

**A STUDY OF DIFFERENT FORMS OF EDUCATIONAL EXCLUSION AND LOSS
OF MEANINGFUL ACCESS IN SELECTED SCHOOLS IN THE EASTERN CAPE:
IMPLICATIONS FOR UNIVERSAL PRIMARY EDUCATION.**

By

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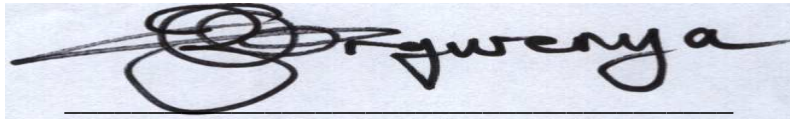
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DECLARATION

I, the undersigned, Elvis Gezane Ngwenya, do hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of such quotations or references which are distinctive of their own sources or authors. All the sketches, tables, graphs and photos were produced by me with the exception of where I have acknowledged that they were taken from another source.

This thesis has not been submitted and will not be presented at any other University for an equivalent or any other degree award.

A handwritten signature in black ink on a light blue background. The signature is highly stylized and cursive, appearing to read 'Elvis Ngwenya'. Below the signature is a horizontal line.

Signature of author and date

Elvis-ion Gezane Ngwenya

ABSTRACT

Universal access to education has emerged as one of the goals which many countries, through international agencies such as the United Nations, have subscribed to and channeled resources towards its attainment. Over the years, it has been argued that Universal Primary Education (UPE) is particularly important as it constitutes a large part of basic education which lays the foundation for the production of the necessary skilled manpower for the knowledge economy. Despite the recognition of the importance of post-primary and higher education, UPE continues to be an area of focus as demonstrated by its inclusion as one of the eight Millennium Development Goals (MDGs).

Traditionally, UPE has relied on quantitative measures as indicators of its achievement. This study argues that the idea of *universal* goes beyond the physical inclusion of all learners of school-going age in school. Backing this stance by empirical evidence, the study attempts to show that any claim to attaining UPE offers only a partial understanding to the phenomenon if it does not identify and explain indicators of different forms of educational exclusion and analyze their dynamics.

Using a mixed methods design, the study proceeded in two main phases. The first phase was the collection and analysis of official statistical measures of educational access which shows broad aggregate trends. The second phase was a multiple case study of six Community Schools (COMSs) in a poor, deep rural area of the Eastern Cape Province of South Africa. This was designed to discover and understand local level variables whose significance is often lost when aggregate statistics are used to judge the achievement of MDGs, in particular, UPE.

There were four main findings of the study. First, a number of learners in the COMSs suffered silent exclusion from the school although they were physically present. They lacked meaningful access to curriculum content. Second, for many learners who did not have meaningful epistemic access, this was the start of the process of their permanent exclusion from school. Third, there were gender disparities in access to education in the COMSs. The GPI showed that girls suffered greater physical exclusion than boys. Fourth, myriad challenging circumstances exposed COMSs learners to vulnerability to physical and epistemic exclusion.

This study concludes that UPE cannot be fully understood without due consideration of local level factors that push and pull learners away from school. To this extent, a study of different forms of educational exclusion, as identified in this study, should be central to any comprehensive theorization of universal access to school education.

The study recommends that there should be deliberate policy and resource allocation interventions aimed at creating opportunities for the achievement of UPE at local level. Further research should be undertaken which seeks to discover appropriate pedagogies that promote meaningful access to education for COMSs learners

KEY WORDS: Universal primary education; physical access; epistemic access; educational exclusion; silent exclusion

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“Amen, Come Lord Jesus”

I “give thanks to you, Lord God Almighty, the One who is and who was, because you have taken your great power and have begun to reign...for rewarding your servants” Revelation 11:17, including me.

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DEDICATION

This PhD thesis is therefore dedicated to my Lord Jesus Christ, my children, my brother's children and all primary school children in South Africa. Thank you.

ACRONYMS

AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Rate
BSDCI	Baseline School Data Collection Instrument
COFO	Consent Form
COMSs	Community Schools
COSH	Class Observation Schedule
CREATE	Consortium for Research on Educational Access, Transitions and Equity
CTC	Child Tracking Card
DIL	Day in Life (Learner voice survey)
DoE	Department of Education (National, Provincial & Local)
ECD	Early Childhood Development
EDO	Education Development Officer
EDUQU	Educator's Questionnaire
EFA	Education for All
EMIS	Education Management Information Systems
FET	Further Education and Training
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GET	General Education and Training
GPI	Gender Parity Index
JSS	Junior Secondary School
LSEN	Learners with Special Educational Needs
MDGs	Millennium Development Goals
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NNSSF	National Norms and Standards for School Funding
NUMT	Numeracy/Maths Test
PAVOS	Parents Voice survey
PRIQU	Principal's Questionnaire
PSS	Parent Satisfactory Survey
SAQA	South African Qualification Authority

SASA	South African Schools Act
SGB	School Governing Body
UPE	Universal Primary Education

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CHAPTER 1

BACKGROUND OF THE STUDY

1. INTRODUCTION

It has been proclaimed that all children in the world have a right of access to education. This was initially articulated by the United Nations (United Nations, 1948) when the Universal Declaration of Human Rights was enacted in Article 26 of 1948. The right of access to an education for children was again entrenched in 1959 as a human right in the Declaration of the Right of the Child (United Nations, 1959). This declaration entitles every child access to a free and compulsory education for all at least in the elementary stages, namely, primary education. This declaration entitles access, for every child, to a free and compulsory education at least in the elementary stages, namely, primary education. Primary education is also seen by international agencies such as the International Monetary Fund (IMF), Organization for Economic Co-operation and Development (OECD) and the World Bank as a key link to reducing poverty and enhancing development (Archer, 2006 & UNMGDs, 2006). However, despite global interest in the phenomenon, there are contestations about what universal access to education means and what measures to use to judge its achievement.

There are five main aggregate statistical data which are used to measure physical access. These are: (a) Gross Enrolment Ratio (GER), which is calculated by dividing the number of learners enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education and expressed as a percentage. It means the number of actual learners enrolled or the number of potential learners (school aged) for enrolment for a

particular level of education; (b) Net Enrolment Ratio (NER) means the number of appropriately aged learners in a specified level of education, as a proportion of the corresponding age group in the population and expressed as a percentage. It simply means that children of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population; (3) Age Specific Enrolment Ratio (ASER) is calculated as a percentage by dividing the number of learners of specific age enrolled in educational institutions at all levels, irrespective of the level of education they are enrolled in, by the population of the same age. It simply means how many learners of specific age cohorts participate in educational activities; (4) Apparent Intake Rate (AIR) is a percentage of the total number of new entrants in the first grade of primary education, regardless of age in relation to the population at the official primary school entrance age; (5) and the Net Intake Ratio (NIR) is calculated as a percentage by dividing the number of children of official school entrance age who enter the first grade of primary education by the population of the same age. These measures of physical access will be explained in chapter 2.

It is evident that all these measures (GER, NER, ASER, NIR & AIR) are quantitative in nature and they do not capture the qualitative aspects of access to education. In other words, while these measures are necessary, they are not sufficient as they do not cater for various forms of educational exclusion which lead to loss of meaningful access in schools. This study draws attention to these apparent omissions in the discourses around universal access to education by providing empirical evidence of forms of exclusion. It seeks to broaden understanding and measurement of achievement of universal access, focusing on Universal Primary Education (UPE).

1.1 GLOBAL PERSPECTIVES ON ACCESS TO EDUCATION

1.1.1 Universal Primary Education

Daniel (2010) has argued that globally, the 20 year campaign, since the World Conference in 1990 for Education for All in Jomtien, Thailand (UNESCO, 2000/3) to achieve universal primary education (UPE) is a blend of success and failure. On the positive side, he argues that many countries have achieved UPE. The number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007. Primary-school enrolment increased from 2.7 million in 1997 to 7.3 million in 2003 and the net primary enrolment in sub-Saharan Africa rose from 58% to 74% over the same period. Meanwhile many countries have made remarkable progress in getting more children, especially girls, into school (UNESCO, 2010).

In South Africa, the national statistical maps on educational access reveal that most learners enrolled for primary school education regardless of various barriers to access to quality education which lead to academic success or agreeable outcomes. GER analysis for 2001 showed that adequate numbers of learners were at the compulsory level of schooling (National GER of 108% for primary school level and 104% for the compulsory school level) across all provinces. Attendance increased from 88.4% in 2001 to 94.8% in 2007 (Fleisch et al, 2009). At face value, these statistics indicated that South Africa had reached UPE in 2001 based on the GER and NER.

On the negative side, first, there are still over 125 million children who are out of school, the bulk being in sub-Saharan Africa (UNDP, 2001). Although the target year for universal primary access has been placed at 2015, a vast number of countries in sub-Sahara are projected to miss this target (Fiske, 2001). Sub-

Saharan countries have sufficient enrolment rates (physical access) but high absenteeism, low class performance, high early dropout rates, school failure, repetition, low attainment and lack of provision of basic human rights and social justice to learners (Glewwe, 1996; Mutangadura & Lamb, 2003; and Oketch & Rolleston, 2007). In many African countries, enrolment growth rate is very slow. These countries are projected not to achieve UPE until at least 2150 and even then, they may not have acquired the skills needed to truly develop UPE (SAIIA, 2004 & Nwonwu, 2008:141).

Other authors have indicated that in South Africa, many school-aged children are either fully or partially excluded from accessing primary education (Shindler, 2005:11). Shindler and Fleisch (2007) revealed that 690 000 children were out of school earlier in 2006. In 2007, just over 408,000 (4.6%) children aged seven to fifteen years were not attending school (Fleisch, et al. 2009). In the same period, 4% of school aged children dropped out of school and 87% were in the wrong grade for their age (CREATE SA, 2008b). There was also a decline in GER from 94% to 93% between 2006 and 2008 respectively (DoE, 2010), showing that the enrolment rate was decreasing from the 104% witnessed in 2001 (DoE, 2008).

Daniel (*Ibid.*) argues, that there have been consequences where UPE has succeeded. One of the consequences is that rapid quantitative expansion of primary education generated enormous challenges to the whole learning infrastructure beginning with the access roads, physical buildings, class sizes and environment to recruiting and training of more teachers (50 million needed by 2015). The other consequence is that there has been the so-called 'secondary surge' which has seen 400 million children aged 12-17 around the world not in secondary school because

countries are not able to meet the demand (Shindler, 2007). The interest of this study does not focus on the secondary school problem. It is on the success claims of UPE which are based on quantitative measures and targets alone.

1.1.2 The EFA goals

The EFA goals (UNESCO 2000) have put into position an agenda for educational development followed by the Millennium Development Goals (MDGs) (United Nations, 2000) has been widely influential in shaping national plans in South Africa. The following three of the EFA goals are directly influential to global attempts to steer achievement of UPE and form a pivotal thrust to this study. These are as follows:

1. Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality
2. Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
3. Goal 6: Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (Lewin, 2007b)

The EFA goals were far- and broad-reaching in their agenda, from early childhood across to adult education. These were later simplified and their focus reduced to Universal Primary Education (UPE) and gender equality by the introduction of the MDGs. EFA goals also have problems of not having concrete specifications and their translation into policies and practices yielded non-uniformity among stakeholders (states or governments). Another problem was that EFA goals were translated along the quantitative measures namely GER and NER but devoid of the inherent qualitative measures without which led to unintentional different types of educational provisions by states. MDGs (cf. Section 1.2.3) remain popular among policy makers,

governments and donors, although they divert focus from other important education goals such as meaningful and epistemic access.

1.1.3 The Millennium Development Goals

There are eight (8) Millennium Development Goals (MDGs) which were agreed upon and signed for by 189 countries including South Africa (United Nations 2000 & Gamede, 2005:5). Two of the MDGs relate directly to education:

1. Goal 2: To “Achieve universal primary education (through enrolment and completion). Ensure that boys and girls complete a full course of primary schooling”. (ESP, 2007:13).
2. Goal 3: To “Promote gender equality and empower women. Eliminate gender disparity in primary and secondary education preferably by 2005, and all levels by 2015”. (*Ibid*)

According to the MDGs, all children in the world have a right to primary education (UPE). As a result, many developing countries re-committed themselves to providing some form of basic education (UPE). The first educational MDG in (a) above relates to both the notion of physical (enrolment) and qualitative access. However, the latter is no more emphasized upon by proponents of ‘have been achieving’ UPE, but achievement of the former is been regarded as ‘having achieved’ UPE. There is deep reliance on numerical data associated with enrolment, namely, GER, NER and other. Indeed, these figures only translate into quantitative targets of the EFA and MDGs but miss on the “of good quality” qualitative dimensions (EFA goal 2). Literally, they are silent on the existence of different forms of educational exclusion and loss of meaningful access in schools implicated for UPE. It is evident that only the goals with quantitative definitions have been given prominence over qualitative goals.

1.2 GAPS IN THE MEASURES OF UPE

It has been seen that successes and failures of UPE have focused on quantitative measures and targets, at the exclusion of qualitative aspects. Although this omission was recognized back in Jomtien (1990), focus continues to be made on aggregate statistics on physical access. This study has identified gaps that can be understood in terms of three related concepts, *meaningful access*, *epistemic access* and *silent exclusion* all of which are informed by identifying and analyzing different forms of educational exclusion.

1.2.1 Meaningful Access

The notion of meaningful access to education has been defined as educational activities that meet the set education outcomes through high enrolment numbers, effective teaching and learning, and successful completion with little or no exclusion (Motala et al, 2007 & Lewin, 2007a). If educational access is to be judged as universal (referring to UPE), sight must not be lost of the fact that it must be meaningfully accessible, which means more than full enrolment. It should result in the following goals: (1) high attendance rates, (2) progression through grades with little or no repetition, (3) attainment of learning outcomes that confirms that basic skills (as described by the curriculum) are being mastered and (4) appropriate access to post-primary education according to national norms and standards. Outcome (3) above suggests a notion of [meaningful epistemic access](#) (cf. Chapter 4: Section 4.3) which implies effective teaching and quality learning.

In addition, meaningful educational access in South Africa is not only about how many learners of school going age are in school or how many complete their

schooling cycle but rather it is also about: [Who](#) has access to [what kind of schooling?](#) and [why?](#) (cf. Chapter 5: Section 5.5)

1.2.2 Epistemic Access

While the idea of meaning access to education recognizes the need for learners to continue attending school and achieving desired outcomes, epistemic access focuses on the actual episteme or to the knowledge those learners are exposed to while at school. Motala et al, (2007) have defined [epistemic access](#) as type of access that requires more than full enrolment to be [meaningful](#); it requires high attendance rates, progression through grades with little or no repetition, and learning outcomes that confirm that basic skills (as described by the curriculum) are being taught and mastered. Several learners with physical access to schools do not have access to the content knowledge and skills necessary to reach the required levels of achievement and competency (DoE 2005; Motala et al. 2007). Lewin (2007b) defines this type of partial access as silent exclusion.

In other words, educational exclusion is the state of being outside the learning environment and/or lack of full participation even when inside the learning environment. [Silent exclusion](#) (cf. Section 1.8) becomes a state of being in the learning environment (after successful enrolment) but [lacking full participation](#) (cf. Chapter 5: Section 5.2) in learning and teaching environment, thus missing out on achieving the goals prescribed by the curriculum.

1.3 DIFFERENT FORMS OF EDUCATIONAL EXCLUSION

I was part of the project called Consortium for Research on Educational Access, Transitions & Equity, South Africa (CREATE, SA), which identified seven zones of exclusion as follows:

1. **Zone 0:** Children who experience little or no access to organized pre-schooling.
2. **Zone 1:** Encompass children denied access. (Not enrolled: unlikely to enroll or should be enrolled).
3. **Zone 2:** Children who initially enter but drop out.
4. **Zone 3:** Children enrolled but at risk of drop out, as a result of irregular attendance, low achievement, and silent exclusion from worthwhile learning.
5. **Zone 4:** Children who could not enter lower secondary school.
6. **Zone 5:** Children who entered lower secondary school but who fail to progress to the end of the cycle.
7. **Zone 6:** Children who are enrolled in lower secondary but at risk of dropout (silent exclusion).

These [forms of exclusion](#) (cf. Chapter 2 Section 2.5.1) are discussed in Chapter Two. However, this study focuses on zones of exclusion 2 and 3. It is within these zones that the notions of meaningful, epistemic and silent exclusion can be captured and which have implications for achievement of UPE.

1.4 APARTHEID LEGACY AND EDUCATIONAL EXCLUSION IN SA

The post-apartheid educational policies and interventions in South Africa fell short of increasing meaningful access to UPE in historically black schools despite increment in statistical numbers (Fiske & Ladd, 2006:101). During the apartheid era access to

education was unequal and separate, designed to ensure racism and subjugation of 'blacks' by 'whites' through apartheid education. In order to circumvent the legacy of apartheid education, numerous policies and implementation strategies aimed at increasing access to education for all were formulated by the democratic government after 1994. As a first step, the Bill of Rights was an enactment which constitutionally entrenched education as a fundamental human right for all (Republic of South Africa, 1993; SASA, 1996). The primary aim was to grant to all "...the right to basic education..." as reflected in South African Bill of Rights (section 29(1) (a)).

In the second step, South Africa embarked on a global agenda to meet its educational challenges through providing democratic, accessible and compulsory Education for All (EFA), at least at basic level as prescribed by policy. It is at the policy implementation level by the democratic government where the 'bottle neck effect' is felt. Fiske and Ladd, (2006) argue that unless the democratic SA government actively strengthens its policy formulations and support to former black schools in allocating both budget and personnel, a vicious cycle of low-quality education will persist.

An attempt to unpack the nature and extent of this 'crisis' rests in what this research is calling 'lack of meaningful and epistemic access' emanating from policy implementation failures at basic levels of education. Achievement scores at basic levels of education are still discouraging. This research therefore attempted to answer the following critical questions; why has there been no meaningful learning improvement in basic education, even with the funding being poured into the education system and accompanied revolutionary policies? Who is excluded from the educational system in South Africa and why? Many clarifications

have been paraded, but they seem to miss the lack of empirical evidence that shows various forms of educational exclusions.

1.5 MOTIVATION TO THE STUDY

I have viewed the conflicting statistics (Motala et al, 2007) around the issue of UPE and became interested in finding out why because different national data sources did not agree with actual enrolment and participation numbers. From personal experience, while collecting data for another study of the Consortium for Research on Educational Access, Transitions and Equity, South Africa (CREATE, SA), the Molteno Institute for Language and Literacy (MILL) and prevalence of helminthes among primary school children, I came across primary schools with learners in Grade 2 who were anticipated to read or write but could not. These issues raised an interest towards this study to investigate the reason for their continued existence.

1.6 RESEARCH PROBLEM

Two main points can be drawn from the foregoing background. First, aggregate international and national statistics do not tell us much about who has meaningful and epistemic access in local educational districts. Lewin (2007:4) has argued that in South Africa "...different parts of the education system and different geographic regions ... have widely different characteristics despite action to equalize public funding...preferentially to favor the most needy". It was, therefore, imperative to explore disaggregated pictures of educational access, using the lenses of meaningful and epistemic access, in order to reveal areas where there were problems and identify them. The second point from the background is that statistics merely indicate that there is a problem but do not explain what is happening in a

particular problematic situation particularly on forms of exclusion which characterize loss of meaningful and epistemic access.

1.6.1 Main Research Question

What are the main forms of educational exclusion which impact on the attainment of Universal Access to Primary Education in South Africa?

1.6.1.1 Sub-research questions

1.6.1.1.1 What are the forms of educational exclusion that characterize loss of meaningful and epistemic access?

1.6.1.1.2 What types of relationships exist between silent exclusion and educational vulnerability to dropping out?

1.6.1.1.3 What are the implications of loss of meaningful and epistemic access for policy on UPE?

1.7 PURPOSE OF THE STUDY

The purpose of this study is to investigate different forms of educational exclusion, the loss of meaningful and epistemic access in selected schools in the Eastern Cape and assess their implications for Universal Primary Education.

1.8 DEFINITIONS OF TERMS

The following key terms are defined to provide their operational and contextual meanings for the study.

Physical access – It means enrolment of a learner at a school and a state of being objectively present in a schooling environment.

Meaningful access – Access to educational activities that meets the set educational outcomes through high enrolment numbers, regular attendance, effective teaching

and learning, appropriate achievement, progress on schedule, and successful completion with little or no exclusion.

Epistemic access – Access to quality teaching and learning that ensures that content knowledge and basic skills needed to reach the required level of achievement and competency as set by the curriculum has been mastered (Motala et al, 2007) or Learning achievement levels, as measured through national and international benchmarking tests (UNESCO, 2000 and DoE, 2005)

Meaningful epistemic access – Meaningful epistemic (knowledge) access points to knowledge gain, a type of access to knowledge that necessitates more than full enrolment; it requires high learning outcomes that confirm that content knowledge and basic skills (as described by the curriculum) are being mastered. This definition was adopted for the purpose of the study.

Quality education – High instructional input that leads to high performance outcomes as prescribed by the curriculum, with little or no form of educational exclusion or an education that satisfies measurable and verifiable standards to achieve outcomes prescribed by the curriculum.

Educational exclusion – It is the state of being outside the learning environment or lack of full participation even when inside the learning environment.

Silent exclusion – It is a state of being in the learning environment (after successful enrolment) but lacking full participation in learning and teaching environment, thus missing out on achieving the goals prescribed by the curriculum.

Exclusion zone – It is the conceptual model of exclusion in education that demarcates learners according to their degrees of lack of educational access.

1.9 DELIMITATIONS

The study investigated learners' physical as well as the meaningful and epistemic access in two zones of exclusion. It was limited to six selected rural primary schools in the Dutywa Educational District of the Amathole Municipal District of the Eastern Cape.

1.10 LIMITATIONS

The distance to reach data sources in the case study schools was restraining. It was estimated to be over 500km to and fro the source of data collection sites. The distance added financial constraints to the researcher and reduced time-on-task. The study was conducted in a sparsely populated rural area and this presented challenges to finding the right respondent at the set time and at the agreed place. Although this was the case I did not substitute the selected cases. I made every effort to eventually meet the targeted respondents.

I was an outsider to rurality, norms and culture. There was apprehension on my part as a stranger for a possible rising of lack of trust and raised suspicions. Suspicions might be leveled on me of having ulterior motives on the part of the ethnic group(s) in the study area. This alone might render acceptance of this study difficult. Nonetheless, trust was ensured through exhaustive consultation and rapport building starting from the district office, educational development officers (EDOs), community leaders, school principals, educators and parents to secure adequate consent from all stakeholders. The researcher-to-child barriers were overcome by employing educators to child information gathering. In gathering information from the children I asked the educators to re-emphasized or re-ask my questions. Adult to child

[barriers](#) (cf. Chapter 3: Section 3.8.1) were overcome by employing child to child information generation through learner group discussion.

Results of case studies such as this one are not generalizable because social actions are context specific. On the other hand, this study provided better understanding of day to day school life experiences and factors that exclude learners from a holistic or meaningful epistemic access in the target Eastern Cape schools and shed some insights into the challenges of achieving UPE.

1.11 ASSUMPTIONS

There are two main assumptions of this study: One is that aggregate statistics measuring access do not capture various forms of educational exclusion at local level. The second is that some children who are physically in school suffer different forms of educational exclusion.

1.12 SIGNIFICANCE OF THE STUDY

Education for All (EFA) and the Millennium Development Goals (MDGs) all put emphasis on the achievement of universal primary education. However, associated indicators of these global declarations seem to rely on quantitative measures of access. There are major silences on the qualitative access aspects. This study uses the umbrella concepts of *meaningful* and *epistemic* access and attempt to capture different forms of educational exclusion whose incorporation into the equation of universal primary education should enhance our understanding of both the theory and practice that lead realistically to the achievement of UPE.

1.13 RESEARCH METHODOLOGY

1.13.1 Research Orientation

On the basis of the research questions and the data that was investigated, that is, the qualitative and quantitative data, the study uses mixed methods approach anchored in the post-positivist paradigm.

1.13.1.1 Post-positivist paradigm

The post-positivists paradigm was employed because the study had both quantitative and qualitative dimensions. The quantitative data was merely for identifying trends with regard to global and national indicators of UPE. The qualitative data captured local level situations and was designed to explain what was happening with regard to access to education in the case studies.

1.13.1.2 Mixed methods

The post-positivist paradigm stresses the importance of multiple measures, interpretation and the need to use triangulation. Both quantitative and qualitative data collecting methodologies were used to complement each other. Therefore, the use of mixed methods was deemed necessary because both quantitative (physical access) and qualitative (epistemic access) methodologies were used in data collection, analysis and interpretation.

1.13.1.3 Research Design

A multiple case study was designed to capture local level variables of access. It included six cases of rural Community Schools (COMSs). The COMSs included primary school learners as a unit of the study, their school environment (educators,

physical environment and school policies) and their households (including their parents and/or caregivers).

1.13.1.4 Participants in the COMSs

A total of about 600 learners between Grade 1-9 and aged 6-15 years were the targeted population from six primary schools. A total of 596 learners from grades 2, 4, 6, and 8 were sampled from the learner population and tracked using child tracking cards (CTCs).

1.13.1.5 Data collection techniques

Statistical data was initially collected for a baseline study. National and provincial educational statistics or EMIS data was collected from the Department of Education (DoE) for analysis. Local content data was then collected from the community schools (COMSs) for both quantitative and qualitative study using instruments ranging from structured to semi-structured interviews, questionnaires and general observations. The purposive sampling technique was used to target the study population. Information was drawn from learners, educators, principals, parents or caregivers. The methodology is discussed in details in Chapter 3.

1.14 DATA ANALYSIS AND INTEPRETATION

Both qualitative and quantitative data were collected, analyzed, interpreted and presented (Chapter 4). Quantitative data collected from structured questions was subjected to cross tabulations using simple statistical frequencies. Large amounts of data were manipulated and summarized to examine relationships among variables and were presented graphically. Outcomes of the quantitative analysis were inferred

to the results of the qualitative interpretation to conjure a realistic picture of meaningful access and epistemic access.

Qualitative data obtained from open-ended questions and semi-structured interviews was sorted, classified and categorized into themes. Emerging patterns were compared and generalizations made from them linking these to the results of quantitative analysis and interpretation.

1.15 ETHICAL CONSIDERATIONS

Ethical considerations in this study were based on the principles of informed consent, voluntary participation, confidentiality and anonymity. I sought after the dignity and welfare of the informants, respecting their rights, needs, values and desires. These are discussed in detail in Chapter 3.

1.16 ORGANIZATION OF THIS STUDY

Chapter One: Background of the study - the problem and its context

This is the introductory chapter which highlights the background, context of the study on access to education. It gives the statement of the problem, the purpose, the research questions, objectives of the study, assumptions, significance of the study, rationale of the study, delimitations of the study and limitations of the study and methodology.

Chapter Two: Literature Review

The chapter reviews literature related to measures and achievement of Universal Primary education (UPE).

Chapter Three: Methodology

In this chapter, the methodological paradigms, the research design, population sample, data collection, instruments are outlined.

Chapter Four: Data presentation, analysis and interpretation

This is the chapter in which all the data collected is presented, analyzed and interpreted in order to make meaning out of it.

Chapter Five: Discussions of findings

The findings of the study are discussed in this chapter drawing on insights from relevant literature. It specifically discusses key issues arising from key findings and their implication to UPE.

Chapter Six: Summary, conclusions and recommendations: This final chapter sums up all findings related to the problem, draws conclusion and advances recommendations for possible use in policy making and to other researchers for further studies.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2. INTRODUCTION

This chapter provides the literature review on the concept of educational access and exclusion in South Africa. The chapter begins with international and national origins of the concept of educational access. Sections that follow explore the theoretical and conceptual framework on educational access and the concepts of educational exclusion, with special emphasis silent exclusion and learner vulnerability to school dropout. The mid-section of this chapter gives statistical evidence on quantitative indicators of educational access. This chapter ends with a discussion of theories relating to monitoring and management of school educational exclusion, specifically silent exclusion and school dropout.

2.1 ACCESS TO EDUCATION: A GLOBAL COMMITMENT

International, national and non-governmental organizations recognize that access to education is a fundamental right and is vital for economic and social development, poverty elimination, individual success and community building. As a follow up to this realization, international conferences were convened which set targets and dates for countries to reach the goals of providing at least Universal Primary Education (UPE) for all. It was decided that 2015 is the target year for achieving global UPE which was agreed upon at the 1990 EFA (Education for All) World Conference in Jomtien, Thailand (UNESCO, 2003a & ESP, 2007). However, Lewin (2007b) postulated that, based on the current development in UPE, this target might be missed again.

In shaping national educational plans, six [EFA goals](#) were globally initiated to set an agenda for educational development. Lewin (2007b:42) sums them as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (*Ibid*)

The [right](#) of all children across the world to education has therefore been recognized and chartered. Every child between the ages of 5-15 is entitled to an education, which shall be free, accessible and compulsory at least in the primary stages (United Nations, 1948 & 1959). It began as early as 1960, when the declaration of the goals for UPE was made and the target date set for 1980. However, after 1980, many developing African countries experienced recession, regional conflicts and the threat of HIV and AIDS which menaced education systems resulting in a decline in enrolment (ESP, 2007:12-13). Two decades had since passed and a later target date for achieving the UPE by the year 2000 was set within the *World Declaration on Education for All* (EFA) in Jomtien in 1990. (DFID, 2001:12 & Fiske, 2001)

By the year 2000 the EFA goals had not been reached and in that year another conference was held in Dakar which produced 8 Millennium Development Goals (MDGs) which were agreed upon and signed for by 189 countries including South Africa (Gamede, 2005:5 & Lewin 2007a). These goals called for development and

poverty eradication by 2015 strategies. The MDGs provide specific targets and niche areas of focus for international organizations such as the World Bank, UNICEF, WHO and others. Two of the MDGs augment the EFA goals and relate directly to educational development as follows:

1. Goal 2: To “Achieve universal primary education. Ensure that boys and girls complete a full course of primary schooling”.
2. Goal 3: To “Promote gender equality and empower women. Eliminate gender disparity in primary and secondary education preferably by 2005, and all levels by 2015”. (ESP, 2007:13)

The notion of “complete” (Goal 2) has become a vague variable and created a gap in the current definition of achievement of UPE. The second educational MDG (Goal 3) above appears to be on track in some developing countries. According to a UNESCO (2010) report, a million more girls are now said to be in school compared with what was the case in year 2000. Girls’ access to education has markedly improved although there were still more boys than girls attending school in many of those countries (UNESCO, 2010). Nonetheless, in many countries, girls are still faced with different forms of exclusion to education ranging from negative attitudes to the burden of household work and distance to school. Furthermore, achievement of UPE is currently being monitored using MDGs instead of the broad based EFA goals which were not only difficult to interpret but also difficult to implement (Lewin, 2007b)

Achievement of UPE has since been monitored using MDGs to contribute to the world’s discourse on equity and quality education in conjunction with the following initiatives: United Nations Development Goals; the UNESCO proposal on Education for All (EFA); the European Union Development of Education Benchmarks; the studies of student achievement by the Organization for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of

Educational Achievement (IEA) (Monitoring School Dropout, 2007). These Initiatives provide concrete, numerical educational benchmarks as well as ensuring that human development reaches everyone and everywhere (Lewin, 2007a).

2.2 NATIONAL POLICY ON ACCESS TO EDUCATION IN SOUTH AFRICA

The political struggle in South Africa over years culminated in the realization of democracy in 1994. South Africa has since joined the world agenda and is now a signatory to the global commitment of equity aimed at reaching UPE for all its citizens within the targeted global time-frame of 2015. However, many school-aged children are still excluded from access to primary education (Shindler, 2005:11).

In democratic South Africa, the challenge of educational access is strongly informed and is still influenced by the historical context of apartheid education ranging from structural, legislative and provisioning levels (Motala et al, 2007:12). In the apartheid era, access to education was unequal and separate, designed to ensure racism and subordination of 'blacks' to 'whites'. Hence numerous policies were formulated by the democratic government after 1994 aimed at reversing the effects of apartheid education and its apartheid policies. As a result, the Bill of Rights was passed which constitutionally entrenched education as a fundamental human right for all (Republic of South Africa, 1993). The primary aim of the Bill was to grant to all "...the right to basic education..." as reflected in the South African Bill of Rights (section 29(1) (a), which also emphasizes education as a fundamental human right (SASA, 1996).

From the Freedom Charter in Kliptown (adopted in 1955 by anti-apartheid Congress Alliance) there was a call for an equal access to education "universal and equal for

all children”¹. The following constitutional rights are testimonies to the realization of the Kliptown call. The rights of educational access to children after 1994 are thus stipulated in the annotated version of the constitution of the republic of South Africa as follows:

Section 28(2) gives;

- a) “...responsibility to ensure that the child’s best interests are of paramount importance in every matter concerning the child...” (The Constitution of the Republic of South Africa, 1996)
- b) “...empowerment right, a vehicle by which economically and socially marginalized...children can lift themselves...and obtain means to participate fully in their communities.” (Republic of South Africa, 1993),

Section 29(1) (a) adds;

- c) that everyone has the right, to a basic education, "through realistic mechanisms that must be made available and accessible" (UNESCO 2003a & SAHRC, 2004).

The South African education system has thus embarked on reducing the historical effects of the apartheid education system through meeting the goals of global education, by providing accessible and compulsory education for all (EFA) at a basic level. The journey to a democratic education system promised to increase educational access for all (EAFA) despite legacies left by the apartheid system.

Enrolment rates in South Africa are high, with a Gross Enrolment Ratio of 114% and Net Enrolment Ratio of 87% (UNESCO 2008). Amongst children of school-going age (7 –17 years) the vast majority (96.4%) were in school in 2008. Since 2002, the national enrolment and attendance rate has a one percentage point increase from 95% in 2002 to 96.4% in 2008 (Stats SA, 2003-2009). Provincial enrolment ratios range from 89% to 101% and the net enrolment ratios range from 82% to 91% (Shindler, 2005:16). Demand for education is high, retention levels satisfactory and

¹ www.anc.org.za/ancdoc/history/charter.html (Retrieved: 12/12/2008)

withdrawals uncommon, even at schools where socio-economic barriers, limited facilities and human resources, apathetic teaching and poor quality outcomes exist (DoE, 2003a). However, since 1994, analysis of statistics shows that some school aged children are partially or totally excluded from educational access. There is a looming and spiraling learner dropout problem in the educational system in South Africa especially at higher grades (Stats SA, 2001; DoE, 2006 & Motala et al, 2009).

In the light of the adopted definition of meaningful access as in sub-section 2.3 below many children are in school but lack full participatory opportunities. According to Shindler (2005:14) these children are simply being “warehoused” since quality teaching and learning is not effectively taking place. She argues that universal access “goes beyond the quantitative expansion at schools and includes the notion of the provision of quality education”.

