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Master of Education (MEd)

Research Report

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TITLE

Understanding a form of shadow education emerging in South Africa: A case study of a private supplementary tuition programme in Johannesburg

DECLARATION

I declare that this Masters (MEd) research report is my own. I submit this research report for the degree of Master of Education at the University of Witwatersrand, Johannesburg. This research report has not been submitted before for any other examination or degree at any other University, nor has it been prepared under the aegis of any other body, organisation or person outside of the University of the Witwatersrand.

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Ben Tozana Mufiri Gapare

August 2013

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CHAPTER 1

INTRODUCTION

1.1 Background to the study

The background to the study outlines the main debates around why shadow education and specifically the private supplementary tuition programme targeted at Further Education and Training Phase (FET) learners in this study, have emerged in the South African context. To this day, South Africa, according to Sayed & Soudien (2005), still carries the stigma of having the highest rate of school inequality in the world as result of discriminatory policies imposed on the African (black, coloured and Indian) majority of the country by the apartheid (1948-1994) government. Therefore one of the main concerns of the South African government post-1994 has been to improve opportunities for learners from poor African households and communities to help them succeed. As a result, one of the main objectives of the contemporary South African government has been the equitable distribution of resources among schools in the country.

Taylor (2007) highlights that in pre-1994 South Africa, school improvement was the sole primary focus of the NGO sector and that post-1994, the state moved into this space to help with redress and bring about better quality schooling and improved teaching for all. Today, the South African government relies heavily on service providers, private and non-governmental organisations (NGO's) to add to its provision of support among disadvantaged communities and learners (Taylor, 2006: 6). Private service providers in the post-1994 period, have partnered with government (formally and informally) to bring about redress in South African society, whilst also generating profits. These partnerships notwithstanding; the stakeholders, namely the Department of Education (DoE), NGO's, public as well as private schools, have not succeeded in addressing the serious problem of redress in the country.

Seeking to right the wrongs of apartheid, the new South African government (post-1994) adopted a "complex policy framework motivated by the principles of inclusion, equity and redress" (Sayed & Soudien, 2005: 115). And, Sayed (2008: 1) argues that;

> The new South African state was expected to ensure distributive justice, to provide the conditions for capital accumulation, and to ensure greater responsiveness and participation in

> forging unity/nationhood (the 'rainbow' nation/state). These functions capture the contradictory character of the South African state, which was expected to meet the dual imperatives of securing for capital the conditions for accumulation, while simultaneously developing a legitimate hegemonic discourse through meeting the needs and expectations of citizens. It is in the context of these demands that the new post-apartheid government began the process of education transformation.

Central to this policy framework was state decentralisation of authority in the education sector (Sayed & Soudien, 2005: 115). The rationale for adopting decentralisation policies was that such policies would guarantee political legitimacy, professional improvement and/or market/financial efficiency (McGinn & Welsch, 1999: 30). McGinn & Welsch (1999) suggest that the conditions needed for decentralisation to work are "political support for the proposed changes; and those involved in the reform must be capable of carrying it out" (McGinn & Welsch, 1999: 76).

Also taking place and of great significance around the same time was, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), in 1990, recognising the importance of supplementary tuition programmes, provided they were effectively offered. UNESCO suggested that such programmes could help meet the basic learning needs of learners with little or no formal schooling. Often such learners, with little or no formal schooling are unable to attend school due to financial difficulty (Rose, 2009b: 226). That said, Rose (2005: 156) muddies the debate suggesting that;

> Most commentators in education acknowledge that both decentralisation and privatisation are likely to have adverse equity effects which will need to be mitigated (Colclough, 1996). However, proponents of privatisation consider that the benefits of competition can be balanced with bursaries to support the 'deserving but needy', while at the same time freeing up scarce government resources for public schooling (Jimenez, 1987). More recently, a view has been promoted that private schooling can serve the needs of the poor and should be encouraged on the grounds of both cost-effectiveness and equity (Tooley, 2001).

Rose (2005) in her research on the privatisation and decentralisation of schooling in Malawi reveals that privatisation in the country failed to deliver on its promises, resulting in the provision of low quality tuition. This suggests that there are both

opportunities and limitations to private service providers with regards to their impact in educational provision.

Shadow education is a broad term used to define individuals and/or businesses providing a variety of private supplementary tuition programmes for financial gain, not philanthropy on mainstream academic subjects outside of the prescribed school hours (Bray & Kwok, 2003: 612). The term shadow education, first coined by Stevenson and Baker (1992) and given prominence by Bray (1999), has inspired a new generation of thinkers to both examine and write on the field (Dierkes, 2010: 26). Bray (2007) suggests that the metaphor 'shadow' is well-suited as it best describes a phenomenon that exists because of the existence of the mainstream education system, it configures and contorts itself to align with the mainstream education system, most attention is given to the mainstream education system as opposed to its shadow and the characteristics of the shadow education system are less distinct than those of the mainstream. The 'shadow' can tell us a great deal more about the nature of that which it seeks to reflect (Bray, 2007: 17).

Aurini and Davies (2003) distinguish shadow education as "the most common form of tutoring". The field is as broad as it is complicated and this study makes the point that the field of shadow education is a direct result of the history of the country and the policy decisions made in the post-1994 period. Therefore, my interest in the field is to explore a South African programme as an educational model in response to a specific South African context that l believe is a new addition to already established understandings in international shadow education literature. The study engages with the term 'shadow education' and its discourse with particular emphasis to South Africa, through this specific case study. Therefore the focus of the study is on a model adopted in the case study and how it can be considered and understood in the context of the broader literature.

In Australia, England, Singapore and the United States of America (USA), shadow education has been actively encouraged "in an effort to reduce social and educational inequalities and engage in productive forms of public-private partnership" (Barrow &

Lochan, 2010: 154). This is why it is a phenomenon that has developed and been analysed by a number of academic scholars worldwide. Those involved, referred to as shadow education entrepreneurs in some contexts, and in South Africa, as service providers, operate in different ways adopting innovative strategies and funding models that help to maintain their relevance and financial viability to both customers and potential funders, taking into account various environmental challenges.

These programmes are often cost-effective because it is cheaper for private providers than it is for government to administer them, as private providers are far more capable of cutting down on costs than what government is able to. The reason for this can be explained through the adoption of free trade principles and privatisation witnessed in the 1980s, believed at the time and till this day to bring about greater efficiency and accountability (Rose, 2005: 155). During this period, governments worldwide were also under pressure to cut down on their education spending (Rose, 2009b: 225). Such thinking has helped private providers gain some legitimacy as well as attract funding. Yet, international research on the field tends to vilify private providers for affording easier access to their programmes to society's more affluent people at the expense of the poor (Bray & Kwok, 2003; Buchmann, Condron & Roscigno, 2010 & Byun, 2010).

1.2 Research Problem

In post-1994 South Africa, some private supplementary tuition programmes allow for learners from poor households to access private providers at no direct financial cost to them or the communities from which they originate. Private providers are able to procure funding from the public and private sector as well as philanthropic individuals and organisations. This form of education provision has rarely been evaluated for the outcomes it produces, the manner in which its providers operate and the impact such programmes have on learners and environments in which they work. Thus the need for the study to first chart the terrain, only thereafter can we more adequately deal with the matter of the evaluation of these private providers.

Very little research has been done on the role and impact of shadow education providers in South Africa, hence the need to begin documenting and addressing the phenomenon so as to ensure best practice.

1.3 Aim of the Research

The aim of the research is to introduce the study under investigation as an example of what is currently taking place in the South African shadow education landscape. The research further aims to explore challenges to and differences with the broader literature and discourse of the field. This research also is an attempt to stop ignoring and start addressing issues in a field that is otherwise portrayed as secretive and complicated to discuss, let alone research.

1.4 Research sub-questions

- How does the study under investigation differ from international literature on the field of shadow education?
- How was the private tuition programme started and designed to assist selected grade 12 learners' supplement their formal schooling and achieve better results?
- What were learners' experiences and outcomes on the programme, in terms of their academic results and opportunities further on in life?

1.5 Rationale

Having recently worked in the field of private supplementary tuition, administering programmes to learners from grades 10 to 12 from a variety of social and educational backgrounds. After researching general theory on the field, l was interested in exploring the fundamental differences clearly apparent at first glance in the funding models and designs of the programmes l was exposed to and international literature on the field. Noteworthy in the context in which I worked, was the ability of learners from poor households to access supplementary tuition programmes administered by private

service providers at no direct financial cost to them due to the financial contributions of philanthropists, public and/or corporate sponsors.

Many supplementary programmes have been developed in South Africa with the explicit aim of assisting learners to perform better at school in the hope of countering their poor socio-economic background and access to poor schooling. This study will create awareness, contribute to better understand and grow the field for research that is otherwise generally ignored and barely monitored and evaluated publicly, despite a plethora of supplementary tuition programmes in the country.

CHAPTER 2

LITERATURE REVIEW

The literature review first reviews the nature, origins and role of shadow education and its providers internationally. Debates around decentralisation, in particular, the privatisation of education in South Africa through the use of service providers will then be discussed. Thereafter, literature on the role and impact of NGO's and other service providers in the sector are then examined. In the literature review, the private supplementary tuition programme under investigation will be assessed against the work of academic scholars writing on the issue internationally, either in terms of the potential and/or limitations of private supplementary tuition programmes in either exacerbating already exiting social inequalities in society, or in bringing about worthwhile, sustainable solutions in curbing some of these inequalities.

2.1 Shadow Education

Shadow education is a broad term used to define individuals and/or businesses providing a variety of private supplementary tuition programmes for financial gain, and not philanthropy on mainstream academic subjects, outside prescribed school hours (Bray & Kwok, 2003: 612). The term shadow education, first coined by Stevenson and Baker (1992) and given prominence by Bray (1999), has inspired a new generation of thinkers to both examine and write on the field (Dierkes, 2010: 26). Aurini and Davies (2003) distinguish shadow education as "the most common form of tutoring".

Comparable to shadow education entrepreneurs are edupreneurs, individuals in the business of providing education (in general) to children from Kindergarten to the age of 12 for profit-making purposes (Farrelly, 2005: 3; 4). Unlike shadow education entrepreneurs, edupreneurs do not only provide private supplementary tuition services but their services extend also to providing private mainstream tuition to learners.

2.1.1 Nature of Shadow Education

Shadow education has both positive and negative dimensions and Bray (2009) "warns that once the culture of tutoring becomes engrained, it is very difficult to eradicate" (Barrow & Lochan, 2010: 155). Shadow education in the literature has largely been seen as a phenomenon that has privatised a commodity widely considered to be a public good (Bray, 1999: 10). Some of the key evaluations in the literature on the field have been that shadow education is overpriced, with no real proven return on investment for society. Shadow education is believed to control the lives of people, create as well as perpetuate social inequalities. Shadow education is still to shrug off the label of both contaminating and distorting the mainstream schooling system and its curriculum. Till this day, shadow education continues to operate under-ground, refusing to be transparent both about its practices and the profits it generates (Bray, 1999: 18).

In contrast, shadow education has also been credited with providing opportunities to teacher/ parent households to generate additional monthly income, help create more jobs in the marketplace as well as provide support to the mainstream education system and its learners in achieving better academic outcomes. Aurini and Davies (2003: 6) explain shadow education in the following manner;

> Shadow education closely follows the main public school system, engages in homework support, test preparation, and cramming schools, and is usually offered by individual tutors. Shadow education tends to be goal-specific and task oriented, usually aimed to pass an impending test or improve a grade in a key course. The pace and content of a tutoring session is dictated by school deadlines. The tutor uses the school schedule to cover the necessary material before a test, conduct review sessions, or work ahead towards upcoming topics, In general, shadow education is focussed on immediate, short term goals.

Bray (2010) expresses a different interest in shadow education. Bray's (2010) concern with shadow education has been that poor households are unable to physically access it due to financial constraints (Bray, 2010: 4). Frequently emerging in shadow education has been the assertion that shadow education entrepreneurs administering private supplementary tuition programmes appear to further exacerbate already existing social inequalities, with children from poor households unable to take-part, something seen as being solely accessible to the rich in society (Bray& Kwok, 2003; Buchmann, Condron &

Roscigno, 2010 & Byun, 2010). Shadow education was confined largely to East Asian countries, where it was and continues till this day to be seen as improving learner academic performance and school results. This belief in shadow education and its abilities witnessed in other countries today, still remains to be scientifically proven beyond a reason of doubt (Mori & Baker, 2010: 36; 37). Shadow education is as multifaceted as it is secretive. In countries where shadow education has blossomed, very few people, if any, know the exact amount of revenue generated by it (Bray, 1999: 18).

It is against this backdrop that a number of academic scholars, including Bray (1999) advocate that more attention be paid to shadow education as both its social and economic implications on society and the formal education system are far-reaching and can no longer be ignored (Bray, 1999: 84). This fixation, mostly by academic scholars as opposed to governments and economists, with shadow education is the possible negative effect it could have on society in an ever-increasing free market world, where an emphasis on market forces and improving the economy takes first priority. The focus in society today, is with people with a good education, ideal qualifications and the necessary prerequisite skills. Often, it is then, the marginalised poor who are left behind and subsequently forgotten.

2.1.2 Origins and role of Shadow Education

Shadow education was first recorded in Japan in the seventeenth century partly because no widespread formal education system existed at the time. However, Bray (1999) suggests that shadow education cannot exist without the presence of a widespread formal education system because it can only shadow something already in existence. It remains a point of contention if practices prevalent at the time can indeed be considered ‘shadow’, although pockets of both public and private tuition existed in Japanese society at the time (Mori & Baker, 2010: 41).

Rohlen (1980) suggests that shadow education in contemporary Japan has become highly sought after, among mostly middle class Japanese families as a way to help their

children gain an academic advantage over their peers in the formal education system (Mori & Baker, 2010: 37). Shadow education is often confined to the privileged elite, with the sole purpose of helping these children better prepare for exams, but this has changed over time. Private supplementary tuition or shadow education is highly sought after worldwide because of the perceived advantages it promises in a competitive globalized world where high level academic qualifications and education are essential (Bray, 1999: 10).

Baker *et al* (2001) present reasons why we continue to witness the ascendancy of shadow education in many countries today. First, they argue, shadow education is prevalent in societies where there is strong competition for future educational opportunities on the proviso that it is accompanied with good academic performance. Second, education authorities that manage education systems with mediocre standards, by causation, encourage a system in which those involved in providing shadow tuition are complicit in assisting learners to pass exams and grades more easily than would have otherwise been the case, fuelling the competition for better academic qualifications. Thirdly, Baker *et al* (2001) argue that in educational environments such as those found in countries such as Korea, Singapore, Hong Kong and Japan, environments renowned for producing top-achieving learners in subjects such as Maths and Science, the only way to meet and sustain these standards is through the provision of shadow tuition (Baker, Akiba, LeTendre & Wiseman, 2001: 3; 4).

Silova (2009) provides possible reasons as to why shadow education has grown in demand. Either it is through teacher-driven demand for the purpose of supplementing low teacher salaries or it is student-driven demand used to compensate for bad quality schooling in the mainstream education system (the remedial strategy) and an enrichment strategy on the part of learners to achieve better academic outcomes (Silova, 2009: 40). Mainstream academic subjects, given most attention by shadow education programmes and the entrepreneurs that administer them, tend to be Mathematics, English, Science and Technology because of the importance of these ‘gateway’ subjects in the world economy (Bray, 1999: 34).

