school or supported by your organization, and so forth. It is important to avoid even the appearance of a lack of objectivity (conflict of interest).
- The board should value parents'/guardians' right to confidentiality. The board should not ask a parent sensitive questions such as a medical condition of a parent in the present of a student. The board should instead ask the student to leave the room briefly to ask the parent/guardian such questions.
- The board should accommodate specialized requests by the candidates where and when possible; for example, an applicant on a wheel chair may require a wheelchair accessible room or a deaf applicant may request for a sign language expert.
- Any inconsistent information should be verified with additional documents. For instance, if an applicant mentions death of a parent, they should provide the Death Certificate.

### 2.3.1 Suggested skills for board members to use during the interview

- Reflective/active listening - non-judgmental, collaborative relationship
- Supportive and knowledgeable consultation - listen rather than tell
- Sincerely compliment rather than belittle - provide support
- Avoid argument and direct confrontation - adjust to, rather than oppose client resistance
- Communicate respect for and acceptance of applicant and their feelings
- Support self-efficacy (one's power or capacity to produce a desired result) and optimism; that is, focus on the applicants' strengths to support the hope and optimism needed

### 2.3.2 Techniques: In an empathetic interview, showing warmth, respect and understanding is emphasized

1. Ask open-ended questions. Open-ended questions cannot be answered with a single word or phrase. For example, rather than asking, "So you're here because you want to apply for...?" ask, "Tell me, what is it that brings you here today?"
2. Listen reflectively. Demonstrate that you have heard and understood the applicant by reflecting what the applicant or parent said.
3. Summarize. It is useful to summarize periodically what has transpired up to that point in the interview session.
4. Affirm. Support and comment on the applicant's strengths, motivation, intentions and progress.
5. Elicit self-motivational statements. Have the client voice personal concerns and intentions, rather than try to persuade the client that change is necessary.

### 2.3.3 Sample interview questions for scholars and parents

#### For scholar:

- How was your primary school experience?
- Who paid for you and your siblings school fees?
- Tell us about your family – how many children are you? What each one do, if in school, where and what class?
- Tell us about your extended family – grandparents, aunties & uncles, etc.?
- In case of illness, how do you access medical care?
- Where do you live? What kind of a house is it?
- Do your parents own it or are they paying rent?
- How will this scholarship make a difference for you?
- If you do not get the scholarship, what do you think will happen to you?

#### For parent:

- How did you cater for your child in primary school?
- Do you work/how do you support your family?
- Where? What salary do you receive?

### 2.3.1 INTERVIEW SKILLS FOR DSSB

- Do you own your home? If renting, how much?
- How would you describe your home
- Tell us about your family – are you married? How many children do you have? Where is each child, if in school, where and what class?
- How will this scholarship make a difference for your child? What are your dreams and hopes for your child?
- In case of illness – how do you access medical care?
- Who else do you support financially? How many people live with you in your home?
- Do you own any other assets – property, livestock, etc.?
- Is there any pending case of inheritance or support from extended family assets?

\*See Interview form on page 28

*WINGS TO FLY*  
**INTERVIEW**  
**FORM 2016**



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## WINGS TO FLY SCHOLARSHIP PROGRAM

Branch \_\_\_\_\_

## 2016 SECONDARY SCHOOL SCHOLARSHIP INTERVIEW FORM

### INSTRUCTIONS/ GUIDELINES

- This form is for official use by the Equity Group Foundation and District Scholarship Selection Board to assess the applicant's suitability for the scholarship program.
- This form must be collected from the Equity Branch Manager and attached to the candidate's application form together with supporting documents and submitted to the Equity Group Foundation.
- All candidates deserve to be treated with respect. DSSB members should be sensitive to the broad range of backgrounds and/or personalities among applicants.
- Information given by applicants is confidential as a matter of principle and law. The board should not ask a parent sensitive questions such as a medical condition of the parent in the presence of the applicant.
- Unless a candidate specifically mentions political or religious views and beliefs in the course of discussing his or her activities and interests, it is inappropriate to question the candidate about these topics.
- The interview should be a two-way exchange of information. Make sure candidates have an opportunity to ask questions. A nice way to end an interview is by asking the student if there is anything else he or she would like the interviewer to know.
- Any inconsistent information should be verified with additional documents. For instance, if an applicant mentions death of a parent, they should provide the Death Certificate.
- Any false statements, omissions or forged documents will lead to automatic disqualification.
- **Every part of this form must be filled. Failure to do so makes this application form incomplete and therefore renders the applicant ineligible for the scholarship.**