2.3 THE CONCEPT OF EDUCATIONAL ACCESS

Educational access is most generally understood as simply physical access to school (enrolment). This concept emanates from international discourses of the MDGs and EFA mentioned earlier in this chapter. However, in South Africa, educational access is not only about how many learners of school going age are in school, or how many complete their schooling cycle but rather it is also about who has access to what kind of schooling and why. Answers to these questions present a notion of [meaningful access](#) (cf. Chapter 1: Section 1.3.1) to education which means secure enrolment, progression through education at proper ages, with significant learning and achievement, transition into the next schooling phase until completion beyond compulsory schooling (Motala et al, 2007:53).

Meaningful access operates under both the structuralist (objective) and non-structuralist (subjective) paradigms which are both informed by the current economic-political and educational atmosphere. These invariably are also underpinned by a variety of [key conceptual coordinates](#) (cf. Section 2.4). The structural paradigmatic parameter is dominantly characterized by the following key conceptual coordinates; enrolment rates, retention rates, dropout rates, at risk, age, gender, household income, budget allocation, resource allocation, personnel/non-personnel expenditure, capital/non-capital expenditure, HIV/AIDS prevalence, pregnancy and child labor. The non-structuralist paradigmatic parameter is dominantly characterized by the following key conceptual coordinates; sexual harassment, racism, xenophobia, HIV/AIDS infection, HIV/AIDS treatment, discrimination, achievement levels, epistemic access, teacher preparedness, competency, learner support materials. (Motala et al, 2007:103) These coordinate; inform, shape, increase or reduce meaningful access to education. They can create favorable conditions for access to education or not (These are described further in Section 2.4).

2.3.1 Theory of educational access

Education is a universal right (UN, 1948). According to the definition in Wikipedia (Free encyclopedia, 2008), a right is the legal or moral entitlement to do or abstain from doing something and to obtain or refrain from obtaining an action. This means that modern theories of rights are universalistic and egalitarian, in other words, equal rights (including right to an education) are granted to all people (UNESCO, 2003). Equal rights therefore advocates equality for all; an approach intended to provide a certain social environment in which people are not excluded from the activities such as education within democratic society.

The universality of educational access therefore borrows from democratic theories and debates. Democracy in education ushers the notion of equal participation in education systems and processes. Democratic education is inspired by theories such as of John Dewey. As Dewey (1961:87) puts it, “democracy is more than a form of government...the number of individuals who participate in an interest so that each has to refer his own action to that of others”. Dewey's educational theories on democracy and education sought to combine and expand upon the democratic educational philosophies of Rousseau who over-emphasized on individual democracy and Plato who over-emphasized on social democracy in which the individual live. Dewey's synthesis of democratic education theory advocates a teaching and learning environment in which students and staff participate freely and equally in a school democracy; sharing of ideas and decision-making among learners and educators concerning learning together.

Dewey (*Ibid.*) argues that the major defect in educational methodology is the passivity of the learner. He further argues that for education to be most meaningful, content must be presented in a way that allows the student to participate and relate the information to prior experiences, thus deepening the connection with the new learned knowledge. The extent of participation in democratic education therefore demands that educational systems and processes be accessible to the learner in a meaningful (pragmatic) way (Gutman, 1987:13; Kelly, 1995:102 & Lewin, 2007:9).

2.3.2 Major concepts in educational access and exclusion

Educational access uses a number of concepts that need contextual definitions. On the exclusion side of educational access, for the sake of this study, a clear [definition](#) by legislation of the following terms is sought, “educational access” (inclusion),

“physical access”, “(meaningful) epistemic access”, “learner dropout student or learner”, “exclusion”, “vulnerable learner to exclusion” and “silent exclusion” are essential in order to consolidate the varying meanings and concepts in educational access and exclusion, while taking into account the international context these terms. Clarity is also an issue in conceptual framework of “low attendance”, “absenteeism”, “over-age”, “under-age” and “repetition” (DFID, 2001).

Educational access for this study shall also mean educational inclusion. Meaningful and epistemic access shall mean attainment of the outcomes as specified by the school curriculum. This means that once a learner has enrolled in a school, gets access to a quality education and acquires knowledge and performance based skills which can be assessed as being in place at the end of teaching and learning activities. This kind of education is therefore determined by the type of [curriculum](#) (cf. Chapter 5: Section 5.4), the teaching quality and learner participation for it to be meaningful. Meaningful epistemic access therefore recognises that when effective teaching and learning have taken place, learners can demonstrate knowledge or skills attained that satisfy the requirements of the set curricula criteria. Physical access shall simply mean school enrolment and attendance; a state of being physically in the school premises or classroom.

Opposing terms to educational access are “school dropout”, “exclusion”, “vulnerable to exclusion” and “silent exclusion”. School dropout is a form of educational exclusion. International and official definition of school dropouts refers to children who quit after attending a period of formal schooling. In reality, it varies depending on who is defining it. According to ESP (2007) the Ministry of Education defines school dropouts as children at the age of compulsory basic education (currently 7

through 16 years of age) who are not attending school. For local school officials, dropouts also include students who were never enrolled in the school as well as those who did not finish secondary school. Educators view dropouts as children who never attended school, children who incurred prolonged unexcused absences and were dropped from the list, or children who simply quit school. For both children and parents, dropouts are those who have neither secondary education nor secondary higher education (Rossario et al, 2005). These examples demonstrate why it was not possible to apply a uniform definition in any typical school dropout event because it is context specific. Dropouts in the context of this study shall therefore mean total exclusion from formal education. These are learners who quit school before completing a grade or basic education and have no more any kind of access to formal education.

This study recognizes different forms of exclusions in terms of degrees of access to no access at all. The study regards “vulnerability” or being “at risk” to school dropout as a form of “silent exclusion”. Children who experience silent exclusion remain formally enrolled in a school, and may be silently excluded if their attendance is sporadic (high absenteeism), their achievement so low that they cannot follow the curriculum, or if they experience learning barriers such as learning disabilities or may be discriminated against for socio-cultural reasons. Nutritional deficiencies and sickness can compound these problems (Partnership for Child Development, 1998). Children who are silently excluded are vulnerable to repeating grades which leads to being over-aged for the grade they are in.

There are broad-spectrum pre-cursors that can lead to vulnerability to exclusion or school dropout; these invariably include repetition, low achievement, poor teaching,

temporary withdrawals, low attendance, late enrolment, poor teaching, degraded facilities, very large classes, household poverty, child labor, poor health and nutrition (Boyle et al, 2002; Canagarajah and Nielsen, 1999; Fentiman, Hall and Bundy, 1999; Nokes et al, 1998). However Lewin (2007) noted that too little is known of how the range of influential factors is changing as EFA evolves, however, the DFID (2001) noted that these factors could result in “low attendance”, “absenteeism”, “over-age”, “under-age”, and “repetition”.

“Absenteeism” refers to habitual failure to be present in school or the rate of occurrence of habitual absence from school for learning (Online dictionary, 2009).

“Low attendance” means significant absence from school for learning activities.

“Over/under age” learners are simply not in the correct grade for their age. Poor academic performance means that the learners fail to meet the requirement of the set curriculum (Motala et al, 2007:66-68)

“Grade repetition” (sometimes referred to as “grade retention”) occurs when learners are held in the same grade for an extra year rather than being promoted to a higher grade along with their age peers. In several school systems grade repetition is seen as a legitimate corrective action that should be taken in cases of academic failure. In other school systems grade repetition is not permitted, and instead the policy for all pupils is “social promotion” whereby students pass automatically to the next grade with their peers and – if required – receive remedial academic assistance (UNESCO, 2006). In South Africa automatic promotion is not permitted by legislation, but repetition is expected for remediation. The Ministerial Committee on Retention in 2008 argued that grade repetition is possibly the ‘single most powerful predictor of dropping out’ (DoE, 2008).

2.3.3 School dropout versus educational access

The problem of learner dropout in this study is also informed by theories of liberal democracy. Naumar (2007) explains liberal democracy as a provision of equal liberties that do not infringe on others. According to Cloete (1993), a liberal democrat demands that every person should be given equal civil liberties as a citizen that will afford them the opportunity to develop their own potential. Liberal democracy further demands that everybody should have protected equal rights. However, Plato and Aristotle leveled critiques against this model by exposing one flaw of democracy. They argue that whilst democracy is ideal, it is inevitable that some individuals will be left out of its idealism (Plato & Aristotle in Corcoran, 1986:19). Barry, (1990:149) further argues that “natural right” has “national minimum” where governments can only provide equal rights if the economy of the country is sufficiently advanced otherwise, demanded rights become negative rights for others. This leads them to being excluded from accessing their rights as dropouts.

2.3.4 Debates on educational access and exclusion

There are debates about definitions, starting points, concepts and principles on educational access. There is a particularly sharp debate on definitions of educational access and exclusion. According to Sayed (2003), dictionary definitions such as in this study do not identify ‘who is being included or excluded, who is doing the including or excluding, into what and from what people are being included and excluded, and who decides that people are labelled ‘excluded’.

Critiques of the concepts of inclusion (access) and exclusion, argue that there are no ‘One size fits all’ or homogeneous solutions towards universal access (inclusion) and exclusion for all children due to inequalities; because their social, economic and

political statuses are different (they arise from inequalities). There are also debates whether inclusion (access) and exclusion are opposing terms. Sayed (2003) argues that these terms are not necessarily opposing each other from a social complexity point of view, because inclusive policies may result in new forms of exclusion or that certain individuals may prefer to be excluded for personal reasons.

Lastly, critiques argue that the concept of access or inclusion fails to identify different sources of differences or inequalities such as race gender and class because existing frameworks do not, as McCarthy (1999, 547) notes, capture the 'mix of contingencies, interests, needs, differential assets, and capacities in local settings such as schools' (Brown, 2002; Sayed, 2003; and Lewin 2007a). Govinda & Bandyopadhyay, (2010) noted that inequities have to be understood in their entirety before the concepts become helpful in educational inclusion and exclusion.

2.4 MODELS FOR EDUCATIONAL ACCESS

Educational access and exclusion can be explained or understood in terms of models. It can also be viewed as a cycle or series of stages in a particular paradigm. Models create an opportunity not only for recognition but also to isolate elements that frame the paradigmatic access and exclusion problem. The first stage in the paradigm analysis is the recognition or perception of a paradigm problem or paradigm opportunity (Motala et al, 2007:103).

A paradigm problem in educational access is an undesirable condition or a discrepancy between what is and what ought to be, while a paradigm opportunity is a favorable or advantageous combination of circumstances for improvement (Leontief, 1977). All paradigm problems or opportunities are worthy of analysis either because

they are relatively unimportant or because they are amenable to a solution. Leontief (1977) proposed an input-output model to explain paradigm problems or opportunities. Ebiefung et al, (2008) generalized Leontief's input-output model and found that it can be applied to a variety of relationships. In this instance it can be useful in modeling the concept of educational access and exclusion.

2.4.1 Models for structuralist and non-structuralist paradigms

Recognizing that educational access is underpinned by both structural and non-structural paradigms, it can therefore be analyzed and modeled. The structuralist approach focuses on quantitative counts of number of learners enrolled, attending and/or who have dropped out of primary school. The non-structural approach takes into account non-numerical factors such as negative school experiences and reasons thereof. (Motala et al, 2007:98).

2.4.1.1 The input-output model

The structuralist paradigm can therefore be subsequently represented by several models depending on which parameters (x) are at play. The input-output model (Pigozzi and Cieutata, 1988) can be useful in depicting educational access. It uses a matrix of representation variables (e.g. x_{11} , x_{12} , or c_1) like those listed below. These models predict the effect of change or non change (product: $X_{1,2,3}$ or X_n) as seen below. This model can represent factors as follows:

- $x_{11} + x_{12} + x_{11} + c_1 = X_1$
- $x_{21} + x_{22} + x_{24} + c_2 = X_2$
- $x_{31} + x_{32} + x_{34} + c_3 = X_3$

or X_n

Factor X_1 for example, equals silent exclusion or a dropout when $x_{11} + x_{12} + x_{13} + c_1$ represent any quantitative schooling factors that discourage educational access. It could take one or several negative schooling experiences to reach product: $X_{1,2,3}$ or X_n .

2.4.1.2 Supply and demand model

The supply and demand model (Lockheed and Verspoor, 1990) is also useful in explaining educational access. It is based on self interest of individuals. It advocates that people respond to incentives, mainly, to costs and benefits. When the costs of an activity are raised or the benefits reduced, people do less of that activity. If Q_d is the demand Q_s will be the supply of education. In mathematical terms this model is:

- $Q_d = f(\text{schooling willingness "willingness to participate", constants})$
- $Q_s = g(\text{access "cost of schooling", constants})$

This system is complete and satisfactory (equilibrium) if there are no hindrances to schooling for the willing participants, then the demand will equal supply ($Q_d = Q_s$).

In South Africa willingness to participate is mainly independent of constraining factors (e.g. lack of good nutrition, unable to pay school fees, lack of uniform and other schooling requirements) because satisfactory numbers of primary school learners are in school (Shindler, 2007:103). This is true when viewed from a structuralist's perception that despite high levels of constraining factors such poverty, lack of transport, infrastructure and more, enough children are in school according to aggregate statistics. This can be represented by the formula $Q_d > Q_s$.

2.4.1.3 Production function model

Adams and Boediono (1992) proposed a “production function” model. This too can be used to portray educational access or lack thereof. This model employs a more general sequential production process. It is a line of production dependency; the latter is reliant on the former. The outcome (access or exclusion), being negative or positive is dependent on each and every contribution of units ($x_1 + x_2 + x_3$) involved in the production line. In mathematical terms:

- $x_1 + x_2 + x_3 = X_n$

If $x_1 + x_2 + x_3$ being any quantitative negative schooling experience (factors) e.g. number of days the teacher was absent, learner poor attendance or poor achievement, X_n in this case could represent silent exclusion or school dropout.

2.4.1.4 Process oriented model

Last but not least, the process oriented model, proposed by Windham, (1990) & Adam and Boediono, (1992), commonly addresses problems under non-structural paradigm. When modeling the non-structural paradigm the process oriented model advocates that the elements of an application should be handled within processes, i.e. within the process steps and only the step(s) which need attention are engaged and repaired (remediation). This is true with learners with special needs (LSN). In mathematical terms:

- $x_1 + x_o + x_3 = X_n$

In the above equation, for example, only one (x_o) step stifles meaningful access to education for particular learners, this one step will need attention. If x_o represents malnutrition, feeding scheme should remedy the situation. Again Shindler (2005:107) noted that South Africa may seem to have reached near universal access to basic

education when judged through the structural paradigm. On the contrary, basic education is grossly lacking in the nonstructural (epistemic) component; it requires strong support systems at various intervention entry points after enrolment, most importantly to learners with special needs (LSN). Lack of such support mechanisms can lead to epistemic exclusion.

2.5 MODELS OF EDUCATIONAL EXCLUSION

Educational exclusion relates to structuralist and non-structuralist paradigms at economic, political and pedagogical levels. These levels are at play with each other and overlap although their points of emphasis are different. At the economic level, “access” in South Africa is in fact “pro-poor” but interventions in this regard is thus far corrupted by self-gain and macro-economic pressures of globalization. Data to enlighten this are drawn from inconsistent and un-aligned sources i.e. different sets of data drawn from different years. (Taylor, Muller and Vinjevold, 2003:19). Uncoordinated data are un-reliable to explain educational exclusion in a structural paradigmatic fashion. Reliability of data that points to existence exclusion can exist at the pedagogical level where biographical characteristics of the stakeholder could be contributory to the existence and levels of educational exclusion. These are statistical differences in personal characteristics, such as age, gender, race, income, life stage, occupation, credentials and education and could precipitate exclusion (ESP, 2007:13).

The [input-output model](#) (Pigozzi and Cieutata, 1988) is useful in depicting educational exclusion if all the elements ($x_1, x_2, x_3 \dots$) of the input are included and equals the output (x_n) (cf. Chapter 5: Section 5.5). On that basis, the structuralist paradigm, however, does not include all the elements of the input-output model. This

means that the structuralist paradigm falls short of explaining who has access to what kind of schooling and how or on what bases, rather it only indicates where learners are and their number. According to the out-put-input model the structuralist paradigm gives partial answers to educational exclusion because of its extrinsic nature. It is only the process oriented model or “production function” model proposed by Adam and Boediono that seeks to address educational exclusion inclusively by employing the non-structuralist paradigm to complement the discourse of the structuralist paradigm.

Therefore it remains that answers to the problem of educational exclusion rests squarely in the non-structuralist approach emanating from [school community](#) level (cf. Chapter 4: Section 4.4 & Chapter 5: Section 5.4 and 5.5). Realistic attainment of meaningful access to basic education must include rigorous qualitative research undertaken to complement quantitative analysis so that appropriate policies can be put in place that respond to barriers that prevent meaningful access from taking place (Shindler, 2005:79). This study focuses on this aspect of educational access and different forms of exclusion at the community schools (COMSs).

2.5.1 Conceptual framework of educational exclusion and patterns

The exclusion pattern (Figure 1) is a theoretical framework that was conceptualized by Lewin, (2007) in an attempt to understand educational access or lack thereof. Three pivotal areas of educational exclusion were identified and became driving force of this study; children who never even enrolled at any school, those who have enrolled but are at risk to dropping out and those that have dropped out of primary school. Lewin (*Ibid*) divided the patterns of exclusion according to the degree of vulnerability (zones) within primary and secondary schooling.

The hypothetical model (Figure 1) could be viewed in relation to specific exogenous and endogenous exclusion contexts or circumstances that surround vulnerable learners which can lead to their being pushed/pulled-out (dropout) or being “at risk” of dropping out of school. Lewin’s model (Figure 1) is adopted for this study because it covers the definition/concept of vulnerability to primary school dropout and the notion of educational exclusion used in this study.

This study focuses on zones of exclusion 2 and 3 in order to capture the notion of meaningful and epistemic access. Drop out (Zone 2) is greatest in the early grades and is often preceded by zone 3. Dropout can be better explained using the the push and pull model. The following are pre-cursors (characteristics of zone 3) to dropout: repetition, low achievement, previous temporary withdrawals, low attendance, late enrolment, poor teaching, degraded facilities, very large classes, household poverty, child labor and poor health and nutrition (Boyle et al, 2002; Canagarajah and Nielsen, 1999; Fentiman, Hall and Bundy, 1999, Lewin, 2007:33). This phenomenon may be temporal but usually become permanently where there is no re-entry attempt or path blocked by the causative agent.

The following zones have been identified as key to understanding educational access (Figure 1):

1. **Zone 1:** Encompasses children denied access (not enrolled or should have enrolled) – no access .
2. **Zone 2:** Children who initially enter primary school but dropout before completion – excluded.
3. **Zone 3:** Children who are enrolled in primary school but at risk of dropping out – silent exclusion.
4. **Zone 4:** Those excluded from lower secondary school (could not enroll) – no access.

- 5. **Zone 5:** Children who dropped out from secondary school – excluded.
- 6. **Zone 6:** Those who are at risk of dropping out – silent exclusion.

Zones 2 and 3 comprise of several girls, orphans, and many children in vulnerable circumstances. Child labor practices could influence this zone (Lewin, 2007:32). Zone 3 is or may be a precursor to zone 2; it includes those children in school but at risk of dropping out. These are children who remain formally enrolled in school but may be silently excluded. They are indicated by sporadic attendance, low educational achievement (May not be able to follow the curriculum), and if discriminated against for some reason can make their situation even worse (Lewin, 2007:32).

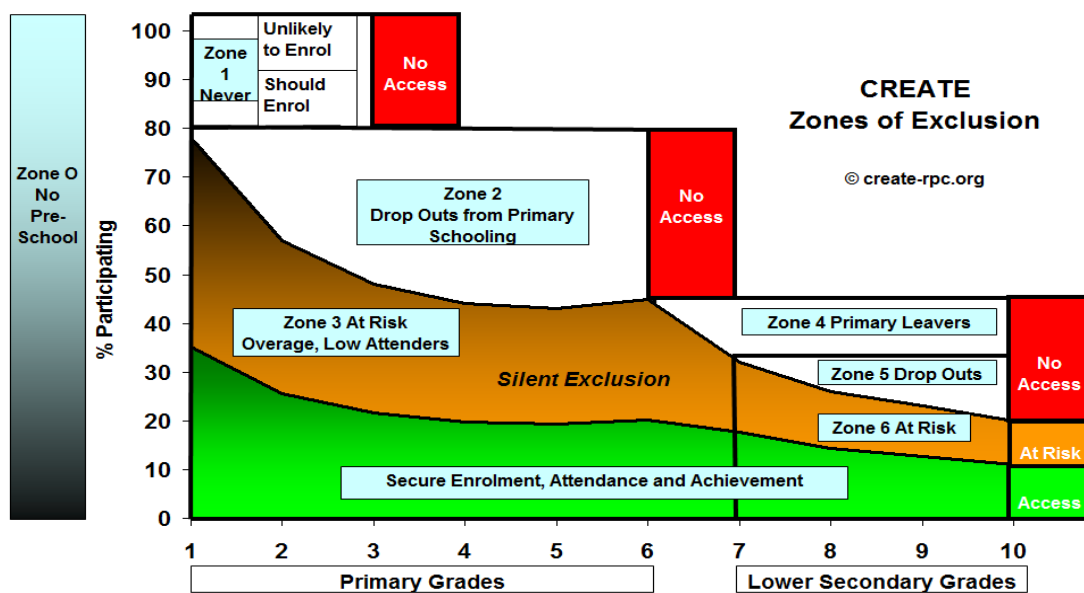


Figure 2.1 Educational access and exclusion zones from Primary and Secondary Schooling.
Source: Lewin, 2007a:23.

For this study the following concepts on dropout which is associated with Zones 2 and 3 have been adopted. Dropouts for these zones shall mean: (a) Children who obtain access to primary education (grades 1-7) but do not complete it successfully

(namely, leave at any stage before completing grade 7); (b) the “at risk of dropping out” will be those who enter and remain in primary education but are vulnerable (are experiencing learning barriers or silent exclusion) to dropout. Vulnerable learners experience factors that push or pull them out of school. Their school attendance is inconsistent; they are absent most of the time; their achievement is below the class average and some are over-aged. The term “successfully” shall mean ‘having met all the requirements of the curriculum’. As defined in Chapter 1 (Section 1.9) [good quality education](#) (cf. Chapter 4: Section 4.4 and Chapter 5: Section 5.4) for this study shall mean high instructional input that leads to high performance outcomes as prescribed by the curriculum, with little or no form (s) of educational exclusion or an education that satisfies measurable and verifiable [standards](#) to [achieve](#) outcomes prescribed by the curriculum.

Thus far, South Africa is experiencing an increasing learner vulnerability to the exclusion problem in its education system, especially beyond primary school levels (Stats SA, 2001, CREATE SA, 2008 & DoE 2010). There were close to forty percent (40%) of students who dropped out of tertiary level of their education in 2008 (CREATE SA, 2008b). The then Education Minister Naledi Pandor (2008) noted in her speech that “between 11% and 15% of children leave school each year after grade nine”. Nationally, the numeracy (Mathematics) achievement by grade 6 learners reveal that more than 80% of learners obtained a “not achieved” score, with a further 8% recording a partly achieved score. For the languages, the situation was not any better as more than 60% of learners nationally recorded a “Not Achieved” score (DoE, 2005). These statistics reveal that there is no meaningful educational access in some primary schools in South Africa, but it seems learners are experiencing silent exclusion.

Admittedly, challenges of educational access in democratic South Africa is strongly informed and is still influenced by the historical context of Bantu education and apartheid; ranging from structural, legislative (policy) and provisioning levels (Motala et al, 2007:12). Nevertheless, the negative educational outcomes in basic education are ironically attributed to policy failures in the post-Bantu Education.

2.5.2 Models for school dropout

Learner [dropout phenomenon](#) (Chapter 5: Section 5.2.2) is underpinned within the bidirectional “push and pull” mechanistic model. The greater the *push-out* and *pull-out* on a learner, the greater the chance they have of being a potential dropout. This is believed to be ordered according to a givens-means-ends schema, and acts on an individuals’ motivation structure (Komocar, 1986). According to this theory the learner dropout or vulnerability to dropping out of school is characterized by individual, socio-economic, school environmental, school policy and related factors, described later in this chapter. The pull effect is caused by factors outside (exogenous) the schooling environment, pulling the learners from school. The push is produced by factors within (endogenous) the schooling environment pushing the learner away from the learning environment.

The dropout push and pull effect is prevalent in schools despite emphasis that the right to education has been recognized, constituted and declared globally in United Nation (UN) conventions. It challenges the declaration that “every school aged child in the world is entitled to receive equal education, which shall be free and compulsory, at least in the elementary stages” (United Nations, 1948 &1959). In South Africa the push-out and pull-out effect defies democratic values. These values,

though ideal, usually fail at the implementation level due to lack of ownership and self interest.

2.5 NATIONAL STATISTICAL MAPPING ON EDUCATIONAL ACCESS IN SOUTH AFRICA

In order to navigate educational access and exclusion, it is worth investigating related statistical data. This will shed light on current indicators and debates on the issue.

Globally, 80 million more children were in school at the end of 2000 than in 1990, but close to 113 million were still excluded from primary education. Hence, the UNESCO World Conference on Education for All held in Jomtien, Thailand, which centered around the question of educational access; reaffirmed its collective [commitment](#) (cf. Chapter 2: Section 2.1) to the achievement of the international targets, stated in the Millennium Development Goals (MDGs). MDGs “ensure that by 2015 all children, particularly girls, children in difficult circumstances (rural) and those belonging to ethnic minorities, have access to a free and compulsory primary education of good quality” (UNESCO, 2003b & DFID, 2001:12). However, this seems far from reality especially in South Africa, given the education backlog the country is experiencing. Educational backlog range from lack and inadequate teaching and learning support materials to human resources (Lewin, 2007 & Bush 2008:443).

In South Africa, recent enrolment and population quantitative data show the extent to which educational access has been achieved or not achieved. The following enrolment indicators are extensively used but not adequate to establish or map achievement of access and participation in education: (a) Gross Enrolment Ratio

[GER], (b) Net Enrolment Ratio [NER], (c) Age Specific Enrolment Ratio [ASER], (d) Apparent intake rate [AIR] and (e) Net Intake Rate [NIR]. Admittedly, with all these quantitative indicators, the actual progress in education is not easy to quantify due to the absence of the qualitative mapping of this phenomenon.

2.6.1 Quantitative measures of access

Gross enrolment ratio (GER) measures the proportion of the learner population, regardless of their age or whether they are enrolled in a specific school phase. GER includes both older and younger children. It simply indicates that the country can accommodate all its school aged children. It also includes under-aged and over-aged children and is not a good indicator of measuring UPE (Shindler, 2005). The Net Enrolment Rate (NER) show levels of participation in education. Net Enrolment Rate (NER) is a measure of correct aged learners in the education system. In South Africa the age grade norms laid down the appropriate ages for primary schooling as 7 to 13 years and for secondary schooling as 14 to 18. The policy has since been revised and in 2004, the new age of entry into primary school has since been reduced to 6 years (Motala et al, 2009). NER also reflects the internal efficiency of the school (Shindler, 2005).

Age Specific Enrolment Ratio [ASER] shows specific age enrolled in education irrespective of the level of education. It reflects educational activities of specific age cohorts. Apparent intake rate [AIR] calculates the total number of new official entrants into grade 1 of primary education, regardless of age. It is an indicator of the level of access to primary school regardless of age. If AIR is over 100%, it indicates that there are under-aged and over-aged children entering grade 1. The figure can be distorted by repeaters. Lastly, Net Intake Rate [NIR] also measures new entrants

in grade 1 who are officially of grade 1 age as a proportion of the population of the same age. NIR indicates level of access to primary school for children of the official primary school age.

Literature and statistics have indicated that most learners enroll for primary school education regardless of various barriers to access, success and outcomes. Recent population statistics in South Africa show that there were 47, 390, 900 people in 2006 of which 15, 039, 900 were children between the ages of 5-19. Among the total number of children (ages 5-19) present in South Africa in 2006 (10,101 900 in total), (5, 077, 400) were boys and (5, 022, 500) were girls all falling between ages of 5-14 (Stats SA, 2006). Looking back, the total number of learners in primary schools (ages 5-15) in 2001 was 7, 413, 416 and 7, 444, 142 in 2004 respectively. This simply means that compared to previous years, the primary enrolment rate decreased per population growth, probably due to the improvement in implementing the age-grade norm since 2000. (Motala et al, 2007:48)

In 1991, South Africa had inherited a GER of 97% (113% for primary school and 71% for secondary school). For the same period, the NER was 92% in primary school and 75% in Junior Secondary and 45% in Senior Secondary schools (Bot & Shindler, 1997:7&8). However, many learners at that time were in the wrong grade for their age; pass rate was low; the dropouts and repetitions were high; and 70% of learners were in rural areas where schooling conditions were not conducive or difficult (Fataar, 1997 & Central statistics Services, 1996/7).

Gross Enrolment Rate (GER) is regarded as the most basic indicator of access from which most policy debates on educational access emanates (UNESCO, 2003a:51).

However, according to GER analysis by Shindler (2005) for 2001, sufficient (but not all) numbers of learners were at the compulsory level of schooling (National GER of 108% for primary school level and 104% for the compulsory school level) across all provinces (Table 2.1). But some school aged children were missing per school in the overall enrolment.

Table 2.1a Gross Enrolment Ratio (percentages) by phase and provinces, 2001

Province	Primary phase Grades 1-7 (7-13 years)	Compulsory phase Grades 1-9 (7-15 years)	TOTAL
Eastern Cape	121.6	111.0	116.3
Free State	107.3	104.9	106.1
Gauteng	101.8	99.8	100.8
KwaZulu-Natal	106.7	103.5	105.1
Limpopo	103.4	101.9	102.7
Mpumalanga	112.8	109.7	111.3
North West	102.7	99.9	101.3
Northern Cape	109.0	104.8	106.5
Western Cape	101.1	98.0	99.5
National	107.9	103.9	105.9

Sources: Enrolment data from DoE, 2004; population data from Statistics South Africa (2003); Shindler, 2005.

Data from Table 2.1a reveal that while it appears that all children for ages 7-13 were at primary school, but over enrolment problems were prevalent in the Eastern Cape (GER of 122%) and Mpumalanga (GER of 113%). It was since discovered that these numbers were increased by over- and under-age enrolment in these provinces which was blamed on inefficiencies. Generally, national GER showed that access in primary education has been higher than in secondary school from 1975 to 2001 (Table 2.2). However, it was not clear whether the high NER in primary phase was

not inflated by repeaters or learners who were above or under-aged. It was also not clear if principals of primary schools were inflating their enrolment numbers so that their schools' enrolment could "look good".

Table 2.1b Primary phase (Grade 1-7: 7-13 years) GER by gender in 2007

Eastern Cape	Primary phase	National
Females	121	98
Males	119	100
Total	120	99

Source 1: 2007 SNAP Survey (conducted on the 10th school day).

Source 2: Population estimates, Statistics South Africa (July 2008)

Table 2.1b shows that for the primary schools in South Africa, enrolment has since declined from 2001 to 2007. This decline is an indicator that many children were being excluded from UPE.

Developed and developing countries regard a NER of 92% as the expected threshold of having reached the universal primary education (UPE) (Colclough & Lewin, 1993). In South Africa the average national Net Enrolment Ratio (NER) [The number of appropriately aged learners for a particular level participating in education] was 92% for primary schooling and 89% in compulsory phase in 2001. Within the same period, the NER of 102% (primary phase) and 96% (compulsory phase) was recorded for Eastern Cape (Table 2.3) together with a low rate (57%) at secondary level. A similar trend was also observed nationally. It seemed that South Africa had

reached the global benchmark for basic education laid down at Jomtien, 1990 and Dakar, 2000 (EFA).

Table 2.2 Gross Enrolment Ratio (percentage) by phase at accumulative years 1975-2001

Year	Primary phase	Secondary phase
1975	-	21
1985	121	58
1991	113	71
1995	122	84
1997	125	90
2001	108	77

Sources: Perry & Arends, 2004; Bot & Shindler, 1997; Crouch & Mabogoane, 1997; enrolment data from DoE, 2004; population data from Stats SA, 2003.

Table 2.3 Net Enrolment Ratio (percentages) in the Eastern Cape and at National level sorted by phase & gender, 2001.

	Gender	Primary	Compulsory	Secondary
Eastern Cape	Female	102.4	96.7	57.0
	Male	101.1	95.5	43.5
	Total	101.7	96.1	50.3
National	Female	91.3	88.5	64.7
	Male	92.5	89.4	56.8
	Total	91.9	89.0	60.8

Sources: Enrolment data from DoE, 2004; population data from Stats SA, 2003; Shindler, 2005.

Nevertheless, Shindler (2005:76) looking at the 2001 enrolment statistics, argued that South Africa did not come near UPE as statistics had indicated. She observed that in an all-province analysis, there were provincial variations from 87%-101%. Only five provinces, including the Eastern Cape, were in the NER range of 92%. The Eastern Cape was also indicted for enrolment discrepancies such as inflation of

enrolment numbers. In addition, Shindler (2005) refuted the 92% benchmark which was based on achievability of education access by developed countries. Shindler then proposed a NER of 96%, a new benchmark to replace the 92% because some less developed countries and poor provinces had reached the 92% target in the recent past, the examples being South Africa and the Eastern Cape in 2001 (Table 2.3). With a new NER benchmark set at 96%, South Africa still had work to do in order to achieve a universal basic education.

Provincial variations posed differing data. Data in Table 2.3 shows that the wealth of a country or province does not translate into the ability of that country or province to achieve educational access (Table 2.3). The Eastern Cape (a poor province) did better (primary NER of 102%) compared to wealthy urban provinces such as Gauteng (primary NER of 89.7%). Data in Table 2.3 also demonstrates that gender does not make a notable difference in the educational access especially in the primary and compulsory education.

South Africa may be doing better than other developing countries counterparts and better than some developed countries (Bot & Shindler, 1997), but some children, the majority of which are silently excluded are not accounted for by the GER and NER. Are there other measurements (indicators) required to assess children not accounted for by the GER or NER in South Africa's educational attempts to meet the global EPU target? The Age Specific Ratio (ASER) was used in an attempt to answer some of these questions (*ibid.*).

The Age Specific Ratio (ASER) proportion of children of specific age enrolled regardless of the grade or phase they enrolled in was used to determine the number

of school aged children who were not in the school system. ASER, if compared with NER, it shows children enrolled in the wrong grade/phase for their age (but do not show the number of children in right grade/phase). However, ASER alone cannot establish the exact grade/phase children are enrolled in. But, scrutiny of ASER for the 7-15 years old, can give evidence that a great number of 7-15 years olds children have no educational access or have dropped out (Stats SA, 2003).