2.1.3 Forms of Shadow Education

The research of Lee *et al* (2010) suggests that 40% of people took part in shadow education in 65% of the 57 countries investigated in the study. This highlights the prevalence of shadow education in a number of countries today. There are different forms of private tutoring available namely:

(a) tutoring provided on a one-to-one basis at home;
(b) small to large groups of learners tutored at a regular venue;
(c) tutoring offered through correspondence via the mail, internet or telephone and
(d) tutoring on both public and pay channel television (Bray, 1999: 22).

Bray (2010) makes important claims that research into shadow education is still in its infancy, there are gaps in data and there still remains confusion over terms and parameters. Actors taking part in shadow education are often unwilling to clearly discuss their practices, serving only to compromise the research data. Bray (2010) further suggests that greater care needs to be taken when making cross-national and cross-cultural comparisons (Bray, 2010: 3; 9).

Bray (1999) makes the point that there are two distinct types of teachers in shadow education. The first being teachers that teach the same learners they are responsible for in the mainstream, after regular school hours, for a fee. The other, teachers that only tutor, after regular school hours, learners from other schools (Bray, 1999: 37). Criticism levelled at the first type of tutoring detailed above is that these teachers teach inadequately during regular school hours so as to lure learners after school to attend their private classes. Teachers do this to supplement their low salaries, and parents are well aware that they pay for after school tutoring services, so as to ensure that their children proceed to the next grade rather than be forced to repeat a grade (Bray, 1999: 38). In countries such as Singapore, the Republic of Korea and Morocco, this practice is illegal with teachers in these countries only allowed to tutor learners from other schools and not their own learners (Bray, 1999:39).

Buchmann *et al* (2010) argue that in the United States of America (USA) the distinction between public and private funds in education is not clear-cut. Buchmann *et al* (2010) argue that both sectors overlap, making it difficult to distinguish what funds are public

and which are private, making it difficult to distinguish between resources that are for charitable purposes or welfare and which are for private, profit making use. This is an important distinction when one considers that shadow education is primarily concerned with private supplementary tuition for profit-making purposes and not philanthropy (Buchmann *et al*, 2010: 484; 485). In such a context, the distinction between what is 'shadow' and what is not, is a difficult one to make. The study under investigation in this paper is paid for by a philanthropic foundation; that subcontracts a private service provider to present a supplementary tuition programme. Therefore it is important to note that in this study, the source of the funds is philanthropic, but the commissioned service provider is private and provides the service in order to generate profits, a very different situation to studies done elsewhere.

The programme under investigation in the paper is a business orientated and managed form of private tuition (Aurini & Davies, 2003: 2). Internationally and in the South African education context, shadow education has evolved from a small scale, low profit business to a "burgeoning industry marked by franchising, marketing, and corporate strategies" (Aurini & Davies, 2003: 2). As highlighted by Aurini & Davies (2003: 4);

> … Shadow education does not compete directly with public schools. Tutors here have carved a niche market at the fringes of the public system, giving students extra assistance that is difficult to obtain in regular schools.

Aurini & Davies (2003) suggest that, "rather than conducting diagnostic tests on incoming students, shadow educators use grades or past tests as measures of their ability level" (Aurini & Davies, 2003: 7). Such an assertion, although not always the case, fails to account for the fact that service providers are not static but are often willing to experiment and explore new methods and strategies of testing, provided they are legitimate, attract a significant following, help in meeting delivery targets and most importantly help improve on the service/s they provide. School results should not be seen as the only measure used in testing learner ability, although it must be acknowledged that school results in most instances are a more sure way of measuring impact.

Countries worldwide have struggled on how best to deal with shadow education. Questions have been raised of whether shadow education should be monitored only and not interfered with, regulated, encouraged, or whether a mixed approach should be adopted or shadow education just simply be prohibited? Each recommendation proves to have both pros and cons depending on the environment in which it is administered, as different contexts provide different outcomes (Bray, 1999: 75-77). Despite the approach, Bray (2009) believes that shadow education entrepreneurs need to be made accountable to society for the services they provide (Bray, 2009: 41).

2.1.4 Shadow education in South Africa

From the onset it is important to note that there has been very little research and literature around the field of shadow education in South Africa. That said, the educational experience in South Africa has been that, individuals and/or businesses driven by profit often operate not in isolation but in consultation and partnership with other stakeholders with different interests. For-profit private programmes are not administered in isolation from philanthropic and public programmes provided by NGO's, community based organisations (CBO's) and public schools or other interested groups. The point here is that there are many stakeholders within the sector who work and intervene at many levels of the education system, namely; Grade R, Foundation Phase (FP), Intermediate Phase (IP), Further Education and Training Phase (FET) and/or the Adult Basic Education and Training Phase (ABET).

All these interest groups either independently or in partnership with the department of education (DoE) and its public schools, align their efforts in order to maximise their outcomes. Taking into account the history of the country, the wide-ranging groups often targeted by such interventions are mostly historically disadvantaged underperforming schools. A strong example of this is the Gauteng Department of Education (GDE), a provincial department of the national Department of Basic Education (DoBE), launching the Secondary School Improvement Programme (SSIP) at 276 schools in 2010 whereby learners received supplementary tuition on Saturdays in conjunction with a catch-up exam preparation programme in the hope that this will bring about improved learner

results given various disruptions in the academic calendar (Soccer World Cup and teachers' strike) (Gauteng News January 2011).

Non-governmental organisations (NGOs) in the 1980s and 1990s played a crucial role in providing education provision and services in a number of countries. This was no different in South Africa. As highlighted in the introduction of this paper, Taylor (2007) highlights that in pre-1994 South Africa, school improvement was the sole primary focus of the NGO sector and post-1994, the state moved into this space to help with redress and bring about better quality schooling and improved teaching for all (Taylor, 2007: 6). This rise in NGO activity occurred in a context of economic liberalisation and political democratisation. In an attempt to meet the 2015 Education for All (EFA) and Millennium Development Goal (MDG) targets, there has been a resurgence of NGO activity within disadvantaged communities (Rose, 2009b: 225). Habib & Taylor (1999) also suggest that regulatory shifts post-1994 in South Africa encouraged the emergence of NGO sector in the country through the easing up of restrictions on NGOs in obtaining funding.

NGO programmes were and are still believed to be more cost-effective as compared to government service provisions, an assumption Rose (2009b) argues is debateable as evidence supporting the argument does not exist (Rose, 2009b: 222). Rose (2009b) does however acknowledge that NGO's are renowned for reaching and providing opportunity and services to the most marginalised in society (Rose, 2009b: 220; 223). Taylor (2002) estimated that in South Africa, 20% of the 30 000 schools in the country were recipients or involved in some type of donor/NGO funded development programmes, each with budgets of up to R500 million annually. These funds were from a variety of local and international financial backers with a focus on school effectiveness, Maths, Science and Technology programmes (Taylor, 2002: 2). Rose (2009a) suggests that, although NGO activities are assumed to be driven by philanthropy as opposed to private providers, motivated by profit, such a distinction can at times be misleading and erroneous (Rose, 2009a: 131).

According to Bano (2008) in Rose (2009a), the ease in which NGO's can access development aid is beginning to challenge this long held view that NGO activities are assumed to be driven by philanthropy as opposed to private providers, motivated by profit. United Nations (UN) affiliated agencies believe that NGO's are more cost-effective than government, in their ability to provide tailor-made flexible programmes that are able to meet the needs of their patrons. NGO influence in some countries has even extended to inclusion in national policy frameworks that allow for NGO programmes to work in partnership with formal education systems (Rose, 2009a: 131).

De Clercq (2010) mentions that the Department of Education (DoE) has long-relied on various partners to improve its provisioning of education to the poor. Fleisch (2002 in De Clercq, 2010) and Taylor (2007, in De Clercq, 2010) agree that partnerships between the DoE and NGO's have to be aligned in order to succeed in their objectives (De Clercq, 2010: 12; 13). Increasingly, NGO's have adopted a system-based approach, which means they work to empower both schools and education departments through their districts. This is believed to help facilitate holistic partnerships that lead to more sustainable results over time (De Clercq, 2010: 12; 13). Today, many education interventions focus on functional schools, performing better than the worst performing dysfunctional schools, on the ground that private stakeholders do not have sufficient authority to stabilise and improve these worst performing schools (De Clercq, 2010: 12). Therefore, can such an occurrence be seen as NGO's and other non-state service providers in the sector negotiating their programmes in a way that produces a form of elitism in the selection of schools, teachers and learners they deliver their programmes to.

Edupreneurs also operate in this space together with the state and NGOs. An example of this is, the Education Investment Corporation Limited (Educor), described as the largest provider of private education in Southern Africa. Educor was estimated to cater for over 300, 000 learners, each year enrolling over 100, 000 new learners from primary through to tertiary education with an annual turnover of $26 million (Farrelly, 2005: 5 & www.educor.co.za). Educor owns institutions such as City Varsity, ICESA Education Services, Durban Central Technical College, Millennia Graduate School of Business, INTEC, Damelin, Damelin Correspondence College and Lyceum College (*History of the*

Educor Group. Retrieved January 11, 2013, from http://www.educor.co.za). Therefore the study under investigation in the paper should be seen as working in the midst of other programmes and/or interventions that overlap, something the research takes into account and addresses.

The South African experience with Shadow education cannot be understood without first looking at policy decisions such as decentralisation, made in the post 1994 era that have ultimately influenced and informed the educational environment in the country. Decentralisation according to McGinn & Welsch (1999) involves the transfer of authority from one level or location to another, often from a high to a low level of governance and/or administration (McGinn & Welsch, 1999: 17). Decentralisation is defined as the transfer of authority through the administering of one or some of the four following measures: deconcentration, delegation, devolution and privatisation (Rondinelli et al., 1984). Privatisation according to Rose (2005) is "one of the organisational forms of decentralisation – indicating a transfer of authority and responsibility from government to private hands" (Rose, 2005: 153). This has been a feature and been witnessed in the South African education landscape.

Rose (2005) suggests that private providers operating in the education sector tend to be given authority and responsibility by the state based on the assumption that they deliver on improved learner results through the programmes they administer, something they are called to later account for (Rose, 2005: 155). Lewis & Naidoo (2004) maintain that neoliberal principles suggest that better governance at the local level is better realised only through private involvement (Lewis & Naidoo, 2004: 100). Legislation in the post-1994 South African education sector has developed to promote some kind of decentralisation. The South African Schools Act (SASA) of 1996 supports the forming of partnerships between various stakeholders in education brought together with the common purpose of improving the standard and attracting private involvement and investment into the sector. Sayed (2008: 11) suggests;

> What the SASA proposes is the operation of the market by removing regulatory control over the raising of additional funds. It introduces notions of private in public education and consequently redefines the private versus public boundary in South African education. Thus what the SASA

> reflects is the ways in which public education takes on characteristics of the private free market.

Lips (2000: 18) explains;

> The argument that the poor will be left behind in the marketplace of education presupposes that existing government schools take care of low-income children. Arguably, government schools have already left the poor behind. Low-income children generally attend the worst government-run schools and have the fewest alternatives.

The argument in support of businesses making a profit in education, such as shadow education entrepreneurs and edupreneurs, is that by their very nature both are competitive and introduce new technologies and strategies that help improve and facilitate learning. These groups are touted as being able to plough large sums of money into research and development, something state-run public institutions are suggested to be less willing to do, and in some instances, able to (Lips, 2000: 9).

Farrelly (2005) makes the point that people providing education for a profit have the ability to provide education that is both educationally relevant with a wider variety of curricula and instructional methods that parents of learners prefer at a cheaper price than the mainstream education system (Farrelly, 2005: 4). This approach is referred to as a customer-driven educational system that ultimately looks to push out of the market 'poorer' performing entities within the sector (Lips, 2000: 8). Rose (2005), however reveals in her research on the privatisation and decentralisation of schooling in Malawi that privatisation in the country failed to deliver on its promises, resulting in the provision of low quality tuition.

As detailed at various points of the literature review, there are both opportunities and limitations to private service providers with regards to their impact in educational provision. Private service providers, l believe, should account for how their work promotes redress and equity in the same way that they are expected to account for the lack of improvement in learner results, quality in educational provision and their cost effectiveness (2005: 164).

2.2 Educational Opportunity of Access

The debate around access, who has it and why, is a question at the forefront of literature in the field of shadow education. Two forms of access emerge when discussing shadow education; one is physical access and the other, epistemological access. Physical access involves the ability to physically take part in an activity and/or service, an important feature of the South African education landscape and also one of the main concerns of this paper. Epistemological access on the other hand, deals more with issues that emerge from the research and form the basis for future enquiry into the field in that they address the issue of whether learners taking part in shadow education gain access to knowledge offered by the service.

The matter of access in a country such as South African is important, taking into account the history of the country where access was provided only to an identified, select few. Motala *et al* (2007: 12) affirm that;

> Apartheid was structured to reproduce, maintain and perpetuate inequality based on legally-enforced racial and ethnic segregation of educational access. Ironically, black South Africans had significant access to education under apartheid but it was designed to ensure subordination of black people and the reproduction of capitalism premised on white supremacy and inequality.

The cost of schooling in South Africa has since become reasonable with at least two thirds of high school learners in the country paying less than R650.00 in annual fees in 2007 and "43% paid no fees at all as they were in no fee schools". Gustafsson (2010) suggests that the percentage of households complaining about unaffordable school fees has been on a steady decline from 2004 to 2009, partly due to the introduction of no fee schools (Gustafsson, 2010: 5). Although the efforts of the South African government with regards to ensuring physical access to education to previously disadvantaged communities in the post-1994 era is commendable, Gustafsson (2010), suggests that South Africa and its regional neighbours today place greater emphasis on ensuring that more learners have physical access to education and pay less attention to the quality of that education (Gustafsson, 2010: 2).

Raab & Terway (2010) citing development experts, suggest that providing wholesale education access to all does nothing to reduce inequality and poverty if the standard of

tuition on offer is low (Raab & Terway, 2010: 1). The Consortium for Research on Educational Access, Transitions and Equity (CREATE) view access "more broadly than simple physical access to school". For them;

> True access includes equitable access to education that is meaningful. Meaningful access to education requires more than full enrolment; it requires high attendance rates, progression through grades with little or no repetition, and learning outcomes that confirm that basic skills are being mastered (Motala *et al*, 2007: 1).

Morrow (2009: vi) suggests that;

> Epistemological access cannot be supplied or 'delivered' or 'done' to the learner; nor can it be 'automatically' transmitted to those who pay their fees, or even those who also collect the handouts and attend classes regularly. The reason for this is that epistemological access is learning how to become a successful participant in an academic practice. In the same way in which no one else can do my running for me, no one else can do my learning for me (Morrow, 2009: 78).

Thus, it is important to emphasise the importance of epistemological access, because physical access alone is not enough when discussing meaningful access. However the importance of physical access also cannot be ignored, taking into account the matter of redress and equity in South Africa after the injustices of the past. That said learners from previously disadvantaged communities must also exercise agency in their studies and structures must be put in place to ensure that learners achieve improved academic results.

The critical question for this paper and at the heart of literature in shadow education is; are programmes such as these, helping curb already existing inequalities in society or are such programmes reinforcing a form of elitism that exacerbates already existing inequalities in society? Another important question worth exploring is, whether private supplementary programmes in South Africa, do indeed help in providing good quality tuition? Both questions address pertinent questions worth considering around physical and epistemological access in the field and society in general.