### CANDIDATES PERSONAL DATA

Full name of candidate:

Surname: \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_

Gender: ☐ Male ☐ Female Date of Birth: 

D	D	M	M	Y	Y	Y	Y
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### ACADEMIC INFORMATION

Name of primary school attended: \_\_\_\_\_

Tel/Mobile Number: \_\_\_\_\_ District: \_\_\_\_\_ K.C.P.E Index No. \_\_\_\_\_

K.C.P.E Results: \_\_\_\_\_

*(Attach copy of results slip or one provided by the Headmaster of your former school with his/her certification)*

Name of secondary school (of admission): \_\_\_\_\_

Classification: ☐ National ☐ County ☐ District ☐ Private ☐ Other: \_\_\_\_\_

Postal Address: P.O Box: \_\_\_\_\_

Tel/Mobile Number: \_\_\_\_\_ Physical Address: County: \_\_\_\_\_ District: \_\_\_\_\_

### SAMPLE INTERVIEW QUESTIONS

#### Questions for Applicant

- Where do you live? What kind of a house is it? Do your parents own it or are they paying rent? \_\_\_\_\_
- How will this scholarship make a difference for you? \_\_\_\_\_
- If you do not get the scholarship, what options do you have for financing your education? \_\_\_\_\_

#### Questions for Applicant's Parent/Guardian:

- Do you work/how do you support your family? Where? What salary do you receive? \_\_\_\_\_
- Do you own your home? If renting, how much? Describe your home: \_\_\_\_\_
- If your child does not get the scholarship, what do you think will happen to him/her? \_\_\_\_\_
- How will this scholarship make a difference for your child? What are your dreams and hopes for your child? \_\_\_\_\_



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## CANDIDATES DETERMINATION AND VERIFICATION OF NEED

### CANDIDATES DETERMINATION AND VERIFICATION OF NEED

#### Guideline:

#### 1. Guide on the scoring the index:

- Vulnerability index: You can tick more than one vulnerability index where applicable and add the score under the subtotal box.
- Poverty index: You can only score under one category of income bracket. Record the Actual score under the subtotal box.
- Academic index: You can only score under one category of KCPE marks. Record the Actual score under the subtotal box.

#### 2. Calculating cumulative score:

- Add the subtotal scores to get to the Total Actual Score and record it. This is the final score to be used in assessing the applicant against others.

#### 3. Interpretation:

- The higher the Total Actual Score the more deserving the applicant and vice versa.

A) Vulnerability Index (50 points)	Max Score	Actual Score	C) Academic Index (30 Points)					
Double orphan	8		1. Applicant from Private School			2. Applicant from Public School		
Single orphan	7		Marks	Max Score	Actual Score	Marks	Max Score	Actual Score
Special needs (e.g physical disability)	6		Below 350	2		Below 350	3	
Conflict or disaster victim	6		350 - 360	3		350 - 360	5	
Chronic medical needs in the family	6		361 - 370	5		361 - 370	10	
Abandoned/neglected by family	6		371 - 380	10		371 - 380	15	
Victim of domestic abuse	6		381 - 391	15		381 - 391	20	
Other specify _____	5		391 and Above	20		391 and Above	30	
<b>Subtotal</b>			<b>Subtotal</b>			<b>Subtotal</b>		
B) Poverty Index (20 points)	Max Score	Actual Score	Subtotal					
Average household income per month (below Ksh 5,000)	20		<b>Total Actual Score</b>					
Average household income per month (between Ksh 5,001- Ksh10,000)	10							
Average household income per month (between Ksh10,001- ksh15,000)	5							
Average household income per month (above Ksh15,000)	3							

## VERIFICATION CHECKLIST

Verification documents available	Yes	No
Payslip/Bank Statement if employed or has business		
Birth certificate		
Father's death certificate/burial permit		
Mother's death certificate/burial permit		
Medical records (for sick parents)		