Considering the 2001 enrolment (Table 2.4) it would seem that 92.6% (11 million children) of the 7-15 years old population enrolled and 7.4% (882307 children) were outside the school system. Comparing that to the 2001 (1,55 Million) with the 1996 (1,3 Million) out of school data for the entire school age cohorts (7-18) showed that there was an increase in out of school children (Bot, Wilson & Dove, 2003:32-36; Shindler, 2005:56-58 & Stats SA, 2003).

Table 2.4 Percentages of enrolled and out of school children in the Eastern Cape National levels sorted by age groups

	7-13 years enrolled	7-13 years out of school	7-15 years enrolled	7-15 years out of school	7-18 years enrolled	7-18 years out of school
Eastern Cape	102.6	-	98.2	1.8	91.3	8.7
Nationa l	94.0	6.0	92.6	7.4	87.1	12.9

Sources: Enrolment data from DoE, 2004 & population data from Stats SA, 2003 adopted from Shindler, 2005.

Nationally, Age Specific Enrollment Rate (ASER) for 6-15 year olds in 2001 was 93% (DoE, 2004) and in the Eastern Cape it was 98% (Table 2.4). Even though these statistics are rather old they serve as a comparative indicator for educational access

and exclusion. Recent ASER derived from the DoE annual survey data (DoE, 2003-2009) in the Eastern Cape for the 6-15 age group was 81% (2005) and 82% (2006) revealed a decreased in ASER by 16% between the years 2001 and 2007. This decrease indicated that there was a dropout problem (leave without completing current grade during a school year or not returning after completing a particular grade) in primary schools of the Eastern Cape.

Patterns of ASER also (in Table 2.4) show that participation rates in the Eastern Cape decreased with age. This is evident in all the population of the 7 and 8 year old children who participated in the education system in 2006. Participation rates lessened to 84% by age thirteen. This presupposed that there was definitely a dropout problem within South Africa's basic education system.

It was estimated that over 7% (about 665 000) of the 11 year and older group were rapidly dropping out of primary education in South Africa. Statistics indicated that the dropout problems began at the age of 11 and amplified as the age increased (Table 5). Although the decline in school participation was less severe in primary grades than in the secondary grades, it was still significant in accordance with the educational goals of the EFA and MDGs. In the Eastern Cape for example, in 2006 alone, the difference between the ASER for age 7 and 13 was 16% in primary grades, but as learners progressed through secondary school, the ASER slanted further down at a much sharper rate, from 85% for age 14 to 49% for age 18, a difference of 36% (Table 2.5).

The drop in ASER through the grades per increasing age group in primary and secondary education is indicative of the existence of a dropout problem (DoE, 2006).

A surprising dropout rate was calculated by UNESCO (2006) for grades 1 to 12 and found that the grade 1 dropout rate is four to five times higher than other grades in the primary phase (Figure 2.2). This is difficult to accept without validating data.

Table 2.5 Age Specific Enrolment Rates (percentages) in the Eastern Cape districts, 2006

Age group	Enrolment	Population	ASER	Enrolment	Population	ASER
6	85 122	158 052	54%	85 131	150 696	56%
7	156 198	159 964	98%	151 562	151 881	100%
8	162 194	163 632	99%	157 559	156 106	101%
9	161 800	169 055	96%	159 141	163 370	97%
10	160 204	176 969	91%	160 798	173 226	93%
11	154 555	183 713	84%	153 790	181 056	85%
12	152 397	186 721	82%	155 385	184 998	84%
13	156 157	185 992	84%	155 924	185 052	84%
14	150 216	181 526	83%	153 709	181 219	85%
15	144 736	179 168	81%	147 063	179 671	82%
16	125 760	179 301	70%	133 053	180 714	74%
17	109 345	176 273	62%	110 630	178 330	62%
18	81 623	170 084	48%	83 993	172 518	49%
Total	1 715 185	2 112 400	81%	1 722 607	2 088 142	82%

Sources: Enrolment data from DoE, 2006.

South Africa experienced a 16% overall primary enrolment growth for the period 1991-2004. However, GER in South Africa for Grades 1 to 12 remained almost the same from 2002 to 2005, but then dropped by 3% (real value) to 94% in 2006 and 2007. Since the declaration of achieving UPE to date, researchers are still speculating as to the causes of these declines but acknowledge that learners are moving through the grades without necessarily attaining the learning outcomes as prescribed by the curriculum (Motala et al, 2007:59; Motala 2009; Govinda & Bandyopadhyay, 2010:16 & Daniels 2010).

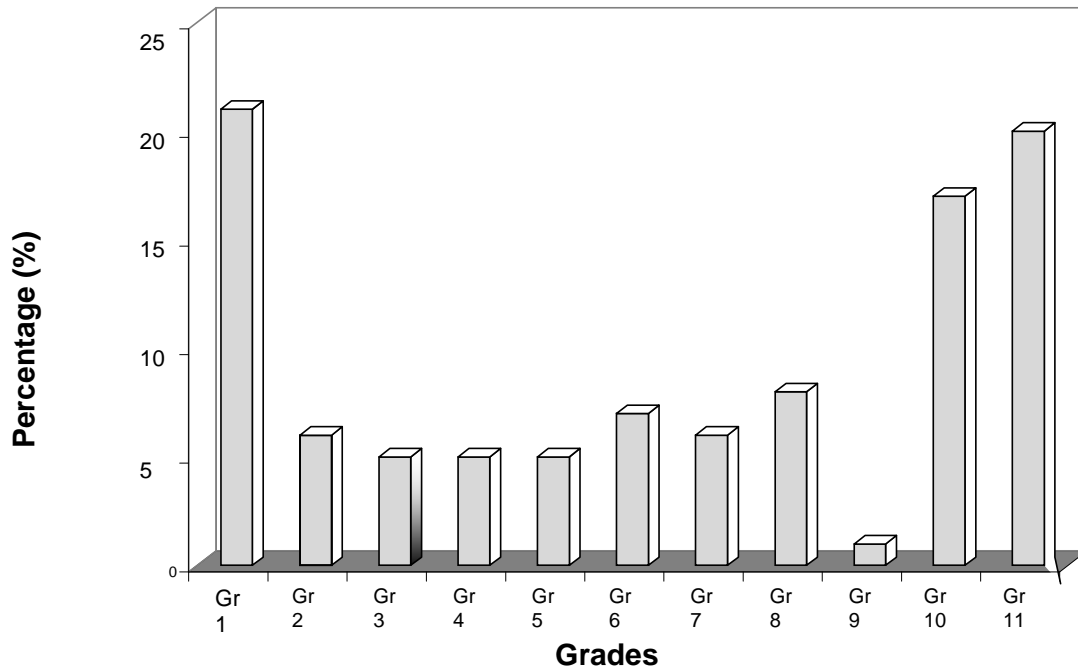


Figure 2.2 National dropout rates: Grade 1-12, 2006
Source: DoE, 2006.

In South Africa as a whole, 40.1% of 13 year old children (40.1%) did not complete Primary School to Grade 7 and those who completed did not do as well as their counterparts in developed countries (Statistic SA, 2001). This problem was prevalent in rural areas of South Africa and there is still no substantial improvement registered in recent data collected (Themane et al, 2003; Steyn et al, 2005; Motala et al, 2007; *Ibid*, 2009 & Daniels, 2010; Govinda & Bandyopadhyay, 2010 & IIEP, 2010). This may mean that those who completed are not gaining an all-inclusive intended access (physical and epistemic participation) to the curriculum, but just add to numbers.

2.6.2 The gender parity index

[Gender Parity Index \(GPI\)](#) (cf. Chapter 4: Section 4.1.1.2) reflects females' level of access to education compared to that of males. It is normally calculated by dividing

the Gross Enrolment Ratio for females by the Gross Enrolment Ratio for males as follows:

- $$\text{GPI} = \frac{\text{Value indicator for girls}}{\text{Value indicator for boys}}$$

A GPI of less than 1 points out that there are fewer females than males in an education system in proportion to the appropriate school-age population. A GPI of more than 1 signifies that there are proportionately more girls than boys attending a particular school. A ratio of 1 reflects equal enrolment rates for both boys and girls. (De Lannoy et al, 2009)

Girls form part of the vulnerable children (Zone 3). They are said to be more marginalized in several countries than boys, hence the efforts toward gender equity to bring them educationally on board in accordance with the millennium development goal 3 or EFA goals 2&5. With this concern, Gender Parity Index (GPI) was introduced to cater for these goals. The [GPI](#) (cf. Chapter 4: Section 4.2.1.2) is the quotient of the number of females by the number of males enrolled in a given stage of education. It notably favors girls' enrolment over boys.

The GPI can indicate a form of exclusion. For example, the national GPI in South Africa in 2008 was 1.13 in the Further Education and Training (FET) band and lowest (0.97) in the primary phase of the General Education and Training or GET band (DoE, 2010). This implied that, relative to the appropriately school-aged children population, there were more females in the FET than in the primary phase. This phenomenon indicated that there was a significant dropout problem among male learners during or after primary schooling. This also led to the abnormal GPI at the FET phase.

2.7 GAPS WITHIN NATIONAL STATISTICS

2.7.1 The problem of meaningful and epistemic access

Lack of meaningful and epistemic access affects children who enter primary school (grade 1-7) but renders them vulnerable to dropping out (Zone 3: Figure1). Lewin (2005) refers to this zone as 'silent exclusion' or short of epistemic access. Meaningful epistemic access refers to a reasonable exposure to suitable teaching, significant learning and passable levels of achievement as required by the curriculum. The attributes of silent exclusion rest on; low attendance (less than 80%), low achievement (lower than class average), repetition (one grade behind), under- (starting grade one early) and over-age (more than two years over) enrolment. (Crouch, 2005:5 & Lewin, 2007)

The accurate number of children who dropped out of the compulsory phase of schooling is also not known because the mechanism to compute their numbers is elusive, researchers often give different estimates, for example, the Department of Education estimated 25,000 to 300,000 (3%) (DoE, 2003:13); Shindler and Fleisch (2007:26) estimated 665,000 (7%); Perry and Arends (2004) estimated a 350,000 (5%) of children that dropped out of the compulsory phase of schooling in 2001. Crouch (2005:5) revealed that the complexity of quantifying the dropout phenomenon rests on grade repetition and failure by principals to report repeaters. The tell tale signs of school dropout is rooted in the vulnerability to school dropout (silent exclusion) and this phenomenon is not only elusive but ignored when educational access and exclusions are considered. Therefore, silent exclusion may be best understood through empirical studies using community school surveys on site (Motala, et al, 2007:114).

[Statistics](#) (cf. Section 2.7) indicate that most learners in South Africa enroll in and complete primary schooling, despite experiencing several barriers to success. An insignificant percentage of children of school going age have never been enrolled, 4% have enrolled but dropped out before completing primary school up to grade 7 by 2008. The data presented above show that 92% of learners finish basic education up to grade 9, but enrolment drops dramatically starting from grade 10. Vulnerability to dropout or being at “risk” to dropout may be rooted during basic education. (Motala, et al, 2007:7)

It is argued that although South Africa has come close to UPE by increasing enrolment statistics, it is just a tip of an iceberg; universal access to primary education in South Africa is still far from reach. There are still difficult challenges pertaining to almost all six of the un-met EFA goals and two of the MDGs, because they were set as numerical in nature and are also difficult to measure. In reality they have qualitative aspects which are often ignored when measured (Lewin 2007b). Kallaway (2001) conceded that un-met EFA and MDGs flourish mostly amongst rural children. This would mean that current levels of access would be under threat if there is biased reporting which do not take holistically into account the full nature of the EFA and MD goals a well incorporating all the school communities in question into the equation of educational access and exclusion.

2.7.2 Problems with reliability of statistics

Data on variables of educational access and exclusion is old and difficult to access. Correlations between variables are limited because the data may not be available or because available data exists for different years, i.e. DoE may have data for 2003 and National Census might have data for 2001 (Motala et al, 2007:105). According to

Shindler, (2005:20&77) available statistics on educational access and exclusion in South Africa are not reliable. This is because data collectors based their conclusions at projected data which might also be old. In addition, Shindler (2005) also remarked that independent researchers usually reach conclusions that contradict official findings or produce contrasting data to the official statistics.

National data interpretation is tricky because of learners repeating grades, moving between schools, enrolling late and principals inflating numbers (since educators are allocated according to enrolment numbers) (CREATE, 2007b). These statistical problems could be minimized by conducting case studies to augment national data and the use of non-projected data (Shindler, 2005:20).

2.7.3 Statistical data versus budget

Data availability and reliability has economic consequences on educational access and exclusion. The National government budget allocates resources based on calculations of available school data. However, schools do not always supply correct data. They usually inflate data so they can 'look good' for fear of reprimand from DoE of under-performance. This means that public data on access in South Africa might not reflect reality. Therefore, the compromise of sufficient and reliable data has a negative impact on planning and management of educational access and might lead to unintended exclusion (Motala et al, 2007:105). This is one of the main factors which affect achievement of UPE.

2.8 FACTORS CAUSING FORMS OF EDUCATIONAL EXCLUSION

2.8.1 Causal factors

In South Africa the perceived causes of forms of educational exclusion are based on existing projected data from studies using the methodological design of a focused comparison from individual, socio-economic and political origin. These studies combined both qualitative and quantitative research approaches to explicate causal factors of educational exclusion. Pretorius (2003) identified the following six primary factors:

- a. Poverty – leading to inability to pay for going to school, inability to ask for help (government Child Support Grant) and feeling of inability to overcome material barriers associated with schooling.
- b. Family – family structure, support and stability could be affected by stresses such as illnesses, death, tension and violence.
- c. Mobility – high residential mobility due to better opportunities elsewhere and access to housing could result in children moving during the schooling year without documents that are needed for school re-entry in the destination school.
- d. School – obstacles such as school fees, uniform policies, and lack of space, language policies, corporal punishment, humiliation, gender discrimination, sexual and racial harassment affect normal schooling.
- e. Individual – intrinsic problems identified in children and specific to themselves such as hearing, seeing and cognitive barriers. This also includes ill-health, inadequate nutrition, pregnancy and lack of interest.
- f. Community violence – many communities in South African have suffered political, tribal (cultural) violence in the recent past. Its destabilizing effects are also felt at school level as identified by over-age learners.

The Human Rights Watch (2004:4-37) research project studied non-participation in farms and rural children and raised similar factors but added the following causatives:

- a. Transport – Children lack school transport and have to walk long distances.
- b. Insecure labor and land tenure of parents – parents leave in fear of retrenchment and eviction, some eventually get evicted from farms.
- c. Inadequate infrastructure and service provision – Rural and farm schools are usually marginalized even by the state. Many teachers avoid teaching or living in rural or farm areas
- d. The farmer – Some farmers deliberately interfere with educational access of children. Various reasons could be at play: sale of the farm, new farm owner, change of farming business, labor disputes which could lead to school shut-down and school dropouts.

- e. Child labor – because of poverty, work offers attractive options for children and parents.

All the above indicators are a manifestation of poverty. This study regards poverty as a state of having inadequate or simply lack of the means of providing material needs, especially for schooling. Roughly 66% of young children in South Africa grow up in conditions of abject poverty and neglect (Du Plessis & Conley, 2007). Children raised in such poor families are most at risk of stunted growth, poor adjustment to school, poor in-class performance increased repetition and school dropout. This factor makes it imperative for the Department of Education to intervene by putting in place an action plan to address the early learning opportunities/development of all learners especially those living in dire poverty. Timely and appropriate interventions can reverse the effects of early deprivation and maximize the development of potential of the child. The challenge is to help break the cycle of poverty by increasing access to Early Childhood Development (ECD) and primary education. (Education White Paper, 2001)

Many research outcomes show that educational exclusion is strongly influenced by the direct and indirect cost of [poverty](#) (cf. Chapter 4: Section 4.4.9). Money directly buys access to better schools and the charging of fees decreases access for the poor. Exemption policies are not usually made known to parents, since school fees are essential for running the schools (DoE, 2003:83). Even at the no fee schooling, there are additional costs of schooling which includes transport or distance to school, school uniforms, books and stationery which increases the price of educational access (Fleisch & Woolman, 2004). Although it has been shown that Child Support grants increase the chance of enrolment for a child from a poor background (Case et al, 2005), other indirect cost unsettle the child at school making him or her prone to

dropout. It is assumed that fees are correlated with quality; Motala et al, (2007:85) revealed that schools with 'parents willing to pay' are better off. Probably, a combination of no fee schooling and parents willing to pay might yield better outcomes in low quintile schools.

The immediate attribute of indirect costs on educational exclusion is irregular attendance (absenteeism) as a first indicator that something is wrong with the learner(s). These children may be involved in work activities in their [households](#) (cf. Chapter 4: Section 4.4.5 and Chapter 5: Section 5.5.3) or elsewhere. A study by the Nelson Mandela Foundation (NMF) in 2005 suggests that large numbers of learner were kept at home to help with domestic or farm work, like cattle dipping, cultivation etc. Other reasons for absenteeism were caring for siblings or sick family members, lack of interest in education by learner or parents, pregnancy, ill-health, lack of pressure to attend by parents and visiting relatives. (NMF, 2005:57). Govinda & Bandyopadhyay, (2010) argue that poverty alone cannot stop parents from sending their children to school, but inequitable school systems and other external factors are to blame.

Rural to urban [migration](#) (cf. Chapter 4: Section 4.3.3) has become a contributory problem in [educational exclusion](#) (cf. Chapter 5: Section 5.2.1.2). Analysts of Statistics South Africa (Stats SA) noted that there is also a rural to urban migration which disrupts schooling consistency. Proteus et al, (2000:76) suggested that high residential mobility results in low school attendance, refusal of mid-year entry to a school, insufficient or lack of documentation, instability due to new environment and new teaching mediums. Therefore high mobility could lead to silent exclusion or school dropout.

Ill-health due to HIV and AIDS and other illnesses increases vulnerability to school dropout. Similarly affected children present lengthy absence and might be forced out of school to care for the infected or the sick, girls are specially implicated as caregivers for the sick. They are likely to be withdrawn from school to care for the sick relative than boys. If an educator is infected or affected, learners also become affected from the supply side (Richter, 2004).

Pregnancy among school going girls can lead to vulnerability of dropping out. It was noted by Hallman and Grant (2004) that among the 14-19 year old girls, 16% had become pregnant. They indicated that of those enrolled at the time of pregnancy, 74% dropped out while 23% remained in school. If a school lacks dedication and energy towards teaching and learning this may increase vulnerability to dropouts and rates of dropout. Alternatively, if a school is encouraging and supportive to learners this might dramatically curb vulnerability to school dropout due to under-achievement.

Early Childhood Development (ECD), according to the 2001 White Paper, refers to a comprehensive approach to policies and programs for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. Access to these rights can be denied by poverty and personal special needs or Learners with Special Educational Needs (LSEN). The White Paper (2001) outlines how the Government in South Africa aims to achieve this through a phased, poverty-targeted approach that makes use of grants-in-aid to primary schools and subsidies to selected community-based ECD sites within conditional grants and provincial budgets.

Common special needs include challenges with learning. Learners with Special Educational Needs (LSEN) and those from poor socio-economic conditions are silently excluded if there are no intervention measures in place. LSEN experience educational barriers and the scarcity of special schools make them vulnerable to school dropout if enrolled in ordinary public schools without support. Plans for inclusive education are underway to deal with and encourage LSEN to gain full meaningful access to education (DoE, 2001).

Proteus (2003) and the Human Rights Report (2004) both charge the South African government with responsibility for children not attending or dropping out of rural and farm schools. Proteus (2003) argues that if poverty is the reason for un-equal schooling to all South African children, the government, via the school, failed to meet the socio-economic situation facing the challenges associated with serious poverty. She adds that dropout can be seen as the failure of government to cater well for these children's socio-economic situations. The Human Rights Watch (2004:7-14) added that the South African government also failed to ensuring access to farm schools nor maintaining the adequacy of learning conditions at these schools. The foregoing arguments suggest that it is the role of government to provide education; pay for and administer it for its citizens. Non-profit institutions can also assist. Failure of government to perform the role of providing education would favor educational exclusion to many school aged learners.

2.9 MONITORING AND MANAGING EDUCATIONAL EXCLUSION

It is evident that without proper monitoring and managing of the different forms of educational exclusions, meaningful access to education will remain elusive. In South Africa there are two main issues that are still debated: first, educational achievement

levels by learners and elements affecting these and secondly, the readiness of educators to accomplish the requirements of the curriculum. These debates paved way in strengthening the conceptualization, implementation and monitoring of UPE. Monitoring was done as [evident](#) in the third International Mathematics and Science tests covering both numeracy and literacy in 1995 and 1998. However, learners from South Africa scored below the international average of 38 countries (Themane, 2003; Taylor & Vinjevold, 1999). Research [results](#) (cf. Chapter 4: Section 4.4.4) from SQMEQ III (IIEP, 2010) show that between 2000 and 2007, South Africa did not improve in both reading and mathematics.

Further monitoring of grade 3s by systemic evaluations yielded low average scores. Results pointed out that for literacy the learners achieved an average score of 68% for Listening and Comprehension; they achieved 54% for Life Skills but dropped to 39% for Reading and Comprehension. The same achieved 30% on Numeracy and 54% for Life Skills. Worrying statistics is the national mean score of 38% South Africa obtained in Language of Learning and Teaching (LOLT or English literacy), followed by the 27% obtained in Mathematics and 41% in Natural Science (Motala et al, 2007:66). The lowest performing learners came from the township, rural and farm schools (DoE, 2005). The DoE (2005) recognizes the worst performing learners as being in schools lacking strategies to deal with punctuality and absenteeism for both learners and teachers. These results could be used to inform intervention strategies to manage educational exclusion.

Fleisch and Perry (2005) acknowledge that there are many contributory factors from schools that need to be monitored in order to manage school dropouts. Walker

(2004) argues that these contributory factors are complex and differ significantly from school to school and from learner to learner. While current approaches promote the achievement of certain kinds of rights, they are often complicit in the denial of others (Yusuf, et al, These factors need to be monitored independently in order to make a positive contribution to education. Current monitoring seems to yield unintended result. Evidence by Taylor & Vinjevold (1999) who studied foundation phase classes and discovered that not only were learners unable to read and write satisfactorily despite rigorous monitoring and recommendations, their teachers were also found to lack knowledge of the educational content and teaching skills. Teachers therefore also need monitoring and retraining in order to increase educational quality (Bush, 2010).

Quantitative indicators are therefore not the only parameters to measure and monitor universal access, given the complexity of the problem, but should include the concept of the provision of quality education. Hawes (1983) and Fataar, (1997) argue that universality of access to education should be accompanied by achievement of knowledge, skills and attitude. Hawes distinguishes between “bogus” and real UPE, where bogus UPE is associated with lack of progress through grades, high dropouts or low retention rates. From a human rights, social justice and equality based experience, it is therefore important to link “educational access” to what is accessed to, on what basis and why.

Gamede, (2005) suggested a notion of physical (presence) and epistemological (knowledge) access to schools. Gamede also argues that both types of educational access are strongly characterized by individuals, socio-economic, school environmental, school policy and related variables are envisaged to play a vital role

but are usually ignored. He further argues that Infrastructure deficit such as buildings and text books, and poor quality instruction can beget poor school enrolment, chronic absenteeism, early dropouts, poor classroom performances and failure to complete primary schooling. These problems have been identified and are endemic to the educational systems as a major challenge in the poor sub-Saharan African countries (Bernham, et al, 1977; Bennell, 2002; Mutangadura & Lamb, 2003).

2.10 GENERAL STRATEGIES FOR ACHIEVING UPE

South Africa has made considerable efforts in providing access to education; universal access has not yet been attained and providing access to education for all proved easier said than done. Nonetheless, the ESP (2007) suggests [strategies](#) for providing education for at least the last 10%-20% of children who have been excluded from education namely, the silently excluded (Zone 3). The majority of these children come from economic and social vulnerable groups (Shindler, 2005:80). ESP (2007) recommends that in order for UPE to be possible, the following parameters first need to be adequately addressed: conceptual framework and definitions, responsibilities, efficiency of state programs, consolidation of statistical agencies and others. Strategies are further elaborated upon in Chapter 5: Section 5.6.

2.11 CONCLUSION

This chapter has explored literature on concepts of educational access in South Africa and lack thereof. International and national elements of policy framework on educational access from where this concept emanates has been dealt with, with special emphasis on educational democracy, human rights and justice for all. Sections of this study also explored a theoretical and conceptual framework together

with models of educational access culminating in the concepts of educational exclusion, namely, silent exclusion and the school dropout phenomenon. Statistical evidence was explored to reveal the extent of structural access and associated debates. This chapter ends with causal factors pertaining educational exclusion, monitoring and management. The methodologies employed in data collection and interpretation is explored in the next chapter (Chapter 3).

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This Chapter presents methodology used in this study. It is divided into five sections covering; research orientation, research design, data collection methods, data analysis and ethical considerations.

3.1 ORIENTATION OF THIS RESEARCH

Research orientation according to Van Rensburg (2001:2) refers to a “compass-bearing (directing), explanatory and bringing together of key research concepts in relation to each other”. Research orientation in this study covers the general concepts of research paradigms and the post-positivist paradigm.

3.1.1 Research paradigms

Paradigm can be perceived as cluster of beliefs and assumptions human beings make to make meaning of their world or conceptual lenses through which researchers view reality (Babbie and Mouton, 2004:49&53). They represent what we think about the world (Creswell, 2007; Maree 2007). Our actions in the world include the actions we take as investigators and cannot occur without reference to those paradigms. Paradigms are philosophical frameworks or orientations that guide the research inquiry. These orientations are termed paradigms. A variety of different paradigms and epistemologies have been evolved from which to decide which one to select that would be suitable to define and solve a particular problem of educational enquiry (Blanche & Durrheim, 1999 and Babbie and Mouton, 2004:47-57).

Babbie and Mouton, (2004:49-57) advocate that there are mainly two paradigms to verify theoretical propositions; namely positivism and post-positivism. Post-positivism combines quantitative and qualitative methods. However, this notion is contested, for example, Van Rensburg (2001:16) present interpretivism as another paradigm. The nature of reality according to a positivist paradigm differs from that of post-positivist paradigm. In retrospect, each paradigm consists of three dimensions, namely ontology, epistemology and methodology. Tereblanche and Durrheim (1999:6) define these dimensions as described below:

Ontology specifies the nature of reality that is to be studied and what is to be known; epistemology denotes the nature of relationship between the researcher (knowledge seeker) and what can be truthfully known (knowledge) or knowledge production and methodology specifies the way in which the researcher may go about studying whatever he or she thinks can be known. (*Ibid.*)

Ontology is the study of things that exist in a particular domain, the nature of their being, their existence or reality as well as categories of being and their relationships. It deals with questions such as: What entities exist or can be said to exist? How can entities be grouped? How do entities relate to each other according to similarities and differences within a hierarchy? Tereblanche and Durrheim (2006:6) concede that ontology of a positivist is a stable, law-like and external reality and that of an interpretivist tends to be an internal reality of subjective experience. However, we do not know reality in its purest form, but can interpret it through our senses and experiences. This means that individuals have their own forms of realities.

Epistemology concerns the nature, scope, validity and limitation of what can we truthfully know (knowledge) about ourselves and the world. It addresses questions such as: Knowledge and how it can be acquired and what is known. It also covers

debates about epistemology focusing on analysis of the nature of knowledge in relation to notions such as truth, belief and justification. Epistemology facilitates how researchers align themselves in epistemological debates that affect how they go about uncovering knowledge of social behavior in their research studies, (Tereblanche and Durrheim, 2006-7, and Bless, 2006:182).

The researcher's theoretical lenses play an important role in the choice of methods because the underlying belief system of the researcher (ontological assumptions) largely defines the choice of methods. However, authors argue that the kind of knowledge the researcher gains depends upon his or her own philosophical (ontological or epistemological) orientation. The epistemological assumption in these instances determine extreme positions on whether knowledge is something that has to be acquired on one hand, or is something which has to be personally experienced on the other (Cohen & Manion, 1990) Burrell & Morgan in Cohen et al., 2006; (Tereblanche and Durrheim (2006-7).

Methodology in this study is a set of principles, rules and methods for conducting and regulating a research inquiry. In practice, it dictates stages that can be practically employed to study whatever can be known (Terre blanche and Durrheim, 1999:18). Our knowledge about the phenomena is organized and gained through methodology. If the researcher considers that what is to be studied is a stable and unchanging external reality (e.g. the laws of thermodynamics), then the researcher implement an objective and detached epistemological position and can use a methodology that relies on manipulation of reality (e.g. experiments) or positivism. Conversely, if the researcher considers that the knowledge to be gained is from people's subjective experiences of external world; he or she is likely to adopt an

intersubjective or interactional epistemological approach to that reality using methodologies such as interviewing or participant observation. It depends on subjective relationship between the researcher and subject (Tereblanche and Durrheim (2006-7).

Ontology, epistemology and methodology are therefore three interdependent dimensions; according to Lincoln and Guba (2003) they influence each other. These three dimensions are rooted in both the positivistic and post-positivistic (interpretive) paradigms which are developed in line with the varying ontological and epistemological orientations. Due to the fact that the nature of reality of positivism differs from that of post-positivism paradigm, their epistemologies and methodologies inevitably also differ. In this study positivistic methodology is used to augment the post-positivistic methodology.

3.2 POSITIVIST PARADIGM

The positivist paradigm employs a quantitative methodology to “assign numbers to the perceived qualities of things” (Babbie & Mouton, 2001: 49). It aims to discover some law-like regularity about social life. It emphasizes observation and reason in understanding human behavior. A positivistic thinker uses his or her scientific methods as a means of knowledge production (epistemology) and operates within the framework of scientific principles and assumptions. These assumptions are determinism, empiricism, parsimony and generality. Cohen et al, (2000:16) describe these assumptions as follows:

Determinism means that the events are caused by circumstances; and hence, understanding the causal links is necessary for prediction and control. Empiricism means collection of verifiable empirical (observed practically) evidence in support of theories or hypotheses. Parsimony refers to explanation of a phenomenon in the most economic way possible. Generality is the process

of generalizing the observation of a particular phenomenon to the world at large. (Cohen et.al, 2000)

The goal of positivistic thinking is to integrate and systematize findings with the help of quantification into meaningful patterns and theory. Resulting patterns and theories are regarded as tentative truth but are still subject to revision or modification if new evidence emerges or is found. Quantification under positivistic thinking serves to enhance precision and description of parameters and distinguish the relationship among them. Experiment and survey designs are used to identify and quantify variables. Depending on the type of sample and sampling procedures, results of a quantitative research are often generalizable. The positivistic researcher regard individuals (observed) as objects, the observer is detached from the observed. It regards human behaviors as passive, controlled and driven by the external environment and is statistically quantifiable. (Babbie & Mouton, 2003:22-27) Although certain aspects of the positivistic approach will be used, however, the main emphasis of this study will be based on post-positivism.

This study is anchored on a post-positivistic paradigm but used statistical data from national and provincial surveys as entry baseline analytic elements into the study. This approach then lends this research to mixing or combining both quantitative and qualitative research approaches, concepts, designs (survey and case study), methods (mixed methods) and language in a single study. According to Morse (2003:195), the mixed research approach ‘...allows research to develop as comprehensively and completely as possible’. Certainty is attained by verifying supplemental data with data strategies used within the core study (*Ibid.*).

In this study, Annual School Surveys (ASS) and Census data were statistically used in assessing the levels of access to schooling in South Africa. Both the national and provincial enrolment and participation rates were used or determined by employing national standard [indicators](#) (cf. Chapter 2: Section 2.7.1) to measure educational efficacy and access.

3.3 POST-POSITIVIST PARADIGM

3.3.1 The scope of post-positivism

Post-positivism advocates that social reality is viewed and interpreted by individuals (interpreter) according to their own ideological disposition (interpretive perspective). This notion of post-positivism was introduced by critics of positivism thus regarding post-positivism as an alternative paradigm. Post-positivists believe that reality is multi-layered and complex. As Cohen et al, (2000:22) put it, “a single phenomenon can have multiple interpretations” (crystallization).

Post-positivism allows for a combined application of both the positivist and interpretivist paradigms and regards the two worldviews as complementary. It makes use of the advantages or strengths of both quantitative and qualitative research approaches and neutralizes the biases and weaknesses of each from another. Qualitative research methodology is therefore usually associated with interpretivism. Interpretivism is not necessarily similar to post-positivism in social research. It is about what people think of something, their ideas, and the meanings that are important to them. Interpretivism focuses on data collection, the field and the natural setting as key instruments for interpretation. (Gibbons & Sanderson, 2002:8-9; Denscombe, 2002:18; Van Rensburg, 2001:12 & Denzin and Lincoln, 2003:38-40)

Post-positivist therefore stresses the importance of multiple measures and observations. The combination of quantitative and qualitative research approaches enabled the researcher to carry out surveys among the subjects and also closely study individuals and small groups for in-depth understanding of the phenomenon being studied. The generic approach using post-positivism, for example, is first use quantitative survey questionnaires which serve to inform the second phase involving the qualitative (interviews, observations etc.) or in-depth case study such the study on educational access and exclusion at the community schools (COMSs).

The strengths of the mixture or combination of the different strategies, approaches and methods (triangulation) complemented each other, thus neutralizing most of the weaknesses and biases of the respective quantitative and qualitative methods and result in valid data that bring trustworthiness of findings.

3.3.2 Positivism versus post-positivism

Table 3.1 depicts a summary of the scope of both positivism and post-positivism as research paradigms, their research approach, research methods and examples. Examples of the quantitative approached under positivism are namely surveys and experiments whilst examples in the qualitative approach post-positivistic approach covers case studies.

Case studies commonly involve use of unstructured interviewing, participant observation and the use of school documents. Case studies could be descriptive or explanatory (Babbie and Mouton, 2001:278-83). Case studies under qualitative research in particular is a contextual meaning making design, it closely looks at an individual or a group of individuals in their natural setting; it may employ in-depth

interviews, make observations or analyze documents. A case study research can start in a quantitative manner without prior theory but aims for it to emerge (inductively or deductive) from results, leading to qualitative approaches (Babbie and Mouton, 2001:53 & 21-22 and 2004:47-57).

Table 3.1 Research paradigms and associated research designs

Research paradigms	Research approach	Research designs (Examples)	Examples
Positivism	Quantitative	Surveys; longitudinal, cross-sectional, correlational; experimental, and quasi-experimental and ex-post facto research	- Relationship between students' motivation and their academic achievement or - Effect of intelligence on the academic performances of primary school learners -
Post-positivism	Both Quantitative and Qualitative	Case study	A study of different forms of educational exclusion

Adapted from Dash, 1993 & Denzin and Lincoln, 2005.