2.3 Corporate Social Investment in South Africa

When discussing CSI in South Africa, it imperative also to consider Corporate Social Responsibility (CSR). The important distinction to make here is that CSR;

> Is an overarching value-based framework, which encompasses all aspects of business operations, ensuring that how a company conducts business, and manufactures its products, is done in an ethical and socially responsible manner. As a concept, CSR is based on the growing ethos that companies have considerable responsibilities to society beyond those to their shareholders and investors, typically extending to their employees, customers, society, governments and future generations. In a sense, CSR is viewed as the corporate contribution to a society's sustainable development goals (Trialogue, 2009: 4).

However, CSI;

> Has an explicit role to play in channelling corporate resources towards poverty alleviation and socio-economic development. CSI refers to a company's financial and non-cash contributions – beyond its commercial operations – to disadvantaged communities and individuals for the purpose of social upliftment and welfare. While CSI programmes do not operate in isolation of other CSR considerations, CSI is just one way in which companies fulfil their social responsibility obligations and, as such, is only one element of the broader CSR agenda. CSI is considered an integral – and unavoidable – part of doing business in South Africa (Trialogue, 2009: 4; 5).

Businesses in South Africa invested large amounts of their CSI budgets into education, in the 2008-09 financial year, South African companies interviewed for Trialogue's research (just over 70% of South Africa's leading companies) spent 38% of their R5.1 billion annual CSI budget on education, a growth of 11% from the previous year, all this during a world economic downturn. Companies spend such amounts on education as an investment into their current and future workforce (Palitza, 2010: 3). However, this has not always been the case, as companies in South Africa previously regarded CSI as an easy way to gain Black Economic Empowerment (BEE) points (Palitza, 2010: 6).

The BEE Codes issued in 2007 required that companies invest 1% of net profit after tax to the upliftment of communities, two thirds of which had to be targeted at historically disadvantaged groups. South African companies in the 2008-09 financial year spent 0.2% more than what was required by legislation, a 0.1% increase from the previous year. The Department of Mineral Resources Social and Labour Plan insists that mining companies contribute to the eradication of poverty, community and infrastructure

development in the country. Legislation targeted at the mining, financial, petroleum and liquid fuels industries also requires that the companies in these strategic sectors invest in the communities they draw their labour pool from as part of their license to operate (CSI grows up in the Mail & Guardian Making CSI matter supplement, 16-22 April 2010).

In such an environment, shadow education entrepreneurs have a keen interest in CSI and see it as a strategic source of funding for the various services they provide. Something worth noting is that securing CSI funding from a corporate sponsor is no simple task for private providers as most companies are more willing to subcontract Non Profit Organisations (NPOs), assumed to be in operation for more altruistic reasons than generating profits. Some companies even go as far as stating on their official websites that they only fund NPOs with their CSI budgets. Despite this, more often than not, private providers are able to secure CSI funding from these companies because the supply for this form of tuition in the marketplace cannot meet the demand and that these private providers have the capacity and credentials to do the job.

The study under investigation in this research is funded primarily through philanthropic resources and not Corporate Social Investment (CSI). The reason why CSI as opposed to philanthropy in South Africa is introduced here is because the extent of philanthropy in South Africa is as difficult to map-out as it is to measure. There is no real policy framework in which its impact can be measured unlike CSI that has a policy backing in the country and is extensively monitored and evaluated for its impact on society. Also, CSI funding as opposed to philanthropy is constant and is influenced by more than one factor (i.e. legislation) that makes it an imperative requirement as opposed to an individual or group sporadically compelled to donate financial resources to a person or a group of people in society which is more difficult to monitor and evaluate. That said the role and amount of resources generated through CSI initiatives in the country is significantly more influential as a source of funding and giving than that of philanthropy.

2.4 Conceptual Framework

The literature review has shown there to be legitimate grounds for further questions and probing around shadow tuition and its providers in the South African education context. The critical question at the heart of shadow education literature is: are programmes or services provided by these entrepreneurs, helping curb already existing inequalities in society or are such initiatives reinforcing a form of elitism that exacerbates already existing inequalities in society? Another important question is, whether private supplementary tuition programmes in South Africa, do indeed help in providing good quality tuition? Both questions address pertinent questions worth considering around physical and epistemological access in the field and society in general.

There is little doubt however that if such programmes fared better in accounting for issues such as inclusiveness, the empowerment of academically weak, poorly performing and dysfunctional teachers and learners in the mainstream education system, they would undoubtedly be a positive contribution to the transformation of the sector. This would certainly help in aggressively tackling the current slow pace of educational equity and redress in the country, further highlighting the importance of such interventions as well as research into these important role-players in different educational contexts around the world. Shadow education, as highlighted in the literature, is driven by different factors: teacher demand to supplement low teacher salaries, student demand compensation for bad quality schooling in certain schools (the remedial strategy) and an enrichment strategy for learners to achieve better academic outcomes (Silova, 2009: 40). This is no different in a country such as South Africa facing major challenges in achieving redress and equity in the education sector, given the country's history and current budgetary constraints.

The literature points to the need to probe more fully, partnerships between the Department of Education (or the provincial Gauteng Department of Education), service providers, funders and public schools around supplementary learner programmes, to better understand their implications on poor or disadvantaged learners' educational access and outcomes. Such literature points to the potential and limitations of private

supplementary tuition interventions, depending on their target and form. The private supplementary tuition programme under investigation in the study will be analysed on the basis of how the programme was started and designed to address matters of equity and redress unlike similar shadow education programmes in different contexts. A conundrum worth considering is whether, as is the case with the study under investigation, programmes that focus on functional and better performing schools and learners in previously disadvantaged communities, encourage a form of academic elitism that is exclusionary and inaccessible to some disadvantaged schools and poorly performing learners. That said programmes such as these have served to provide physical access to learners from previously disadvantaged communities with academic potential in need of additional support that in other contexts would be inaccessible.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the overall research design of the study by identifying and justifying the choice of methodologies, data collection methods, sample, issues of research validity, reliability and triangulation of data and data analysis.

3.1 Qualitative Research

This study investigates how one private supplementary tuition programme that took place in Johannesburg, South Africa, differs from the broader literature and discourses of the field. The study looks at issues such as how the programme was developed and implemented. Furthermore, the research is interested in understanding the conditions needed for such programmes to provide better access as well as outcomes. A qualitative research methodology is useful in exploring the 'how' and the 'why' of a phenomenon, and therefore is appropriate to this research topic. Scott & Morrison (2007: 182) explain why a qualitative approach is needed for research such as this;

> Seeing the world through the eyes of those being studied and upon developing concepts and theories that are 'grounded' in multiple stages of data collection, in which the characteristics of design are constant comparisons of data with emerging categories and theoretical sampling of different groups to explore similarities and differences.

Qualitative research involves collecting data directly from sources (McMillan & Schumacher, 2010: 320; 321). It affords the researcher the opportunity to get independent and rigorous insights into the experience of respondents (Scott & Morrison, 2007: 182; 183). Qualitative Research is said by McMillan & Schumacher (2010) to begin with either a particular worldview, set of assumptions and/or possible theoretical stance. Whatever the source, be it a particular worldview, set of assumptions and/or possible theoretical position, either source is tested against patterns and themes emerging from the research. The outcome of this serves to further seek out or highlight descriptions and explanations of people's behaviour in their natural settings and context (McMillan & Schumacher, 2010: 320; 321).

My research relies on the interpretivist paradigm, developed as an alternative to positivism in the social sciences. Interpretivists believe that reality is constructed inter-subjectively through meaning and understanding developed socially and experimentally. Interpretivists further argue that one cannot separate oneself from what one knows. For interpretivists, "truth is negotiated through dialogue", and findings emerge through this dialogue (Cohen & Crabtree, 2006: 1). Interpretations for interpretivists are located in a particular context, situation and time, open to re-interpretation and negotiation through dialogue. Methodologies commonly used with interpretive approaches are interviews, observations as well as the analysis of existing text. These methods are seen as useful in providing adequate dialogue between researchers and respondents in order to collaboratively construct a meaningful reality (Cohen & Crabtree, 2006: 1).

The interpretivist approach usually uses qualitative methods. Cohen & Crabtree (2006:1) argue that;

> Interpretivist positions are in reality socially constructed and fluid, validity cannot be grounded in an objective reality and that what is taken to be valid or true is negotiated and there can be multiple claims to knowledge.

Vine (2009: 1) weighs in on the debate suggesting that;

> Wilhem Dilthey in the mid twentieth century argued that human beings as opposed to inanimate objects can interpret the environment and themselves (Hammersley, n.d.; Onwuegbuzie, 2000). In contemporary research practice, this means that there is an acknowledgement that facts and values cannot be separated and that understanding is inevitably prejudiced because it is situated in terms of the individual and the event (Cousin, 2005; Elliot & Lukes, 2008).

Most importantly;

> Researchers recognise that all participants involved, including the researcher, bring their own unique interpretations of the world or construction of the situation to the research and the researcher needs to be open to the attitudes and values of the participants or, more actively, suspend prior cultural assumptions (Hammersley, n.d.; Mackenzie & Knipe, 2006).

Vine (2009: 1) also provides a critique of the perspective suggesting;

> One of the criticisms of interpretivism is that it does not allow for generalisations because it encourages the study of a small number of cases that do not apply to the whole population (Hammersley, n.d.).

3.2 Case Study

The research is based on a qualitative case study design. McMillan & Schumacher (2010: 344) define a case study as follows;

> An in-depth analysis of a single entity. It is choice of what to investigate, identified as a single case or the case (Stake, 2008). Creswell (2008) refers to a case study as "an in-depth exploration of a bounded system based on extensive data collection.

Therefore, a qualitative case study affords the opportunity for the researcher to gain an in-depth understanding into the experiences of learner respondents on the tuition programme. Case studies have their strengths and weaknesses. The study takes this into consideration. The strength of a case study is in its ability to be both 'theory-seeking' and 'theory-testing' in that one can compare a case study to theories derived from other studies conducted in the field (Scott & Morrison, 2007: 20-22).

The weakness of the case study is that it cannot be conceived and thought of in isolation from the setting to which it exists. If such an issue is forgotten, the research has the strong potential to mislead. A way of addressing this is to take into consideration other external factors that may influence aspects of the case study. Another pitfall of a case study is its lack of generalizability; indeed it is difficult to extend the findings of one context-specific case study to other cases, with different contexts. Lastly, the important issue of voice; whose voice is being heard in the research: is it that of the researcher or that of the respondent? It is important that respondents' views are both accurately and authentically presented in the study (Scott & Morrison, 2007: 20-22).

The main objective of the study lies in its 'evaluative nature' since it aims to examine the programme through the experiences of a select number of grade 12 learners as a transferrable microcosm of programme records and documents.

3.3 Sample

Scott & Morrison (2007: 218; 219) note that researchers do not always have the time and resources to carry out a study on an entire population group or conduct a census. This is why a sample is useful as it involves selecting a group of pre-identified people from a larger population group, referred also to as a sampling frame. McMillan & Schumacher (2010) provide interesting insights into qualitative sampling, validating the importance of such sampling in the research. McMillan & Schumacher (2010: 325; 326) suggest that;

> Qualitative sampling, in contrast to probalistic sampling, is selecting information-rich cases for study in-depth (Patton, 2002: 242). The researcher searches for information-rich key informants, groups, places or events to study. These samples are chosen because they are likely to be knowledgeable and informative about the phenomenon the research is investigating.

Convenience sampling, according to McMillan & Schumacher (2010) involves a;

> Group of subjects selected on the basis of being accessible or expedient (McMillan & Schumacher, 2010: 137).

The research method sample used initially in the research was convenient. I relied on a convenient method to make initial contact with the programme participants to ask if they could be part of the study. I had access to the cell-phone numbers of the 55 Grade 12 participants in the 2010 programme and only managed to reach fifteen learners. Of these fifteen, pinpointed according to characteristics in order to get a representative spread, seven eventually were available to be interviewed for the study.

The sample had elements of purposeful sampling. McMillan & Schumacher (2010: 325) claim that purposeful sampling, regardless of the form of data used, is present and used in all qualitative studies. For them (2010: 138), purposeful sampling involves;

> Elements from the population representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research.

The seven participants, who took part in the research, proved to be rich in information to be tested around the programme.

There was also a stratified sample defined by McMillan & Schumacher (2010: 134) as a population is divided into subgroups, or strata, on the basis of a variable chosen by the researcher. Indeed, out of the total population of 55 Grade 12 learners on the programme, 37 learners achieved bachelor degree admission passes, 13 diploma admission passes, 3 higher certificate passes, there was 1 incomplete result because the learner in question did not write her Maths exam and 1, the only learner on the programme to do so, failed her grade 12 (FET Learner Programme: Grade 12 Final Analysis of Learner Performance, 2010).

It was important to have a selection of respondents that spoke to issues of access and success and get the opinions of failures and those that did not manage to obtain higher passes. The seven respondents interviewed were from four different schools and acquire an almost representative spread of the type of passes obtained by learners on the programme (except the learner who obtained an incomplete result who was unavailable), with its 5 categories:

a) Bachelor degree admission pass;
b) Diploma admission pass;
c) Higher Certificate pass;
d) Incomplete result and/or
e) Fail.

Table 1 gives the main characteristics of the sample of this study.

PSEUDONYM	RACE	SEX	MAIN CHARACTERISTICS
Siphokazi	African	Female	Failed her grade 12 and was rewriting her grade 12
Brandon	African	Male	Obtained a Higher Certificate grade 12 qualification and was an aspiring professional bodybuilder
Thembi	African	Female	Obtained a Higher Certificate grade 12 qualification and was a student at Falcon Business Institute in Central Johannesburg

Pertunia	African	Female	Obtained a grade 12 final Diploma admission pass and was upgrading some of her grade 12 subjects
Kyle	Coloured	Male	Obtained a grade 12 final Diploma admission pass and was studying towards an Electrical Engineering Diploma at the Central Johannesburg College
Dawn	African	Female	Obtained a Bachelor Degree admission final grade 12 qualification and was studying towards a Geology degree at the University of the Witwatersrand
Natalie	Coloured	Female	Obtained a Bachelor degree admission final grade 12 qualification and had just recently been excluded from the University of Johannesburg for poor academic results and was working full-time in retail

Arranged according to results from lowest to highest

3.4 Data Collection Methods

The study makes use of different sources of data collection namely, document analysis and interviews. The research could have been conducted with only programme documentation and no interviews, but for the purpose of providing greater insights into the study, interview records are included.

1) The document analysis was based on two kinds of documents:
    (a) Project documents that help outline the programme sponsor, service provider and trainer responses to the programme, such as funder reports, trainer feedback forms, letters from the service provider to parents and caregivers of learners on the programme, service provider information booklets, internet and newspaper sources.

This information will help address issues such as how the programme was developed, its recruitment of trainers, internal dynamics, the selection criteria used to select learners onto the programme, programme structure, delivery, expected outcomes, programme successes and failures.

(b) Educational outcome documents about the learners such as programme participant records, i.e., final grade 12 school results, attendance registers, evaluation results, tutorial evaluations and reflection records while on the programme.