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Siblings' birth certificates		
Evidence of parents' disability		
Parents' national identification cards		
Secondary school admission letter		
Evidence of other bursary received during primary school		
Reference letters <ul style="list-style-type: none"> <li>• Chief/headman/sub-chief</li> <li>• School headmaster</li> <li>• Religious leader</li> <li>• CDF/bursary committee</li> </ul>		
Existing primary school fees balances		
KCPE result slip		
Secondary school admission letter, fees structure and admission requirements (if available)		

## DECLARATION AND SIGN OFF

I \_\_\_\_\_ chairman of the \_\_\_\_\_ District Scholarship Selection Board have reviewed and interviewed the above candidate and ☐ do recommend ☐ do not recommend the candidate for the *Wings to Fly* Secondary School Scholarship.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone Number : \_\_\_\_\_

Date: 

D	D	M	M	Y	Y	Y	Y
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# **DSSB GUIDELINES FOR HOME VISIT**

## 2.4 DSSB GUIDELINES FOR HOME VISIT:

The purpose of the home visit is to confirm that the candidates in the final list come from a poor background and his or her family does not own any property or assets that can otherwise support the applicants' secondary school education. Home visits are scheduled as the third step of the selection process. The visits follow the second shortlist after interviews and only these nominee candidates' homes will be visited. The DSSB has the option to split into two groups so as to make the home visits timely and effective. A minimum of five members of the DSSB should be present at each home visit. An applicant's suitability score for home visits will be used in the shortlisting of candidates and only those scoring highest are shortlisted. DSSB will be provided with a guideline as to what to look out for during home visits.

\*See home Visit Form on page 34:

*WINGS TO FLY*  
**SCHOLAR HOME**  
**VISIT FORM 2016**



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WINGS TO FLY SCHOLARSHIP PROGRAM

Branch \_\_\_\_\_

## 2016 HOME VISIT FORM

### SECTION A: APPLICANTS PERSONAL DETAILS

#### PERSONAL DATA

Full Name of Applicant:

First/Baptismal: \_\_\_\_\_ Middle: \_\_\_\_\_ Surname/ Family Name: \_\_\_\_\_

Full name of first guardian/parent:

First/Baptismal: \_\_\_\_\_ Middle: \_\_\_\_\_ Surname/ Family Name: \_\_\_\_\_

Relationship with scholar: Mother ☐ Father ☐ Other ☐ Explain \_\_\_\_\_

Postal Address: P.O Box \_\_\_\_\_

Tel/ Mobile Number: 

--	--	--	--	--	--	--	--	--	--

Full name of second guardian/parent:

First/Baptismal: \_\_\_\_\_ Middle: \_\_\_\_\_ Surname/ Family Name: \_\_\_\_\_

Relationship with scholar: Mother ☐ Father ☐ Other ☐ Explain: \_\_\_\_\_

Postal Address: P.O Box \_\_\_\_\_

Tel/ Mobile Number: 

--	--	--	--	--	--	--	--	--	--

### SECTION B: HOME VISIT

Physical Address: County \_\_\_\_\_ District \_\_\_\_\_ Location \_\_\_\_\_

Sub-Location \_\_\_\_\_ Village: \_\_\_\_\_

SKETCH MAP (HOME)

Nearest Town/Market \_\_\_\_\_

Nearest LandMark \_\_\_\_\_



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## SECTION C: HOME VISIT GUIDING QUESTIONS

Note: The questions below are indicators and may have different applications in rural and urban settings.