3.3.3 Criticism against post-positivist research approach

Punch (2005:137) argues that post-positivism's weakness is that it is not an end in itself, but an ever changing and a contested field which can be easily politicized (research sites are not neutral) – a site of multiple methodologies and research practices with no finality. Denzin and Lincoln (1994) also argued that paradigm development within the ambit of qualitative research is a continuum. They advance that, on one hand the ontology of paradigm developments is an objective and, on the other the subjective reality. In other words, it means that findings within qualitative

research are ever contested and debatable. Another critic of qualitative research added that “Qualitative research’ seems to promise what we avoid or that we downplay statistical techniques” and that it “lacks reliability measures to ascertain ‘fact’” (Silverman, 2005:8). However, this study was more attracted to it by reason of what it promises to offer (multiplicity of approaches) rather than by reason of what it tries to avoid.

The strengths and weaknesses of positivist and post-positivist orientations are researcher and representation dependent. Firstly, in the fact that as a researcher, I must be aware of them and adjust the research design accordingly. Secondly, these are relative points which, in themselves, depend on the orientation of people who espouse them in the first place. Gergen and Gergen (2000:1025) have argued that the bigger issue is one of representation in research. Any form of recording or describing is simultaneously a form of representation which comes about through interpretations of whatever data, (statistical or qualitative) the researcher has. Following this line of thinking, as Denzin and Lincoln, (2003) & Babbie and Mouton (2003:270-3) proposed, any research involves interpretation and that post-positivist approach situates empirical inquiry in a broader interpretive framework. These considerations led the orientation of my study which was towards interpretivist approach.

3.3.4 Interpretivism

Interpretivism is identified by varying schools of thought (or different interpretive approaches) in social research. It is identified through constructivism, social constructionism, and critical theory. Gibbons and Sanderson (2002:9) suggests that human beings use constructs such as culture, social context and language to

'construct' (interpret) their own world view while their social interactions shapes their reality. As an interpretivist in this study, I interpreted what I saw, what participants told me during interviews and interpreted the quantitative data I got from them.

3.4 THE RESEARCH DESIGN

A research design is a plan or strategy that creates a path from underlying philosophical assumptions to specifying the location, selection of respondents, the data gathering techniques to be used and the data analysis to be done (Maree, 2007). Taylor (2000) defines research designs as 'constructed plans and strategies that are developed to seek and discover answers to research questions. It is the plan of action or structure which links the philosophical foundations and the methodological assumptions of a research approach to its research methods in order to provide trustworthy, accountable and valid answers to the research questions. It is also a systematic arrangement of procedures and methods of research that researchers use as guide to their studies and set the tone and logic by which they make interpretations at the end of their studies to avoid confusion. Therefore this study therefore adopted the mixed methods research design.

3.4.1 The mixed methods research design

The mixed methods research design adopted for this study is associated with the post-positivist paradigm that combines and integrates the quantitative and the qualitative approaches in a case study format. Realities of the two approaches are different. The quantitative approach views reality as rigid and tangible, where the knower and the known are considered as relatively separate and independent (Babbie and Mouton, 2004). The qualitative approach views reality as a multiple phenomenon, where the knower and the known are inextricably connected to each

other. The mixed methods research favours an interactive approach between these approaches (Gelo et.al, 2008). The mixed methods research is referred to as the qualitative-quantitative interactive continuum of research by Gelo et.al, (2008). It is interactive continuum between the qualitative and quantitative methodologies. Qualitative and quantitative methodologies interact continuously in order to allow researchers to answer different and complementary research questions.

According to Gelo et al, (*ibid.*) mixed methods research transcends the rigid existence between quantitative deductive and qualitative inductive inferences, leading to increased accuracy and a meaningfulness of data interpretation. Mixed methods research therefore makes it possible to overcome the limitations of purely quantitative or qualitative approaches by maximizing the advantages and minimizing the disadvantages connected to the single application of one of the two approaches (Creswell, 2007; Gelo et al, 2008 & Maree, 2007).

Creswell (2007) advances that mixed methods research are useful when used for triangulating methods. It helps in data sources convergence and corroboration of results from different methods and designs for studying the same phenomenon (Morse, 2003:195). Mixed methods research lead to the collection of data through different approaches and methods in such a way that the combination of strategies is likely to result in supplementary strengths and augment methodological weaknesses (Morse, 2003:191). When using a quantitative approach of the positivist paradigm, this study relied on numerical data to describe the trends and explain the relationships between the variables as proposed by Charles & Mertler in Maree, 2007; Borg & Gall, 1996. While using the qualitative approach of the interpretivist paradigm; I sought an in-depth understanding educational access and exclusion by

extensive probing of the same phenomena. For this study, the use of mixed methods produced different kinds of data on the same topic that allowed the visualization of the application of universal primary education in six case studies from different perspectives and in understanding them in a more holistic and complete manner, than would have been the case had the data been drawn from just one method.

3.4.2 Mixed method and design in this study

The goal of this study was to understand the complexity and experience of educational access and exclusion. It is a single study using multiple strategies (mixed method design) but having a core/main method. The research strategies used to collect data in this study were not only supplemental but augmentative to each other. They were used after Morse's (2003:191) suggestion that when data collection was not feasible using the one method, supplemental research strategies to collect data could be incorporated into the base method.

I tasked myself with trying to understand the dynamics of UPE and educational exclusion in order to describe and explain its reality (ontology) and complexity. This was done with an understanding that what I was trying to achieve was not limited by the research methods to be used and the skills in using these methods, while knowing that different methods are best designed for and used to answer particular types of questions. In this study I envisaged that by combining (mixing) and increasing (multiple) the number of research strategies and methods it would broaden the scope and dimensions of this research. I concurred with Morse (*Ibid.*) who suggests that the mixed method approach enabled attainment of a more complete picture.

Mixed method in this study incorporated various qualitative and quantitative strategies within a single inquiry which have a quantitative theoretical drive. The theoretical drive in this study advocated that available statistical data alone do not explain why learners at primary schools in South Africa are experiencing educational exclusion leading to school dropout, given the high GER and NER. The 'Why' question was then best answered by qualitative strategies, for example, interviews became the major or core methodology whilst quantitative strategies was covered by use of documentary evidence which became supplemental to the core methodology.

Multi-methods in this study employed research methods that were not only supplemental to each other but were used rigorously as complete entities in themselves whilst augmenting each other. One example, the performance tests augmented class observations during lessons. Mixed methodologies were used in such a fashion that final results could be triangulated (combination of results) to conjure a more comprehensive picture that explains educational access and exclusion.

This research was therefore a six community school case study using mixed methods design that consisted of fieldwork (informal interviews and participants observation), formal interviews (unstructured, open-ended or semi-structured interviews), surveys (quantitative data) and diaries (researcher's reflections/interpretations). This design was used in a triangulated fashion to describe and interpret achievement of UPE through the lenses of educational access and exclusion.

The major strength of using mixed methods design in this study was that it allowed this research to develop as comprehensive and completely as possible. Compared to using a single method, the domain of this inquiry was less likely to be constrained by the method itself. However, Morse (2003:195) noted that the strength of mixed method could be its weakness, one may argue that its comprehensiveness was not rigorous than when a multi-methods approach were used.

3.4.3 Quantitative phase in this study

The quantitative phase was an introductory step as a baseline study. It allowed school profiles to be developed and comparisons to be made as time passed for reasons for educational exclusion.

3.4.3.1 Collection of official statistics

Quantifiable data from the district data was gathered as secondary data in order to obtain profiles of the case study schools in relation with each other and the educational district as a whole. It sought to explore various issues pertaining to educational inclusion and exclusion within the district including the broader socio-economic profile of the education district around Dutywa educational district. The impact of the post-provisioning model on the schools was therefore documented to shed more light on educational exclusion by studying secondary data. Data that was used included trends in terms of demand, supply and performance issues.

The function of the district to school was seen through the institutional development and support officials notably the EDOs. The main data used were: Annual School Surveys, the Tenth Day Snap Surveys, EMIS, SAQMEC and others. The 2001 and 2005 census, General Household Survey (2006) would supply valuable information

predominantly for household and out of school information. The Community Survey of 2003-2009 produced by Statistics South Africa would provide information ranging from school participation, school attendance, school attainment, access to social grants and employment. Survey data were presented with statistical tests as part of the case study.

3.4.3.2 Quantitative data from the schools and households

In school- and household-based quantitative data were collected also as baseline data for the study. These included data such as personal information, school profiles, household profiles and others using instruments such as closed structure or open-ended items (questions), general observation and enumeration. Quantitative data collection was informed by an inductive theoretical drive (observation to theory) as in accordance to Morse (2003:196). All quantifiable baseline data were converted into simple descriptive statistics for analysis.

3.4.3.3 Numeracy Tests

Another quantitative data collected were numeric scores from tests conducted with the grade 2, 4, 6, & 8 learners in six the case study community schools. Details of the numeracy test are elaborated in Section 3.5.7.

3.4.3.4 Critics of quantifiable data collection

One of the general weaknesses of a collecting quantifiable data, according to critics, is that it artificially forces respondents to formulate opinions, masking the complexity of conflicting views and unconscious biases within each respondent or falsifying data. (Babbie and Mouton, 2001:30). I was aware of these problems and sought to eliminate them through cross checking and cross referencing.

3.4.4 Qualitative phase in this study: Community school (COMSs)

The second aspect of the design was a multiple case study of six community schools (COMSs). Each school community was a case. A case study design was utilized because human actions in their natural settings (the school communities) were explored and that only a small number of cases were studied. This design was preferred because a “why” question was asked which “focuses on contemporary phenomenon within real-life context” (Yin, 1994). The study was not concerned to answer the question about how many primary school learners were excluded to school or complete their schooling cycle but rather about who has access to what kind of schooling and why.

The attraction of a case study approach in this research is that a case study focuses on just one “thing” (Descombe, 2003:30). In this instance the “thing” was exclusion of certain learners to primary school leading to drop-out and to explicate the in-depth details of vulnerability to primary school dropout. It was a form of descriptor research that “gathers huge information about few participants (sample) and investigated few cases with vigor in a thematic form” (Thomas and Nelson, 2001:283). It was a multiple case study, where a number of cases were studied jointly as suggested by Denzin & Lincoln, (2005:454).

Bromley (1990:302) defines case studies as “a systematic inquiry into an event or set of related events which aim to describe and explain the phenomenon of interest”. In this study case studies were used as a systematic inquiry into the dropout phenomena in selected primary schools in South Africa, specifically aiming to describe and explain vulnerability of learners to dropout.

Multiple case studies in this research focused on relationships, processes and meanings. It gave a chance to discover how the many parts affect the other. The outcomes or results of case studies could therefore be judged from the processes that led to them; otherwise the value of case studies is lost. It also offered an opportunity of why certain educational exclusion was happening or might happen. Descombe (2003:3) adds that a case is therefore a naturally occurring phenomenon, unlike experiments; it is not dependent upon by 'controls' on variables. The phenomenon under investigation exists prior to investigation and continues to exist when the research is terminated. One of the strengths of a case study is that it allows the researcher to use a variety of sources; a variety of types of data and research methods as part of the investigation (*Ibid.*).

3.4.5 Selection of the COMSs cases

3.4.5.1 The geographical site

This study was conducted at the Amathole district in the Mbashe municipal area located at Dutywa in the Eastern Cape (Figure 3.1). Six schools participated in this study based on their low quintile status. *Pseudo*-names were assigned per school for ethical reason, to hide their identities. The six schools participated in this study were Cabanga, Mtshana, Sajika, Bongani, Thulani and Mngani Junior Secondary Schools (JSS) (Not their real names). Among these schools, three schools, Cabanga and Sajika and Mtshana JSS were within 2kms radius from the N2 national route to Mthatha and about 15km from Dutywa. Bongani, Thulani and Mngani JSS were about 25km from Dutywa and situated in the deep rural villages of the Ngcingwana traditional authority. These schools offered specific attraction, as Descombe, (2003:36) puts it, were "similar to others of its type" such as small size, primary

sector, lack of adequate provision, rural ethnic origins of learners, low staff turnover and other difficulties.

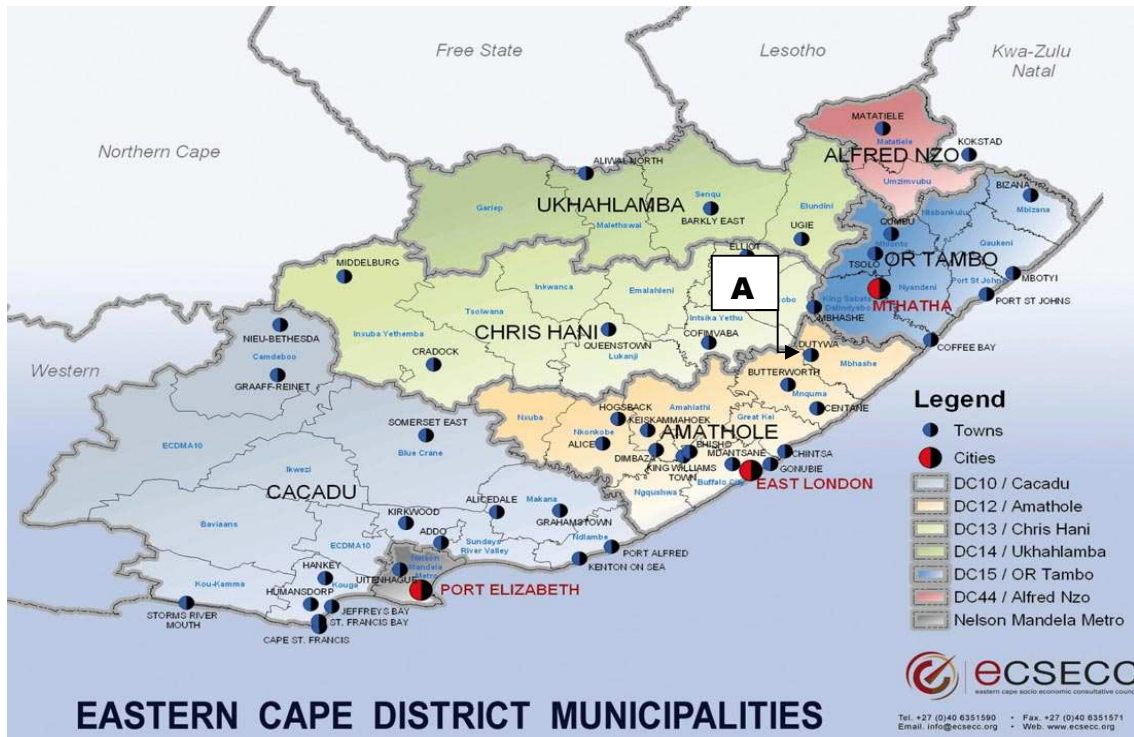


Figure 3.1 District Map of the Eastern Cape (Dutywa) showing site A where this study was conducted. (EC Map, 2009)

3.4.5.2 Choice of the community schools (COMSs)

Selection of a case or cases among many in a case study design normally depended on conscious choice (purposive). The choice of the sample schools or community schools (COMSs) in this study was informed by the levels of poverty a measured by poverty indexes called quintiles. Quintiles are measures of the degrees of socio-economic poverty from Quintile 1 to 5.

Each school in South Africa has been classified according to Quintiles. In South Africa the state makes budgetary allocations that inform provincial budget for schools. Provinces then divide schools into “Quintiles”. According to the National

Norms and Standards for School Funding; quintiles (ranking/categories) range from 1 to 5 depending on the poverty ranking of the surrounding communities (SASA, 1996). Quintile one (1) schools (“the poorest”) receive 35%; Quintile two (2) schools receive 25%; Quintile three (3) schools receive 20%; Quintile four (4) schools receive 15% and Quintile five schools (“the richest”) receive 5% of the expenditure allocation (OECD, 2008:101).

In this study low Quintile (1&2) schools were targeted. Four of the six schools (Sajika, Mngani, Thulani and Bongani JSS) were identified as quintile 2 COMSs, whilst the other two schools (Mtshana and Cabanga JSS) were under Quintile 1 category. The 2006 National Norms and Standards had also declared schools in Quintiles 1 and 2 to be no fee or fee-free schools by compensating these schools with a higher allocation for non-personnel and non-capital expenditure.

Parents of learners in the COMSs did not have to pay school fees. These schools became "no fee" schools from 1 January 2007, in line with the national "no fee" school policy. Schools in quintile three statuses have also been invited to apply for the no fee status; schools in the remaining Quintiles do paid fees.

According to Descombe, (2003) and Babbie and Mouton (2001), case studies can offer unique opportunities to the researcher; to explore a problems that are being experienced by learners at foundation phase using mixed methods or multi-methods My personal selection of case study design was based on my intrinsic interest stories linked to vulnerability to school dropout and convenience (accessibility) because this study was part of commissioned research that has been ongoing by the Consortium

for Research on Education, Access, Transitions and Equity (CREATE, 2007a) which broadly concerns issues of educational access and exclusion.

3.4.6 Selection of learners within each COMSs

Learners were selected on the basis of vulnerability to dropping out of school. This, concept is linked to a number of characteristics which include absenteeism, poor performance, age for grade and repetition (Motala, 2007 & Lewin, 2007). Table 3.2 depicts the actual numbers of learners in the sample (588) which later became 596 by inclusion of 6 more ‘vulnerable learners’ (identified later). Learners who were vulnerable (“at risk”) to school dropout were regarded as being educationally excluded in one form or another hence they presented vulnerability symptoms such as absenteeism, poor performance, over-age and repetition.

Table 3.2 Schools, learner enrolment and numbers picked by head count

Schools Pseudonyms	School Enrollment 2008	Respondents Number by head count	Numbers picked
Bongani	247	116	99
Thulani	497	174	103
Mngani	451	195	112
Sajika	280	115	98
Mtshana	348	120	82
Cabanga	328	135	102
Total	1803	735	596

Vulnerability was liaised and confirmed by the relevant class teachers. Only the parents or caregivers of learners identified to be “at risk” of school dropout were traced and parent or caregiver surveys conducted with them. The informants on the

vulnerability phenomenon were therefore learners themselves, their immediate parents/caregivers, school principals, teachers, and the EDOs.

3.4.7 Advantages and disadvantages of case studies

Table 3.3 summarizes common advantages and disadvantages of case studies. Case studies have the advantage of allowing an intensive (in depth) study of a single unit or few units (Thomas & Nelson, 2001:283). This translates to quality of case studies which depend upon internal and external validity and reliability. Because case studies are supposed to represent a logical set of statements, Yin (2003:34) suggests that this is achieved through employing multiple sources of evidence to establish a chain of evidence the draft of which could be viewed by informants. Case studies also allow pattern matching, explanation building, addressing of rival questions, and the use of logic models and the use of inductive theoretical drive in a single case (or few cases).

Critics of case study design have argued that case studies lack thoroughness and generalization seen in quantitative research (Tellis, 1997). Vulliamy (1990) argues against the techniques of case studies. Vulliamy sees case studies as biased arguing that case studies do not only “lack rigor” but also rely on the use of low numbers in population. Mays and Pope (1995) gave a summary of the most commonly uttered criticism against case studies as follows:

- It is merely an assembly of anecdotes and personal impressions and is strongly subjective to researcher biases.
- It lacks reducibility in that the research is so personal to the researcher and that there is no guarantee that a different researcher would come to the same conclusions.
- It lacks generalizability although it tends to generate large amounts of detailed information about a small number of settings. (*Ibid.*)

Table 3.3 Common advantages and disadvantages of case studies

Advantages of case studies	Disadvantages of case studies
<ol style="list-style-type: none">1. Allow researchers to deal with subtleties and intricacies2. Encourage the use of multi-methods3. Allow data gathering from multiple sources4. Researcher cannot impose controls5. Fit a small scale research (one or few sites)	<ol style="list-style-type: none">1. Findings are not easily credible or generalizable2. Concentrate more on the process than end product thus regarded as producing 'soft' data3. Boundaries are difficult to define in clear-cut fashion4. Negotiating access can be demanding and floundering5. The 'observer effect' can make respondents to mimic response

Adapted from Tellis (1997) and Yin (1984:15)

Given the above-mentioned advantages and disadvantages of the case study, my experience with it was that it enabled deep understanding of the case in itself. This was achieved by adhering to [rigors of qualitative research](#) (cf. This Chapter 2: Section 3.6). The case study was in line with my objectives which aimed to describe, understand and explain vulnerability to the learner drop-out phenomenon. My underlying assumption was that there are many similar cases emanating from the same situation, which was in accordance to Thomas and Nelson (2001:282) who stated that in case studies given one situation, experiences are usually similar. Because case studies are compatible with both quantitative and qualitative research approach, I was able to construct the intricacies of the vulnerability to school dropout phenomenon from statistics and participants who derive their meaning from “socially constructed interactions with their world” (Merriam, 2002). Table 3.3 depicts common advantages and disadvantages of case study design.

3.5 DATA COLLECTION AND INSTRUMENTS

I had developed and adopted instruments, prior to data collection, namely questionnaires and interview schedules. The questionnaires and interview schedules were pilot tested. I then proceeded to collect data through questionnaires administration and case study interviews and general observation.

3.5.1 Piloting the instruments

A pilot study was the first stage for the data collection (Yin 2003:78) using all the data collection instruments. In 2008 a pilot study was conducted at a school community at Gaga Village (except the parent survey instrument) near Alice and Dutywa (Mtshana and Sajika rural areas). It involved the following school communities; the principal, educators and learners and parents/caregivers. Piloting at Gaga village was done because of proximity and convenience of access of the area in accordance with Yin, "Convenience, access and geographic proximity can be the main criteria for selecting the pilot cases" (Yin, 2003:79).

The main reason for the pilot study was to conduct a small scale preliminary study before the main inquiry to try the research tools on respondents especially those who would take part in the actual study. Although it was aimed to do this only on the respondents who would take part in the actual study, this was not feasible due to distance to those communities and cost, which is why the Gaga community was also included in the piloting. The pilot study was therefore used as trial run (Polit & Hungler, 1983:115) and a model of the larger study (Merriam, 2002:205). It was also used to test for clarity, suitability and feasibility of the entire enquiry. If piloting was completely conducted on actual site of study, it was envisaged that piloting would enable profiling possible logistics of the fieldwork. This was in agreement with Yin

(2003:80) who stated that “methodologically, the work at the pilot sites can provide information about the relevant field questions and about logistics of the field enquiry”. Oppenheimer (1990:26) also stated that “pilot work can be of great help in revising the actual wording of the questions”.

The pilot study on parents was only conducted at Dutywa in villages surrounding Cabanga, Mtshana and Sajika JSS. Results of the pilot study enabled identification of questions which might yield unexpected or ambiguous responses due to misinterpretation of questions by the actual respondents. These were updated after the pilot studies were conducted. Pilot studies enabled to find weaknesses of the instrument and allowing me to strengthen the instruments to fit the purpose of the study. (See Instrument memo for more reasons for piloting instruments in **Appendix B0: INSTR-0**).

3.5.2 Seeking access to collect data

Gaining entry and access to collect any personal data is a sensitive issue that needed careful negotiation and granting of official consents. Yin (2003:59) suggests that the researcher should be “adaptive and flexible so newly encountered situations can be seen as opportunities not threats” and “being sensitive and responsive to contradicting evidence” I wanted to gain access to five primary schools in Dutywa for data collection.

Written permission to conduct the research was negotiated and obtained from the Ministry of Education at the Amathole District in the Mbashe Municipal area located at Dutywa through the Regional Director of Education in the Eastern Cape in 2008. The same negotiations were conducted with the principals to ensure that they see

similar value to conduct the study within their schools which was so. 'Armed' with the consent letters (see **Appendix A1: COFO**, an example of consent form) from the regional directorate, individual school heads were engaged to see the value to conducting the study before they agree. They then gave consent and showed eagerness to cooperate. The head-teacher (principal), the deputy and some senior teachers were requested to willingly participate in a qualitative type research of this study (An example of a consent granted by the district office, the schools and households is also in **Appendix A1: COFO**)

3.5.3 Identifying “at risk” learners

In identifying the “at risk” learners, indirect indicators were used in accordance with Bryman, (2004:67) who suggests that “an indicator can be direct or indirect” but linked to the phenomenon in question. Bryman (*Ibid.*) argues further that direct indicators can be measured directly whilst indirect indicators need to be coded to be turned into measurable quantities. For practical purposes four indicators for vulnerable or “at-risk” learners (likely to drop out before completion of primary education) were used. This phenomenon could not be easily measured directly. Several variables (Table 3.4) were used to tease out learners having the “at risk” status, and only four (absenteeism, poor class performance, over-age and repetition) were chosen for this study.

A total of 735 learners responded to the questionnaires and 596 vulnerable learners were identified as “at risk” and these were also interviewed. In addition, parents (or caregivers) of selected 64 vulnerable learners and 6 parents/caregivers of non-vulnerable learners were consulted in their various households to conduct parent or caregiver’s interviews. There were a total of learners who wrote the grade 4. A total

number of 147 (by head count) grade 5 learners wrote the independent grade 4 Mathematics test. A total number of 152 (by head count) grade 7 learners wrote the grade 6 Mathematics test.

Based on the review of related literature and discussions with my supervisor, the education development officers (EDOs), primary school principals and educators, the following variables were considered as broad and powerful indicators or primary and/or secondary causes of vulnerability “at-risk” to school dropout. Table 3.4 present a list of indicators of vulnerability to school dropout where four indicators* (Absenteeism, repetition, overage and poor performance) were selected for convenience as in-school ‘powerful’ indicators. These were initially used to identify learners “at risk” to school dropout and later measured through class records using the **CTCs**, class tests and confirmation from class teachers.

The in-school factors were ultimately selected as indirect indicators of being “at risk” to primary school dropout based on convenience, feasibility and envisaged financial constraints in this study. Criteria for selecting particular indicator(s) were designed through input from teachers based on their knowledge and experiences concerning the learners they teach, as well as from class records. The objective was to choose the most ‘powerful’ indicator for the “at risk” learners.

The ‘powerful indicators’ were selected during the pilot study carried out in three primary schools (Sajika, Mtshana and Cabanga JSS) where class teachers were given a list of indicators as in Table 3.4. They were asked to identify learners they consider “At risk” according to the list and reasons why this is so. Lists of reasons were generated which needed short-listing. Only the in-school indicators on which

teachers were well informed and confident with were chosen from the list for this study, because many others were not only broad indicators but also out-of school or overlapping. It was decided that indicators in the criterion should be effects and not the causes or intermediate effects/causes. The following indicators were chosen because they were effects of being “At risk” for school dropout:

- ❖ Over-age
- ❖ Poor academic performance
- ❖ High absenteeism
- ❖ Repeater

Table 3.4 Indicators of learners “at risk” of school dropout.

Broader Indicators	Powerful Indicators
<ul style="list-style-type: none"> • Personal (Low self esteem, Boredom, Behavior problem, Emotional, health problem, drop out of friends, perceived need to work, etc) • Family Related (Low parental involvement, stressful life, death of immediate family member, frequent family move, Victim of abuse, etc.) • School Related (Academic failure, Excessive absence, Lack of involvement in school activities, unmet special education needs, school climate, punishment, etc.) • Community Related (Lack of community support services, Lack of community support for schools, lack of community school linkages, etc.) 	<ul style="list-style-type: none"> • Family income • Socioeconomic status • Educational attainment • Siblings already dropout • High absenteeism* • Poor academic performance* • Overage* • Disciplinary problems • Incomplete homework • Parental involvement • Adult Responsibilities • Being truant • Low Self esteem • Repeater*

Adapted from ESP (2007), UNESCO (2006)

In addition, multiple indicators for a single concept were preferred in this study, hence four indicators were chosen from the lists (Table 3.4) for the concept of vulnerability to school dropout. This preference was in accordance with Bryman (2005:66-69) who indicated that a single indicator may not only incorrectly classify many individuals but may capture only a portion of the underlying concept(s) or be too general (weak indicator).

3.5.4 The questionnaire method

The questionnaire method was necessary to collect baseline data on the school community or the district office that would allow school profiles to be developed and comparison made from school to school. Questionnaires are a form of structured interviewing, where all respondents are frequently asked similar questions and answer yes or no and ranked according to a scale. Questions may include open questions (Hofstee, 2006:132) where respondents give detailed explanation in answering. In this study, closed and open ended questions were asked and respondents answered in their own words. Since people in the study sample often differed in ability to write answers or express themselves and open-ended questions were found to be difficult to administer.

Questionnaires were directed to those who were educationally enlightened (District officials, principals and educators) who could write in response to questions. Questionnaires were only used as a guide for learners and parents because it was assumed that they could not read and write properly. Questionnaires were included in this research in accordance to Descombe (2003:145), first because respondents could read, understand and answer questions freely. Second, they were used when respondents were too busy; in such cases questionnaires were left with the respondents, filled in at their own time and collected later. When administering the questionnaires, I was aware that questionnaires could not only yield factual (accurate and honest) but also opinionated (attitudes, views, beliefs, preferences etc.) responses. This was the main disadvantage with data collection using questionnaires. However, since I aimed for triangulation of methods and results, this problem was likely to be resolved.

3.5.4.1 Questionnaire organization

Two questionnaires were used, one for the district office (two officials or n=2) and the other for the school SMT both questionnaires were used as baseline data collecting instruments. The questionnaire for the school was mainly directed to the head teachers (Total five or n=5) but could also be administered to educators for confirmability or extra information.

In this study the baseline data instrument for the school was completed from school records as well as information from the head teacher. Where the head teacher was unavailable a knowledgeable educator and SMT member was consulted. The head teacher's instrument or questionnaire was designed to obtain deeper insight into the vulnerability to lack of access issues. The questionnaire was highly structured and contained very few open ended questions. Where possible, the questionnaires were designed to be coded or answered with tick responses. Coding suggestions are attached at the end of the questionnaire. Where possible, percentages have been used e.g. 0-5%, 5-10%, 10-20% etc. to guide the interviewer to classify the degree of change which is less vague than frequently, sometimes or occasionally.

The questionnaires contained a cover page with the title of the research, purpose and instructions to respondents, note of confidentiality, the date and the ethical statement and thank you note. The length of the questionnaires was determined by the crucial issues (context) covered and information added from pre-testing the questionnaire. Superfluous details or non-essential (non-contextual) details were avoided. The types of questions asked were: fact, opinion, general information, and perception on the educational access issues. The following advice from Claire et al,

(2006) and Descombe, (2003) were followed in constructing and wording of the questionnaires:

“Questions should not be irritating, proposed style suits target group (especially children), avoid leading questions”, “...avoid asking the same questions in different fashion”, “...make sure the wording is not ambiguous, include sufficient options to the answer, keep questions short and straight to the point, include only questions important to the research”. (Claire et al, 2006:120-132 & Descombe, 2003:144)

The type of questions and order was rearranged in such a way as to solicit factual information (accurate and honest) as opposed to opinions, attitudes, beliefs and preferences. Factual information was encouraged by conducting questionnaires as interviews, namely, face to face with respondents which also allow probing for further details. The baseline instrument was administered personally by the researcher who went directly from person to person and wrote responses himself except the principal who wanted to interpret questions and write her own responses.

3.5.4.2 Administering questionnaires

Baseline School Data Collection Instrument (**BSDCI**) (See instrument in Appendix A-**BSDCI**) was used to collect baseline information from six (6) head teachers (principals) of Bongani, Thulani, Mngani, Cabanga, Mtshana and Sajika JSS (Pseudonyms). The principals were asked to fill their schools' data (school profiles) with little guidance from the researcher. Data required in the **BSDCI** ranged from the following:

- A. School identification
- B. School type and location
- C. School facilities
- D. Learning materials
- E. Teachers
- F. Timetables
- G. School charges
- H. Health

In order to augment the information supplied by the principal or lack thereof (many principals were too busy to complete the entire questionnaire), five deputy head teachers belonging to the school management team (SMT) in each school were also requested to fill gaps where the principal failed to supply general information. A different questionnaire (see **Appendix B5:EDUQU**) was administered to class teachers aiming to augment data supplied in the **BSDCI**. Information required in the **EDUCU** instrument ranged from the following:

- A. School enrolment and attendance
- B. Teacher and staffing
- C. Timetabling and grouping of learners
- D. School management and supervision
- E. School facilities
- F. School and health issues
- G. School cost and other issues.

A learner (child) specific questionnaire in the form of a Child Tracking Card (**CTC**) was administered to all grades 2, 4, 6 and 8 learners from which vulnerable learners were selected. In filling the **CTCs**, learners were assisted by the researcher and class teachers after realizing that grade 2s and 4s were struggling to interpret and many lacked writing skills, especially grade 2s.

Instructions were strictly given in IsiXhosa after the researcher realized that some learners had difficulties in conversing in English or interpreting the English language.

Appendix B2: CTC is a depiction of a typical **CTC** used in this study. Questions in the **CTC** included the following:

- A. Learner personal information,
- B. Family status,
- C. Reasons for going or not going to school,
- D. Social issues,
- E. Child opinion,
- F. Child school progression,
- G. Child school days.

3.5.5 The interview method

Interviews conducted were face to face using interview guides. Descombe, (2003:165) defines interview guides as instruments to obtain detailed information when data being collected is based on (a) emotions, experiences and feelings, (b) personal or sensitive issues, (c) if it is possible to gain access to prospective interviewees (d) and/or when it is viable to conduct interviews rather than other methods. Patton (1990) provides four types of interviews ranging from structured (a predetermined list of questions offering limited responses, answers are quantitative and closed-ended), semi-structured (also has a list but allows the interviewee to speak more freely giving open ended answers), unstructured (allow interviewees to 'speak their minds' or talk freely using own words to develop their thoughts as the interviewer keeps probing further for answers. The current study preferred a semi-structured interview because it was aimed to "give voice to the interviewees" to explain how they view vulnerability to school dropout.

In order to build credibility and trustworthiness of data, all interviews were conducted on tape as notes were taken and the taped voice data was transcribed later and securely stored. Transcribed materials were verified by the interviewee at a later stage. The district officer was interviewed first to get his views on the current status of educational access and exclusion, especially school dropout in the district. The principals of the schools were interviewed next to get verbal baseline school information and their views concerning their own school dropout and vulnerability to school dropout.

3.5.5.1 Conducting the interviews

Two EDOs of the Dutywa region were scheduled to be interviewed separately to gain baseline information on educational access and exclusion in the district. Five head teachers (Principals) and ten educators or teachers for grade 2, 4, 6 and 8 in each of the primary school were scheduled to be interviewed. This was a follow up from the EDOs to gain baseline information on the daily operations of their schools.

Because the concept of educational exclusion was so unfamiliar with certain educators and principals, focus groups were organized with the school management teams (SMTs) as a follow up at each school to conduct unstructured interviews in addition to structured interviews (See questioning instrument in **Appendix B5: EDUQU**). This was done to probe further for experiential knowledge, insight, values and attitudes regarding educational access and exclusion at each school with the aim to gain more knowledge vulnerability. A total of twelve experienced teachers from grades 2, 4, 6 & 8 in groups of three per school were gathered to make up discursive groups. The principals and their deputies were initially preferred to compose the groups but this did not happen because all deputies were too busy or not available for participation. This was part of the limitations encountered in this study; instead any teacher willing to participate was interviewed.