2) Interviews (structured and semi-structured) of various stakeholders in the programme such as the project manager, trainers and learners. I was the project manager on the programme and that interview was not conducted. Trainers vocalised their discomfort in taking part in the study. This is why the interviews were reduced to a selection of 2010 grade 12 learners to ask them about their experiences of different aspects of the programme such as: the selection process, programme delivery, experience on the programme, other interventions they may have taken part in while still on the programme, academic outcomes at school, their opinions on the programme in hindsight, the programme's impact and role in shaping their lives and/or future opportunities.

Structured interviews according to Scott & Morrison (2007: 134) are designed;

> ... to explore certain predetermined areas using questions that are designed in advance, and are prepared in accordance with one or more specifically stated research hypotheses or questions considered in a descending 'ladder' of abstraction from broad hypotheses to specific questions. They are standardized to the extent that the question, its wording and sequence in the interview are fixed and identical for every interviewee who is usually referred to as the respondent.

Structured interviews serve as an important data collection tool in helping answer the aim and research sub-questions of the study. Semi-structured interviews were also conducted. Semi-structured interviews provided me with the opportunity to further probe the responses of the respondents. Here respondents can either challenge, put forward new, expand and/or clarifying their viewpoints (Scott & Morrison, 2007: 134).

Semi-structured interviews provide respondents with an avenue to put forward positions and/or solutions in their own chosen words (Scott & Morrison, 2007: 133; 134). Multi-method interview data selection, targeting different stakeholders of the programme was intended to be used, as a way to triangulate interview data, however, the sensitive nature of relationships between the various role-players, made this not possible.

3.5 Reliability, Validity and Triangulation

Scholars insist that quality research uses methods that are reliable and have validity. Reliability is defined according to Scott & Morrison (2007: 208) as;

> A measure of quality and the term means repeatability or consistency ... A measure is reliable if it provides the same results on two or more separate occasions, when the assumption is made that the object being mastered has not changed ... Whether quantitative or qualitative measures are used, the key to successfully applying a notion of reliability is that the object being measured remains stable.

I, as the researcher, was aware of the fact that respondents in the research knew me personally from when they were learners on the programme. I was the project manager for the service provider providing the tuition programme. Such a scenario could have a negative bearing on the research and could have the respondents uncomfortable and unwilling to be honest with me given my close association to the service provider, schools from which they were learners, programme sponsor and the fear of being perceived as ungrateful for the opportunity afforded to them. Acknowledging that I have worked, socialised and had a professional working relationship with this group of learners, made me much more aware of the need to adhere strictly to research principles such as reliability, validity and triangulation to ensure that the findings of the research were both authentic and reliable.

I was also aware of problems of subjectivity in an interview setting and tried as a researcher to be as rigorous and objective as possible. Whenever participants' views were in direct contradiction to programme documentation, I attempted to probe their views to get the fuller picture, hoping to maximise reliability through the probing of

their responses (Scott & Morrison, 2007: 208). Reliability in the research was also influenced by the fact that much of my views were supplemented and given greater depth by the fact that l was an employee of the service provider in question as project manager on the programme for a period of two years, not always as a researcher but also as a member of staff.

Validity, according to Scott & Morrison (2007: 253), has two main aspects;

> Internal and external, where the former refers to the accuracy or authenticity of the description being made, and the latter refers to its application to other cases, across place and time. Internal validity is therefore a measure of accuracy and whether it matches reality; external validity, on the other hand, is a measure of generalizability.

Internal validity was strengthened by the fact that I as the researcher knew the programme and was familiar with many of the issues on the programme. This position allowed me to probe participants more pointedly when responses were ambiguous and not comprehensive (Scott & Morrison, 2007: 253). External validity was ensured, as mentioned earlier by learner participants being almost a representative spread of the type of passes obtained by learners on the programme (except the one learner who obtained an incomplete result and was unavailable for the study).

Triangulation of data consists of "qualitative cross-validation among multiple data sources" (McMillan & Schumacher, 2010: 491). I was aware of the need to triangulate the data collected by using different sources of data collection (document analysis and interviews of various stakeholders of the programmes) to gain better insights into the programme from different perspectives and to corroborate the findings through probing and verification (Scott & Morrison, 2007: 251; 252). Although the views of the funder, service provider and trainers could not be obtained, l relied on programme documents to account for their experiences of the programme.

The service provider employees expressed they felt it risky to take part in the research because of the many tensions in the programme. There seemed to be, as recorded in numerous programme meetings, a lack of trust among all relevant stakeholders concerned, i.e., participating schools, district officials, the programme sponsor as well as

the service provider. Minutes indicate that district officials feared unionised teachers, the programme sponsor feared lack of co-operation from the district and the service provider in turn also feared antagonising all of the relevant stakeholders.
The trainers' unease to participate could do with their fear of jeopardising the relationship with their employer or fear of losing their teaching or district official jobs. Some trainers working for the service provider were moonlighting, something that their work contracts discouraged or prohibited. Another reason for the refusal of programme trainers to take part in the study could have been the existence of a non-disclosure agreement signed between them and the service provider, apprehensive that this too could affect their working relationship with their employer.

Cognisant of the fact that this problem of lack of multiple sources of data could compromise and weaken the research study, I as the researcher tried to rely on more programme documentation (circulars, brochures, press releases and reports) that would provide information about the aim, structure and delivery of the programme. These documents include funder reports, trainer feedback forms, letters from the service provider to parents and caregivers of learners on the programme, service provider information booklets and newspaper sources. For example, interview questions on participants' experience of the curriculum were compared with tutorial forms completed by them in 2010.

3.6 Data Analysis

The data was analysed after l had conducted interviews with all of the respondents in the study. Interview and programme documents were categorised into themes emerging from the data used to answer the research sub-questions. This data was then processed and further examined. Programme records were used as a means of triangulating the processed data. This then formed the basis of the study's findings presented in the chapter to follow.

3.7 Ethics

The role of ethics in research is important at all stages of a research study. Ethics point towards the measures put in place in being honest, transparent and protecting the sources in the research. Information about the research and acquiring the informed consent of research participants are a vital part of ethics (Scott & Morrison, 2007: 87; 88). Ethical clearance was sought and approved by the Human Research Ethics Committee (HREC) at the University of the Witwatersrand (Protocol number: 2011ECE112C).

There was a concerted effort to protect the identity of the programme sponsor, service provider, schools and participants in the study. Interviewed participants were given an explanation about the nature and aim of the research, were asked for their written consent to the research and were informed of the confidentiality of the information they would give the researcher. To protect all parties concerned, pseudonyms were used and the name of the programme sponsor, service provider, trainers and schools remain anonymous. Participation in the research was voluntary and respondents were informed that there were under no obligation to participate in the research and had the right to withdraw their participation and consent at any stage.

There are also issues of ethics regarding insider information. I am well aware of the fact that I was an employee of the service provider on assuming the role of researcher for this study. Importantly, l as the researcher try to be as honest and transparent as possible in the research about these ethical considerations. This research is of no direct financial benefit to me as the researcher and is motivated by the academic pursuit of understanding better the field of private supplementary tuition programmes in South Africa.

CHAPTER 4

DATA PRESENTATION

The purpose of the chapter is to present the data collected from various sources. The data comes from analysis of two kinds of documents. The first are learner based documents such as participant records; final grade 12 school results, attendance registers, evaluation results, tutorial evaluations and participant reflection records, while learners were on the programme. The rest are broader programme documents such as funder reports, trainer feedbacks, letters from the service provider to parents and caregivers of learners on the programme, service provider information booklets, internet and newspaper sources. Finally, interviews with former learner programme participants also provide important data.

The data collected around the three research sub-questions of the study is organised according the following themes:

(4.1) Background and structure of the tuition programme:
- (4.1.1) Programme sponsor and the broader programme;
- (4.1.2) Private Service provider;
- (4.1.3) Aim of the tuition programme;
- (4.1.4) Learner selection criteria;
- (4.1.5) Programme trainers;

(4.2) Tuition programme design:
- (4.2.1) Programme features;
- (4.2.2) Assessment of learners;

(4.3) Learner experience of the programme;

(4.4) Academic outcomes of the programme &

(4.5) Evaluation Report of the programme.

4.1 Background and structure of the tuition programme

From the onset it is important to highlight the background and structure that informed the tuition programme under investigation in the study. The importance of this is to both locate as well as provide the reader with the broader context in which the programme was administered.

4.1.1 Programme sponsor and the broader programme

The programme was sponsored by a non-profit, independent donor organisation that was established as an independent grant-making foundation in 1995 to support educational programmes covering the building of schools, skills training, educational resources and tertiary institutions. The sponsor organisation began investing in programmes targeted at secondary schools in the late 1990's at a time when there was a shortage of service providers working with senior phase learners. The sponsor organisations' vision had been "to contribute to positive social change through the provision of quality education and training for historically disadvantaged communities". It encouraged service providers it sub-contracted to align their vision and project design blueprints (Internet sources on the funder's website page). By the end of 1999, the organisation had supported 124 projects in all nine provinces of South Africa (Internet sources on the funder's website page).

The board of Trustees of the sponsor organisation developed a ten-year strategy in 2005 to address challenges in subjects like Maths, Science and Language education in schools. The organisation looked to strengthen partnerships with provincial departments of education with 50% of the organisations budget allocated to programmes targeted at learners in grades 10 to 12 of their studies. By May 2008, the organisation had spent R272 million in improving the South African education system (Internet sources on the funder's website page). The aim of the programme was to;

> Strengthen the pipeline of learners as they progress through the school system by improving participation and performance of learners at primary and secondary school levels. The main objective of the School Development Programme (SDP) is to improve learner performance, particularly in English, Maths and Science, by supporting school management and classroom

> teaching (Programme outline of Schools of Excellence Meeting with the District: 23 March 2010: 1).

The sponsor organisation committed itself to the full funding of costs on all its programmes including administration, monitoring and evaluation costs (Internet sources on the funder's website page). It approved the programme be rolled-out to 72 schools in 2010 but it was scaled down to 48 schools in 2011 across 4 provinces (Gauteng, Limpopo, KwaZulu-Natal and the Western Cape) because of an excess of dysfunctional schools with poorly performing learners having been selected onto the programme in 2010. This scaling down resulted in the final selection of approximately 12 schools per province, 4 high schools and 8 primary schools that had to sign a contract to take part in the programme in 2011 (Programme outline of Schools of Excellence Meeting with the District: 23 March 2010: 4; 6).

The broader programme targeted school management, teachers and learners, with a provincial budget of R12, 6 million set aside for operations in 7 high schools and 13 primary schools over a period of 3 years from 2009 to 2011. The funder, in partnership with the GDE identified the Johannesburg South district as the community in which the programme should be piloted. The programme was aimed to be holistic and intervene in the following areas:

(a) School Management;
(b) teacher Support in Mathematics, Science and English for Grade 10 – 12 learners;
(c) a programme for learners in grade 10 to 12 with potential in subjects like Maths, Science and English (the programme under investigation in the research) and
(d) Numeracy, Mathematics, Literacy and English for grades R to 6.

4.1.2 Private Service provider

The service provider complied with government policy for for-profit companies complying with company registration requirements and registering for tax. However, it expressed a disinterest in the need to comply with all sector specific guidelines and/or recommendations to join the Skills Education Training Authorities in South Africa (SETAs) that serves as a regulatory body for such service providers. Due to the

perception of the SETAs being disorganised, inefficient and potentially hindering its ability to generate profits, the service provider did not join the SETA system. This indicates a leaning somewhat toward identifying itself as a commercial enterprise first, and as an educational institution second. The programme under investigation was the first business contract secured by the service provider in the study.

The SETA system is known to be problematic;

> The SETA system was a plan to develop a series of sector skills plans within a clearly defined framework of the National Skills development Strategy. Each of the sectors was made up of a variety of economic activities that were related and closely linked. All SETAs were to be responsible for both the private and public sectors within their own sector as a whole. The SETAs were also given much greater powers than the training boards had had, and far reaching responsibilities.
>
> In November 2009 Mr Thabo Mashongoane (from the Department of Higher Education and Training) in a statement acknowledged that there were negative perceptions about the performance, management and governance of the SETAs. In April 2010 Mr Mashongoane announced the proposed new SETA landscape and draft framework for a National Skills Development Strategy to be implemented between March 2011 and March 2016. He also announced steps he planned to take to deal with what he termed 'non-performing SETAs'. Mr Mashongoane said he would be taking legislative steps to improve the governance of SETAs. He was also examining patterns of 'mismanagement and non-performance' in the SETAs and would be taking action (http://www.vocational.co.za/).

In the various services and programmes it offered, the private service provider had its own aim of intervening at various levels in the key subjects in which learners received supplementary tuition. It sought to ensure the sustainability of its programmes through the academic development of Grade 10 to 12 teachers in schools of the learners to which it provided supplementary tuition, the presenting of subject specific content training and classroom management to school management teams as well as the mentoring and training of the teachers tutoring on its various programmes (Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 2). By the end of 2010, the service provider had delivered 11 programmes including the one under investigation in this study. Four of these programmes were sponsored by mining companies, one by a

national government department, another by an arms company and the remaining four were paid for by foundations of private companies (Service Provider. Information brochure, 2010: 12).

Before looking at the tuition programme under investigation, let me digress for a moment to mention a rival service provider, Sci-bono which presented a similar programme. It is interesting to mention the work of Sci-bono to give greater insight into the local environment regarding the work of supplementary tuition providers both informative on the nature and environment in which service providers operate. The Sci-bono CEO (Bridge Research Report, 2010), highlights issues related to this research about the potential and limitations of supplementary tuition. He argues for the need for good quality teachers to tutor on such programmes given the weakening standards of the South African education system, the need expressed by the formal education system for such interventions and/or programmes, the problem in the exclusive search for learners with good academic results at school as well as the shortage of such providers due to the amount of work available.

By late 2010, Sci-Bono had one major financial backer, a foundation, which provided the Section 21 non-profit Company with a grant;

> Initiated by Gauteng Department of Education and Private sector representatives, Sci-bono aims to support education in mathematics, science and technology to improve public engagement with science, engineering and technology and to promote career education in these critical areas of the economy. Sci-bono is the largest Science centre in Southern Africa. It is aligned with national and provincial priorities and initiatives to promote science, engineering and technology amongst learners-particularly girls and those who have been previously disadvantaged (http://www.sci-bono.co.za/home/index.php?option=com_content&view=article&id=l&ltemid=10).

The programme director at the Foundation claimed that its financial support to Sci-bono was not as a funder but that of a partner. In an interview with Bridge (2010), the Sci-bono CEO spoke of the partnership that began in 2006 between his organisation and the Foundation for Saturday school classes targeted at learners in Grades 10-12. He explained that the aim of the programme was to provide disadvantaged learners with a better idea of what the worlds of mathematics, science and technology were about. Sci-

bono developed an in-house curriculum aligned and endorsed by the DoE and the programme was "about benchmarking the ability of the learner and then filling in the gaps. Tutors fill in the gaps by providing tutoring on Saturdays between 08h00 and 15h00" (Bridge Research Report, 2010: 44; 45). The Sci-bono CEO explained that all learners made it to grade 12 with a 100% pass rate and argued that it was due to two factors: "the calibre of tutors which must remain high and finding learners with potential is a challenge in a system that seems to be weakening". The Sci-bono CEO argued that the tuition programme was small and that the need was much greater than what Sci-bono could offer (Bridge Research Report, 2010: 45).