### Part 1: Poverty indicators

1. Who is the head of the household? ☐ Applicant ☐ Mother ☐ Father ☐ Grandmother  
☐ Grandfather ☐ Aunt ☐ Uncle ☐ Cousin ☐ Other \_\_\_\_\_
2. How large is the family? ☐ Number of adults \_\_\_\_\_ Number of children \_\_\_\_\_
3. How many children are attending school? ☐ Number attending primary school \_\_\_\_\_ ☐ Number in secondary school \_\_\_\_\_  
☐ Number in university/college \_\_\_\_\_
4. Who pays for those attending school? \_\_\_\_\_
5. Is the applicant or any family member suffering from a medical condition? ☐ Yes ☐ No  
If yes, which one? \_\_\_\_\_  
Are they on any medical or other support? ☐ Yes ☐ No
6. How many household members worked in the past 12 months? \_\_\_\_\_  
What form of work for each if any? \_\_\_\_\_
7. Do all the family members live in the same compound? ☐ Yes ☐ No  
How many houses are in the compound? \_\_\_\_\_
8. Do they own or rent? \_\_\_\_\_
9. Does the family own land/farm? ☐ Yes ☐ No If yes, how big is the land/farm? \_\_\_\_\_
10. What number of livestock is owned by the household? ☐ Cattle ☐ Goat ☐ Sheep ☐ Chicken ☐ Donkey  
☐ Other \_\_\_\_\_
11. What economic activity is the family involved in? \_\_\_\_\_
12. How much income does the family earn per year? \_\_\_\_\_
13. Does the family own a couch or sofa? ☐ Yes ☐ No  
What material is the house made from? ☐ Mud/Cow dung ☐ Grass/Sticks/Makuti ☐ Stone ☐ Cement/Bricks  
☐ Roasted bricks ☐ Iron sheets ☐ Other \_\_\_\_\_
14. What is the material of the roof of the house? ☐ Wood ☐ Grass/Sticks/Makuti ☐ Iron Sheets  
☐ Other \_\_\_\_\_
15. What kind of toilet facility does your household use? ☐ None ☐ Uncovered pit latrine ☐ Flush to sewer  
☐ Flush to septic tank ☐ Pan/Bucket ☐ Covered pit latrine ☐ Ventilation  
improved pit latrine
16. Does the household own a mobile phone? ☐ Yes ☐ No
17. Does the household own a TV? ☐ Yes ☐ No
18. Does the household own a refrigerator? ☐ Yes ☐ No



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1. Does the household own a bicycle? ☐ Yes ☐ No
2. Does the household own a motorcycle? ☐ Yes ☐ No
3. Does the household own a car? ☐ Yes ☐ No
4. Does the household own a radio? ☐ Yes ☐ No
5. Does the household own a gas or electric stove? ☐ Yes ☐ No
6. What is the main source of cooking fuel? ☐ Electricity ☐ Kerosene/Paraffin ☐ Gas ☐ Firewood
7. What is the main source of lighting fuel? ☐ Firewood ☐ Kerosene/Oil ☐ Electricity ☐ Candle  
☐ Other \_\_\_\_\_
8. What is the main source of drinking water? ☐ Unprotected well ☐ Rain water ☐ River ☐ Lake ☐ Pond  
☐ Public outdoor tap ☐ Borehole ☐ Protected well ☐ Piped into dwelling or compound ☐ Vendor  
☐ Truck ☐ Other \_\_\_\_\_
9. Is any household member attending a private school? ☐ Yes ☐ No

**Part 2: Check/confirmation questions:**

Ask the following questions to check, confirm and do a brief report. Use it to support the scoring decision in favor or against the scholar.

1. Ask to see all family members and ask for the whereabouts of the ones who are not available (especially young children).
2. Interview a neighbor: enquire how long they have lived there and see if neighbor can attest to any of the questions asked of the family/scholar above.
3. Inheritance: enquire whether there is any inheritance likely due or already due to the family or the scholar. If so how much?
4. Check if the scholar can identify and obtain their belongings from their home: primary school uniform, books, stationery, etc.
5. Land and surrounding: enquire who lives in the surrounding, if relatives of the family enquire what they do and whether they can support the scholar's education.
6. Compare information given by the family during the home visit with the information on the application and during selection interview. Follow up on any inconsistent information.
7. Take photos of the homestead visited (Mobile phones can be used).
8. **Every part of this form must be filled. Failure to do so makes this application form incomplete and therefore render the applicant illegible for the scholarship.**

**DECISION:**

Applicant is eligible: ☐ Yes ☐ No

Remarks: \_\_\_\_\_

**DECLARATION AND SIGN OFF:**

I \_\_\_\_\_ member of \_\_\_\_\_ District Scholarship Selection Board have reviewed, interviewed and conducted home visits for the above candidate and thereafter ☐ do recommend ☐ do not recommend the candidate for the *Wings to Fly* Secondary school Scholarship.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date 