Deem (2002:28) instructs that, “The researcher must record as much as possible”. Therefore an audio-recorder was used to avoid missing any data, for data accuracy and trustworthiness. Each interview session was conducted in a rapport of trust by first creating a relaxed environment by giving verbal assurance of confidentiality and that information provided would contribute to increasing educational access.

Interviews were conducted in both English and IsiXhosa except for the parents and some teachers who needed interpretation of the questions. Questionnaires were only administered to principals and educators in English. The district directorate was interviewed in English; he was in transit and too busy to fill in the questionnaire. The lack of English language usage was experienced among the lower grade learners (grade 2 and 4); in such cases IsiXhosa was used to elicit the required information even if instruments were in English. In order to make sure that the translation of interviews into isiXhosa did not lose meaning, I used my prior training skills such as engaging the educator to interpret whilst in consultation with a fluent Xhosa speaking co-researcher for verification.

The Education Development Officer (EDO) of the Duthwa region was interviewed using an interviewing schedule. He was initially approached to gain entry and later interviewed baseline about information on the Department of Education's regional view of educational access and exclusion in the district. Primary school principals and educators in each school were interviewed next to gain baseline information on the daily operations of the school and second to elicit information on their own views on educational access and exclusion in their schools. Less than the targeted number of parents or guardians ($n < 87$) of identified learners as being "at risk" were interviewed (plus 6 learners who did not fall within the vulnerability category) with a purpose to verify information provided by related learners about their households. Samples of interview schedules are in **Appendix B4: DIL**.

In the interview schedule demographic, experience and opinion questions were included for exploration. It was sought so not as to restrict data that might have been voluntary from respondents. Strauss and Corbin (1990:180) advise that:

“to adhere rigidly to the interview guides throughout the research study will foreclose on the data possibilities inherent in the situation, limit the amount and type of data gathered and prevent the researcher from achieving the density and variation of concepts for developing a grounded theory”.

It was for this reason that interview schedules were used only as a guide to begin the interview or idea, leaving room to probe further related information.

3.5.6 Group method

The interview method can apply on one-to-one interview, though not only popular, interview method is easy to control. In this study, one-to-one interviews were conducted with the educators, principals, district officials, and parents or guardians. Sometimes research can use more than one person in an interview or a group (Marczak, and Sewell, 2001:1). The group is usually composed of individuals, four to six, having some common interests or characteristics and brought together by a moderator to give information on a specific or focused issue (*Ibid.*) or opinion.

This kind of data collection was developed and used in this study because most of the respondents, especially school children were marginalized and were ‘silent’ to respond to many of the questions. Ironically this also applied to certain teachers who were suspicious, shy or ‘silent’ to give meaningful information on educational access and exclusion in their school. They were either afraid to respond or they were not sure if “your data collection was not going to implicate us negatively to the DoE (Abasemagunyeni)” or maybe they could not express themselves or did not understand vulnerability to school dropout or educational exclusion. In such cases the study was based on the feminist school of thought, organizing them into focus groups “to give them voice” so that they can encourage and support each other. Lewis, (1992) sees this as “to give consensus view” on their own experiences. This

was conceived of to guard against drowning of voices of 'quieter' respondents, especially female respondents or the most marginalized (children).

There was a potential disadvantage in using focus groups in that opinions conveyed by one 'wordy' or 'louder' respondents within focus groups was the one perceived to be 'acceptable' within the group, especially among the children. In such cases I reverted back to a one on one interview which does not have this challenge. This made me to agree with Morgan (2002:150) and Lincoln & Guba (1985) who assert that group interviews are less natural than individual interviews.

3.5.6.1 Conducting group interviews

Those involved in focus groups were gathered in an empty classroom, which was a familiar environment to them. I managed the focus group as Babbie and Mouton (2003:292) advises, by asking questions over and over again (going in circles) ensuring that everyone speaks until "individual" responses of all the members of the group were obtained, which was most difficult with the learners. Nevertheless, members within the focus groups were creating meaning among themselves as they argued and came to agreements concerning problems of access and exclusion in their school.

Three educators and six learners participated in focus group discussions in each school concerning vulnerability to school dropout, mostly during the day in life studies (**DILs**). Short focus group interview guides were developed aiming to stimulate discussions among group members. The following advice from Claire et al, (2006) and Descombe, (2003) were followed in constructing and wording of the focus group interview guides:

Question should not be irritating, proposed style suits target group (especially children), avoid leading questions, ...avoid asking the same questions in different fashion, ...make sure the wording is not unambiguous, include sufficient options to the answer, keep questions short and straight to the point, include only questions important to the research. (Claire et al, 2006:120-132 & Descombe, 2003:144)

3.5.6.2 Learners' day in life experiences

This data collection exercise also involved group interviews. The learner's day in life concerns the qualitative daily lived experiences of learners seen from the eyes of their class teachers and learners themselves. Educators were randomly selected based on their availability. Learners were hand-picked as guided by the class teacher. This was in line with my purpose of selecting three categories of learners as follows: best performer; average performer and worst performer in literacy and Maths. Although the performance measures were based on class tests which are not standardizes, it gave me an opportunity to explore the notion of vulnerability. In all, seven learners (7) per school were ultimately selected to participate in the Day in Life (DIL) discursive group.

The first step procedure that was followed involved dictating or giving participants a list of indicators of vulnerability to school dropout such as absenteeism, over-age for grade, poor class performance and repetition. They were asked how they identify with each indicator. They also generated their own terms which were added to the list such as corporal punishment, educator or learner or parent to learner harassment or abuse etc. The next Information gathered through this method inform on what happens daily in the learner's life from waking up in the morning, being at school until going to bed after school.

My role within the group was to stimulate, facilitate and moderate discussions as proposed by Marczak and Sowell (2001:8-9) as follows; (a) to keep discussions flowing and on track, (b) to guide the discussion back from irrelevant topics, (c) to make transitions into another question, (d) to sensitive to the mood of the group and (e) knowing when to move to the next questions. During this exercise I learned that it is the role of a moderator to create and maintain an enabling environment that encourages, without prejudice, expression of different points of view and perceptions. I was self aware not to exert an influence on the discursive exchanges.

Participants discussed at length the exogenous reasons why learners are “at risk” (vulnerable to school dropout) as guided by the indicators of vulnerability. I could see that many were finding it difficult to include themselves into the broader picture(s) under discussion or also as precipitants of learners’ vulnerability to school dropout. They preferred to put the blame on someone or somewhere else, teachers, parents, bullies and others. Each group interviewed was audio-taped and proceedings were later transcribed. Details of the transcribed tape recorded data are on **Appendix C: DATA SETs 1, 2 & 3**. Proceedings were also written down as field notes in case the tape recorder failed. Each of the groups met once for about 60 minutes. Participants were offered light snacks and sweets to thank them for their participation. This was purely a sign of appreciation on my part as participants were not enticed to participate in the study by being promised sweets beforehand.

3.5.7 The numeracy test

Two independent numeracy tests (**NUMTs**) involving learners in grades 5 and 7 were conducted to ascertain levels of academic performance competencies of learners. Performance testing in this study refers to the assessment of the

educational attainment of a learner's previous teaching and learning of basic concepts in a classroom setting. Mathematics performance test was chosen because mathematics does not limit a learner to mastery of language but understanding of key operational concepts. It is an educational accessibility/attainment tool, and also an indicator of possible vulnerability to school dropout (Sign, 2007:312).

As stated earlier, performance in this study was one of the four indicators of vulnerability (or lack of meaningful epistemic access) chosen to drive this study in a mixed method approach. This study was therefore not going to be complete without conducting the performance/attainment test on learners to validate what mathematical concepts they gained access to and to what degree.

Two test designs were used on grade 5 and grade 7 learners which were conducted in English. It was a grade 4 and 6 Mathematics achievement tests adapted from JET Educational Services (JET, 2009). The test designs were chosen for convenience and availability. These tests were previously piloted on more than 2000 learners across all school types in five languages in 2008 and standardized thereafter. The grade 4 test administered to grade 5 learners covered some diagnostic feature of Learning Outcomes 1 on grade 3 and level 5 (An example of the learner test given to grade 5 learners is in **Appendix B8: NUMT-Gr4**). The grade 6 test achievement test administered on grade 7 learners covered basic mathematics concepts covered in grade 6 of the previous year (See **Appendix B9: NUMT-Gr6** for an example of test administered to the grade 7 learners). The tests contained contextual and non-contextual items. Non-contextual refers to operations only, with minimal language input required to answer the question. Contextual refers to questions requiring language competency to answer the question, usually in "word sum" format.

3.5.7.1 Administering the numeracy test

The grade 4 test (39 items) was administered to learners who were currently in grade 5 in the Language of Teaching and Learning (LoTL) under the auspices of the Mathematics teacher. It took learners 1½ hours (two sessions of 45 minutes with a break of 15 minutes) to finish the test. Similarly, the grade 6 test (50 items) was administered to grade 7 learners who were also allowed to finish the test within 1½ hours without a break. The test scripts were collected for marking and analysis.

3.5.8 Gathering secondary data

District baseline data was gathered to construct profiles of the six COMSs as seen from the regional district and national statistics e.g. EMIS and Statistics South Africa (SA). These were augmented by collection of in-school statistics directly from the COMSs' principals. Collected data items included information on school status, school size, learner performance by grade; number of learners, educator profile, racial profile, learner-educator ratio, learner-classroom ratio, infrastructure, quintile ranking of schools, per capita income, feeder schools, school fees, repetition by grade, failure by grade, flow through rate, gross and net enrolment rate, gross and net enrolment rate by school etc. (See **Appendix B2: Instrument BSDCI**). Information on progression included the number of learners in the academic year by grade. Absenteeism, age for grade, repetition, poor class performance, failure and dropout was tracked from previous years.

3.5.9 Data management and storage

There was a need of a method to keep track of all the primary data and secondary sources consulted because they were growing massively. Systems that have clear and separate recordings instead of a continuous a flow of recordings were

developed. Recording, organizing, storing and retrieving data was undertaken. A data record (fieldwork report/notes/diary) was written, interviews taped or questionnaires completed.

In managing and storing collected data, a system of labeling these records was devised where copies of the data collected was filed in labeled physical files attached to index cards to trace their contents (See **Appendix C: Data Sets 1, 2 & 3**). Due to the massive nature of the data collected, only data responses pertaining to answering the research questions in Chapter 1 (Section 1.6.1) are displayed. Both the primary (Prim-data) and secondary (Sec-data) data were managed in a similar manner.

In the case of an interview, the name of the interviewee and the date and place of the interview was recorded, labeled and filed in relevant sections. For a visit, the place and date and context of the observation, was recorded and also labeled and filed. Each data sheet, for example, a completed questionnaire, was carefully labeled at one corner as a way of identifying each sheet, this helped me to avoid confusion as during data coding. Meanwhile, the data was recorded in computer files as different data sets for later reference. Sources of relevant quotations, information and ideas that my research had uncovered was recorded in fieldwork reports for future referencing during data analysis. Secondary data was copied, labeled and kept in physical files. When I was about to write up my research (Chapter 4 and 5), I organized these data into sets for each section (See **Appendix C: DATA SETS 1, 2, 3, 4 & 5**).

Lastly, performance data was also pre-categorized for analysis by labeling. As a simple example, data records about Mathematics class performance were labeled at the top as “good” “average” or ‘poor” (See **Appendix C: DATA SETS 4 & 5**, Math performance test results). Categorization was done using a pencil allowing re-categorization or modification as I proceeded along towards data analysis.

3.6 RESEARCH QUALITY

The quality of any research is governed by a number of principles, which include trustworthiness, credibility, transferability, dependability and confirmability of data. This study relied on participant checking and feedback to enhance quality research. These are discussed in turn below.

3.6.1 Trustworthiness

Lincoln and Guba (1985a) advocated that “the key criterion or principle of good qualitative research is found in the notion of trustworthiness”. Trustworthiness in quantitative research is concerned with validity and reliability. It requires the researcher to demonstrate evidence that the research has been rigorous, ethical and objective. Qualitative research is valid if it is reliable, it is reliable if it is transferable, it is transferable if it is credible, and it is credible if it is dependable (Babbie and Mouton, 2003:277). Table 3.5 below outlines criteria for judging trustworthiness in social research. In this research I employed a number of methods to enhance the authenticity and thoroughness to operationalize trustworthiness. Table 3.5 depicts generic criteria for judging trustworthiness in research.

3.6.2 Credibility

Credibility asks the question, does it “sound true”? If the answer to this question is ‘Yes’ this would mean that there is compatibility between the constructed realities that exist in the mind of the respondents and those that are attributed to them. Babbie and Mouton (2003:277) point out that credibility is achieved through the following procedures: prolonged engagement, persistent observation, triangulation, referential adequacy, peer debriefing and member checks.

Table 3.5 Criteria for judging trustworthiness in research

Traditional Criteria for Judging Quantitative Research	Alternative Criteria for Judging Qualitative Research
Internal validity	Credibility
External validity	Transferability
Reliability	Dependability
Objectivity	Confirmability
Trustworthiness	Trustworthiness

Adopted from Lincoln and Guba, (1985b)

My raw data (**Appendix C**) was made available to the CREATE consortium to analyze for peer debriefing and granting of permission (**Appendix A**) to use them in this research. The audio-tapes and transcripts and answered questionnaires were analyzed by assessors and other stakeholders. I also used the procedure of triangulation which uses different methods, asking different questions and searched different sources looking for multiple influences of vulnerability to school dropout.

Both my data and interpretation were 'member checked' in which respondents were asked to cross-check findings.

The procedure of triangulation involved usage of different methods for similar source. It also encompasses asking different questions and searching different sources in search of multiple influences on vulnerability to educational exclusion. Both the data and interpretation were 'member checked' and respondents asked to [cross-check](#) findings (cf. Section 3.6.5). All four types triangulations listed below were employed in accordance with Denzin and Lincoln (1998) and these are as follows:

- a) Data triangulation; is the use of more than one method for data collection and data sources, namely interviews, observations, documents or/and data about the same phenomenon but different sources such as men, women, children and others. This study also used triangulation in way that interviews, documents and different data sources (education officials, educators, learners, and parents/guardians) were employed.
- b) Researcher triangulation; is the use of one investigator for similar study. As in this study, similar investigation on educational access was taking place nationally and internationally in Gauteng, Ghana and India (CREATE, 2007).
- c) Their inputs were extensively and consistently used in this study. They actually form greater part of this study (See Appendix A).
- d) Theory triangulation; is using more than one (multiple) theories and perspectives. Theories involving triangulation in this study involved the concepts democracy, critical theory, feminism, and others. These theories facilitated to "generate truthful (valid/plausible) description and explanation (Babbie and Mouton, 2003:8) of the phenomenon of school dropout." Their application in this study also helped to investigate the way children are pushed to vulnerability to primary school dropout.
- e) Methodological triangulation; is combining both quantitative and qualitative perspectives. In this research quantitative (GER, NER, ASER etc.) and qualitative views (namely, interviews) were employed.

One of the advantages of triangulation in this study is that it provided a fuller explanation of educational access or lack thereof, while drawing out the richness and intricacies of the experiences of learners who are vulnerable or experiencing different forms of exclusions. As Descombe (2003:133) suggests, multi-source triangulation enable achievement of a good measure of validity and reliability of the research data that has been collected. Triangulation gave me confidence and surety

that I have achieved what I was searching for. In addition, my usage of multi-method removed personal bias and gave me more surely that I have achieved the purpose and enhance the quality of the study.

However, I was aware of Denzin and Lincoln's (1998) warning that triangulation has three negative outcomes, which are convergence, inconsistency and contradictions. Nonetheless, Denzin and Lincoln (*ibid*) give advice that if any of the negative outcomes emerges; it is not of much a concern as long as the researcher can formulate a good explanation for the observed phenomena. Contradictions were also encountered in this study; however, I was aware of such and accommodated such eventualities by following Yin's (2003:61) advice as follows:

“In case study, the researcher should be able to accommodate unexpected contradictions in the findings instead of sticking to substantiated preconceived positions and if the quest for contrary findings can produce documentable rebuttals, the likelihood of bias will have been reduced”.

3.6.3 Transferability

Results of any type of research method can be applied to other situations (contexts) or with other participants. Transferability thus refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings which are similar. It is most relevant to qualitative research methods such as ethnography and case studies. From a qualitative perspective, transferability is primarily the responsibility of the one doing the generalizing or the reader of the study.

Transferability was enhanced in the study by doing a thorough attempt to describe the research context as much as possible. Guba and Lincoln, (1984) suggest two enabling strategies for transferability: (a) a thick description or sufficient details and

precision; to allow judgment about transferability by the reader. Patton (1990) adds that naturalistic enquiry depends on the presentation of “solid descriptive data” or “thick description” to improve analysis on transferability. Purposive sampling in this study was used, it was done in line with Babbie and Mouton, (2001:277) who proposed to purposely that when selecting locations and informants that differ in space and practice from one another transferability will be enhanced. In the COMSs transferability was sought not only by thorough descriptions of factors within the COMSs and surroundings, but also by participants’ checks, comments, modifications and acceptance of previously collected data with the aim to enhance transferability. (cf. Section 3.6.5 below).

3.6.4 Dependability and Confirmability

Dependability is enhancing if an inquiry provides its audience with evidence that if it were to be repeated within the same or similar audience, in the same context, it would yield similar findings. Confirmability is the degree to which the findings are the product of the inquiry, not artifacts of biases of the researcher. (Babbie and Mouton, 2001)

Lincoln and Guba (1985b) stated that both dependability and confirmability can be determined and managed by what they call inquiry audit. In an inquiry audit, an auditor examines documentation (documents and interview notes). The inquiry auditor also examines the research product – the data, findings, interpretations, and recommendations for coherence so that the enquiry may be accepted.

In order to demonstrate confirmability in this research, intentional disposition such as proposal notes and drafts have been retained for inspection. Instrument

developments information such as drafts, notes, pilots, forms and preliminary schedules, observation sheets have also been retained for the interested. Furthermore, raw data of records (taped interviews, notes, filled questionnaires, copies of transcripts) of the enquiry has been duplicated and made available to my co-researcher at Witwatersrand Educational Policy Unit (WEPU) for auditing. Data sets and analysis products, which were created during data processing and analysis, have been kept for inspection by all interested (auditors). Availability of the said item enhances dependability of my research, meaning that both the process and the product of my research could be examined through an 'inquiry audit' for inconsistencies.

3.6.5 Participant checking and feedback

Participant check is also known as informant feedback or respondent validation. It is a technique used by positivists researchers in checking the truth and helps improving the accuracy, credibility, validity, and transferability of a study (Bygstad & Munkvold, 2007). The interpretation and report was given to a sample of participants in order to check the authenticity of the reports. Their comments provided as a check on the viability of the interpretation. The hand-written notes I made, typed transcripts of the interviews and group discussions were made available individuals participants for them to comment on their accuracy and authenticity regarding what they had said during our discursive interactions.

3.7 ETHICAL CONSIDERATIONS

Ethics refers to a system of moral values or the way people distinguish right from wrong which applies to the treatment of both humans and animals (Sparknotes, 2008). Ethical considerations in this study were based on the principles of consent,

confidentiality, anonymity and trust; searching after the dignity and welfare of the participants, respecting the rights, needs, values and their desires.

Researchers are expected to abide by basic ethical norms when conducting research. Most importantly, they must consider whether they might harm their human or animal participants while doing research. Values are perceptions of what is important in life therefore a researcher must get informed consent from their subjects before beginning research. Informed consent means that subjects must know enough about the research to decide whether to participate, and they must agree to participate voluntarily (Scott, 1995).

If there is any risk of harm, the researcher must warn subjects in advance. Researchers also must allow subjects to withdraw from a study at any time if they wish to stop participating. Finally, researchers have an obligation to protect the anonymity of their subjects (Babbie and Mouton, 2001). In this research, in order to safeguard the above considerations, I set up appointments and explained the purpose and details of this research and asked participants for their permission (See example of consent granted in **(Appendix A: COFO)**). Participants were thereafter fully informed about the purpose of the research.

Anonymity and confidentiality was guaranteed subject to suggestions by Babbie and Mouton (2001:523) and Simon, (1984:435). They argued for the rights of the respondents, and suggested the use of numbers than real names for participant. Real names of learners, their parents or caregivers were initially used for enumerations and tracing purposes only. Although this was not an intervention study, I did not overlook situations that needed immediate attention. In such cases

real names were because there was a possibility of remedial interventions that could be offered, such as in cases of children with special needs.

It was also necessary to obtain consent from parents/caregivers for learner to participate in the study. Scott (1995:30) and Flick (1992:42) advocate for realistic consents. This was sought and offered by all concerned. It was also assumed that the researched were to offer voluntary responses which they did and could discontinue their participation when they felt to do so.

3.8 CONCLUSION

This chapter sketches out the methodology of the study beginning from the post-positivist paradigm and the chosen mixed methods research. Data gathering techniques are outlined which included the questionnaires, interviews, group discussions, class observations performance class tests, school documents and national and regional statistics. The discussions in this chapter also focus on the data collection procedures, such as, validity, reliability and others. It proceeds to data collection and analysis ending at ethical considerations. The next chapter (Chapter 4) entails data presentation and analysis. All data collected were vigorously analyzed using simple quantitative statistics and descriptive qualitative analysis.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

The previous chapter outlined the methodology employed in this study. This chapter presents and analyzes the data in three main sections: These are the biographical characteristics of participants; physical access and meaningful epistemic access to primary school education. The separation of physical and epistemic access is for analytical purposes. In some cases they do overlap. The aim of separating them is to bring to prominence other forms of educational exclusion which are usually not captured in the statistics. The chapter concludes by presenting and analyzing data on epistemic access.

Narratives from data sets to expand on data presentation and analysis are quoted using acronyms; namely, a day in a life of a learner (**DIL**), principal's voice (**PRIFEEFREE**), educator's voice (**EDUCU**) and parent's voice (**PAVOS**).

4.1 BIOGRAPHICAL CHARACTERISTICS OF PARTICIPANTS

A description of biographical characteristics was regarded as a key background variable in developing insights into how the informants as stakeholders themselves could contribute to the different forms of educational exclusion. Key biographical characteristics such as differences in age and gender were identified from the research literature (Chapter 2.5); these could possibly influence meaningful and epistemic access and are presented below.

4.1.1 Learners profile

4.1.1.1 Age range of learners

The ages from 596 learners' responses are indicated in Table 4.1 below and range from 4 to 21. Under the South African Schools Act (SASA) of 1996, education is compulsory for all South Africans from age 7 (grade 1) to age 15 or the completion of grade 9. Table 4.1 revealed that a number of learners were in the wrong grade for their age; more than 1.5% (9) learners were under-age (between 4 and 7 years for grade 2) and 17% (99) learners were over-age (between 15 and 21 years for any grade). Being out of age was a result of starting school too early or too late, dropping out and returning to school or repeating a grade(s). Being out of age for a grade has negative implication in meaningful access as the affected learners were not progressing along with their age cohorts. Educators at the COMSs looked down on them as "not serious with school", so did other learners because many were repeaters. It was evident that they were unable to access the designed curriculum which might lead them to an early dropout.

Table 4.1 also shows that although there was adherence to the correct starting age of 7 for grade 1 in the COMSs according to the admission policy, the majority (337 or 56.6%) of learners' ages were concentrated between 10 and 16 years. The high numbers of learners between ages 10 and 16 indicate that the age-grade progression rate slowed down after the age of 10 years, thus resulting in abnormal age-grade distribution. Patterns of age-grade enrolment can have a significant impact on what learners have access to (Motala et al, 2009:251). Learners who were not in their correct age range for their grade are likely to be struggling with their work and may be more vulnerable to dropping out (*Ibid.*). The peak effect at age 10 to 16 is

likely to be caused by repetition or drop-in which is likely to negatively affect learners' epistemic performance; leading to vulnerability to dropping out of school.

Table 4.1 Age range progression

Age range	Frequency: n=596	%
Between 7 and 10 years	69	11.6
Between 10 and 13 years	169	28.4
Between 13 and 16 years	168	28.2
Between 16 and 19 years	52	8.7
Between 19 and 21 years	8	1.3
above 21 years	0	0
Did not specify	121	20.3
Total	596	100

4.1.1.2 Gender Parity Index amongst learners

The study sought to estimate the Gender Parity Index (GPI) of the COMSs which reflects females' educational access compared to that of males. It is a ratio of girls to boys and estimates gender equity. The notion of [GPI](#) is fully explained in Chapter 2: section 2.7.2.

The gender parity index is one of the key variables of educational MDGs in eliminating gender disparity especially for girls, in order to achieve universal primary education (UPE) (ESP, 2007:13). National GPI in South Africa in 2008 was 1.13 in the Further Education and Training (FET) band and lowest (0.97) in the primary phase of the General Education and Training or GET band (DoE, 2010).

The data of a sample of 596 learners by head count on a particular day was used and is shown in Table 4.2 below. Table 4.2 reveals that out of 596 respondents, a total of 577 learners or (97%) indicated their gender but 19 (3%) did not indicate their gender. Educators had a tendency of hiding abnormalities' especially from inspecting officers for fear of being blamed for. The sample of 577 learners was unequally divided between boys and girls, with 328 (55.1%) boys and 249 (41.7%) girls. Table 4.2 reveals that the GPI of the COMSs was 0.76, a finding that means exclusion for girls. The GPI measured was 0.76 signifying that there were proportionately more boys than girls attending the COMSs.

The COMSs GPI suggests that there were 'missing' girls at the COMSs (Table 4.2) because the national GPI averaged 1.1 compared to that of the Eastern Cape (1.09) in 2007 (DoE, 2002-2009). It was therefore expected that the COMSs GPI should at least average not less than 1. When considering the COMSs' [GPI of 0.76](#) in (cf. Chapter 4 Section 4.2.1.2), it would suggest that girls' dropout rate might be higher than that of boys (Hence, there were high numbers of boys at the COMSs than girls), meaning that girls formed the higher proportion of dropouts than boys towards grade 8 and 9.

Table 4.2 Gender comparison among learners

Gender	Frequency: n=596	%
Females	249	41.7
Males	328	55.1
Unspecified	19	3.2
Total	596	100
GPI	0.76	1

Teenage pregnancy was one of the reasons for the ‘missing’ girls, as one educator noted that; “Girls dropout because of pregnancy” (**DIL2:16**). A parent also confirmed: “The problem here is failure of teacher and parent co-operation resulting in undisciplined children and high pregnancy and abortion among girl children” **PAVOS12:17**. Girls’ dropout at the COMSs was not the only cause of the low GPI; class documents indicated that boys repeated more and tended to be retained longer within the primary school system, thus lowering the throughput of their cohort than their girl counterpart. This observation is confirmed in a report by Brophy’s in UNESCO (2006).

The cause of the high dropout rate among girls seems also attributable to social demands. According to a grandmother (parent or grand-parent) “Our girl children are important in helping with the household chores including accompanying us during grant (*Indodla*) times. They come with us even during school times and teachers

know we need help, even to revisit the sick” (**PAVOS12:36**). This was an obvious bridge of effective epistemic access causing parent-induced absenteeism for the learner cohort in question, which might precipitate low performance, repetition, overage for grade and even possible dropouts.

4.1.1.3 Distribution of learners by grade (1-9)

Meaningful access to education requires more than enrolment; it necessitates progression through grades with little or no repetition. The distribution of the total number of learners by grade (Figure 4.1) is from the available EMIS data (2009) covering the period of 2003-2010.

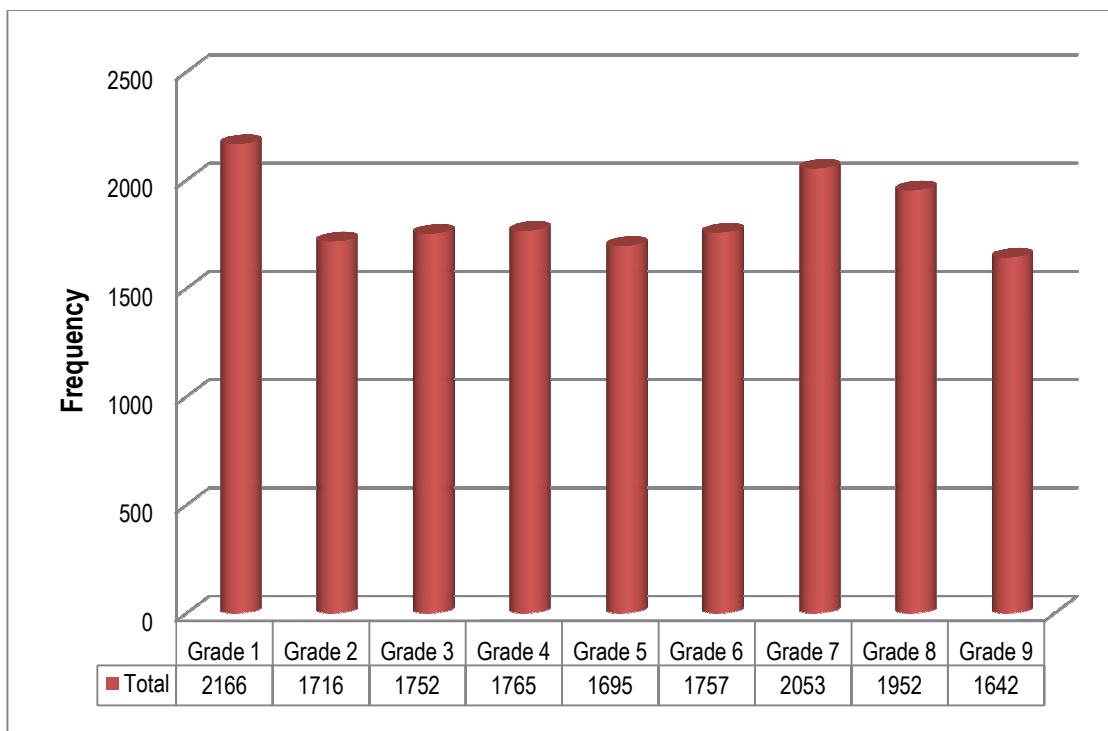


Figure 4.1 Distribution of learners by grade (1-9)
Source: Eastern Cape EMIS data for the COMSs (2009)

Figure 4.1 reveals that enrolment in grade 1 was the highest 2166 (13.1%) out of the total number enrolled in grades 1-9. Enrolment in grades 2-6 show a consistent average of 10.5% enrolment combined. The off-set occurred when there was a sudden rise in enrolment as in grade 7 (12.4%) and an immediate drop thereafter in grades 8 and 9 with an enrolment of 11.4% and 10.0 % respectively.

The best two explanations for this distribution pattern are that there is a significant academic failure rate after grade 1 (2.6% drop in number of learners) which remained constant (10.5%) from grade 2 up to grade 6; suggesting that there were no dropout and drop-in learners in these grades. A sharp drop-in seemed to have occurred in grade 7 but with a subsequent sharp drop (dropout) of 0.6% from grade 7 to 8 and a further 1.8% drop-in grade 8 to 9. From the initial 13.1% in grade 1 enrolment to grade 9, 524 (3.1%) learners seemed to have been lost to dropping out. Concerning grade 1, one educator revealed that: “Grade 1 in most case is the problematic grade where repetition usually occurs”, **DIL2:26**.

4.1.2 Educators profiles

4.1.2.1 Number of educators in the COMSs

This study sought to establish the number of educators in relation to meaningful epistemic access for learners as reflected in Table 4.3 below. The data used for the distribution of total number of educators were from the Eastern Cape EMIS data for the COMSs (2009) covering the period of 2008 and 2009. COMSs data for educators were obtained but incomplete; certain schools did not provide a complete record for “confidentiality” reasons. However, both the COMSs and EMIS data are presented in Table 4.3.

Table 4.3 reveals that in 2009, according to the COMSs records, the six schools had a total number of 73 educators; where female educators were in the majority with 56 (75%) compared to 19 (25%) males. However, the EMIS data also in Table 4.3 shows that there are unaccounted for educators in particular schools; 2 female educators were missing (1 at Bangiso and 1 at Thulani JSSs). The EMIS data also showed that there was 1 female educator for Cabanga JSS and 3 female educators for Mtshana JSS not accounted for by the data I collected from COMSs in question. This disparity in numbers supplied by the COMSs and the EMIS suggests that the EMIS data have problems in terms of reliability. It could have been a problem of under- or over-counting or errors that resulted from incorrect data entries within the EMIS system.

Table 4.3 Number and gender of educators (2009)

COMS	Females		Males		COMS (%)
	EMIS	COMS	EMIS	COMS	Total
Bongani	10 (-1)	11	2	2	13 (17.3%)
Thulani	10 (-1)	11	5	5	16 (21.3%)
Mngani	12	12	3	3	15 (20.0%)
Sajika	7	7	3	3	10 (13.3%)
Cabanga	9 (+1)	8	2	2	10 (13.3%)
Mtshana	10 (+3)	7	4	4	11 (14.7%)
Total	58	56 (75%)	19	19 (25%)	75 (100%)

Explanation: (- or +) = less or more educator numbers compared to COMSs data

Nonetheless, the COMSs data reveal that Thulani, Mngani and Bongani JSS comprised the highest number (21.3%; 20.0% and 17.3% respectively) of both

females and males educators combined. Sajika, Cabanga, Mtshana JSS had the lowest number (13.3%; 13.3% & 14.7% respectively) of female and male educators combined. The number of educators ranged in decreasing order from Thulani JSS 16 (21.3%) > Mngani JSS 15 (20.0%) > Bongani JSS 13 (17.3%) > Mtshana JSS 11 (14.7%) > Cabanga JSS 10 (13.3%) > Sajika JSS (13.3%), where the symbol '>' means greater than'. Differences in total educator numbers in the six COMSs despite their equal sizes were due to the prevalence of "peace in the school" and personal satisfaction in particular school. Some schools seemed more educator-friendly than others as a result retained more teachers than others.

It was revealed that despite low wages, heavy workload and large class sizes educators were attracted to a school or remained in a school mainly because of stability and "peace in the school". A satisfied educator at Mtshana JSS commented:

"My salary is below my living expenses and do not match the CASS workload I face each day in class despite that I have to teach twice the number of children due to teacher shortage, but am happy, there is peace here, the community and fellow teachers are nice people", **DIL5:51**.

However principal at Sajika JSS lamented: "We have lost some educators due to fraud; they inflated learner numbers and were found out by the DoE, which caused a great strain in my staff and to our children". Several of the COMSs had disagreements leading to quarrels and dissatisfactions; they were unequally divided over several matters including school policies. The principal played an important role in calming disagreements that lead to conflicts and resulted in educator dissatisfaction and transfers causing further teacher shortages. The principal at Mngani JSS explained:

"Educator in-fights are crippling teaching and learning. Teachers take sides against or for a particular view point mainly due to policy matters especially teacher disciplining matters. At times teachers themselves are at logger-heads for personal matters in school. Either a disgruntled teacher will be on a 'go slow'

(Won't teach effectively) or ask to be transferred to another school. The principal is usually in the 'mix' of these problems, must solve these but you can't always win, you gain some and lose some", (PRIFEEFREE, D10.2).