4.1.3 Aim of the tuition programme

The teachers' strike of 2010 had led to a request for additional Maths and Physical Science contact sessions to assist learners in need of extra tuition before writing their final exams. Such interventions were suggested by the Department of Basic Education (DoBE) as being one of the main contributing factors for the improvement. The DoBE argued that although the class of 2010 spent less time in class than in previous years' due to disruptions in the academic year, they were provided with supplementary classes, such as the ones offered by service providers in the programme under investigation in the study, as well as additional academic support to catch up on lost valuable teaching time (http://www.timeslive.co.za/opinion/article847919.ece/Results-dont-add-up?service=pr... 12 January 2011).

The sponsor organisation asked and subcontracted the private service provider to be responsible for the management and delivery of the tuition programme of this study. This was one aspect of the broader programme which involved other service providers offering services in other aspects of the broader programme. The aims of the tuition programme were:

1) To improve matric results of the project schools by increasing the number of learners with quality passes in Maths and Physical Science at Bachelor level.
2) To improve the Maths, Physical Science and English results of learners selected so that they could achieve an average of at least 50% in these subjects.

3) To provide learners with the necessary tools and information to make good career choices and access bursaries for tertiary study (FET Learner Intervention Logic Model).

In relation to third aim, the private provider attempted to create the foundation to maximise the impact of academic programmes, through the presenting of a literacy programme, personal power, motivation and skills training programme and a subject-specific study methods training programme. It also wished to identify potential to feed into the national skills pool, reach individuals in their communities, ensure improved results through Grade 9 evaluations to assist them in subject selection that takes place in Grade 10, Grade 12 career guidance evaluations, ongoing evaluation and presenting its programmes at locations that favour learner attendance in the programme's geographical focus area (Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 2).

The tuition programme took place in 2010, a year in which the accuracy of the final grade 12 results were contested as possibly inflated, by the media and South African society at large. There had been major disruptions to the academic calendar caused by the Soccer World Cup and protracted teachers' strike that affected mostly learners from disadvantaged schools, notorious for being the poorer academically performing schools in the country. Although learners spent less time in class than in previous years, they still managed to improve on the 2009 grade 12 pass rate (http://www.timeslive.co.za/opinion/article847919.ece/Results-dont-add-up?service=pr... 12 January 2011).

4.1.4 Learner selection criteria

Six high schools were identified based on good past results and learner academic aptitude. Learner selection onto the programme will be reported using programme documents as well as learner responses from the interviews conducted. It is important to note that programme documents are vague about the learner selection process. Documentation detailing extensively the selection process of Grade 12 learners (the

main focus of the study) is not provided by the programme sponsor besides stating that learners selected onto the programme were chosen. This lack of clarity is apparent in learner interview responses on the matter. It is however important to note that the 2010 selection of Grade 11 learners onto the programme is better documented in the programme sponsor's 2011 provincial report.

Thembi had no idea of the criteria used and how she had been selected to be part of the programme;

> Initially the programme was badly explained to me and it was only later that l understood more about my selection onto the programme.

Kyle responded;

> I wrote English and Maths aptitude tests in grade 11. My teacher, days after the test, gave me a letter informing me that l had been selected but no one explained the process to me on how l had been selected. What l can now say is that the criteria should focus more on poor performing learners. The selection procedure should interact with teachers at the schools more.

Dawn;

> I was identified by my Maths teacher at school in 2009 as one of a few better performing learners at my school. I then wrote tests after being shortlisted. For me the criteria used and the process thereafter was fair, it's not personal, it's just a merit based selection process.

Brandon;

> I was selected based on my work ethic at school. The selection process was fair but should select more learners in need of academic support. Learners of poor academic ability should be selected. I felt lucky of having been selected onto the programme. It came as a surprise to me though! I knew my ability at school and my selection onto the programme was pure luck!

and for Natalie;

> The programme should have looked at those struggling at school to at least pass. A more balanced selection criteria is needed. A system of learners selected onto the programme helping their struggling counterparts at school should at least have been encouraged.

The opinions of respondents interviewed indicate that the selection process was unclear and was not the result of consultations with major role players (i.e., learner participants and school teachers). The process to select learners was seen by the respondents as being surprising, unfair, misplaced and susceptible to failure. Other major role players may have added valuable input in ensuring better equity of access on

the programme. Natalie's response is one such example, speaking somewhat to issues around access and the impact of the programme, since it was marketed as aiming to address the educational (Maths, Science and language specific) problems of learners from disadvantaged backgrounds.

4.1.5 Programme trainers

Programme tutors, referred to as trainers on the programme were subject specialists, chosen specifically as this was an important aspect for the service provider to have such trainers with many years' teaching and marking experience (trainers on the programme were either senior or chief grade 12 final exam markers in their subject disciplines), had postgraduate academic qualifications and most of them were published authors in their respective subject disciplines (Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 4 & Service Provider Information Brochures & Programme Reports).

Trainers on the programme had been recruited on a referral basis by other specialist trainers that the service provider had made initial contact with. Trainers signed an annual independent contractor's agreement with the service provider, committing to a set of roles and responsibilities. The roles and responsibilities of trainers involved being prepared for training sessions, which had to be of high standard, they had to provide weekly reporting on attendance figures on the programme, submit their trainer reflection forms in time, develop worksheets to supplement prescribed teaching guides, monitor learner performance, accept responsibility for learner attendance of their classes, meet submission deadlines and share information on best teaching practices and guidelines (government circulars and policy changes) as directed by the DoE with training colleagues (Service Provider Independent Contractor's Agreement, 2010: 17).

The service provider in general offered various learner and educator programmes in conjunction with one another but in this particular case, the service provider worked with a select group of learners and not with their educators, a function contracted to other service providers by the programme sponsor (Funder Gauteng Provincial Report,

2011: 2). Trainers expressed their passion for teaching but also admitted to the need to make extra money to supplement their teacher salaries. They seemed to be motivated primarily by the extra income they could generate tutoring on the programme. Some trainers worked at private schools and others were district officials with prior teaching experience. Trainers for one day's training could go home with approximately R2 250.00 as they were paid R4 50.00 an hour for 5 hour mandated training sessions (Trainer Feedback Forms, 2010 & Service Provider Independent Contractor's Agreement, 2010: 15).

Because trainers held high level teaching posts and were connected to people and development efforts in the sector, the service provider benefited hugely from this arrangement of working with teachers that were familiar with changes and/or adjustments to be introduced in the curriculum long before the information was made public. This is because some of them helped formulating subject policy changes in the sector. For an additional fee, trainers would consult for the service provider, supplying valuable information on the best material, teaching strategies and developing material: worksheets, lesson plans and helping to source good trainers to build a strong trainer pool of experts for the service provider (Trainer Feedback Forms, 2010, Service Provider Meetings & Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 4).

4.2 Tuition programme design

The design of the programme was formulated and provided by the programme sponsor and the private service provider under investigation in the research could help improve on the design to bring about better delivery on the programme but had no real authority to change the primary design of the programme.

4.2.1 Programme features

The programme was aligned with the provincial work schedule which schools participating on the programme were instructed by the Gauteng Department of

Education (GDE) to follow. In reality however, very few of the participating schools followed the provincial work schedule (Service provider feedback to the sponsor in programme reports and meetings and FET Learner Intervention Logic Model). The programme was designed to align with the school curriculum to supplement the teaching (of Maths, Physical Science and English) that these learners were receiving at school as well as help them improve on their academic results and performance at school.

Learners attended classes during Winter (June) and Spring holidays (September) and towards the end of the year before writing their final exams. There were different sessions. Each session was 6 hours long, 5 hour contact session with an hour break in-between. Saturday classes were meant to review and reinforce content taught at schools during the week; Winter School to revise difficult topics taught in the first two terms; Spring School to revise the school syllabus of the whole year and Exam Preparation sessions were scheduled just before learners wrote their final exams to give them last minute content and study skills training needed to pass their upcoming examinations (Service Provider. Information brochure, 2010: 6).

The compulsory Saturday catch up sessions organised by schools to counter the negative effects of the teachers' strike affected attendance figures on the programme negatively because students were compelled to attend those rather than the Saturday classes provided by the programme. Pertunia comments;

> If l was at another school, l would have done better. I was under pressure because of the World Cup and teachers' strike, that's why l am upgrading certain matric subjects this year (2011).

What Pertunia refers to here is that well to do schools were not affected by the teachers' strike and therefore, even though this programme sought to address issues of redress and equity, this was undermined by broader socio-economic complexities ingrained in the participating schools as well as the communities they were located.

9 English, 16 Maths and 12 Physical Science sessions were held in the 2010 academic year for the Grade 12 participants on the programme (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service provider. 2010: 2-4). Letters detailing the nature and objectives of the programme were sent to each of the selected

learners' parent/s and/or guardian/s to remind their children to put to good use the opportunity afforded to them by the programme (Service Provider/Programme Sponsor letter to parents and caregivers, 2010). Learners were asked to sign undertakings committing to attend classes, show good discipline and commitment to the programme. Learners spent a total of 276 hours, a period of 7 months (8 May to 17 November 2010) being tutored on the programme (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service Provider. 2010: 2-4).

Learning materials provided on the programme included literature study guides by a variety of published authors, compiled by subject specialist trainers working for the service provider, past exam papers and language notes for English, Question and Answer books and Exam aid books for Maths, past exam paper booklets, Science apparatus and chemicals for Physical Science as well as a Future Entrepreneur's Learner Manual, compiled by a Physical Science subject specialist working for the service provider. Together with basic stationary and scientific calculators, these were the learning resources provided to learners taking part in the programme. (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service Provider. 2010: 47; 48). Learners were provided with additional Life Skills and Career Guidance workshops. Each learner had a career guidance evaluation and feedback session conducted to give them better insight into their own interests, ability and ideal personal career options to pursue (Service Provider Information brochure, 2010: 10).

Learners on the programme were incentivised in different ways to attend classes and achieve better academic outcomes at school and on the programme. Learners were provided with transport to and from the training venue, food, study material, stationary and any other logistical and financial requirements they had in consultation with the programme sponsor. Learners were exposed to motivational speakers, personal empowerment workshops, training on study methods, literacy programmes, educational trips and other fun outdoor activities. They were also incentivised with airtime, sweets, chocolates, money, cell-phones, residential study camps, branded bags, clothing and accessories (Trainer Feedback Forms, 2010). All these interventions were introduced to motivate learners and develop well-rounded, confident youths in order to

"maximise the effect of academic content training" (Service Provider Learner & educator development programmes: Mathematics, Physical Science, Accounting and English Information document, 2009: 2).

The impact of these incentives helped improve somewhat learner attendance on the programme, but no discernable trend could be shown in learner attendance figures which fluctuated from between 48% to 100% (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service Provider. 2010: 2-4). Learner attendance fluctuated for many reasons. Saturday classes clashed with extracurricular activities. Learner apathy and fatigue also played a contributing role in adversely affecting learner attendance on the programme according to the service provider report (Schools Development Programme Annual Report for Gauteng Province, 2010: 13). Trainers complained that they did not see learners as frequently as they would have liked and as result, learners quickly forgot what they had learnt when they again met, meaning that a great deal of time was spent revising work done previously (Trainer Feedback Forms, 2010). English teachers at the learners' schools were criticised by English trainers on the programme for not paying sufficient attention to the teaching of literature and poetry in class, sections of the English curriculum with a year-end paper (Trainer Feedback Forms, 2010).

In explaining some of the poor attendance, the service provider claims that some of the learners were on similar learner programmes, which were better incentivised and delivered by other sponsors. Indeed, some better performing learners on the programme left to attend other programmes offering similar services and opportunities (Schools Development Programme Annual Report for Gauteng Province, 2010: 13). However, the seven respondents interviewed did not take part in any other intervention or programme, besides attending the Saturday School Improvement Programme (SSIP) at school towards the end of the academic year, which was made compulsory by the Department of Education (DoE). Thus, the respondents in the research were not really exposed to other interventions or similar programmes.

4.2.2 Assessment of learners

Assessment of learners was an important component of the programme. The service provider conducted weekly evaluation tests to ensure that learners achieved satisfactory academic results at school. Learners were tested after each training session on work done in previous training sessions and their evaluation results tracked for the purpose of identifying learner weaknesses and/or strengths on specific subject content matter. In English, learners doing the subject at Home Language (HL) level were separated from First Additional Language(FAL) level and given their own trainers to help them achieve better academic outcomes in the subject. Such assessment measures were taken to ensure that appropriate action and/or adequate attention was given to struggling learners so as to deliver on the targets of the service provider as promised to or set out by the sponsor of the programme (Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 4).

Baseline assessments were conducted before content was taught in the various subject disciplines on the programme, to test both learner ability and content knowledge. Summative assessments were conducted on the last day of subject sessions to test what learners knew or were supposed to know after being part of such a programme and before writing their final examinations at school. The service provider under investigation in the research was asked to take part in setting subject baseline and summative assessments but in the end failed to take part in the process fearing an outcome that later proved to be true. The service provider was conflicted, setting easy assessments compromised standards that would be highlighted resulting in the subsequent loss of credibility of the service provider. Setting difficult assessments, the service provider may be in danger of failing to meet the requirements of the programme sponsor to help improve learner results (FET Learner Intervention Logic Model).

In Mathematics, the baseline assessment group average was 39% while the summative assessment group average 79%. In Physical Science, the baseline assessment group average was 37% and the summative assessment group average 64%. For English First Additional Language, the baseline assessment group average was 78% and summative

assessment group average 50%. For English Home Language, the baseline assessment group average was 70% and summative assessment group average 77% (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service Provider. 2010: 10-20). Complaints were raised by trainers about baseline and summative assessments on the programme drawn up by provincial service providers (Western Cape and Gauteng). Criticism of the assessments were that they were not diagnostic, representative of what learners had to know for their level at the time the assessments were conducted, that they failed to cover subject specific content as covered in major tests in the curriculum and were therefore not a true reflection of learner ability (Minutes of Funder Quarterly Meetings on the Programme).

This may have been the case because of the difference in standards in provincial service providers as well as the groups of learners they taught. Service providers may also have been weary of setting standards that were too challenging for learners whose lack of improvement would have made them lose credibility in terms of their delivery on programme objectives, such as improving learner academic performance. Also worth noting on the part of the service provider is that, in meeting delivery targets it set with the programme sponsor, it promised to financially incentivise trainers on the programme that helped in improving learner results at school, making it not worth a trainers' while to fail learners on the programme (Service Provider learner & educator development programmes: Mathematics, Physical Science, Accounting and English information document, 2009: 3; 4)

4.3 Learner experience of the programme

Respondents each provided different highlights or different experiences on the programme but a theme that emerges frequently in the interviews is the comparisons between learners' experiences at school and those on the programme. The general response of the respondents was that they learnt things on the programme that they had not been taught or exposed to at school.

Thembi comments;

> My teachers at school had a weak grasp of subject content and also could not explain most content in the curriculum.

Dawn who attended 90% of her classes for all three subjects mentions;

> Attending classes on the programme made studying much easier. The study camp in September was very useful as l got a chance to interact with my peers. I found the career guidance workshops very useful and my family saw the programme as of being of great help in helping me get distinctions at school. This programme gave me hope. Working on one's own was encouraged both on the programme as well as at school and on the programme unlike at school; the tuition provided was more hands on and practical. The standard at school was basic and the standard of tuition on the programme was high, with better learning resources than those at school.