D	D	M	M	Y	Y	Y	Y
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# **SELECTION PROCESS CHECKLIST FOR DSSB**

## 2.6 SELECTION PROCESS CHECKLIST FOR DSSB

- Review all forms returned by students.
- Forms including interview forms and checklist must be fully completed.
- Make sure the applicant scored the minimum marks based on the cut off points for your district.
- Shortlisting is based on both marks and level of need. We are looking for needy students who will not go to secondary school unless we help them.
- All District Scholarship Selection Board members must be involved in reviewing of forms for short listing, interviewing candidates and home visits.
- A minimum of 50 students (or as instructed by EGF) should be shortlisted and interviewed (25 girl and 25 boys).
- Interviews are to determine the candidates' qualification for the scholarship and should be carried in a manner that respects the candidates and protects their dignity.
- Candidates should be informed that they will need to submit any missing information before they are announced as the successful candidates.
- Candidate should be asked to give the name of the secondary school they will be attending if it is known at the time of the interview.
- Candidates should be ranked from 1 to 25 (boys/girls).
- Final listed candidates must be visited in their homes. Photographs of the home will be required or detailed descriptions if the DSSB does not have a camera. A mobile phone camera can also be used where such photos can be downloaded to a computer or shared via blue-tooth to an other phone where it can be downloaded into a computer for printing.

\*See Reporting Form on page 40:

*WINGS TO FLY*  
**REPORTING  
FORM**



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## WINGS TO FLY SCHOLARSHIP PROGRAM

### 2016 DISTRICT SCHOLARSHIP SELECTION BOARD REPORTING FORM

#### INSTRUCTIONS/GUIDELINES

This form is for official use by the Equity Group Foundation.

- The form is intended to report on the selection process and recommended final beneficiaries of the scholarship program.
- This form must be completed, signed and dated by all District Scholarship Selection Board members.
- This form must be forwarded to EGF by the Equity Branch manager. It should be scanned and emailed to General Manager Equity Group Foundation with copies to Robert Loyelei and Hannah Kimani. Also copy the CEO (Attention Alex Muhia).
- The Equity Bank Manager will submit this form to EGF together with the following documents:
  - *Wings to Fly* High School Scholarship application form **(for all interviewed students)**.
  - Interview form for individual candidates.
  - Copies of applicants' supporting documents.
  - List of all top 5% performers in the district (based on cut off points).
  - List of all candidates who applied for the scholarships (full name, index number, primary school name).
  - Profile form for all selected students **(for the successful candidates only)**.
  - **Equity Group Foundation reserves the right to make the final determination of scholarship beneficiaries.**

#### SUMMARY REPORT, DECLARATION AND SIGN OFF

We, the District Scholarship Selection Board of \_\_\_\_\_ District confirm that \_\_\_\_\_ 2015 KCPE candidates were identified as the top 5% performers in our district. We received \_\_\_\_\_ applications (total number of applications), reviewed them and interviewed all the 15 (7 boys and 8 girls) candidates listed below:

	Candidates Name Last, First, Middle	KCPE Index Number	KCPE Score Marks	Telephone Contact
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				



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	<b>Candidates Name</b> Last, First, Middle	<b>KCPE Index Number</b>	<b>KCPE Score</b> Marks	<b>Telephone Contact</b>
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				



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We, the District Scholarship Selection Board recommend the following candidates (7 boys and 8 girls) as final beneficiaries of the *Wings to Fly* Secondary School Scholarship 2016:

Beneficiary Name Last, First, Middle	Gender	High School Admitted to	Telephone Contact
1.	Male		
2.	Male		
3.	Male		
4.	Male		
5.	Male		
6.	Male		
7.	Male		
8.	Male		
9.	Male		
10.	Male		

Beneficiary Name Last, First, Middle	Gender	High School Admitted to	Telephone Contact
1.	Female		
2.	Female		
3.	Female		
4.	Female		
5.	Female		
6.	Female		
7.	Female		
8.	Female		
9.	Female		
10.	Female		

We held our meeting as follows:

	Date of Meeting	Purpose(main agenda)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Please submit minutes of all meeting to EGF.