The GPI of 2.9 in Table 4.3 can be explained. Jones (2008:126) advances the notion that 'society view' primary teaching as 'women's work'. Skelton concurs by suggesting that "men in primary teaching have their masculinity called into question by others" (Skelton, 2001&3). The GPI of 2.9 denotes a typical gender divide in the study primary schools. This gender disparity might have a negative implication to many young boys growing up believing education is for girls or for 'sissy male teachers' when looking at the unequal educator gender ratio. Unequal gender ratio might naturally precipitate early dropouts among boy learners.

4.1.2.2 Professional credentials of educators

This study also sought to establish the professional qualifications of the educators in relation to meaningful epistemic access for learners as reflected in Figure 4.2 below. Figure 4.2 depicts interviewed respondent educators, their professional qualifications, year of starting teaching and year of starting teaching in the study schools.

All respondent educators indicated that they have obtained qualified teacher credentials by going through initial teacher training and have the relevant certificates, diplomas and higher education degrees (Figure 4.2). Their qualifications ranged from Higher Education Diploma (HED) or Certificate in Higher Education (CHED), Primary Teaching Certificate or Diploma (PTC/D), Bachelor of Education (BED), Further Diploma in Education (FDE), Junior School teaching Certificate (JSTC), Senior Teacher Diploma (STD), and Diploma in Primary education (DIP) and National

Professional Diploma in Education (NPDE). Teachers' qualification with shared experience of over three years or more was expected to enhance quality teaching and learning.

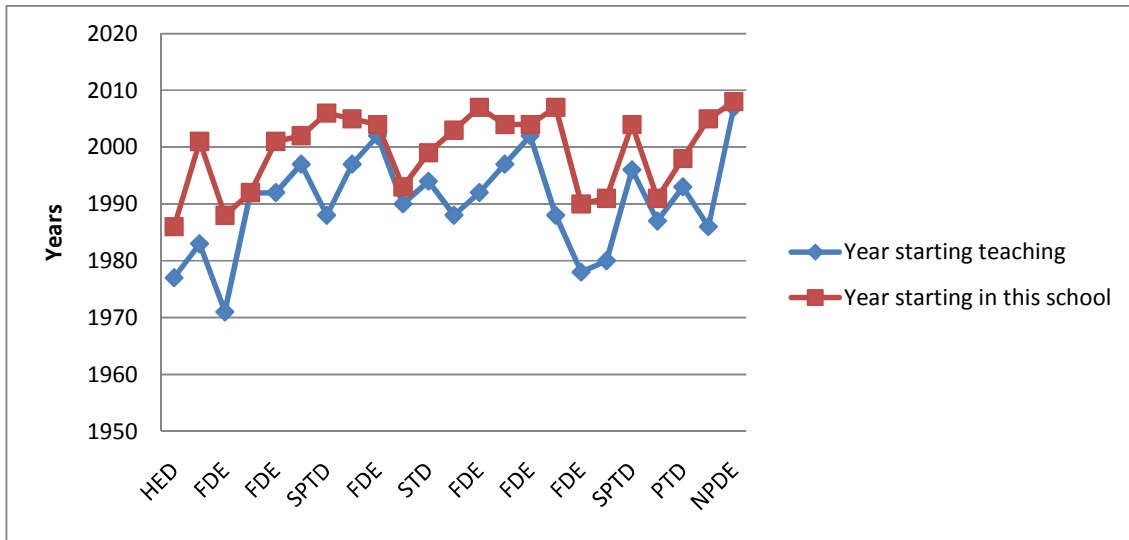


Figure 4.2 Educators teaching qualifications and years teaching

Most educators stayed within the age ranges they were trained to teach. In addition to their acquired qualifications, many did in-service training mostly through workshops. Some studies privately to enhance their professions hence all educators at the COMSs were expected to contribute positively to meaningful epistemic access. The principal at Mtshana JSS confirmed: "...the quality of teaching is good. We have competent teachers; they teach within the age range of their qualification and get extra training through workshops" (**PRIFEEFREE D2:12**). The following in-service training certificates were acquired: Outcomes Based Education (OBE), National Curriculum Statement (NCS), Revised National Curriculum Statement, Bridge to English, Advance Management, AIDS awareness, IMBEWU and Computer Literacy. Training was aimed at bolstering the quality of epistemic access at the COMSs.

4.1.2.3 Educators years in teaching

Data in Figure 4.2 above also show that educators had acceptable teaching experiences ranging from 2 to 38 years. Eighty six percent (86%) of these educators were also familiar with their COMSs, mainly because they had been teaching within the same school for at least more than three years, while only 18% had been with the school for 2 years or less. The oldest educator started to teach as early as in 1970 and the youngest teacher started to teach at a particular COM in 1986. It was expected that teacher factor had a minimal effect on the lack of meaningful and epistemic access since there was a mixed cohorts of old and young educators.

In line with Fay's 'educative model'...envisages humans as having the potential for greater self-understanding and increased autonomy. The model seeks to aid people who are objects in the world in transforming themselves into active subjects (Fay, 1977, 65). According to Fay's educative model, it is foreseen that teacher mentoring will allow seasoned educators to pass on information and tips they have learned from years of experience to the new and up-coming cohort, thus minimizing the possibility of a teacher originated loss of meaningful epistemic access for learners.

4.1.2.4 Age distribution for educators and mentoring

Table 4.4 reveals that educators' ages ranged from the youngest (27 years) to the oldest (64 years) overall. Table 4.4 also that shows that the largest number of educators were between ages 35 and 45 years (45.6%) followed by more senior educators with an age-range between 45 and 55 years (33.8%). Findings by Ngidi and Sibaya (2003:20) suggest that younger teachers often experience anxiety in their teaching practice which has a negative effect on meaningful epistemic access for learners.

In this study elderly educators (66%) or those with long in-service experience claimed to nurture the younger (34%) or inexperienced ones through mentorships aiming to increase the quality of epistemic access for their learners. Although this may be questionable for the COMSs, mentoring enhances educator's professional potential resulting in a renewal of commitment to teaching.

Table 4.4 Age-range for educators (2009)

Age range	Frequency: n=68	%
Below 25 years	0	0
Between 25 and 30 years	1	1.5
Between 30 and 35 years	6	8.8
Between 35 and 40 years	16	23.5
Between 40 and 45 years	15	22.1
Between 45 and 50 years	12	17.6
Between 50 and 55 years	11	16.2
Between 55 and 60 years	5	7.4
Between 60 and 65 years	2	2.9
Above 65 years	0	0
Total	68	100

4.1.3 Principals profiles

4.1.3.1 Principal by age, gender and post level

Biographical variables (age, gender and post level) were acquired from the principals since they are key stakeholders in ensuring that their respective schools meet the requirements for the implementation of UPE through good governance and access to instructional programs. Figure 4.3 reveals that the ages of three principals (Mtshana, Thulani and Cabanga JSS) ranged between 37 and 51, and all males. The principal for Mtshana was the youngest (37 year). The principals for Bongani (age 48), Mngani, (age 55 and the oldest) and Sajika JSS (49 years were females.

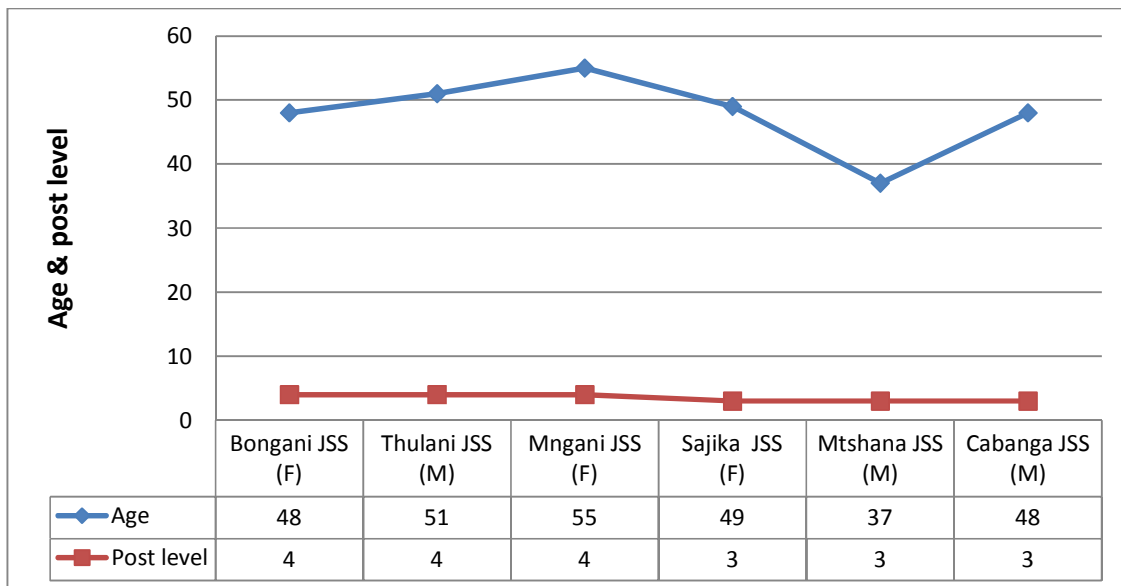


Figure 4.3 Gender, age and post levels for principals

Source: Eastern Cape EMIS data for the COMSs (2009)

Principals in the information age need to be information driven (Reeves & Burt, 2006:65). Almost all the principals were at the right age since principals who are 50 years or older tend to develop and promote others rather than themselves (Oshagbemi, 2004). They were adequately qualified and experienced when judged by their post levels (post experience by years) which were at either level 3 or 4.

Older principals consult more widely and favor more participation in comparison with younger ones (*Ibid.*) It was, therefore, not expected that their ages, gender and post levels would influence epistemic access in a negative manner.

4.2 PHYSICAL ACCESS

Physical access does not guarantee meaningful access where learners are equally experiencing quality education or where they progress successfully through the grades and attain the expected academic outcomes. The following variables are usually associated with physical access, learner enrolment, absenteeism and learner transfers.

4.2.1 Learner enrolment

4.2.1.1 Enrolment in COMSs from EMIS data

Table 4.5 presents the number of enrolled learners (EMIS data) at all six COMSs. There was a definite and gradual decrease in the overall enrolment from 2006 to 2009, with enrolment in 2009 being the lowest. The COMSs were generally losing learners, especially for girls. Bongani JSS had a drastic decrease in girls' enrolment after 2006 followed by Thulani JSS in 2009.

4.2.1.2 Gender disparity calculated from EMIS data

The Gender parity Indexes were determined from Table 4.5 (EMIS data). A value of less than one indicates gender disparity in favor of boys and a value near one indicates that parity has been more or less attained. Earlier GPI calculated from head count data in the COMSs' averaged 0.76. The value calculated from the EMIS data was 0.97 higher than the GPI of 0.76 calculated using the COMSs head count data. The GPI obtained from the EMIS data compared closely to GPI of 0.97

obtained from the national data. It is evident that more girls are still excluded from physical access since the GPI was less than one, and far worse at the COMSs.

Table 4.5 Learner population enrolment per grade and gender in 2006-2009

COMS	2006			2007			2008			2009		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
JSS												
Mtshana	166	146	312	166	146	312	159	158	317	154	134	288
Bongani	191	174	393	115	120	233	114	135	247	105	120	225
Thulani	283	287	570	271	304	575	235	257	592	205	220	425
Sajika	137	147	284	159	151	310	175	137	312	185	135	310
Cabanga	147	142	289	132	184	316	95	134	229	113	137	250
Mngani	257	267	521	247	280	527	225	265	490	168	238	406
TOTAL	1181	1163	2369	1090	1185	2273	1003	1086	2187	930	984	1904
GPI			0.98			0.92			0.92			0.95

Source: Eastern Cape EMIS data for the COMSs (2009)

Gender parity below 1 is unacceptable because it violates at least three of the EFA goals (Goals 2, 4 & 5) and two of the MDGs (Goals 2 & 3) which aim at eliminating gender disparities and seek to ensure that all children, particularly girls, have access to a free and complete primary education. But many girls at the COMSs remain excluded from physical access to a primary education and will not complete free and compulsory primary education. Despite the incidence of pregnancy **(DIL 2:16)**, evidence from narratives (data sets) revealed that, “girls also commonly encountered rape, forms of abuse, harassment and assault by male class-mates even educators”, **(DIL 2:3)**.

The COMS and EMIS data did not tally. The principal at Bongani JSS clarified that the COMSs (including her COMS) used to falsify enrolment numbers prior 2007 by giving higher figures than actual numbers. This tendency stopped after it was discovered and monitored by the Eastern Cape DoE hence the drop in the numbers beyond 2007. Nevertheless, enrolment data on Table 4.5 clearly indicate that physical access at the COMSs was decreasing, an implication that the GER was also decreasing. This is an indication that the earlier success of UPE in the Eastern Cape schools was reversing.

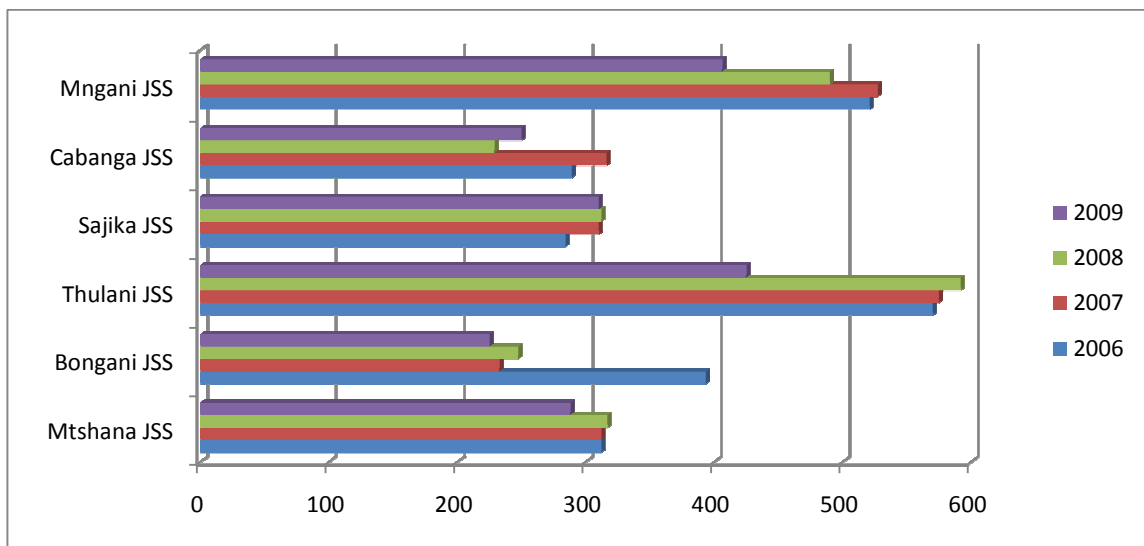


Figure 4.4 Learner enrolment the by head count per COMS (2006-2009)

This study compares learners' enrolment trend by head count at the COMSs with that from the EMIS (data in figure 4.5 compared to figure 4.4) from the year 2006 to 2009. The numbers of enrolled learners from certain COMSs and the EMIS data did not tally. One example, Thulani JSS claimed to have enrolled 324 learners (2008) and 356 learners (2009) but the EMIS reported 592 (2008) and 425 (2009) respectively. Whether this resulted from over-reporting or incorrect data capturing was unclear. Figure 4.4 reveals that although all the COMSs have same size

capacity (400 learners), some schools, namely Bongani, Cabanga and Sajika JSS presented very low enrolment numbers (300 learners and below). There appeared to be a learner dropout problem or school transfers between 2008 and 2009, and female learners were the worst affected.

Several voices from the educators and principals attested to low enrolment at the COMSs. They raised several issues pertaining to their low rates. They said that there was an unchecked systemic equity failure that has hindered the COMSs in carrying out their mandate, at least, of reaching the enrolment goals of UPE. Firstly, the number of educators was insufficient compared to available number of grades or classes. One principal pointed out that, “Our rural schools are not attracting teachers with relevance hence we don’t attract every learner who might want to come for specific a class” (**PRIFEEFREE D2:15**). The principal at Bongani JSS added, “Many school policies are not implemented and monitored by our education development officer (EDO) and they are confusing to us”.

The issue of lack of infrastructure to support teaching and learning was raised. All principals believed that more and better infrastructure would attract more learners. The principal from Mtshana JSS said, “This year we didn’t receive anything at all from the DoE. We are still functioning on the money that was left over last year, it is difficult to increase the number of learners in this situation” (**PRIFEEFREE D2:8**). Parents, as well, felt that the COMSs were ‘silently excluded’ by the DoE. They thought they were considering taking their children elsewhere other than to their COMSs. One parent complained in a personal conversation: “We are socially excluded from many government provisions and services...” Another parent concurred, “Abasemagunyeni bajongane nezikolo ezisedolophini, hayi thina,

abanaxesha lezikolo zethu ezilalini, nathi sizobasusa abantwana” (The DoE only looks after schools within the town area and have forgotten about us. It does not have time for our rural school, we hope to remove our children from our schools)”, **(PAVOS12:31)**.

Fraud through inflation of enrolment figures affected enrolment credibility; those teachers found guilty of the practice, were since ‘fired’. The principal at Sajika JSS gave evidence: “We have lost some educators due to fraud, others are retiring but we find it difficult to replace them”, **(PRIFEEFREE D2:18/D10:1)**. From the COMSs perspective, the prevailing primary school environment in South Africa has put UPE under threat from the physical access point of view. The DoE seems to have left primary schools to meet the ends of UPE goals on their own. The seriousness of the requirement for recruiting and training teachers for the COMSs remains secondary. The lack of infrastructure forces parents to withdraw their children from the rural COMSs. When a parent was asked; *Would you move your child if you had a choice? To which school? And Why?* The answer was; “Yes, to Dutywa town schools, learners there are better. They know English and have many other things compared to those in our local schools”. This suggests that they are disgruntled about the educational situation prevailing at the COMSs.

4.2.2 Learner absenteeism

There were learners at the COMSs who were registered but did not regularly attend school. Absenteeism could cause a tri-facet form of exclusion. It can present itself as silent exclusion (learner being present but without learning) or physically absence of a learner (learner not attending the learning environment whilst enrolled) and temporal dropout.

From the sample of 596 learners only 97 (16%) learners were absent from school at least once in a year between 2007 and 2008. These learners were mostly absent due to social chores mainly on Wednesdays (tick cattle dipping day). Girls were required at month ends or pension days to accompany the parent or caregivers to help carry food and other household materials from Dutywa town shops. This was one example of social demands that was depriving learners of physical access and as a result absent learners always fell behind the curriculum leading to repeating a class and eventually dropping out of school. Educator absence also impacted on learners' absence, as one learner hinted, "If I don't see my teacher's car in school I don't go to class but stay home" **DIL3:9**. Nonetheless, learners' attendance was encouraging (84%) even during rainy, windy or bad weather.

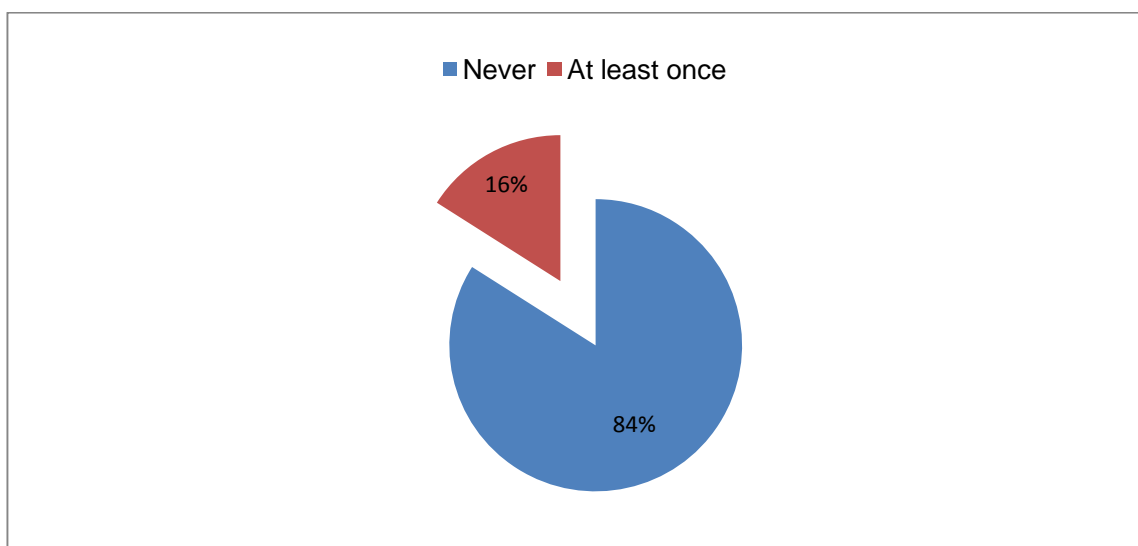


Figure 4.5 Learners absenteeism

Some irresponsible parents precipitated absenteeism. The COMSs were vocal about the disappointing role parents or caregivers played in ensuring that their children were at school. They were "accused" by the schools of being the main factor causing

the prevalence of absenteeism especially by girls, but parents defended their actions; a parent said: “Our girl children are important in helping with the household chores including accompanying us during grant times; they come with us even during school times. Teachers know we need help, girls are caring for the sick”, **(PAVOS12:36)**. Educators accused parents as not valuing schooling and not caring whether their children are at school or not. One teacher agreed that parents were the main factors causing some children to be absent from school by quoting a parent discouraging her enrolled child from attending school by saying, “You don’t eat school”, **(DIL2:41)**. Another parent neglected his or her child in other village making the child to be absent from school almost to the point of dropping out of school, “One learner was absent for two months because his parent left him in another village”, an educator reported **(DIL2:6)**.

Truancy was also prevalent because of lack of personal motivation due to class repetition and the feeling that education has no future. A principal from Mtshana JSS clarified, “some children”, “...they just arrive for extra-mural activities - after athletics, soccer or netball they stay away from school...” **(PRIFEEFREE B2d:2)**. An educator added that: “The rate of absenteeism of those that repeat is high”, **(DIL2:3)**; “Repeaters do not come to school regularly”, **(DIL2:12)**. A parent **(PAVOS12:3)** also argued that education has no promising future. She was de-motivated and did not value regular school attendance for her own child. She said:

“Education is expensive, kids study but there are no jobs for them. It is therefore difficult to influence them to go to school or force them continue. We ourselves are de-motivated about this situation of schooling knowing that these children might not get a job after finishing school”, **(PAVOS 12:3)**.

It was also noted that since COMSs are financed on a per capita basis (based upon the number of learners) educators tended to “conceal” absenteeism and under-report

learners who are registered but habitually do not attend in order not to lose learners or decrease numbers as well as losing financing. Hiding the status of absenteeism is said to undermine meaningful physical access since such learners are vulnerable to grade repetition, educational under-achievement and possible school dropout Brophy (UNESCO, 2006:12).

4.2.3 Learner transfers

Learner transfer/migration is considered temporary dropout; it is another form of educational exclusion. Learner transfers could result in exclusion or temporary dropout if the child does not move immediately to another school without missing a year.

There were 175 reported cases (EMIS data, 2009) of learner migrations/transfers (Table 4.4). These transfers included inter-COMSs, cross border, and transfers caused by urbanization. The highest number of learners who ever transferred was from Mngani JSS; about 60 (34.3%) learners left Mngani JSS followed by 51 (29%) learners who left Mtshana JSS. Learners who transferred from Sajika and Cabanga JSS averaged 16.3% per school between 2008 and 2009. Only 1 learner left Bongani JSS and 7 learners left Thulani JSS in the same period (2008/9). The COMSs themselves did not keep records of learner transfer because the system did not regard learner transfers as an exclusionary problem. There were no records of where the learners went.

Learner transfers were caused by the frequent movement of families or its members in places where migration within the country is less controlled. It has become common for a parent or caregiver to withdraw the child from school without informing

Table 4.6 Learner transfers from the COMSs

SCHOOL (JSS)	Frequency n=175	%
Bongani	1	0.6
Thulani	7	4.0
Mngani	60	34.3
Sajika	28	16
Cabanga	29	16.6
Mtshana	51	29.1
Total	175	100

the local authorities or schools; resulting in authorities and schools failing to forward school records or the relevant documentation required by the next school. The education system loses track of the child that way (ESP, 2007:67). An educator noted that; “The main problem in our rural schools is rapid learner transfers, it is caused by parent migration, where children are removed by parents to cities”, **(DIL2:15)**. Sometimes children migrated within households or were left behind by migrant households or parent(s). For most of those left behind, their schooling needs were not catered for. It was normal for the mother of the child to follow the child’s father to the city or town living the child under a caregiver’s care. Sometimes the

child joins the parents later after wasted years due to temporal dropout in the absence of someone to cause the child to go to school.

On the other hand, narratives from DIL data set revealed that some learner transfers occurred as a result of in-school-factors, namely bullying, harassment from educators or to social violence triggered by circumcision. Two principals from Mngeka & Cabanga JSS gave the following evidence; “Parents usually transfer their children without proper procedures or documentation if they don’t like some teachers”, “Learners change schools because of circumcision violence (Xhosa initiation school gang fights) and at times they do so because they are not happy about ill-treatment or sever forms of corporal punishment”, (**PRIFEEFREE D10:3**). It can be seen from this quotation that circumcision is associated with violence. Interviews from learners revealed that at time it was the ‘harsh treatment’ from particular teachers that caused them to leave their previous school for the present COMSs. Other still sought to be removed from the COMSs for similar reasons. Learners also blame being bullied by older learners: “I left my last school because the older students are bulling us and take our money”, (**DIL3:2**). Many learners admitted still being bullied by others within the COMSs.

Lewin (2007:54) warns that “migration is changing the landscape of educational access” because transferred learners were faced with silent exclusion due to language and change associated barriers. They often become vulnerable to grade repetition or battle to adjust in the next school. Migration is a factor that increases the risk of not completing compulsory education (ESP: 2007:43) thus making affected learners temporary dropouts from school. Admittedly, migration can sometimes be

best for the learner when moving to school with better resources and motivated teaching staff.

4.2.4 Learner grade repetition

Grade repetition is both an indicator of epistemic and physical access. This section views it from a physical exclusion point of view because the repeater is excluded from age peers and the next grade.

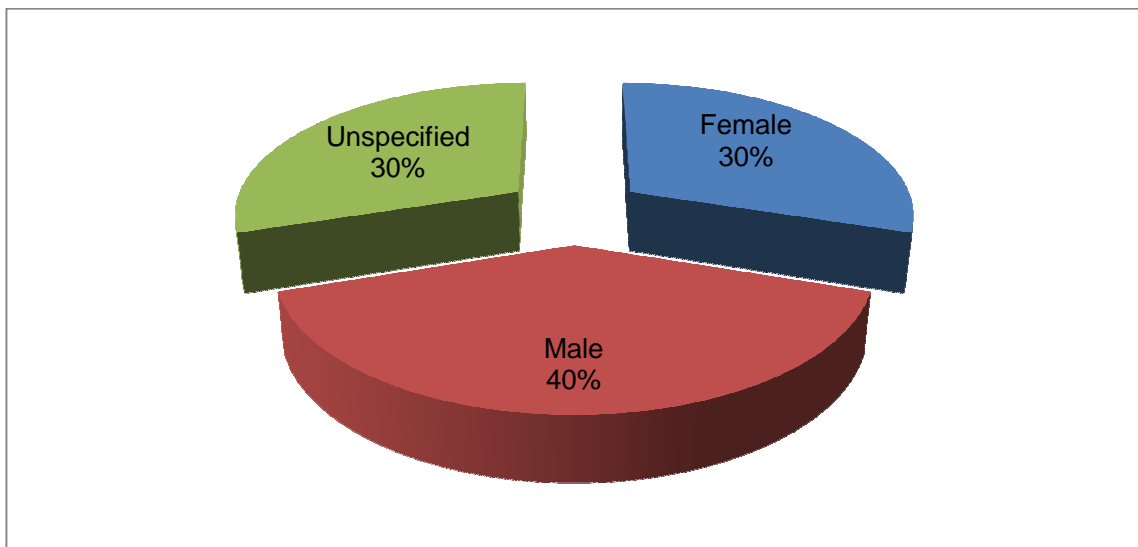


Figure 4.6 Learner grade repetitions

A sample of 147 participants learners were used from which (25%) repeated at least once in their schooling history; 20% had repeated 1 grade and just over 5% had repeated more than one grade before. EMIS data on repetition were difficult to obtain. Figure 4.6 reveals that 40% (28) of males repeated a grade in their schooling history compared to 30% (20) females, 21 other respondents did not specify or remember their repetition histories or deliberately avoided it did not want to specify. Strangely, educators did not want to delve much into this issue, thus giving the impression that there was policy confusion about grade repetition and that automatic

promotion was practiced. Brophy in UNESCO (2006:15) argues that Underreporting of repetition is common in countries that have official policies of automatic promotion. Similar scenario appeared to exist at the COMSs.

Cross-tabulations were done for learners in Figure 4.6 using person living with the learner all the time versus incidents of repetition to determine which learners was more vulnerable to repetition. Figure 4.7 shows that learners living with single parent (mother or father alone) were less likely to have repeated a grade especially when living with the mother alone. Learners living with both caregivers and a sibling(s) were also less likely to have repeated a grade. On the contrary, learners who live with their own parents (mother and father), guardian or grandmother were most likely to have repeated a grade. This was attributable to parents requiring the child to do household chores or migration resulting in absenteeism, thus increasing the risk of grade repetition and possible dropout.

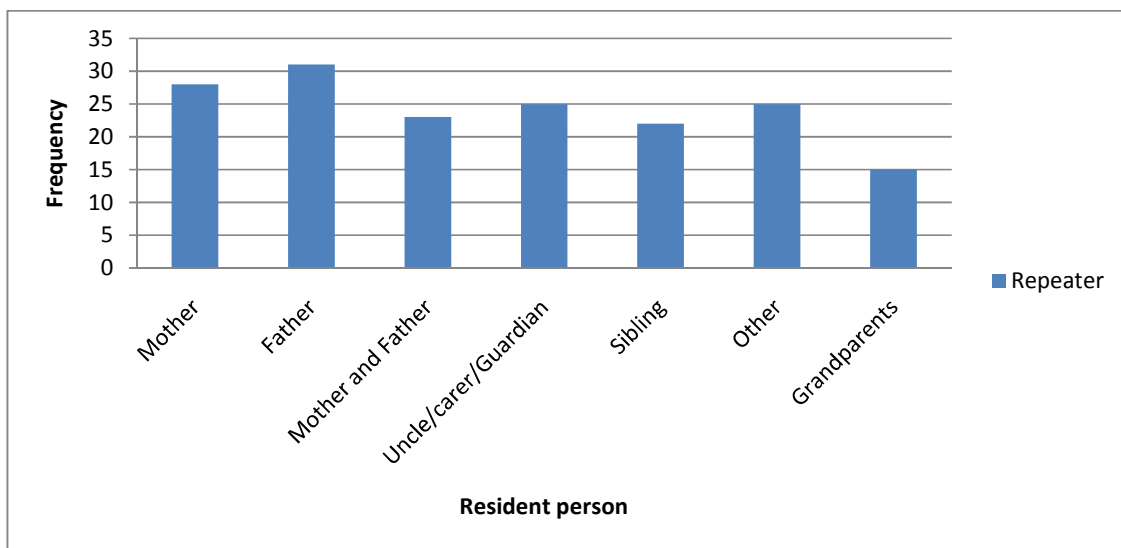


Figure 4.7 Incidents of repeating a grade versus resident person.

Absence grade repetition records suggested that the majority of the COMSs practiced automatic promotion (learners are promoted to the next grade, regardless

of their levels of achievement). Where records were obtained, there were missing data rendering them unreliable. In some instances, such as Bongani JSS, the study found out that automatic promotion practiced and was educator driven. An educator confessed that; “We pushed them to the next grade to protect our jobs, the DoE needs good results from us, and we are forced to pass them even if they are not doing very well”, **(DIL2:36)**. This is directly obstructive to the achievement of the goals of the EFA and MDGs.

For comparison, international data reveal that UPE has been improving in some SACMEQ (Southern African Consortium for Monitoring Educational Quality) countries; UPE either remained the same or deteriorated in some of the countries (IIEP, 2010). South Africa is a member of the SACMEQ. According to SACMEQ III data for South Africa for grade 6 learners who had previously repeated, there was a decrease in learners’ repetition for those who repeated at least once in their schooling history from 42.3% (2000) to 28.5% (2007). For those who repeated a grade in 2000, the year SAQMEQ collected data, 12.8% repeated compared to 9.5% in 2007, indicating a reasonable improvement in UPE. However, the COMSs data revealed that in 2008 alone, 25% repeated at least once in their schooling history, 20% had repeated a grade in 2008 and just over 5% had repeated more than one grade before. This is an improvement compared to the SAQMEQ data for year 2000. The COMS did not comparatively reflect this improvement; data were scanty as if the schools have adopted an automatic promotion policy.

However, COMSs available data revealed that 25% of learners had repeated a grade in 2008, an improvement when compared to the SAQMEC III 2000 data. Males (40%) were more prone to repetition than females (30%). Repetition was

mainly parent or caregiver induced as boys were absent more often (temporal exclusion) from school than girls. Boys were frequently required to do communal activities such as harvesting, cattle caring or circumcision related activities. This was so because the households of the school community were mainly headed by women, as a consequence male learners helped as substitute for a father. Girls were also withdrawn from the COMSs, though less often, by parents or caregivers to help with household chores such as caring for the sick or accompanying parents to help carry household materials brought from town or looking after younger children. Therefore absenteeism alone was not the only factor causing learners repetition. Some repeaters did so because they were not experiencing learning and teaching as intended by the curriculum. Educators were either demotivated or lacked the necessary teaching skills for the current curriculum as a result; learners were deprived of meaningful and epistemic access.

4.2.5 High incidence of school dropout

The scope and depth of school dropout were within the ambit of vulnerability to dropping out of the COMSs. There was an overall dropout of 4% at the COMSs and girls were mostly implicated. Reason for dropping out among boys were job opportunities, need for many learners to help at home, being bored of schooling or did not see the future gains of education. Reasons for school dropout by girls were similar to boys in addition to early pregnancy.

4.3 EPISTEMIC ACCESS

Evidence of epistemic access, or lack of it, as conceptualized in Chapter 2: Section 2.3 are presented under five main categories: high attendance or absenteeism, time-on-task; out of age for grade or repetition, class performance and curricular content

coverage. Quality content knowledge and basic skills are needed to reach the required level of achievement and competency as set by the curriculum (Motala et al, 2007) or that learning achievement levels, as measured through national and international benchmarking tests have been reached (UNESCO 2000; DoE 2005). Once the desired outcomes of achieving the defined epistemic access as in above are ensured, this study regards it as meaningful epistemic access.