Brandon's experience on the programme was different;

> The trips organised by the programme served as a good opportunity to learn in other environments. School was fun. You don't need to be intelligent to pass, you just need to focus and believe in yourself. It was fun being on the programme, meeting new people was also great fun. The different teaching practices on the programme were a success because at school l was only taught by one teacher. On the programme l learnt new things l had not been taught at school. However, there was less time to cover content in English on the programme as there were too many assessments. There were always issues at school, conflict between the principal and teachers; this affected our learning. Tutors on the programme were always prepared to teach, unlike at school, we were taught well on the programme. We were also not crowded in class unlike at school and being given individual attention felt good. As black learners in an Indian school, we were not treated the same. I don't want to call it racism, l am just not sure what it was, but it wasn't good.

Kyle argued;

> I spoke weekly about the programme and many people were proud of me, although l am not entirely sure why. I do feel privileged to have been part of the programme though. The study material provided was of great help as the same material was not available at my school.
> The way l was taught in Maths on the programme was not good. My teacher at school was much better even though he wasn't really that good. My Math teacher at school provided extra classes for R150 a month; these classes were 2 hour sessions but of very poor quality.
> My Science teacher at school however stood out, she went the extra mile for us learners, maybe because we were only four learners in the grade doing Science. On the whole, teachers at

> school went through only the basics with not much clarity and understanding unlike on the programme.

Thembi praised the programme believing that many learners from her school failed to achieve good academic outcomes because of adverse conditions faced at school;

> Corporal punishment at my school affected learner attendance. This influenced how many learners passed their grade 12. The opportunity to be part of the programme was my highlight and so was the success of the programme.

Natalie believed;

> Everything we asked for, within reason of course, was delivered. I felt l could have done much better. l failed to meet my expectations as well as those of others. I could have done better especially in Maths, however under the circumstances l am content with my achievements.

Natalie's response was surprising seeing she was one of the star performers on the programme passing her grade 12 with a bachelor degree admission with a final average of 75%. Siphokazi, the only learner on the programme to fail her Grade 12, believed that the main reason why she failed to pass her grade 12 was because of the poor support given to her at school. These different experiences at school and on the programme were somewhat worrying because the intention of the programme sponsor was to align the efforts on the programme to those at participating schools. Learners had a great deal of responsibility placed on them on top of a demanding Grade 12 academic calendar year.

The Grade 12 Math trainer identified the residential Spring camp as a success in helping learners stay motivated and attend scheduled future classes (Trainer Feedback Form, 2010). The Winter School camp was held in Johannesburg in July 2010 at Damelin in Randburg and Spring School in September in Magaliesburg. The Spring School programme included a good mix of physical, outdoor activities and classroom-based learning activities. One observable outcome was the strengthening of relationships between learners and trainers. A recommendation to come from the camp was that the camp be held earlier in the coming year, i.e., 2011: which is something that was done in 2011 to maximise the positive effect of building closer relationships between learners and trainers on the programme (Schools Development Programme Annual Report for Gauteng Province, 2010). The Math trainer saw the problem solving abilities of learners

as being very weak and the Math teachers of these learners' at school, ineffective. The trainer complained of having to start entire sections of the curriculum from scratch as some learners didn't have basic knowledge of Maths in their final year of high school, which is something that she found to be both disturbing and unacceptable (Trainer Feedback Form, 2010).

The Physical Science trainer believed that the material and venue where training was held, with a proper Science lab, data projector and equipment for practical demonstrations, which the service provider paid for, presented a successful learning experience (Trainer Feedback Form, 2010). He mentioned that most learners at their respective schools did not have fully equipped Science labs, hampering efforts to conduct practical group demonstrations and the effective teaching and learning of the subject. The English FAL trainer saw the working through of past papers, intense focus on literature and residential Spring camp as being of great help. The English HL trainer on the other hand, saw the study material, general learner enthusiasm and literature sessions (as schools hardly taught all of the literature set-works) as being the most helpful (Trainer Feedback Form, 2010). A concern for the English HL trainer was that learners on the programme never saw their portfolio activities done at school saying that this was a problem as learners could not learn and improve on their work (Trainer Feedback Form, 2010).

The comments of respondents suggested that the programme gave them much more than the basics they were taught at school. The programme went beyond the conventional with the workshops and outdoor educational workshops provided to them.

4.4 Academic outcomes of the programme

Data collected shows that, of the 55 learners on the programme, 37 learners achieved bachelor degree admission passes, 13 diploma admission passes, 3 higher certificate passes, there was 1 incomplete result because the learner in question did not write her Maths exam and 1, the only learner on the programme to do so, failed her grade 12 (FET

Learner Programme: Grade 12 Final Analysis of Learner Performance, 2010). A learner respondent interviewed had an interesting idea on what he perceived academic outcomes to be or result in despite the criteria put forward by the programme sponsor;

> Outcomes for me are about output and effort. Effort was there on my part in grade 12 but l kept missing something, maybe focus. I believe l tried my best though. How you use your intelligence is what counts. Despite all this, l believe l have achieved my goals.
> Gym is my life, its heaven, l feel happy and free there! Gyming for two years, l've won many cups and certificates. I'm going to Durban soon, but l am in need of a sponsor for my supplements and transport, it shouldn't be hard to find one though. I am a happy person, relaxed and content. I have no stress and my parents are proud of me. I am always at the gym and on the internet to get tips to help improve my skill.

Brandon today is an aspiring professional bodybuilder, taking part in competitions and part of a collective forming their own bodybuilding federation in Soweto. Brandon's academic results were significantly weak, only just passing grade 12. His focus on effort and using ones limited tools to the best of one's ability, rather than on academics, is an interesting take on his success and one of the many successes of the programme. Brandon was certainly the most fulfilled of the respondents, which is interesting as his 'success' did not necessarily align with the ambitions of the programme.

The programme provided Career Guidance evaluations to 47 of the 55 learners to assess, among other things, learners' interests, thinking style, personality and top career options (Career Guidance Assessment). The Engineering and Medical professions ranked as the top fields, learners on the programme were encouraged and expected to pursue careers in. However only one of the seven respondents interviewed, Natalie, pursued this expected trajectory, choosing a career in engineering in which she failed to complete her first year of study in the discipline. Many respondents have tried to pursue career paths after completing their high school studies. Dawn suggests that;

> The programme did not change my academic path; l always knew l wanted to do Science. Results at school are not as important as the skills that l learnt, which l believe are more important.

Dawn is currently studying towards a Geology degree at Wits University and is in need of a bursary to help complete her studies. Thembi is studying Business Administration at Falcon Business Institute in Central Johannesburg, Kyle is at the Central

Johannesburg College studying towards a diploma in Electrical Engineering, Pertunia is repeating Grade 12 with the intention of improving some of her subjects, Siphokazi is rewriting her grade 12 and Natalie was working full-time in retail after being academically excluded for poor academic performance in Chemical Engineering at the University of Johannesburg.

Natalie's story is an interesting one;

> I thought attending school and classes on the programme were enough. I got lazy, stopped tutoring my peers, researching and working on my own. Now, l realise that was a bad mistake. I saw the difference tutoring others made in my own schoolwork.

Natalie got a Bachelor degree admission pass in grade 12, with an average of 75%. She registered at the University of Johannesburg (UJ) for a diploma in Chemical Engineering and received a fully funded government bursary. Natalie failed her first semester at University and was academically excluded by the University from continuing with her studies in the discipline. Now Natalie is working full-time in retail and has registered to do a degree in teaching in 2012. Natalie is a hard worker but failed to cope with University. Natalie admitted in the interview, that she had been persuaded to pursue an engineering qualification because of her grade 12 results although she had always known she wanted to pursue a career in teaching.

Natalie's story is common. The expectations placed on Natalie by the programme, her mother and society had a significant impact on the choices she made. Very few learners given opportunities like being part of the programme, with good academic results are given room to pursue careers outside maths, science and/or technology. The issue of tertiary funding is an important factor as learners from poor households who complete high school are pressured into pursuing career paths where funding and bursary opportunities exist. Important to note was that learners in the study were from families that were not in a financial position to pay for their children's tertiary studies. Natalie was the only respondent interviewed that managed to get a bursary to study at University, though short-lived many others were unable to attend University after completing grade 12 because of this.

The programme sponsor believed the programme to be a success, delivering 80% of its activities and its partnership with the district was stronger and had improved. Despite this, the programme sponsor believed that there was room for improvement in those successes for the programme in 2011 (Programme funder Workshop, 2011). Positives of the programme from the service provider in its report back to the programme sponsor, highlighted the learning materials used on the programme, programme venue, good relationships established with principals from a number of participating schools, residential Spring camp, programme content, and overall satisfactory results showing an encouraging trend of improvement since working with learners' from Grade 11. Failures highlighted were gaps in the learners' content knowledge, poor academic support from teachers at the learners' schools, no fully equipped science labs at participating schools, the inability for teachers at participating schools to follow the provincial work schedule as well as the professional incompetency of many teachers at the participating schools (FET Learner Programme Final Report on Term 4 and 2010 submitted by the Service Provider. 2010: 5; 51; 54).

4.5 Evaluation Report of the programme

The evaluation report of the tuition programme was commissioned by the sponsor to another sub-contracted service provider. The report claims that evaluators of the programme were only able to observe a small sample of the activities to take place in the year, and therefore suggest that observations made were neither representative or sought to generalise on the activities of the programme (Funder Gauteng Provincial Report, 2011: 232). The Learner programme under investigation in this paper was depicted in the report as follows;

> When the after-school extra classes for selected learners component is examined it seemed to have been generally competently presented in the traditional "extra tuition" style, designed for whole class teaching. Little attempt is made to identify individual learner problem areas. Exam preparation seems to dominate resulting in majority of sessions having the solving of exam type exercises as focus (Funder Gauteng Provincial Report, 2011: 232).

Problems of the programme in general were presented as follows;

Other areas which were highlighted included: the methodologies advocated by the service providers as being too time consuming; the issue of assessment overload; and the disjuncture between the curriculum and administrative requirements of the department and those advocated by the various service providers (Funder Gauteng Provincial Report, 2011: 234).

CHAPTER 5

ANALYSIS AND INTERPRETATION OF THE DATA

The chapter identifies patterns and trends as well as interprets the findings of the study in terms of the strengths and weaknesses of the programme as well as other issues emerging from the research about how shadow education can work under certain conditions. It therefore focuses on the following two themes:

(5.1) Strengths and weaknesses of the Tuition Programme and
(5.2) What does this study reveal about privately-managed supplementary programmes and the way forward?

5.1 Strengths and weaknesses of the Tuition Programme

The programme under investigation in the study had strengths and weakness that had a significant bearing on the delivery of the programme. The programme was multi-layered in its approach and sought to intervene at all levels of the schools participating in the programme targeting school management teams including principals, teachers and learners. The programme also attracted good quality teachers that were required to account for their work. The good mix of expertise on the programme ensured the programme was effective, ran smoothly and by in large achieved its desired outcomes.

Of the 55 learners taking part in the programme, 67% of the learners achieved bachelor degree admission passes, 24% could pursue diploma studies at tertiary level, 5% received a Grade 12 certificate and 4% of learners participating in the programme failed to complete their Grade 12. On the whole, the programme was successful and the majority of respondents interviewed felt compelled to continue with their studies at tertiary level. Good advocacy on the part of the programme sponsor and its service providers meant that the programme despite its many problems ran its activities as planned for the most part. More importantly, the academic support provided to selected learners, the main focus of the intervention, was welcomed and well received by them. Both successes and weaknesses of the intervention it must be acknowledged went

beyond the actual programme. Its impact on people's lives varied but nonetheless was appreciated and exceeded the sponsors' expectations.

The weaknesses of the programme were also apparent, the selection criteria of the programme and similar such programmes needs or requires a comprehensive framework, at the heart of this framework must be an explicit mandate to advance redress, equity as well as the sustainability of both these ideals. This framework suggested by respondents interviewed, should be inclusive of all stakeholders involved and that poor performing learners in previously disadvantaged schools should not be left behind and should be incorporated in such programmes so as to at least help them pass an impending grade at school, like Grade 12. The lack of programme alignment, teachers failing to cover the basic curriculum at school also had an adverse impact on the programme. The lack of financial and academic support of learners is a weakness that serves to compromise the potential learners selected to be part of the programme had in achieving better academic outcomes at tertiary level. The fact that different stakeholders part of the programme at times had opposing interests served to both undermine programme objectives and breed a culture of mistrust and fear pervading all levels of the intervention.

5.2 What does this study reveal about privately-managed supplementary programmes and the way forward?

As illustrated in the literature, it is erroneous to place too much emphasis on the outcomes of shadow education as a study is yet to conclusively show that any form of tutoring boosts school achievement. The hypothesis that shadow education helps improve academic results still remains to be scientifically proven, however what is uncontested is that millions of people around the world see shadow education as beneficial and is central to their studies. The programme under investigation in the study was started and designed by the sponsor to help improve the country's mainstream education system and provide redress to the country's black majority.

The broader programme was holistic as it sought to intervene on two levels, one targeted at school management teams and teachers and the other aimed at the individual learner. The school support component through the use of other service providers, afforded principals and teachers of learners taking part in programme under investigation, school management and academic support respectively so as to consolidate on the shadow education learners' chosen to be part of the programme under investigation received. The programme presented by the private service provider of the study provided learners also with a multi-layered approach that looked to cover thoroughly the school curriculum through a Saturday, Winter and Spring school programme and Exam preparation classes. Skills training workshops that covered areas such as literacy, study methods and personal empowerment were also presented.

The programme design however failed to deal with a fundamental ideological difference between the sponsor and subcontracted service provider of the study. The motivation of the programme sponsor was philanthropic and that of the service provider, making a profit. Although the main objective of the programme was clear and the service provider made a concerted effort to meet the prescribed requirement to help selected learners' achieve better academic results at school, what was not made explicit, somewhat overlooked, although a key motivation for both the sponsor and private service provider as detailed in their official information documents, was the intention to bring about redress and equity in an otherwise very unequal education system. Not enough was done by either party to address this more rigorously.

The programme under investigation showed differences with international literature on shadow education. Important features emerging in the study, different from international literature is that learners and teachers taking part in shadow education were incentivised by the shadow tuition provider to achieve better academic outcomes both on the programme as well as at school. These incentives varied in monetary value. Teachers referred to as trainers tutoring on the programme, were subject specialists, some of the best in the profession, compensated and lured to shadow tuition to help learners on the programme produce better academic outcomes. The trainers were professionals that signed performance based contracts, measures implemented to

ensure high professional standards and accountability, an accountability that can be missing in other contexts where research on shadow education has been conducted.

The study shows that poor households and communities can access supplementary programmes delivered by private service providers, even though the international literature assumes that it is accessible only to those with money in society. Learners with good grades in previously disadvantaged communities were chosen to be part of and have access to supplementary programmes delivered by a private service provider, considered internationally as an exclusive commodity. These learners with their households benefit even though such programmes will not significantly impact on social inequalities. An important question worth asking is whether the programme presented by the private provider added value? Or was it just duplication? The main aim of the programme was to only fill gaps in content and not teach academic content from scratch. Therefore, how much blame and responsibility can be placed on the shadow tuition provider of the study, if the formal education system failed to provide its most basic function to its learners.