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Summary report accepted and signed by the District Scholarship Selection Board DSSB as follows:

<b>DSSB Member Name</b> Last, First, Middle	<b>Signature</b>	<b>Telephone Contact</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

# **APPENDIX I: GUARDIAN/ PARENT COMMITMENT FORM**





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## WINGS TO FLY SCHOLARSHIP PROGRAM 2016 PARENTS/GUARDIANS COMMITMENT FORM

### INSTRUCTIONS/GUIDELINES

- This form should only be completed by Parents/Guardians of *Wings to Fly* Scholars.
- This form is intended for the Parents/Guardians of the *Wings to Fly* scholar to commit to support their child throughout the 4 years of the Program.
- This form must be read, completed, signed and dated by the scholar's Parents/Guardians and witnessed by the Branch Manager.
- Where the Parents/Guardians cannot read, a member of the District Scholarship Selection Board should read it to them and ensure that they have understood it before they sign it.
- The form must be collected by the Equity Branch Manager and attached to the scholar's application form together with supporting documents and submitted to the Equity Group Foundation.
- Should be returned with a signed academic policy document.

**If a family is found to have misrepresented their circumstances the scholarship will be terminated and they will be required to refund fees paid.**

### PARENTS'/GUARDIANS' RESPONSIBILITIES

1. Parents/Guardians are responsible for creating a conducive learning environment at home:
  - Commit to supporting the Academic Leadership and Code of Conduct Policy.
  - Be willing to set a schedule and structure to support your child's study, completion of homework, and other academic requirements.
  - Engage your child in other educational activities. Where possible avail books and other learning material in your home.
  - Set aside a reading time each day to allow the scholar to revise and do assignments.
  - Let your child see that you are committed to their academic and leadership success by discussing their school performance and leadership activities with them when on holidays.
2. Parents/Guardians are responsible for learning about and supporting the scholar activities while at school:
  - Commit to supporting your child's participation in schoolwork and educational trips.
  - Where possible, attend all official school parents days, parents meetings or activities.
  - Where possible, visit the scholar during school visiting days at least once a term.
  - Read teacher communications and promptly return permission slips and other communications required from parent/guardian to school and share the same information with your Branch Manager.
3. Parents/Guardians are responsible for all essential scholar supplies and support other than those taken care of by the *Wings to Fly* scholarship. These include but are not limited to:
  - Medical care for the scholar
  - Psychosocial support for the scholar
  - Basic scholar needs when at home: food, shelter and clothing



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4. Parents/Guardians are responsible for positive contributions to the *Wings to Fly* scholarship program:

- Ensure that the scholar submits in person their school report card, fees structure and any other communication from the school at your home branch immediately upon closing school for holidays.
- Commit to attend at least one parents meeting per term at your Branch.
- Inform the Branch Manager about any positive or negative issues affecting the scholar. e.g. scholar leadership in school, scholar awards, scholar discipline, scholar security, scholar pregnancy, scholar dropout/truancy, scholar health, etc.
- Ensure that your child attends the Leadership Congresses and Workshops organized by the Equity Group Foundation.
- Discuss any intention to transfer or withdraw your child from school or the scholarship program with your Branch Manager and obtain permission to do the same **IN WRITING**.
- Encourage scholar to manage their pocket money, supplies and transport effectively and NEVER at any time obtain/accept any of these monies or supplies from your child for whatever use.

## PARENT/GUARDIAN - DECLARATION AND SIGN OFF

I, the Parent/Guardian of \_\_\_\_\_ have read/been read to and understood my responsibilities towards supporting my child in the *Wings to Fly* Scholarship program and I commit to diligently fulfill all of the above. I also declare that my child does not have another scholarship. I understand that if my family is found to have misrepresented facts about the scholarship it will be terminated and I will be required to refund all funds paid.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

## FOR OFFICIAL USE ONLY

I, the District Scholarship Selection Board member of \_\_\_\_\_ DSSB, have witnessed that the Parent/Guardian of the *Wings to Fly* Scholarship applicant has read/been read to and understood their responsibilities in supporting the scholar.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Official branch Stamp:

Branch Manager Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date 

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Notes:



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