4.3.1 High attendance

This study regarded high attendance as both an indicator of epistemic and physical access. In this section it is viewed from an epistemic access point of view where high attendance becomes an inevitably necessary first step towards meaningful epistemic access. Attendance at the COMSs was acceptably high (84%) as depicted in section 4.3.2 above and was describe as a source of absenteeism and will not be repeated in this section.

4.3.2 Time on task

Time on task is an indicator of meaningful epistemic access. The loss of time on task is likely to lead to low achievement and failure to be promoted to the next grade. It is more intricate to interpret in the absence of criterion referenced performance data (Lewin, 2007); therefore it is only presented and interpreted in detail after coverage of referenced learner performance data presentation in Section 4.4.4.

4.3.3 Repetition

Grade repetition is an indicator of both epistemic and physical access. This section views repetition from an epistemic exclusion point of view because being a repeater indicates that the learner was excluded from mastery of basic knowledge and skills

which deprived him/her progression to the next grade at the end of the school cycle. Recapping from previous section on physical access, in a sample of 147 respondent learners, 25% repeated at least once in their schooling history, 20% had repeated 1 grade and just over 5% had repeated more than one grade before. EMIS data on repetition was difficult to obtain. Previous Figure 4.6 reveals that 40% (28) of learners who repeated a grade in their schooling history were males compared to 30% (20) of females, 21 other respondents did not specify or remember their repetition history. Those who repeated were not given remedial attention therefore what caused them to repeat in the first place could cause them to repeat again.

Repetition is an indicator of low academic achievement, poor teaching and degraded facilities at the COMSs. Indeed other factors, namely, poverty and poor health could be precursors of repetition. The COMSs favored automatic promotion (learners are promoted to the next grade, regardless of their levels of achievement). The study found that automatic promotion was educator driven. An educator conceded that; “We pushed them to the next grade to protect our jobs, the DoE needs good results from us, and we are forced to pass them even if they are not doing very well”, **(DIL2:36)**. Confronted with policy interpretation, the age for grade policy at times was in conflict with grade repetition, hence it was easy to consciously push a would be a repeater to the next grade. Hiding repetition masked the real picture of who had meaningful epistemic access, to what degree and why. This tendency made learners who could be repeaters more vulnerable to school dropout in higher grades as seen in the dwindling enrolment at higher grades, especially grade 9 (Figure 4.1).

Confronted with policy interpretation, grade policy on age was a typical example with a dual nature in interpretation, at times it was in conflict with grade repetition. It

seemed that the adoption of a once-only repetition policy for South Africa's primary school was also interpreted as automatic grade promotion, even if the concerned learner still fell behind academically. A principal from Bongani JSS gave this clarity:

Grade repetition is a difficult area since it is unclear policy issue. We were told not to fail learners; at times they say at least once; then again they grill us why we have repeaters. To avoid all these, many educators let those who don't do very well to slip through, **(PRIFEEFREE: B2e)**.

Brophy (UNESCO, 2006:14) suggests that automatic promotion lowers learners' expectations, thus resulting in an unintended impact upon quality epistemic access of affected learner(s). Disregarding grade repetition as an exclusion problem meant that struggling learners were not helped in any way to improve educationally to the access acceptable levels for the next grade. During interviews with grade repeaters, the general observation was that repeaters suffered low self esteem because they were regularly taunted by the learners in their current grades and reminded that they One learner said it to another as aloud so that others could hear: "He failed last year".

In this study grade repetition was seen along four significant dimensions:

- a) It has a significant impact on epistemic access and academic performance. It provides a short term gain if remedial steps were taken but presented a long term problem because repeaters often fell behind while their ages increased thus violating the age for grade norm.
- b) It could yield unpleasant consequence for learner self esteem, and create negative attitude towards school leading to increased vulnerability to dropping out.
- c) It has an effect on the daily operation of the school where grade repetition can lead to oversized classes and could create problems in class management due to age differences among learners.

4.3.4 Performance on basic learning outcomes

Epistemic access is the main reason why school-aged children are compelled to go to school. This study therefore sought to establish the kind and extent of epistemic

access primary learners were experiencing. Epistemic and academic performance or achievement was used as a key indicator for epistemic access to curricula. The study assumed that learners who perform poorly academically were less likely to have experienced meaningful epistemic access. Two separate performance measures were carried out and analyzed: (a) Independent numeracy tests (**NUMTs**) involving learners in grades 5 and 7, and (b) Analysis of learners' workbooks provided an indication of content coverage versus learning outcomes (LOs). Learning outcomes are specific learning quotas per learning area. The Numeracy/Maths and literacy curricula, according to the COMSs, were broken down into Learning Outcomes (LOs). The LOs for Mathematics are stated in the following terms:

- LO1: Numbers, operations and relationships
- LO2: Patterns, functions and algebra
- LO3: Shape and space (geometry)
- LO4: Measurement
- LO5: Data handling

4.3.4.1 Grade 4 numeracy test results and analysis

A total number of 147 (by head count) grade 5 learners wrote the independent grade 4 Mathematics test containing 'easy' diagnostic features of grade 3 as well as LO4 items. The grade 3 items addressed only Learning Outcome LO1 namely; skills and knowledge (i.e. numbers, operations and relationships). The grade 4 level items addressed all five Learning Outcomes.

The overall means ranged from lowest to highest (Table 4.6); with Mtshana JSS (8%) ≤ Sajika JSS (9%) ≤ Cabanga JSS (10%) ≤ Mngani JSS (13%) ≤ Bongani JSS (21%) and Thulani JSS (21%) being the highest. The overall COMSs mean for the grade 3 level items was 29.5%, whereas the total mean for the grade 4 and 5 level items were 19.1% and 17.4% respectively. The total %mean of all the six COMSs

combined was 29.9% (Table 4.8). It was assumed that learning was already in place and the means scores should at least be above 50% for the 'very easy' grade 3 items, even so, Table 4.8 depicts a mean range on the 'very easy' grade 3 test items below of 30%. All the COMSs fell short of the 50% target per item and total items.

Table 4.8 Comparisons of grade 5 % mean scores for grade 3 test items.

School Year & test date: 1st-5th June 2009

COMSs	% Means per COMS for Grade 3 items
Bongani JSS	21%
Thulani JSS	21%
Mngani JSS	13%
Sajika JSS	9%
Cabanga JSS	10%
Mtshana JSS	8%
Total of COMSs scores combined	29.9%

In all six (6) schools, the means showed a steep drop from the grade 3 level section to the grade 4 level section and a more gradual drop from the grade 4 level section to the grade 5 level section (APPENDIX B: DATA SET4). The girls (42.5%) had a slightly higher mean than the boys (41.5%) on the grade 3 level section. The boys (19.5% and 17.7%) however, had slightly higher means on the grade 4 and 5 level sections than the girls (17.2% and 19.0%) respectively. In all under-age, correctly-

aged and over-age categories, all learners fared better on the grade 3 sections and less well on the grade 4 and 5 sections.

However, the over-aged learners fared considerably better on the grade 3 section than the other two age categories. This might be due, among other things, to having repeated a grade in the Foundation Phase. This is one example where grade repetition played a valid corrective role as suggested by Brophy in UNESCO (2007). The under-aged learners did less well in all three sections of the test. Under-aged learners are emotional and intellectually not ready, therefore, their readiness and maturity might have played a role here in causing them to under-achieve compared to the learners who are in the right grade or over-age for the grade.

All the COMSs schools did better in non-contextual items, since contextual questions relied more on the learners' understanding of language and reading ability than non-contextual questions. The above differences seemed to be due to or related to the language and teaching practices at the specific schools. In both genders the difference between the mean for contextual items and the mean for non-contextual item was very small. This had a bearing on how boy and girl learners have been socialized. OECD (2009) and IIEP (2010) reported that the gender gap in reading is dominated by girls and has widened throughout the years and that there was a strong domination of boys in mathematics. Many girl learners were observed doing boy learner chores like driving cattle or other social activities such as playing with boys. This might render a different picture from that of the OECD and SAQMEC III. Boys are socialized to become "men" whose social contexts are limited mainly to looking after cattle.

In conclusion, all the COMSs and individual learners fell short of the 50% mean score target for any of the test items and all the items. A large number (over 75%) suffered silent exclusion from the school, although they were present, judging from the low rate of absenteeism; they lacked meaningful access to the curriculum content.

These trends are worrying considering that recent assessment regulations (JET, 2009) require a learner to have at least a level 3 (50% or more) in Literacy and Numeracy, to progress to grade 4. These learners have not only progressed unqualified to grade 4 but also to grade 5, given the fact that not even a quarter (1/4) of them mastered 50% of the 'easy' grade 3 level skills and knowledge tested in this test. It seems that learners are being 'pushed through' to the next grade. The tendency for learners to be pushed through to the next grade has been identified in various studies (UNESCO, 2006:14). These findings were also confirmed by an educator at Cabanga JSS: "We pushed them to the next class grade to protect our jobs, the DoE needs good results from us, we are forced to pass them even if they are not doing very well", (DIL2:36). The principal of Mngani JSS also confirmed to this notion:

Multiple repetitions in one grade are not permitted by the admission policy in many of our schools. The teacher in charge and the principal are supposed to sanction this. Same grade retention will only be censored if it is in the educational/emotional interest of the learner. The parents, in conjunction with the principal will make that decision; otherwise we usually don't encourage same grade repetition, (PRIFEEFREE D2:11).

4.3.4.2 Grade 6 numeracy test results and analysis

A total number of 152 (by head count) grade 7 learners wrote the grade 6 Mathematics test (**AppendixB9: NUMT-Gr6**), covering basic mathematics concepts (LO 1-5) supposedly learned or acquired in grade 6 (the previous year). The overall

%means per COMSs ranged from lowest to highest (Table 4.9): Sajika (17.04%) ≤ Thulani JSS (17.1%) ≤ Bongani JSS (17.8%) ≤ Cabanga JSS (19.7%) ≤ Mngani JSS (18.06%) and Mtshana JSS (20.1%) being the highest. The total %mean score of all the COMSs combined was 18.3%.

When considering the COMSs combined ([APPENDIX C: DATASET 5](#)), the mean achievement per Learning Outcome (LO) varied from 21.5% achieved on LO 1 (Numbers, operations and relationships); 40.1% on LO 3 (space and shape) to 15.4% on LO 5 (data handling). The mean on LO 1 was expected to be the highest since it dealt with basic Mathematics concepts but it was the second lowest. All the six schools showed similar patterns of achievement, i.e. higher means on LO, 2, 3 and 4 and lower means on LO 1 and 5.

The achievement data for the grade 6 test (Table 4.9) reveals that the majority of learners at the COMSs did not acquire basic knowledge and learning skills by grade 7 even for the easiest items. They were definitely silently excluded and were deprived of meaningful epistemic access. Although their attendance was encouraging (84%) they seemed to be “warehoused” without meaningful educational access.

Mean per gender per Learning Outcome showed that girls (28.7%) fared slightly better than the boys (27.6%). The girls (23.0%, 40.7% and 16.5%) did better than the boys (20.1%, 39.5% and 14.4%) on LO 1, 3 and 5 respectively. Conversely, the boys (38.3% and 27.7%) did better than the girls (38.1% and 25.2%) on LO 2 and LO 4. Findings suggest that academically the boys were falling behind the girls. The genders exhibited the same pattern as the schools, namely lower means on LO 1

and 5, and higher means on LO 2, 3 and 4. The epistemic exclusion rate of males over girls seems to be increasing at the COMSs. This means that more males are becoming vulnerable to silent exclusion and repeating that may lead to early school dropout.

Table 4.9 Comparison of overall %mean scores achieved for grade 7 learners

School year & test date: 1st-5th June 2009

COMSs	% Overall mean for grade 6 items
Bongani JSS	17.8%
Thulani JSS	17.1%
Mngani JSS	18.06%
Sajika JSS	17.04%
Cabanga JSS	19.7%
Mtshana JSS	20.1%
Total of COMSs combined	18.3%

There was not a single grade 6 learner who achieved a mean of 50% or more on the whole test or an item. Over 75% lacked suffered silent exclusion, although they were physically present judged by their low rate of absenteeism, they lacked meaningful access to the numeracy curriculum. This is also a discouraging observation, since all these learners are currently in grade 7 and thus, one would assume that the majority of them would have achieved a mean of at least 50% on a grade 6 test as learning was assumed to have been in place. The overall achievement benchmark was set at 70% according to JET (2009) information from previous pilot studies in KwaZulu

Natal with similar demographics. This benchmark was far from being reached by any of the learners in the six COMSs. The Eastern Cape COMSs pupils' performance was relatively low in every mathematics topic or LO compared to that of a similar study conducted by JET (2009) and WITS EPU in low quintile primary schools in several Gauteng educational districts. These statistics reveal that there is no meaningful epistemic access in COMSs

4.3.4.3 Content coverage

In order to achieve competence in the knowledge and skills expected, 'time-learning' or notional hours were of essence (SASA, 1996). Notional hours are defined in terms of the amount of time it takes for the average student to achieve the learning outcomes. In the COMSs notional hours was not was not properly planned and managed. A notional hour should include contact time, independent learning time, assessment and any other task included in the curriculum. Based on data in Table 4.10 below data from sampled workbooks and portfolio files revealed that the pace of class-work was extremely slow; and the curriculum coverage was too minimal. At times mathematical ideas presented to learners were irregular or confusing.

4.3.4.3.1 Work coverage in portfolios and workbooks

Task coverage for a particular LO depended on the stipulations of the curriculum. There were at least four expected tasks for each LO in the portfolios and workbooks, because these were collected after half way the school cycle (July) tasks for all the LOs according to Maths curriculum pacing were supposed to be over the minimum of four. A zero task meant silent exclusion for learners involved. It simply means that for those the learners there was no epistemic access for associated LOs. A minimum

coverage also meant that learners involved had been silently excluded from the curriculum.

Focusing on grade 4 and using Bongani JSS as an example of a school where work was dated; dates were highly disorderly and not chronological. Mathematical ideas and operations of work in workbooks and portfolios did not tally and at times they were illogical or contradictory indicating that some of the work has been skipped. There were wide gaps between dates indicating missing work. Some portfolios were also missing. Also in grade 4, at Sajika JSS, dated work ended after the first quarter covering only work for LO1 in both workbooks and portfolios but disappearing for the rest of the teaching and learning period as if there was no schooling at all in the second quarter and second semester. Work not done, which according to the curriculum is supposed to have been done, signifies that the learners involved had been silently excluded from the curriculum.

At Sajika JSS, in a grade 4 class (Table 4.10) for example, workbook dates indicated that two tasks were performed in January, 4 tasks in February, 2 tasks in March, 2 in April, 2 in May and 1 in June. This situation was further aggravated by what appeared to be a very slow pace of coverage within lessons. In all three schools it was very common to see three sums representing one lesson's work. It appeared that some educators repeated similar work over and over. There was no continuum. Similar trends were observed at Mtshana JSS for the same grade 4s. Certain educators failed (Blanks in Table 4.10) to provide work items at my request. Even when provided, there were zero tasks, signifying that some learners were silently excluded from certain sections (LOs) of the curriculum.

Table 4.10 Summary of numeracy content coverage and emphasis per learning outcome

School/Grade/task	LO1	LO2	LO3	LO4	LO5	Total no of tasks
Sajika JSS						
Grade 2						21
Portfolio tasks	6	0	3	1	1	11
Workbooks tasks	10	0	0	0	0	10
Grade 4						26
Portfolio tasks	3	1*	0	0	0	4
Workbooks tasks	22	0	1	0	0	22
Grade 6						19
Portfolio tasks	5	0	0	0	0	5
Workbooks tasks	14	0	0	0	0	14
Mtshana JSS						
Grade 2						33
Portfolio tasks						
Workbooks tasks	26	0	2	5	0	33
Grade 4						26
Portfolio tasks	3	1*	0	0	0	4
Workbooks tasks	22	0	0	0	0	22
Grade 6						19 (Only in books, few homework times tables at the back of workbooks)
Portfolio tasks						
Workbooks tasks	15	0	0	3	1	19
Bongani JSS						
Grade 2						18 (With test on paper counting)
Workbooks tasks	11	4	2	2	0	18
Grade 4						84
Workbooks tasks	62	2	8	7	6	84

**Task focused on LO2, but its usage does not indicate engagement with LO2.*

It was evident that the achievement of deep learning of the knowledge, skills, attitudes and values (meaningful epistemic access) was limited or stifled. Educators defended themselves for their failure to do their teaching tasks well, by blaming the continuous assessment (CASS) activities for “taking our teaching time”. When asked what other classroom problems they encounter as educators, an educator from Bangiso JSS reflected: “CASS documentation takes most of our teaching time. We

spend most of the time doing class schedules and other documents required by the District office. Beside workshops, once CASS starts we have little time for our learners” (DIL2:5). This explains the gaps in Table 4.10 and indicated that silent exclusion and lack of meaningful epistemic access has become a daily life for learners at the COMSs.

4.3.4.3.2 Curriculum emphasis and pacing

According to the data in Table 4.10, there was overwhelming bias of tasks towards LO1 especially at Sajika and Mtshana JSS. Content coverage in Profiles was unacceptably minimal, and there was a decrease in the amount and on attention to non-number concepts and skills across grades 4 and 6. Bongani JSS appeared (across both grades 4 and 6) to provide their learners with more options to engage with extensive mathematical topics, maintaining a spread of topics across these grades. It appeared that teacher-learner contact times were limited. Tasks on ratios, for example, were not seen in any workbooks and there was limited evidence of tasks that connected across topics such as the relationships between fractions and decimals or fractions and ratio. It is evident from the content coverage data (Table 4.10) that learners involved did not experience meaningful epistemic access.

Another educator at Mngani JSS pointed at Continuous Assessment (CASS) in primary schools as the key problem that was causing the lack of meaningful epistemic access in the COMSs. She disclosed that achieving deep learning of the knowledge; skills, attitudes and values were, limited particularly in her school. She admitted that fellow educators were ‘too busy’ to teach and that parents did not help either. She said the system was document work-loaded and driven by production of

evidence, checks and feedbacks as required by the DoE on demand, She commented (**DIL2:43**):

This type of assessment should be changed i.e. CASS. It does improve progression but retards mental development. Learners learn too slow, because there is too much to learn and often disjointed information – confusing at times even to us”. “We are kept away from effective teaching because of the paper work which is required by the CASS system especially after the first quarter we are too busy with mark schedules and portfolios. Besides we have to attend trainings, workshops, memorial services and sports”, “All these affect the children because we are mostly in the staffroom doing paper”, “Most of the learners are raised by single parents who can’t cope with demands concerning the child, let alone helping with home work.

Undoubtedly, there was no equal access at the COMSs, no equity access, no equal opportunity and equal outcomes. Clearly, the “missing variable”, meaningful epistemic access, of UPE had become a hideous problem. There was even no evidence of attempts to address it, because in the first place, it was never identified as being as important as ‘physical access’. This study therefore identified that learners at the COMSs were simply being ‘warehoused’ as long as the numbers required (physical access) by the DoE were correct. Educators were left to haphazardly fend for themselves by applying policies and regulation they did not even understand just to “protect” their jobs at the epistemic detriment of their learners. The South African Qualifications Authority (SAQA) notional hours were severely reduced; educators were intermittently kept away from learners for meetings, workshops, memorial services and others hence the gabs in Table 4.10.

4.3.4.3.3 Availability of Textbooks

Textbooks are an integral part of LTSM in cognitive development of young learners to become effective citizens (Al-Barakat and Al-Karasneh, 2005). Access to textbooks increases learner educational achievement (Lockheed et al, 1986) by facilitating the achievement of meaningful and epistemic access that enables

achievement of UPE. This study found that besides keeping a bible at home, availability of a book or more at home boosted recognition that books are essential for learning, the same as textbooks at school. Most of the respondents (67%) indicated that they had more than 10 books at home. Cross-comparison showed that the more books that was at home, the lesser the vulnerability to exclusion. Vulnerable learners had fewer than ten books or no book at home.

Out of the six COMSs, this study found that 50% experienced shortage of textbooks. Available textbooks were locked away, kept at school or tattered. “There are shortages of textbooks which I still must find for them and shortage of teaching materials”, said a disgruntled educator (**DIL2:29**). Available textbooks were locked away, kept at school (children were not allowed to take them home) or tattered.

DIL5: Response 49: Learners at Sajika and Mtshana JSS were asked: *Do you take your textbook or workbooks home?* Some responded as saying:

“We are not allowed to take our workbooks home, there are few textbooks at school and we are not allowed to take them home...” another learner said: “Only the teacher has a textbook...,” and another concur as “...am not doing well because I don’t have a textbook and doing homework without it is difficult...” (**DIL5:49**).

According to the principal at Mtshana JSS (**DIL 50**), learners who did not have full access to textbooks experienced decreased learner educational achievement.

4.3.5 Parental and community involvement in epistemic access

Writing on teachers’ attitudes as secondary educators, Epstein (1995) asserted that, “If educators view children simply as students, they are likely to see the family as separate from the school”. Parents could also delegate the learning responsibility entirely to the schools, thus focusing on discipline and leaving out their school-

learning supporting role. This accentuates McNeal's (1999) argument that parental involvement largely informs behavioral rather than cognitive function in school.

4.3.5.1 Parents' apathy towards epistemic access

Evidence from the COMSs showed that parents did not support meaningful and epistemic access for their children, hence educators also perceived families as separate from school. This separation was parents/caregiver originated. It could be blamed on their illiteracy and poverty since parents/caregivers were busy trying to 'put bread on the table'. Educators in the COMS were very vocal that "the community here is backward and poverty is rife", (**DIL2:19**). One of many teachers' first response was to directly blame parents for their teaching frustrations. He said that; "parents do not care about their children's education", "parents don't care if their children are at school or not" (**DIL2:20**). Neglect of children's education was in conflict with the rights of educational access for children after 1994 as stipulated in the annotated version of the constitution of the republic of South Africa as follows:

Section 28(2) gives;

...Responsibility to ensure that the child's best interests are of paramount importance in every matter concerning the child..., (**The Constitution of the Republic of South Africa, 1996**)

It was noted that many parents were usually non-resident or in transit causing continuous child migrations such that their children become temporary or permanently excluded from both physical and epistemic access. An educator complained that; "Even at this tender age...children are taken from school to school by their parents", (**DIL2:22**). Some parents did not want to get involved with their children's schooling, as noted by an educator for Bongani JSS: "They (children) are left alone to fend for themselves at the hands of caregivers or relatives...while they

(parents) are away in the cities”, (**DIL2:22**). One educator from Bongani JSS added; “Parents are indifferent to the education of their children hence statement such as ‘You don’t eat school’ showing that parents compete with schooling interest against own children schooling”, (**DIL2:23**). The COMSs became a dumping site for parents who seem tired of their ill-disciplined children, an educator protested; “Many parents simply don’t care, they dump their children in schools and wait for teachers teach and mind the child, they themselves are totally not involved with own children’s education” (**DIL2:24**).

The indifference of parents to their children’s schooling violates Section 28(2) of the constitution that gives parents “...responsibility to ensure that the child’s best interests are of paramount importance in every matter concerning the child...” (The Constitution of the Republic of South Africa, 1996). They envisaged their task only as supporting the child financially but not in epistemic matters. Parents/caregivers place a great deal of trust in their children’s educators and regarded them as ‘miracle workers’. They even shifted discipline matters to the schools. Since they are not ‘educated’ they tended to leave all epistemic matters to the ‘educated’ (educators).

4.3.5.2 Parents’ voice and choices versus meaningful and epistemic access

The previous section presented a case that there was a growing apathy from parents concerning their children’s education. Yet, parents defended their neglect of participation in epistemic access for their children. First, parents/caregivers had objections to the way the DoE provides for their rural schools, they said they felt excluded in the first place (**PAVOS12:31**). Although the COMSs were categorized under quintile 1 or 2, some parents were discontent with services and unfulfilled

“promises” by the DoE (**PAVOS12:32-4**). They envied other parents who could afford to take their children to the Dutywa “town schools” (**PAVOS9:2**), where teaching and learning was said to be of better quality and quality provisions such as learning materials and infrastructure existed.

Educational access was generally understood by parents/caregivers as simply physical access to school. A parent/caregiver insisted: “Umntana makaye esikoleni, othitshala mabafundise” (The children should go to school, the teacher should teach), (**PAVOS12:33**). Almost all parents/caregiver felt that any kind of meaningful and epistemic access concerning their children should be seen as the duty of the school or educators. “*Ngothitshala amabafundise abantwana, bapeyela ntoni?*” (It is the teachers who must teach our children. What are they paid for?), (**PAVOS12:34**). Parent/caregivers felt exonerated from any duty to discipline or play a part in meaningful and epistemic access (**PAVOS12:6 & PAVOS 24-30**).

The unwillingness of parents/caregivers to participate in their children’s schooling depended on constraining factors, namely, food scarcity, money to pay school fees, sickness, lack of uniform and other schooling requirements (**PAVOS12:19**). They were embroiled in a daily struggle to find something to eat and regards schooling as a secondary priority. On two occasions parents were quoted by an educator, a saying to their own children, “You don’t eat school” during an argument over doing errands for the parent or going to school. However, most guardians said that they did their best to ensure that their children reached school (Physical access). What happens thereafter, (meaningful and epistemic access) became the problem of the COMSs (**PAVOS12:24-30**).

Few parents wanted to help their children to access education also in a meaningful and epistemic fashion, but felt they could not do so even if they wished due to their low literacy status. They said they did not understand the 'curriculum of these days', one parent admitted "Asiyazi into efundiswa kulamaxesha" (We don't know today's education). They felt inadequate even if they had a little education (Sizonceda njani, asifundanga, noba sinenthasana yemfundo"). In short, they admitted that they were of no help with homework. Beside their illiteracy they felt that there were too many and too rapid educational changes ("Inguquko ezingapheliyo, esingazazi thina esingafundanga"). They could not cope with, follow or understand current changes in education **(PAVOS12:11)**.

It also seemed that parents'/caregivers' "voices" were not heard at the school level and that they had constrained choice in terms of what they believed was provision of quality education and meaningful access for their children **(PAVOS12:7,11,24-30)**. Parents further complained that "the constitutional rights given to children" renders parents/caregivers irrelevant to their children's education because they were no longer able to influence the path of access to a meaningful schooling for their children **(PAVOS12:9)**. Parents/caregivers lacked the opportunity to disciplining their children **(PAVOS12:10)**. One parent disdainfully added that, "these children have rights and no longer could be disciplined" towards accessing education properly **(PAVOS12:18)**.

Communication between the school and parents regarding the performance of their children was poor; parents only attended quarterly or monthly meetings called by the schools' governing bodies. Although there was general satisfaction with the performance of school governing bodies, many simply did not attend meetings for

similar reasons as above i.e. the need to find food overrides attending school meetings. Nevertheless, the majority of parents/caregivers said they were generally comfortable with the schools their children were attending because of the proximity of the school to home (**PAVOS9:1&7**). To others, retaining their children in COMSs schools was a matter of sentiment and a historical connection they had with a particular COMS.

4.3.5.2 Conflict between traditional norms and educational access

Customary practices interfered with attainment of meaningful and epistemic access. The death of a parent or relative would require the affected learner to stay away from school 'moaning' or helping with funeral arrangement for extended period from a week to a month. This tendency put the learner at risk of dropping out of school.

The traditional community around the COMSs had a louder voice than parents through rites of passage to manhood - circumcision. Male circumcision was often performed against the right to protect the body integrity of a child as stipulated by the constitution in Section 12(2) of the Constitution Act 108 of 1996. Circumcision had produced several exclusionary repercussions in educational access with harmful consequences such as absenteeism, silent exclusion even dropout. Circumcision was not in the "best interest of the child" (Traditional Circumcision Act 6, 2001) proving that it was adversarial to educational inclusion. During season for circumcision the initiates are exposed to physical pain, harm or death, as well as psychological impairment leading to a difficulty to cope with curriculum pacing. During a conversation, a parent painted a picture of the effects of circumcision on educational access:

A potential risk in circumcision schools is injuries that the initiates face with the use of unhygienic procedures, untrained traditional surgeons and the hardships that initiates is subjected to during the ceremony before violence sets in, the children stay away from school in fear. Some dropout indefinitely or get transferred, **(PAVOS12:37)**.

There were also potential health risks faced by initiates that might cause them to be educationally impaired or cognitively scarred for life. These included starvation, cold, gangrene, physical abuse and pneumonia, amongst many other diseases. The use of unhygienic equipment also increased the risk of contracting sexually transmitted diseases such as HIV and AIDS (Tenge, 2006). These initiation complications were associated with, among others; prolonged absenteeism, underachievement, repetition, ill-discipline (learners who became 'men' were disobedient), disruptive and bullish to uncircumcised younger boys and girls. Some educators explained their experiences with the 'initiates': **(DIL2:41&42)**

Circumcision schools cause many things to our learners. Initiates become ill-disciplined and don't attend school before the ceremony. During the ceremony they are faced with illnesses even death, **(DIL2:41)**. If they 'come out', they attend irregularly. Some are still sick and others cause chaos in the classrooms, start fights and make it difficult for us female teachers to manage our classes as they start to culturally undermine us for their 'manhood', forming gangs and start school violence, disrupting the whole school or shutting it down, **(DIL2:42)**.

4.3.6 Classroom environment, textbooks and epistemic access

The classroom environment in teaching and learning is influenced by infrastructure. Without more resources, meaningful and epistemic access is likely to fall (Fiske & Ladd, 2004:181). Textbooks are an integral part of LTSM in the cognitive development of young learners to become effective citizens (Al-Barakat and Al-Karasneh, 2005). Access to textbooks increases learners' educational achievement (Lockheed et al, 1986) by facilitating achievement of the meaningful and epistemic access of UPE. This study reveals that COMSs that did not have enough textbooks experience silent exclusion because textbooks may promote achievement by

substituting for the education by teachers and by delivering a more comprehensive curriculum (Lockheed, et al, 1986). Without textbooks on site, learners found it difficult to do their homework.

Conditions in the majority of the COMSS's classrooms were marked by dilapidated furniture especially broken desks or desks without back-rests. Many classrooms had broken and dangerously cracked floors and many lacked a number of knowledge resources to stimulate the child's thinking, openness to ideas, imagination such as commercial posters, list of rules, multiplication tables, and list of rule to stickers. The walls had a few dull posters or were blank. The educators were normally located at the front. The classrooms were often noisy even in the presence of educators who carried on working undisturbed. In response to why learners were unruly, one educator replied (DIL2:40):

These children don't listen. We cannot control them anymore due to the absence of corporal punishment. Other forms of disciplining them do not work. We are forced to operate in these unruly situations; otherwise in extreme cases we do use corporal punishment even if it is not allowed, **(DIL2:40)**.

Another educator disdainfully commented on learners their plight to restored discipline at the schools:

There are old learners for a grade who don't even belong in primary school. They are too old to be in primary school ... they are just not interested in their education and do not want to be controlled as there are rules and regulations in schools, **(DIL2:28)**.

Teachers complained about the state of their classrooms. One educator grumbled: "We lack teaching materials. I wish to use the media, for example, the TV but my class does not have electricity or a radio", **(DIL2:17)**. Another teacher revealed that overcrowding in classrooms was a problem, she said: "Grade 1 in most case is the problematic grade where repetition usually occurs", **(DIL2:25)**. She continued: "There are many problems such as overcrowding, so slow learners do not get

enough attention”, “Some are sent to school too young and tend to have problems with too much work”, **(DIL2:26&27)**. Unacceptable condition of infrastructure, shortage of materials, lacks of effective disciplining techniques became a thorny issue as reflected upon by an educators and a learner:

The state of the classrooms is not encouraging, too many broken infrastructure and no one to do the repairs and many students tend to be difficult because they think they know it all. There are shortages of textbooks which I still must find for them and shortage of other teaching materials..., **(DIL2:29)**. Only the teacher has a copy of the textbook, **(DIL1:21)**.

In a self-evaluation tone, one long serving and elderly educator confessed that it was not only the classroom conditions that needed overhauling but educators too: “More workshops should be held for teachers so we could learn more about some of these subjects”, **(DIL2:30)**. They were under-prepared and felt unequal to the teaching task.

4.3.7 Epistemic access and classroom discipline

Educators often put blame for failure to teach effectively on their powerlessness to administer discipline. “We still use corporal punishment, otherwise it is difficult to manage these learners, they are so unruly, teaching them without a stick is not easy”, **(DIL1:52)** said an educator carrying a stick. This was a sentiment also shared by parents; “These children have rights and no longer could be disciplined...towards a good education” **(PAVOS 12:1&18)**. Learners did not seem eager to learn, but were more playful bent on having fun. When learners were given a task, they habitually began chaotically, rummaging around for workbooks, borrowing pens or pencil from one another. They were most disorganized. It took some time before they settled. During the task activity, more often than not, they seemed lost or confused and needed extensive guidance to complete it. Only the

educator's voice was heard during teaching or any activity. Educators were often lecturing and did not encourage learners to ask questions. **(DIL1:1-3)**

4.3.8 The DoE involvement in epistemic access

Access to schooling is a shared responsibility between national and provincial departments of Education (DoE). The national Department of Education develops national norms and standards and creates the main policies and legislative frameworks. The provincial departments of education are indirectly responsible for meaningful and epistemic access by enacting policy at school level and making funding decisions (Motala et al, 2007 & CREATE, 2008b).

This study revealed that the relationship between COMSs and the DoE was not based on trust. As representatives of the COMSs to the DoE, the principals disclosed that the DoE seldom kept its promises. They vehemently blamed the DoE for failure to make meaningful and epistemic access a reality for their learners by equitable provisioning. They argued that there was a gross lack of a 'supposed to have been provided' resources such as equitable finance by the DoE by classification. The principal from Thulani JSS challenged the DoE stating that his school should have been classified as quintile 1 school arguing that; "We have been challenging the classification of being quintile 2, we don't know how this was arrived at by the DoE because the poverty level of surrounding community is high" **(PRIFEEFREE B2c:3)**. "...normally we don't get the amount they promise..." **(PRIFEEFREE D2:5)**. One elderly educator also complained bitterly about the 'ordeals of educators' which were directly or indirectly DoE influenced. She protested that educators could not cope with the rapid phasing of the DoE's planned curricula, first it was OBE and soon later NCS. An educator who was about to retire objected:

As an elderly teachers we must be equipped with this new information e.g. OBE, NCS and other new developments in education. Although changes in the curriculum may come, the change should be slow enough so we can cope...we cannot cope as it is and we are stressed by it; Effective teaching is not happening because of DoE's CASS, workshops and meetings. And the curriculum must be designed on the older one to phase new things systematically and slow, **(DIL2:18)**.

The depth and context measuring South Africa's meaningful and epistemic access and possible exclusion is revealed in the Department's 'systemic evaluation' reports (DoE, 2005). The report confirms the study's findings that the DoE has internal inefficiency in implementation and monitoring meaningful and epistemic access, whether through governance or financing. Facilities and resources need to be improved and equitably provide for all COMSs.