Partnerships in the study worked to achieve better outcomes and should be encouraged more in the future for the purpose of sharing resources as well expertise. However, more effort should be placed on programme alignment so as to achieve the desired outcomes. What makes this study important is it provides a different outlook and challenges long-held views that shadow education unequivocally exacerbates already existing inequalities in society, and it is predominantly the rich in society that have access to shadow education. Bray (2010), the foremost academic on the field has made it known that his primary interest in the field has been with poor households, unable to physically access shadow education due to financial constraints (Bray, 2010: 4). The returns offered by good performing learners as opposed to their poor performing counterparts are immediate, whereas the latter are more of a long-term investment. The exclusion of poor performing learners from such programmes retards gains made in the post-1994 era in providing access in the country taking into account the potential and structural gains achieved.

The macro-issue to emerge from the study is whether short-term standards or patch-up solutions should be encouraged at the expense of an ailing South African education system struggling with matters of redress, equity and the delivery of quality tuition in the long-term. In that sense, private service providers have a role to play in redress and equity, even if they do not provide their services for philanthropy but for profit-making purposes as they can be asked to perform a service funded by corporate and public sector clients with philanthropic agendas. What enables such private providers to operate is the interest by many stakeholders in redress and equity within the education sector.

As mentioned earlier, the field is mostly focussed on immediate, short-term goals (to pass an impending test or improve a grade in a key course).Then, could a shift in focus help with issues of ensuring broader access, and subsequent redress and equity in the field. A focus on sustainability and long term redress and equity involves programmes such as the one in the study also targeting poorly performing schools and learners. This may be an option worth exploring before introducing regulation policies as has been the narrative in countries such as Cambodia, Mauritius and South Korea. A national framework or guidelines on shadow tuition providers clearly stating how they should operate may be essential considering the contested nature of educational outcomes and what they mean for various stakeholders in the South African education system. Shadow education may need to be monitored based on a set of widely agreed upon criterion which must be complied with.

CHAPTER 6

CONCLUSION

The study provides an example of what is possible and can be achieved in the field of shadow education with regards to the ensuring of best practice and access. The benefits of a multi-layered approach are undeniable. What is apparent in the study is that the experience of South Africa with shadow education is not one of excellence but one in which the basic fundamentals for transforming it exist. The study showed how it differed from international literature in that it takes measures to guarantee the maintenance of high standards and accountability. Examples of this are, performance based contracts signed by teachers, learners and the shadow tuition provider respectively as well as the ability of the field of shadow education to attract the best minds while also serving diverse interests.

The study is different because of the context in which it emerges and operates. The shadow tuition provider in the study worked in partnership with and not in isolation to other interventions. The country's privatisation of education services through decentralisation policies, CSI, and the legislation (South African Schools Act of 1996, Black Economic Empowerment Codes of 2007 and the Department of Mineral Resources Social and Labour Plan to list a few) that informed them were introduced to help bring about redress and equity in the country. The contribution the study makes with regards to access and equity is undoubtedly that it opens up a seemingly closed space of what shadow education can become in addressing the vestiges of inequality in society. The study challenges the long-held view that shadow education unequivocally exacerbates existing inequalities in society and that it is predominantly the rich in society that have access to it. The study demonstrates the possibilities the current education environment in the country has in broadening access to the poor and addressing the bigger issues of redress and equity in society.

ANNEXURE A:

INFORMATION AND CONSENT FORM TO PARTICIPATE IN A RESEARCH PROJECT

My name is Ben T.M. Gapare and I am a student at the School of Education at the University of the Witwatersrand. You may know me under different circumstances but on this occasion please consider me as I have presented myself above.

I am doing research on private supplementary tuition. My research is focussed on a programme in which you were a participant in 2009 and 2010. I am interested on your experiences in 2010 on the programme.

Your selection as a participant in the research is based on my familiarity with you in a social and professional setting on the programme. Part of my research is to conduct structured and semi-structured interviews and make use of documentation (attendance figures, school results, tutorial evaluation forms and reflections collected during the administering of the programme). This is documentation I will use as data ONLY if you are WILLING TO PARTICIPATE in the research.

If you have any questions, reservations and/or concerns that you would like to raise or ask regarding the study, please feel free to contact me on my personal cell-phone as provided at the top left hand corner of the first page.

Data

I commit to ensuring that all data will be DESTROYED in a period of 4 YEARS after the research has been completed. All the data will be BURNT after this period of time.

Confidentiality

Your name, the name of the school in which you were a student, the funder and service provider administering the programme in which you were part will not be mentioned in the research. Alias names and coding will be used to conceal your identity as to protect all parties concerned from any reprisals and harm that could result from participation in the research.

Risks and Benefits/Payment

You will not be paid for participating in the study. The benefits of the study will be for the academic purpose of learning, understanding and gaining further insights into the field of study in question.

Time Involvement

Interviews will take place only a maximum of two times (second time only if necessary: to ask follow-up questions on issues raised in the first interview or obtain clarity on an issue/s raised) at a venue convenient to you where you are most comfortable. This place must be easily accessible to you and not inconvenient for you to get there. Interviews will not be more than an hour in duration.

Your Rights

If you have read and wish to take part in the research, PLEASE UNDERSTAND THAT YOUR PARTICIPATION IN THE STUDY IS VOLUNTARY. YOU HAVE THE RIGHT TO WITHDRAW YOUR CONSENT OR DISCONTINUE YOUR PARTICIPATION IN THE RESEARCH AT ANY TIME. IF YOU WITHDRAW CONSENT AND PARTICIPATION YOUR WISHES WILL BE RESPECTED AND YOUR INPUT NOT INCLUDED IN THE STUDY.

Please complete, sign and return the form below, indicating if you agree or do not agree to participate in the study. Please also indicate if you are 18 years old OR not.

I …….. Am willing (please tick)☐ Or am not willing (please tick)☐ to participate in the research study on MY EXPERIENCES ON THE PROGRAMME IN 2010 to be conducted by Ben T.M. Gapare at a convenient location.

I am 18 years old or older (please tick)

Yes ☐

No ☐

Signature ……..

Date ……..

ANNEXURE B:

INTERVIEW SCHEDULE FOR LEARNERS

SELECTION

1) How were you selected onto the programme?
2) What are your comments on the selection criteria and system used to select learners onto the programme?

PROGRAMME DELIVERY

1) Why is it that you either continued attending or stopped attending the programme?
2) What aspects of the programme were successes?
3) What aspects of the programme were failures?
4) What are some of the teaching similarities, if any; between the tuition you received at school as well as on the programme?
5) What were some of the teaching differences, if any; between the tuition you received at school as well as on the programme?

PROGRAMME EXPERIENCE

1) What are some of your learning experiences on the programme?
2) What are some of the discussions you had with either your family or friends on being part of the programme?

OTHER INTERVENTIONS

1) Were you exposed to other supplementary tuition programmes or interventions at school?

   If so, how were/was this similar or different to what you were exposed to on the programme?

2) What were your learning experiences at school?

3) What are some of the discussions you had with either your family or friends regarding your learning experiences at school?

OUTCOMES

1) What do educational outcomes mean to you?

2) What educational outcomes did you wish to achieve upon receiving supplementary tuition for the year in which you were in grade 12?

   Were these outcomes met?

SEMI – STRUCTURED INTERVIEW QUESTIONS

1) What are your feelings towards being part of the programme?

2) How were you taught on the programme?

3) What are your feelings on the quality or standard of tuition received on the programme as compared to school?

4) Has being on the programme changed your academic path, if so, how?

5) Do you consider yourself to be from a historically disadvantaged group, school and/or background?

6) What in your behaviour in grade 12 do you believe could have been or did serve as a hindrance in achieving the academic outcomes you desired and/or were expected of you?

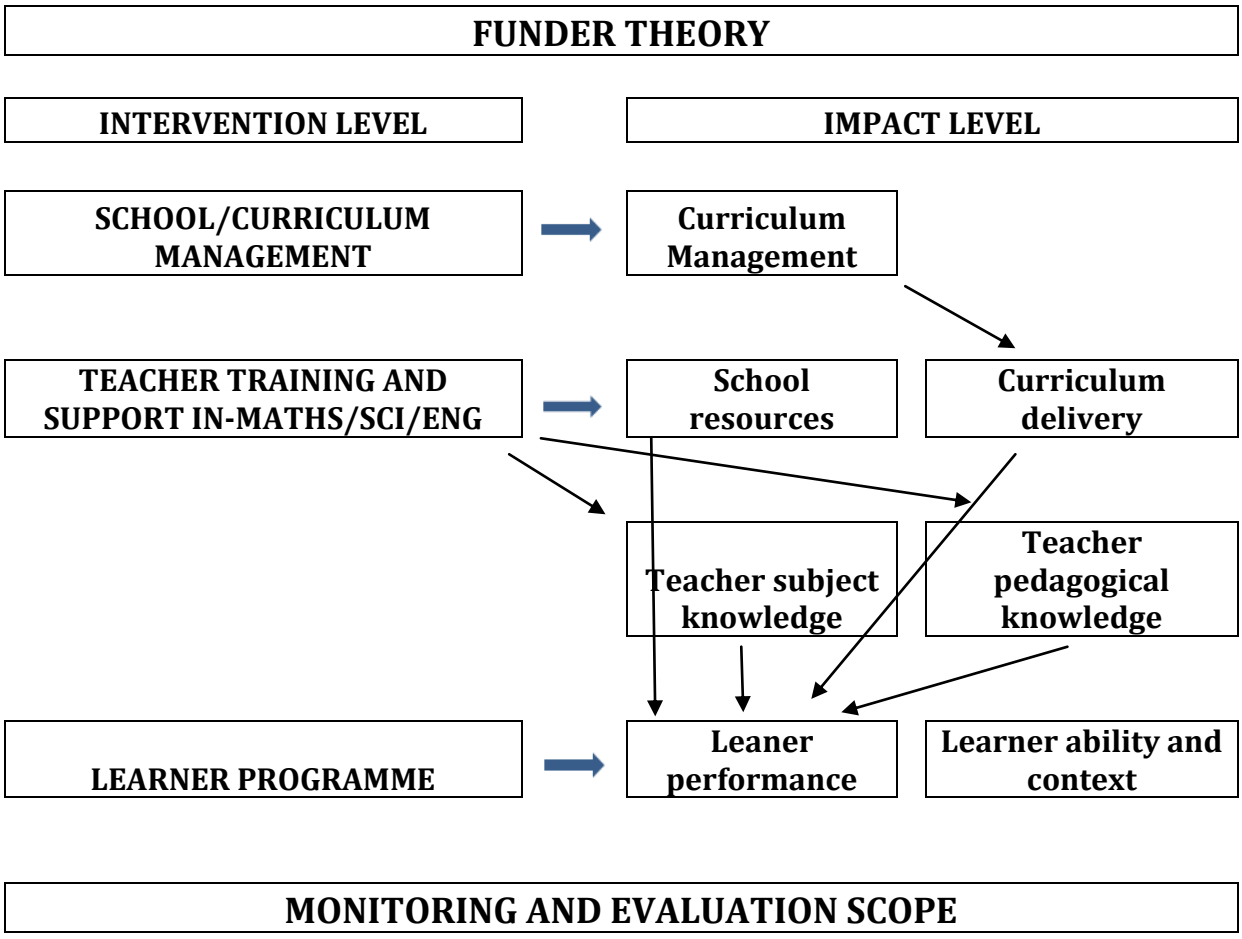
   Did being part of the programme help address these?

7) Are there any other comments you would like to make not raised or covered during the interview on your experiences with the programme?

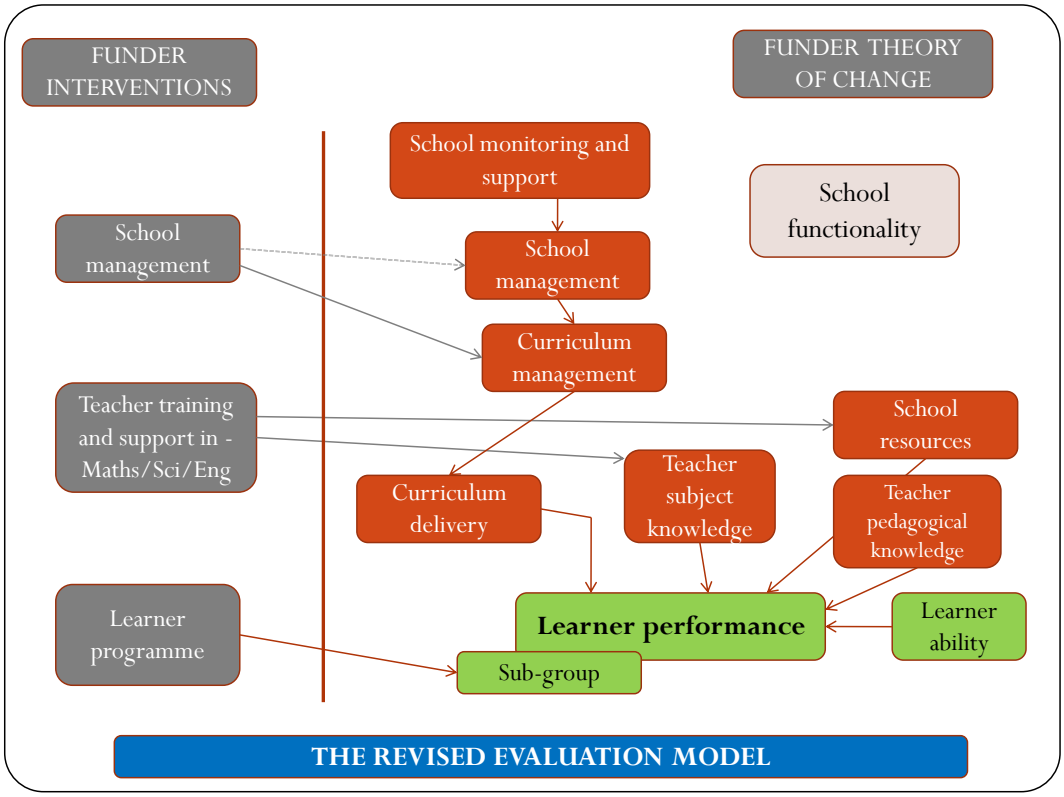
ANNEXURE C:

PROGRAMME SPONSOR DOCUMENTATION

3.1 FUNDER EVALUATION MODEL



3.2 REVISED FUNDER EVALUATION MODEL



3.3 FET LEARNER INTERVENTION LOGIC MODEL

Rationale

International literature and the Funder's own experience demonstrates that teacher training dosage needs to be very high in order for learner performance to benefit. The most effective way to improve learner performance is to target the learners themselves. This intervention therefore offers tutorials, school-based support in the areas of English, Maths and Science as well as career guidance. (Source: Programme Funder).

Narrative

The **overall goal** of this programme is:

"To contribute to improved matric results of the project schools by increasing the number of learners with a quality passes in Maths and Science at Bachelor level"

More specifically, the programme has the following **two objectives:**

1. To deliver improved matric results in Mathematics, Science and English for the selected group of learners participating in the Funder's programme.
2. To provide learners with skill/information to make career choices bursaries for tertiary study.

The programme aims to achieve these objectives through the delivery of the following **three activities**:

1. Run a learner support programme in Maths, Science and English
2. Run a Grade 12 Life Skills & career guidance programme
3. Monitor and evaluate the delivery of the learners intervention

Goal: To contribute to improved matric results of the project schools by increasing the number of learners with quality passes in Maths and Science at Bachelor level.

Objective one: To deliver improved matric results in Mathematics, Science and English for the selected group of learners participating in the Funder programme.					
Activity	**Dosage**	**Outputs**	**Outcomes**	**Indicators**	**Source of evidence**
Run a learner support programme in Maths, Science	Saturday classes: 15 Days: or (30 hours per subject) Holiday classes:	a) Selection Tests designed by Western Cape	1. Improved performance of learners in the support	1. Learners show improvement in marks from benchmarks tests	1. Results for selected learners for 2010 & 2011

and English • Conduct benchmark tests • Equal allocation of time to all 3 subject areas • Programme offers whole classroom teaching and/or small group tutorial type support • Assess progress of learners • LSM provided to all participants	10 Days Exam preparation programme 7 days 9set by ISP's per province) 2 x each English & Science 3 x Maths	and Gauteng b) Service Provider Baseline tests for all learners in Maths, Science and English captured Learner performance data base c) Attendance registers d) Learner notes / worksheets e) Lesson Plans of Teachers/Tutors f) Past examination papers g) Tests set by tutors and marked by tutors h) Resources provided: Calculators, maths sets, workbooks, stationary & dictionaries	programme in Maths, Science and English results 2. Learners in the support programme achieve a Bachelors pass (university admission) at NSC level in 2010 and 2011 3. Selected learners achieve a quality pass at level 4 to 7 (50% and above) in Maths, Science and English at NSC level in 2010 and 2011	2. 100% of selected learners achieve a NSC pass 3.1. Overall at least 70% of selected learners pass the NSC exam at Bachelor level 3. 3.2. At least 70% of the selected learners achieve quality passes at level 4 to 7 (50% and above) in Maths, Science and English at NSC level.	as compared to baseline benchmark tests written at start of intervention in 2011 2. Senior Certificate Exam Results (SCE) 3. Examination Results per subject area 4. Learner assessment data base

1 Dosage will remain the same although delivery may vary per province.

Objective 2: To provide learners with skill/information to make career choices and access bursaries for tertiary study					
Activity	**Dosage**	**Outputs**	**Outcomes**	**Indicators**	**Source of evidence**
Run a Grade 12 Life Skills & career guidance programme • Conduct evaluations to identify personal career options • Assist with admission & bursary application	1 Day (6 hours)	a) Attendance register b) Application forms tertiary institutions c) Individual career guidance reports – may vary per province d) Data base of learners and application made e) List of admissions & bursaries awarded	1. Selected learners will be able to apply to tertiary institutions timeously with correct documentation 2. Selected learners will be able to apply for bursaries	1. There is a record of applications to tertiary institutions 2. There is a record of Bursary applications	1. Applications records 2. Bursary application records
Monitor and evaluate the delivery of the learners intervention • Complete attendance register at each session • Teachers/tutors complete reports after each session • Learners complete evaluation forms after each 6-hour session • Internal Service Provider completes	Ongoing as set out per activity	a) Attendance register b) Learner Feedback Form c) Teacher/Tutor report after each 6-hour session d) Co-ordinator reports e) Learner Test Data Base f) Learner Data Base for Bursary	1. Internal Service Providers will have monitoring data to inform their intervention 2. Internal Service Provider will be providing monitoring data for the overall evaluation of the School Development	1. The Sections of the Data Management System for the Internal Service Provider are completed correctly and timeously 2. Quarterly reports are informed by the ISP monitoring data	1. Data Management Platform 2. Zenex Quarterly Reports

reports • Internal Service Provider loads the two instruments' information on the Data Management Platform		Application	Programme		

ANNEXURE D:

SERVICE PROVIDER PROGRAMME DOCUMENTATION

SERVICE PROVIDER LEARNER & EDUCATOR DEVELOPMENT PROGRAMMES: MATHEMATICS, PHYSICAL SCIENCE, ACCOUNTING AND ENGLISH INFORMATION DOCUMENT. 2009.

Executive Summary

Service Provider is an educational service provider. We focus on the delivery of programmes that develop skills of learners as well as that of their educators in M*athematics, Physical Science, Accounting* and *English*. While empowering individuals, our programmes offer funders **measurable results** and **value for money** invested. Based on their ability, acumen and psychological profile, learners are introduced to various suitable careers and assisted in deciding which to embark upon. Educators are capacitated to assist learners in these life influencing decisions on an ongoing basis.

Our programmes approach uplifting individuals in a **holistic** way, including focus areas on personal empowerment and motivation, training on study methods and literacy programmes as base for presenting academic training: we ensure that the basics are in place to maximise the effect of academic content training.

This modular concept can be applied to any number of learners and is designed to be **customised to address specific needs** while being **duplicated** in any number of geographical areas. Specific detailed budgets are compiled in discussion with role-players after identifying objectives and defining participants. Programmes are formulated to achieve those objectives a participating organisation wishes to achieve.

The **key parameters** of the programmes we present include the following:

Creating the required skills pool	➢ Development of learners in Grade 10,11 & 12 ➢ Various layers of intervention ➢ Key subjects
Creating sustainability	➢ Development of FET educators ➢ Subject-specific content training & Classroom Management ➢ Mentorship training ➢ Train-the-trainer programme
Creating the foundation to maximise impact of academic programmes	➢ Literacy programme ➢ Personal power, motivation & other skills

	➢ Subject-specific study methods training
Identifying potential to feed into skills pool	➢ Grade 9 learners evaluation to assist in subject selection ➢ Grade 12 career guidance evaluation
Ensuring improved results	➢ Ongoing evaluation
Reaching individuals IN their communities	➢ Presented at a venue central to your organisation's geographical focus areas

Programme objectives

The programme endeavours to achieve the following objectives:

1. We assist to create the required skills pool in the country:

- Development of learners in grades 10, 11 and 12 by way of a **multi-layered** Academic Intervention Programme which includes **Mathematics, Physical Science, Accounting and English**; thereby
- Increasing the quality and quantity of school leavers with these subjects and addressing the shortage of critical skills in South Africa.

2. We create sustainability of the Programmes:

- Develop **FET educators** using a focused Educator Development Programme which includes subject specific training and classroom management. This enables the educators to improve their own subject content knowledge and conveying that to learners more effectively. The results are capacity building within the Department of Education thereby creating sustainability.

3. We identify potential to feed into the national skills pool:

- Assisting grade 9 learners with the selection of subjects into the FET phase of their education by way of personal profile evaluation.

Expected Outputs

The Learner Development Programme is used as measure of specific outputs. The following outputs/results are set for the programme at onset:

- Achieving an average attendance by participating learners of above 80%;
- Improving learner academic performance by an average of between **10 – 15 % per subject per year**;
- Achieving an overall success rate of at least **80 %**;
- Achieving an **increase** from year to year in the number of learners applying for and being admitted to **Tertiary Institutions**.

Success Factors

The following success factors assist in achieving the above-mentioned Programme Objectives and outputs:

Advocacy and buy-in from participants

- Extensive advocacy campaign
- Working relationship with the Department of Education
- Input from key role-players in formulating the programmes: *identifying and addressing the needs that exist*
- Selection of top and most *suitable learners* by way of personal profile evaluation
- Commencing programmes with a *motivational component* which is maintained during the programme
- Ongoing *incentives for regular attendance*
- Combining *training with fun elements* and thereby making it an experience participants would want to be part of

Quality of delivery

- Creating a base to *maximize the impact of academic training*: Soft skills training
- Training on *study methods & literacy*: enhance impact of academic training
- Using only *subject-expert trainers* with track record of success in their fields
- Ongoing *trainer development* by way of workshops, both subject-specific and on training skills and techniques: create top quality trainers
- Developing and/or sourcing *supplementary material* of the *highest quality* as base for training programmes
- Using focused *hand-outs* on specific topics
- Equipping participants with the *tools* required to master individual subjects
- Ongoing *independent evaluation* of results achieved and individual trainer performance
- Programmes tailored to *address particular* challenges to each situation

Reporting

- Reporting attendance figures, results and individual learner progress on a *quarterly* basis
- Reports provided to funding partners, schools, and Department of Education: open channels of communication

Monitoring

- Daily *attendance registers* on all tuition days
- Following up on *individual poor attendance* by way of motivational discussions: regular attendance = improved results
- Baseline and *ongoing evaluation of learners* in each subject to monitor progress
- *Diagnostics evaluations* to identify specific topics posing challenges

- *Evaluation of self activities* to monitor mastering of specific topics: ongoing evaluation = improved results
- Build a database with *individual attendance* and *evaluation results*
- Analysing the *admissions into first year Tertiary Qualifications of grade 12 learners.* Analysis of results achieved = opportunity to improve

Programme structure

- Regular *ongoing contact with learners* and *educators*
- Aligning the individual components of the programme to add cross-over value
- Develop *soft skills* and *study methods*
- Commencing the programme with *motivational and self development training*, as well as ongoing motivation and incentives for attending: believe own potential = commitment and dedication to achieve
- Removing the *language barrier*
- *Different layers of intervention* allows for topics identified as problematic to be re-visited
- *Revision layers* built in: numerous layers of intervention
- Programme delivered to participants *in their community* removing challenges around transportation
- *Parallel development of learners and educators*, empowering both groups to the same extent
- Group *interactive sessions* to integrate knowledge
- Interaction opportunity between *learners, teachers and trainers*
- *Uncomplicated logistical detail*
- Creating the potential for the future by evaluation of grade 9 learners

Rationale for Organisational Involvement and Benefits

Community Development

- Seen as key role-player in a programme that *directly benefits communities living around your operations*;
- Being an active participant in *changing collective perception of failure* to that of success;
- The programme will *develop skills, address unemployment* and *alleviate poverty*: empowering local communities in a *sustainable manner*

Contributing to Education and the Development of Skills

- Actively assisting in *improving the standard of education* and addressing the shortage of skills in our country
- Building capacity within the Department of Education and creating sustainability
- Achieve *measureable results*
- Have access to a *pool of learners* at a higher academic level to feed back into organisations

- Have an *independent indication* of learner performance
- Create a skills pool *representative of the South African demographics*
- *Remove* the need for a "foundation programme" at tertiary level

Addressing Regulatory Requirements

- Apply *CSI funding* in a way that addresses *priority needs* with *measureable results*
- Gaining the benefit in terms of your *BBBEE scorecard rating*
- Address other *community development requirements* connected to licencing etc.

Promoting the Brand and Values it presents

- Create a *broader awareness around your brand*
- Gain *positive PR value* from your involvement in the upliftment of the communities
- *Corporate branding* on all programming material
- *Media and community exposure of your programme* and the positive results in developing skills, addressing unemployment and alleviating poverty.

The *raison d'être* of your organisation's participation in the Learner and Educator Programme could be summarised as follows:

- Aligns with *Government social development objectives*
- Aligns with *CSI objectives* in terms of Education and Development of Human Potential
- Addresses recommendations as contained in the *King III Report*
- Holds tremendous value, particularly in the context of the African continent, in terms of *brand building opportunities:* address issues that lie close to the heart of the labour force and community members
- Meets the *practical needs* of the learners and educators as beneficiaries
- *Produces quantifiable results* and *measureable level of impact* for each Rand spend by the funder and
- Contributes to the *socio economic sustainability* of the country

Funding required

Detailed budgets will be prepared in discussion with your organisation, taking into account specific objectives you wish to meet as well as the needs that exist in the relevant focus areas.

SERVICE PROVIDER 2010 INFORMATION BROCHURE

Service Provider Tailored **Solutions**

Engagement with stakeholders to identify subjects to include in interventions				
Organisations investing CSI funding in education: objectives			Needs as identified by the DoE	
Development of key skills: include relevant subjects	Turn-around of underperformance: include key subjects or all subjects	Enhance admissions to tertiary institutions: include key subjects	Learner development: support learners to achieve improved matric pass rates	Educator development: build capacity within schools system and create sustainability

Service Provider **Measurement** of **Impact**

Service Provider Monitoring, Evaluation and Reporting		
QUANTITATIVE MEASURE OF IMPACT	QUALITATIVE MEASURE OF IMPACT	REPORTING
• Diagnostic baseline evaluation • Ongoing participant evaluation • Summative evaluation compared to baseline • School results achieved • Common learner assessments • Attendance registers • Matriculation results • Admissions to tertiary institutions	• Participant reflections after each contact session • Trainer reports after each contact session • Ongoing trainer appraisals	• Feedback and progress reports to funding partners every two months • Statistical analysis • Identifying top learners • Highlight successes, challenges and actions taken to address • Recommendations • Quantifiable measure of CSI funding invested

Service Provider Learner **Development Programme**

Advocacy	• Department of Education – provincial and district, schools, principals, educators, learners • Parents of learners • Unions • Local community
Personal Empowerment and	• Self-belief

Motivation	• Productivity • Confidence • Ambition • Task application skills
Study Skills	• Subject-specific study methods
Literacy Development. **English Literacy Programme**	• Mastering the English language • Subject - specific terminology
Academic Content Development Training	• Saturday classes – subject content • Group interactive sessions - application and integration of content knowledge • Autumn 'catch-up' programme: filling gaps in content knowledge from prior years • Winter school – re-visiting challenging topics • Spring revision school • Exam preparation school • Ongoing evaluation
Resources Required	• Quality study material and work sheets • General stationery • Scientific calculators • Dictionaries
Personal Guidance Evaluations	• Grade 9 subject selection • Grade 12 career guidance to identify appropriate tertiary qualifications

Service Provider Literacy Development Programme: **ENGLISH LITERACY PROGRAMME**

Use of register in written and spoken communication
Comprehension and vocabulary building
Reading and viewing skills
Writing skills
Speaking with confidence

Commonly used terminology
Basic computer terminology, email etiquette and using the internet
Research techniques

Service Provider Subject Choice and **Career Guidance**

Guidance on subject choice			Career Guidance		
Personal Profile Evaluations: 'Discover your Career': **Subject Choice Guidance Grade 9 Learners. Early Identification of Top Learners**					
Values	Learning styles	Personality types and brain profile	Thinking Styles	Interests	Abilities

Personal Profile Evaluations: 'Discover your Career': **Subject Choice Guidance Grade 11 and 12 Learners. Early Identification of Top Learners**						
Values	Learning styles	Personality types and brain profile	Thinking styles	Interests	Abilities	Current Subjects

Support and guidance with applications to tertiary institutions and bursaries: Grade 12 learners			
Admission requirements	Planning career path	Identify appropriate tertiary institutions	Application support and guidance

SERVICE PROVIDER BENEFICIARIES IN 2010

Grade	School	Number of learners
11	A	6
	B	8
	C	5
	D	5
Total Grade 11		**24**
12	A	9
	B	10
	C	16
	D	8
	E	1
	F	11
Total Grade 12		**55**

All of these learners take part in the English, Mathematics and Science components of the programme, with the exception of the Grade 12 learner from School E, who does not take Science.

TOTAL NUMBER OF GRADE 12 SESSIONS HELD BY THE SERVICE PROVIDER PER SUBJECT

Subject	Total number of sessions held
English	9
Mathematics	16
Science	12
Total	**37**

TUTORIAL ATTENDANCE OF GRADE 12 LEARNERS

Subject	Number of expected learners	Average % attendance
English	55	64.4%
Mathematics	55	50.1%
Science	54	62.7%

HOLIDAY CLASS ATTENDANCE OF GRADE 12 LEARNERS

Subject	Number of expected learners	Average % attendance
English	55	79.1%
Mathematics	55	81.8%
Science	54	80.5%

EXAM PREPARATION ATTENDANCE OF GRADE 12 LEARNERS

Subject	Number of expected learners	Average % attendance
English	55	59.1%
Mathematics	55	50.9%
Science	54	62.7%

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