4.3.9 Fee free schooling to bolster meaningful and epistemic access

In an attempt to improve equity in education, financing the National Norms and Standards required that provincial departments rank each school into one of five quintiles. In 2006, the National Norms and Standards declared schools in quintiles 1 and 2 to be no fee schools (according to the no fee policy); compensating these schools with a higher allocation for non-personnel and non-capital expenditure. All the case study COMSs had become no fee (fee free) schools as a result of their quintile statuses.

The quintile status of the community schools in this study reflected a large numbers of poorer learners in the COMSs. Four COMSs (Sajika, Mngani, Cabanga and Thulani JSS) had been classified as quintile 2 schools whilst Mtshana and Cabanga JSS were classified as quintile 1 schools. Interviews with the principals of quintile 2 schools revealed that they were not satisfied with the quintile categories they were classified under. A principal **(PRIFEEFREE A2:2)** complained: "My school is quintile

2; however this is not a true reflection of the surrounding community, with high rate of unemployment and dependence on old age pension and social grants. So we are suppose to be in quintile one”. Another principal (**PRIFEEFREE B2c:3**) also complained “We are section 21 and fee free, quintile 2 although we believe we supposed to be quintile 1. We have been challenging the quintile 2 classification we don’t know how this was arrived at by the DoE; the poverty level of the surrounding community is high”

According to the principals, the money to be received for the school is indicated in a “paper budget”, and was supposed to be R527 per learner. However, the DoE gave much less to the COMSs. “They used to give us the LTSM and 10%. Things have changed, we now receive far less. We have long been complaining about this amount” said a principal (**PRIFEEFREE D2:4**) at Sajika JSS. Two other principals who had similar experiences and concerns said; “The money we get per learner, was supposed to be R527. But I do not know how they count, because normally we don’t get the amount they promise. We received R341 per learner for this year”, (**PRIFEEFREE D2:5**), “R527 per learner would be enough if they can give this to us according to the paper budget, but they lie. It has never happened. If the government would fulfill its promise it would be enough for us”, (**PRIFEEFREE D2:6**).

The money received per learner was not only less than the amount promised in the ‘paper budget’, it was also allocated later than promised. The principal (**PRIFEEFREE D2:8**) at Mtshana JSS revealed that “This year we didn’t receive anything at all from the DoE. We are still functioning on the money even from last year”. It became clear that the implementation of the no fee policy has its own challenges. The provincial or district Education Departments fail in implementing and

monitoring responsibilities. Some of the problems that have arisen include a failure to release provincial funding on time. As a result, there were cash flow problems for COMSs, making the transition from fee charging to no fee schools a stressful. According to principals (**PRIFEEFREE D2:9&10**) the amounts allocated were too restrictive. Such funds did not cater for other direct costs of schooling such as more teaching staff, security, renovations, other infrastructure and indirect costs of schooling such transport and uniforms, which constitute a significant portion of poorer households' income.

4.3.10 Consequences of the lack of meaningful epistemic access

In the COMSs context, understanding the dynamics of UPE is significant since if access to UPE is viewed from one variable (physical access), with only this one view, there will not be a balance in how schools conduct themselves to ensure that effective teaching and learning (epistemic access) is taking place. Lack of meaningful and epistemic access therefore precipitates negative implications such as failures in school policy, teaching and learning, human capacity building, infrastructure and the surrounding community. The main negative implication of the lack of epistemic access in a meaningful way is that it pushes learners to being vulnerable to school dropout (Zone 2: Table 1 in Chapter 2) and eventually pushes them out (Zone 2) of the school system (temporary or permanent dropout). The earlier signs being absenteeism, poor class performance, grade repetition and over aged for a grade.

4.4 SUMMARY OF THE DATA

In this chapter; demographics, measures of UPE, facts, attitudes, perceptions or views of key stakeholders and the consequences of the lack of meaningful epistemic

access have been presented and analyzed. This study attempted to understand and explain the achievement of UPE from the meaningful epistemic access point of view in relation to policy, practice, capacity building, community surroundings and negative causalities.

The main preliminary findings on meaningful, epistemic access and exclusion in this Chapter are summarized as follows:

A. BIOGRAPHIC CHARACTERISTICS

Age range of learners – A significant number of learners were not in the correct age range for their grade and were likely to be struggling with their work and more vulnerable to academic exclusion and dropping out.

Gender Parity Index amongst learners – The GPI measured was 0.76 signifying that there were proportionately more boys than girls attending the COMSs, a finding that means more girls were still excluded from educational access than boys

Distribution of learners by grade – There was a high dropout rate after grade one enrolment and girls form a large portion of the learners who dropped out. The high dropout rate among girls seems attributable to pregnancy and social demands.

Educators profile – Female educators were in the majority 56 (75%) compared to 19 (25%) males. The EMIS data on the numbers of educators in the COMSs did not correlate. Results of this study suggest that there is a problem of under- and over-counting or errors resulted from incorrect data entries within the EMIS systems. Certain educators were 'lost' due to fraud, they inflated learner numbers, were caught and dismissed. The GPI among educators was as high as 2.9

denoting a typical gender divide in primary COMSs which might have a negative implication for many young boys who grow up believing education is for girls. All respondent educators were qualified to teach and had acceptable teaching experience ranging from 2 to 38 years. There were also enough elderly educators (66%) with years of teaching experiences who were expected to nurture the younger educators. Principals were adequately qualified and experienced.

B. PHYSICAL ACCESS

Learner enrolment – There was a definite and gradual decrease in the overall enrolment from 2006 to 2009, with enrolment in 2009 being the lowest. Girls were affected at most. The GPI calculated from the COMSs' sample data averaged 0.76. It was even lower than the GPI (0.94) calculated using the EMIS data and both GPIs indicated that girls were more likely to be physically excluded from the COMSs than boys. The study revealed that physical access at the COMSs was decreasing, an implication that the GER is also decreasing reversing earlier success of UPE in the Eastern Cape schools.

Learner absenteeism – Absenteeism was not very significant (16%), however, it seemed that educators were not keen on reporting it, since records on absenteeism were either inadequate or did not exist. It was mainly parent-influenced where children were commanded by parents/caregivers to do social chores during school times.

Learner transfer/migration – The highest number of learners transferred from one school was 29%. It was caused by parent migration, where children are removed by parents to cities. This resulted in a temporary dropout situation where learners missed a school year or permanent dropout when the child is withdrawn from COMS without informing the school. The consequence is that authorities or

schools are unable to forward school records or the relevant documentation required in the destination school and the education system loses track of the child. There were no records of where the learners went. Sometimes learners change schools because of circumcision violence, or when they are not happy about ill-treatment or sever forms of corporal punishment.

□ **Learner grade repetition** – About 25% of learners repeated at least once in their schooling history. Approximately 40% of males repeated a grade in their schooling history compared to 30% of females. Repetition was underreported of suggesting that the COMSs practiced automatic promotion due to policy confusion which hides the extent of silent exclusion among learners. Living with both father and mother did not reduce vulnerability to repeating a grade.

C. EPISTEMIC ACCESS

□ **High attendance** – Attendance was sufficiently high (84%), it became a necessary first step towards meaningful epistemic access.

□ **Time on task** – There was a loss of time on task which led to low achievement. However, learners were still promoted to the next grade without acceptable level of knowledge content and skills (meaningful and epistemic access). There was little evidence of empowerment, rather these was a deepening lack of effective teaching and learning.

□ **Repetition** – There were 25% of learners who had repeated at least once in their schooling history. Repetition is an indicator of low academic achievement, poor teaching and degraded facilities at the COMSs. Indeed other factors, namely, poverty and poor health were precursor of repetition. However, the COMSs favored automatic promotion (learners are promoted to the next grade, regardless of their levels of achievement). This tendency caused learners who could have benefited

from repeated grade to become more vulnerable to school dropout in higher grades. There were also no remedial steps taken to help repeater, which makes the repeater more silently excluded.

□ **Performance on basic learning outcomes** – Learners who perform poorly academically were less likely to have experience meaningful and epistemic access. All the COMSs and individual learners fell short of the 50% mean score target for any test item or all items (Learning outcomes), signifying that learners missed out on meaningful and epistemic access. They experience silent exclusion of simply being ‘warehoused’.

□ **Content coverage** – There were wide gaps between dates, indicating missing work. Only the first learning outcome (LO1) was extensively covered. This situation was further aggravated by what appeared to be a very slow pace of coverage within lessons. Work not done, which according to the curriculum, was supposed to have been done signifies that learners involved had been silently excluded from the curriculum.

□ **Curriculum emphasis and pacing** – Teacher-learner contact times were limited. Basic tasks, such as ratios, were missing and there was limited evidence of tasks that connected across topics such as the relationships between fractions and decimals or fractions and ratios. It is evident from the content coverage data that learners involved did not experience meaningful and epistemic access but silent exclusion.

□ **Parental involvement in epistemic access** – Parents did not actively support meaningful and epistemic access for their children. There was a growing apathy among parents towards education. Parents delegated the learning responsibility of their children entirely to the COMSs. They envisaged their task only as supporting the child financially and nothing epistemic. They saw their role only in

ensuring that their children were enrolled. They also shunned their disciplinary role blaming their failure to participate on “children’s rights”, illiteracy, poverty and failure of the DoE in keeping its promises. They even shifted discipline matters to the schools. Since they are not ‘educated’ they tended to leave epistemic matter to the ‘educated’ (educators). Parents’ choices were constrained by poverty, proximity and what is available. Power differentials between parents and teachers were exacerbated by poverty and illiteracy, which also affected direct home support for learners. Parental participation in the COMSs was limited to voting on school budgets, therefore the value of the SGBs remain spaces for exclusion rather than inclusion.

□ **Classroom environment and epistemic access** – Classroom teaching and learning was influenced by poor infrastructure. Without more resources, access to meaningful and epistemic access was stifled. Classrooms were marked by dilapidated furniture especially broken desks or desks without back-rests. Many classrooms had broken and dangerously cracked floors, and many lacked a number of knowledge resources to stimulate the child's thinking, openness to ideas and imagination, such as commercial posters, list of rules, multiplication tables, and list of rules to stickers and no TV. Some walls had few dull posters or blank. The absence of learning support materials translated into silent epistemic exclusion.

□ **Epistemic access and classroom discipline** – Educators seemed powerless to administer discipline. This was a sentiment also shared by parents. Many shifted the blame unto parents’ apathy to education for their children and the rights of children which rendered them unable to effectively manage their classrooms. There was little evidence of empowerment and effective teaching and learning, rather teacher blamed parents and parents blamed teachers for the loss of meaningful epistemic access. They also blamed the lack of meaningful epistemic

access on their inability to discipline the children or learners because of 'South Africa's constitutional rights of children'. This also was an outcry from parents.

□ **The DoE involvement in epistemic access** – The relationship between COMSs and the DoE was not based on trust. The DoE seldom kept its promises. The COMSs vehemently blamed the DoE for failure to make meaningful and epistemic access a reality for their learners by equitable provisioning. There was a gross lack of a 'supposed to have been provided' resources such as equitable finance by the DoE according to quintile status.

□ **Fee free schooling for meaningful and epistemic access** – All the COMSs were declared Fee Free schools to improve equity in education, however, it had unintended consequences. The money promised as indicated in the "paper budget" did not reach the schools in time and it was less than promised. The DoE failed in its implementation and monitoring of fee free schooling. The principals did as they pleased with the allocated money. The money no longer supports meaningful and epistemic access but is widening the gap from school to school. Principals use it for buying computers and spend the rest on security for the computers to the detriment of meaningful and epistemic access.

□ **Consequences of lack of meaningful epistemic access** – The main negative implication of the lack of epistemic access in a meaningful way is that it makes learners vulnerable to school dropout (Zone 3: Table 1 in Chapter 2) and eventually pushes them out of the school system (temporary or permanent dropout). The early signs of these are absenteeism, poor class performance, grade repetition and over aged for a grade and lately, parental indifference to their children's education.

4.5 CONCLUSION

This chapter has presented and analyzed data on educational access and achievement of UPE. It has been seen that the COMSs suffers from a number of negative socio-economic circumstances which undermine the universal access to primary educations. There also manifestations of strained relationships within the schools, between schools and surrounding communities including the Eastern Cape Department of Education (ECDoE). The rights of parents in informing educational access of their own children are not only marginalized but seem ignored. Parents are apathetic towards primary education. The state seems to have taken over by deciding in declarations who own the primary school child. This creates a tension between the child, the school and parents. Chapter five attempt to discuss these tensions and their implications in achieving UPE.

CHAPTER 5

DISCUSSIONS OF FINDINGS

5. INTRODUCTION

This chapter presents a discussion of the main findings of the study. It is divided into three main sections. The first section focuses on the challenges of achieving UPE. This is followed by a section intended to expand the understanding of different forms of educational exclusion. The third and last part deals with the search for effective strategies for achieving UPE.

5.1 CHALLENGES OF ACHIEVING UPE

This study has demonstrated that there are challenges in achieving UPE. These are demonstrated both in the data and in the thinking arising out of analyzing the data. The challenges include the following: Legitimacy, conceptualization and mis-directed UPE.

5.1.1 Legitimacy and operationalization of UPE

The first challenge of achievement of UPE rests on its conceptualization as a legitimate goal because given the scale and enormity of the problem, it seems UPE is not achievable and may as well be regarded as not valid. Achievement of targets and methods of their assessment are still vague; for example, instead of contextualizing these goals, a greater prominence was given to their quantitative measures, an oversight failing to recognize their qualitative aspects. Lewin (2007:44) further pointed to the logistical difficulties in translating macro targets, namely, ensuring a 100% enrolment and a 100% attendance for children as an omission. There are also no current rewards for implementing targets and neither are there set consequences for institutions for failing to meet these targets. This would

lead to a lack of motivation to translate targets into meaningful activities. The second challenge is about what is meant by 'quality education' in terms of enrolment. Increased enrolments can add more problems to 'quality' because it often means that more children are in the same space, leading to larger class sizes which undermine quality (Bush, 2008). The third challenge is that concentrating resources on the UPE can lead to the neglect of post basic levels of education.

These challenges have generated much debate concerning the legitimacy of UPE. First, De Haan (2000:10) argues against the 'one size fits all' of the Education for all (EFA) approach. The challenge is that the UPE is not practical when dealing with varied requirements for those children who do not come from positions of similar social, economic and political equality; which means that 'one size does not fit all'. The low quintile conditions in the COMSs give [support](#) to this point of view. Learners of the COMSs came from varied and difficult backgrounds. The quintile status of 1 and 2 testify to the fact that these children were socially deprived even before coming to school. Besides difficult learning circumstances, some learners were faced with negative role modeling from parents and educators. Most parents were illiterate and did not value educating their children. Educators were demotivated and at times they were confused about the roles of their profession. Academic performance [indicators](#) (cf. Chapter 4: Section 4.3.4) revealed that access to quality education that ensures excellence, so that recognized and measurable learning outcomes are achieved by all, was not improving and more girls were dropping out of the COMSs. This means that learners who remained in school were experiencing [silent exclusion](#).

Second, Sayed, (2003) argues that the notion that the outcome of inclusion policies is to overcome exclusion is fallible, as it may be so in some circumstances. It fails to

recognize the possibility that inclusive policies may result in new [forms of educational exclusion](#) (cf. Chapter 5: Section 5.2), for example, the no fee policy led to silent exclusion since allocated monies were insufficient to efficiently run the COMSs, parents were no more paying fees and operations of the school suffered. In cases where monies were sufficient, these were used for different purposes other than increasing epistemic access. Inclusion policies do not address who is excluded, but take a blanket or 'normalization' approach which hides individual differences. This resulted in well-off learners benefiting more than poor learners.

5.1.2 Manifestation of UPE as an exclusion

Sayed (2003) further argues that the concept of inclusion fails to offer a useful analysis of the different sources of inequity and their interrelationships which do not lead to meaningful epistemic access. Application of the concepts without identifying the source of exclusion may well offer mis-directed policy and widen inequality away from goals of achieving UPE whilst the opposite is sought. De Haan (2003) also pointed to the challenge about the validity of UPE as goal. He argues that directing considerable amounts of resources to primary education usually means that secondary and higher education are neglected. Of course, the focus on UPE is laudable to build a good foundation for numeracy and literacy but this may lead to neglecting the building of a knowledge economy (higher education) which becomes a problem later.

5.2 DIFFERENT FORMS OF EDUCATIONAL EXCLUSION: A PERSPECTIVE FOR UNDERSTANDING UPE.

Aggregate [indicators](#) (cf. Chapter 5: Section 5.3) assume that learners are included when they have successfully been enrolled and are in school or class. These

indicators reveal the extent of physical access and do not show if learners are excluded from the curriculum or not, therefore different set of indicators are needed because the UPE is holistically accounted for when it is measured using both physical and epistemic variables. It is therefore necessary to scrutinize patterns of educational exclusion in order to reveal implications for the achievement of UPE.

The perspective of educational exclusion can be viewed from two angles: one relates to [zones of exclusion](#) as outlined in Chapter 1 and 2 (cf. Chapter 1 and Chapter 2: Section 2.5.1). The other angle draws from the [insights](#) gained in this study. It depicts educational exclusion as a process and is summarized in figure 5.1 also in sections 5.2.1 & 5.2.2.

5.2.1 Re-connecting with Zones of Exclusion

It will be recalled that this study focuses on exclusion zones 2 and 3. Zone 2 encompasses children who initially enter primary school but drop out. Zone 3 includes those children who enrolled but are at risk of dropping out. The power of zone 2 lies in zone 3, this would mean that Zone 3 often precedes zone 2.

Apart from children who drop out from primary school, Zone 3 cohorts continue to attend school but are 'at risk' (vulnerable) to dropping out. Some even complete the whole cycle but barely learn anything. They face the risk of not moving further in education or later in life. These children are said to be victims of "silent exclusion". Lewin, (2007:24). They are physically present but get no cognitive benefits. These experience a range of factors, including irregular attendance, low learning levels, repetition, absenteeism and some are even over-age for their grades. In the COMSs

average learners were labeled as 'not interested in school' (see [Section 4.1.1.1](#)) and eventually drop out (Zone 2) of school after attending for some time.

Educators and parents did not present positive role modeling for these children because they themselves were apathetic about their profession so were parent about their role in epistemic access. Educators were overwhelmed by the CASS paperwork and hardly find quality contact time with their learners (cf. [Chapter 4: Section 4.3.6](#)). Many hours were lost in workshops and meetings with the ECDoE. Several policy matters such as policy interpretation eluded some educators leading to mal-practices such as introducing automatic grade promotion, not reporting grade repeaters or inflating enrolment numbers. Parents too did not support their children's education; they were either illiterate or busy finding something to 'put on the table'.

5.2.2 The process of educational exclusion

Educational exclusion, therefore, must be understood as a process, not just an event (Govinda & Bandyopadhyay, 2010). Many preceding incidences, events or episodes naturally tend to shape the life of the individual child who is excluded from the educational system. A number of these events in the COMSs were located in the family, community, peer group and many in the school where the child is supposed to be learning. Gleaning through data collected from the parents, educators and learners this study identified different forms of educational exclusions that the COMSs were experiencing.

This study therefore highlights two major lines of educational exclusions; temporary and permanent exclusions (Figure 5.2). The study argues that these forms of exclusions are juxtaposed or have cascading effects from one to another if no

intervention takes place. These are also not simply bipolar concepts; permanent exclusion often reverberates with the thrust of temporary exclusion when remedial steps are not taken in the first instance. The concept of silent exclusion as seen in COMSS can be extended to cover different experiences captured in the data. These are summarized below in Figure 5.2.

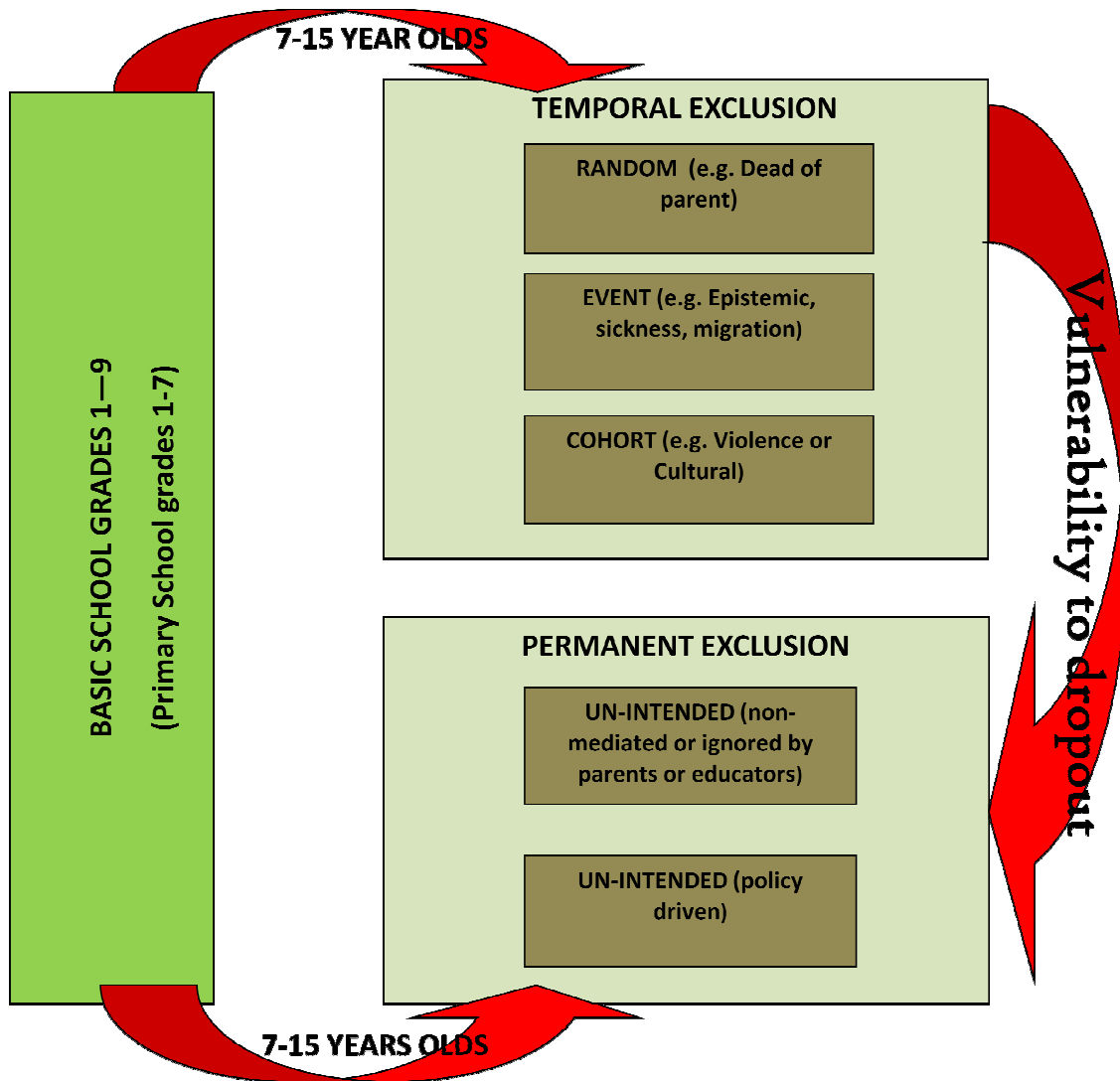


Figure 5.1 The process of educational exclusion

5.2.3 Temporary educational exclusion

5.2.3.1 Random exclusion

[Random exclusion](#) (cf. Chapter4: Section 4.4.5) is a form of exclusion having no specific pattern or purpose and is governed by or depends on chance. The [death](#) (cf. Chapter4: section 4.3.5.2) of a parent, for example affects the domains of access of a child. The bereaved learner would stay away from school to mourn and help out with funeral arrangements. On returning to school, the bereaved learner would remain silently excluded, because he or she would still be emotionally scarred and find it difficult to readjust to teaching and learning or may have been academically left behind if remedial steps are not taken.

5.2.3.2 Event exclusion

Event exclusion is a form of exclusion that happens at a given place and time. It is significant because it has direct bearing on content knowledge in a classroom. It is directed at the learner and affects the learning in a way that leads directly to permanent educational exclusion. Several [examples](#) (cf. Chapter 4: Section 4.4.4.3) that depict this form of exclusion were important in this study.

The first, example was epistemic exclusion to quality teaching and learning. Affected learners were exposed to teaching and learning that does not ensure that content knowledge and basic skills needed to reach the required level of achievement and competency, as set by the curriculum have been mastered. Learning achievement levels were below standard as measured through national and international benchmarking tests.

A second example was being [sick](#) (cf. Chapter 4 Section 4.3.2) for a period of time, where a learner misses out on teaching and learning or doing school work. This resulted in absenteeism, grade repetition, over-age for grade and low academic performance. The learner also experiences silent exclusion.

The third and last example is learner migration (transfer). Learner migration was event exclusion because parents caused it event at particular time. Some learners were abruptly withdrawn from school by a parent or caregiver any time after school cycle started and taken to another school without proper transfer procedures being followed. Even with proper transfer documents, it became difficult for the learner to be accepted in another school because of admission policies or when the school was not accepting late enrolment.

If accepted, learners experience silent exclusion emanating from failure to adjust in the new school and the attitudes of educators and peers. A number of learners also experienced language barriers in the new school. There was a case of a Malawian girl at Bongani JSS (**DIL3:10**) who narrated her own story about how she could not adjust to the local language (Xhosa) which caused her to repeat grades one, two times, until she was over-age for the grade she was in. It took her while to adjust at a school with a Xhosa context and learn to communicate with others including her class teacher.

5.2.3.3 Group exclusion

Certain groups of learners sharing similar [social demands](#) (cf. Chapter 4: Section 4.4.5.2), such as those who circumcised together, harvesters or cattle dippers experienced temporal educational exclusion through absenteeism during the

occasion. Head counts during research visits indicated that class sizes were smaller than anticipated (average 20) and even less on particular days when the school community was active (paydays, harvest days and cattle dipping days).

On Wednesdays, for example, it was a social norm for cohorts of male learners across the COMSs, to be absent from classes to drive cattle for cattle dipping while classes continued. On paydays, mostly girl learners were required to be absent from the COMSs to accompany parents and caregivers and help carry house supplies brought from the Dutywa Town. During the harvest days, group of learners (both boys and girls) were required to accompany the harvesters to the field during school period. Harvesting lasted for days meaning that affected learners would be absent for a week or so. Groups of higher grade learners (from 12 years onwards) were often isolated from the COMSs and community each year to be 'initiated' through circumcision into manhood in accordance to Xhosa culture. Girl learners were also required to go and cook for the "abakhwetha" (the initiates) during course of initiation. School absence of the 'initiates' meant absence of the cooks as well. Initiation schools habitually took place during the winter vacation but it usually overlapped with schooling days resulting in extended absenteeism especially when there were 'complications' on the 'initiates'. When complications arose, girls were not expected be involved.

5.2.4 Permanent educational exclusion

If exclusion is understood as a process, not just an event, permanent exclusion becomes the final event after many events of temporary exclusion have aggregated and when there are no remedial steps taken. Figure 5.1 shows how temporary exclusion could lead to permanent exclusion. Such learners may forever face the

threat of exclusion later in life (Govinda and Bandyopadhyay, 2010), especially in terms of job security. The power of permanent exclusion lies in ignorance of its existence. It is not intended but hidden within the lessons, school, programs, policy framework or driven by the ignorance of parents, educators even the DoE (National, provincial or district levels).

Several examples of permanent push-out factors (cf. Chapter 4: Section 4.4.4.3.2) were identified: (a) Lessons were based on the “heavy” and “misunderstood” National Curricula Statement (NCS) that placed too much emphasis on high achievers and grade progression without emphasis on quality. If what educators of the COMSs were saying is true then it has two major implications. One relates to their inability to implement the NCS. The other relates to the question of whether the learners they teach have access to quality education. These points are demonstrated in Table 4.10 (cf. Chapter 4: Section 4.4.4.3.1) which reveals that there was minimal content coverage and a significant loss in time on task. Educators taught the first learning outcome (LO1) effectively and stalled for the rest (Zero tasks).

The no fee status (or fee free) of the COMSs precipitated an unintended state permanent exclusion. It created problems instead of solutions. The fee free policy was grossly faulty in that it had a push-out effect. Even though the COMSs did not charge fees, the poverty stricken school communities were forced to fork out informal fees (charges) for school uniforms, transport, sports and ceremonies. Learners who failed to pay or conform were threatened or sent home. The fee free monies did not arrive in time. When they did, they fell short of what was promised in the ‘paper

budget'. Even then, the no fee monies were not used according to "paper budget", principals bought computers and build strongrooms with it.

Another example (cf. Chapter 4: Section 4.4.8) of permanent exclusion was when the DoE fail to take corrective steps when principals complained about their absurd monetary allocations. Far worse was that the DoE did not monitor what the monies were used for. Systemic problems therefore became endemic.

Certain policies and practices that were identified had bearing on possible sources of permanent "push-out". In many instances, educators were confused about the interpretation of policies such as learner retention. Grade repetition, for example, was discouraged because of the grade for age policy which was interpreted as automatic promotion, hence, there were no corrective steps taken to align grade repeaters. Another example of setting permanent exclusion off was when parents and caregivers took a back-step; they did not get involved or want to get involved with their children's schooling. They claimed they were 'too illiterate', 'busy to getting food on the table' and that it was the educators' job to educate and asked absurd questions like 'What are educators paid for?'

Educational exclusion if left unchecked for a long becomes a normal process and difficult to deal with. It is therefore imperative to find ways or strategies soon enough to reverse this exclusionary phenomenon before it is too late. Banerji and Mukherjee (2008) suggest three areas of intervention:

- (i) To reduce dropout rates and increase retention,
- (ii) Accelerate learning outcomes, and
- (iii) Ensure sustainable financing mechanisms

5.3 ACCURACY OF AGGREGATE INDICATORS

Aggregate statistical indicators such as GER, NER, ASER and others are used to measure educational access. These may be creditable, but often loose *in situ* (local) information by masking out problematic localities. A comparison between the aggregate national or regional statistics points to the fact that the district and the COMSs numbers are often below those reported at national levels. For example, the [GPI](#) of 0.94 (Chapter 4: Section 4.3.1.2) obtained from the EMIS data compared closely to the GPI of 0.97 obtained from the national data but both were far higher than that calculated (0.76) from the COMSs. Another example, the numbers of enrolled learners from certain COMSs and the EMIS data did not tally, in one [COMSs](#) (cf. Chapter 4: Section 4.3.1.1) for instance, the documented number of learners enrolled in 2008 was 324 and in 2009 it was 356; but the EMIS data reported a total of 592 (2008) and 425 (2009) for the same school. It was unclear whether this was a result of over-reporting or incorrect data capturing. Therefore aggregate statistical data also do not show localities that have a problem of coverage due to their nature of collective reporting.

5.4 IN SEARCH OF EFFECTIVE STRATEGIES FOR ACHIEVING UPE

It is acknowledged that there are no uniform solutions to achieve UPE for all citizens due to inequality and that inclusion and exclusion are not necessarily opposing terms, but these terms and UPE have to be understood in their entirety before they can become useful. In the search for effective strategies to operationalize UPE, the following key areas could be considered; control towards synergy, renewed targeting of vulnerable learners population; increase capital or/and infrastructure and human resources (educators), retraining educators,

5.4.1 Generic strategies for achieving UPE

In many sub-Saharan countries and South Africa, concerning the education MDGs and EFA goals, major growth in gender parity and enrolment has been seen (Rahman & Islam, 2009). However, the critical challenge is not only quality but also renewed targeting of vulnerable learner population that were 'silently' being excluded. Additional capital or infrastructure and human resources (educators) are still needed. Educator training and re-training or investing in educators will be necessary (*Ibid.*). Other emergent strategies to achieve UPE are; (a) re-enforcing compulsory primary education, increasing government expenditure on education, (b) fostering parental participation and reducing parental cost on education, (c) reforming the educational process, curriculum and content, (d) amplifying voices of the unheard, decentralizing education, encouraging parents participation through reaffirming their rights, (e) introduction of pre-schooling, (f) better performance monitoring by DoE, (g) poverty reduction or helping the poor through nutritious school meals, (g) quality-enhancing intervention through adult literacy, (h) and prevention of dropouts and improved retention capacity, particularly of poorer children. Most prominent strategies are discussed further under [Section 5.6.2.2](#).

5.4.2 Strategies for intervention for the COMSs

5.4.2.1 Intervention strategies needed for action

Much has been documented about what can be done to alleviate similar situations but less action has been taken. Taking visible action is therefore of paramount importance if the achievement of universal education is to be realized, these are outlined below.

5.4.2.2 Re-defining conceptual framework and definitions

In South Africa an analysis of the legislation and laws pertaining to the school issue of educational access and the UPE showed that there is a problem with the “access and exclusion” concepts: i.e. definition and distinction between “different forms of exclusion,” “non-attending student,” and “non-enrolled” and others. However, the literature presents varying concepts and meanings (ESP, 2007, De Haan, 2010 & Sayed, 2010). Stakeholders at the COMSs level still need to foster agreement on concepts and definitions pertaining to educational access and exclusion before attempting to unravel the complexities thereof (Therefore, the educational inclusion and exclusion phenomena still need clarity to suit the South African schooling context.

5.4.2.3 Increasing learners enrolment and retention

This study recommends an effort to increase learner [enrolment](#) (cf. Chapter 4: Section 4.3.1) and retention of; particularly, girls whose numbers were dwindling at the COMSs due to [social factors](#) (cf. Chapter 4: Section 4.4.5) by fostering partnerships and cooperation between the COMSs, social development agencies, parents, the traditional leaders and the DoE. The roles of EDOs in monitoring and managing teaching and learning need to be redefined and enforced by higher authorities.

5.4.2.4 Delineation of responsibilities and cultivate transparency

Within the DoE circles, clear, legally defined and delineated responsibilities of all entities involved in education of children need to be attended to as matter of urgency. Daniel (2007) argues the potential of UPE to fully operational require commitment to ‘making things available, accessible, understandable and

acceptable'. He also suggests that responsibilities should be made transparent to benefit every stakeholder involved. The internal dynamics of schools and that of the DoE must be rendered accountable and its members made aware of their responsibilities (*Ibid.*). These institutions must be freely auditable without hassles. This will ensure that general UPE for all school-age children is happening, is being monitored and is manageable. All stakeholders must be on board; parents, teachers, representatives of school administration, school governing bodies (SGBs), local authorities, and education management authorities for UPE to be achievable. (DoE, 2001a; Shindler & Fleisch 2007).

One of the key areas to achieve UPE is through creating a tightly managed, effectively monitored and free flowing cascading synergy from global to national, from national to provincial, from district to COMSs and vice versa. This study has revealed that there is a 'bottle-neck' effect (Figure 5.2) between the district (local) DoE and the COMSs creating a challenge for achieving the UPE. The district DoE appeared insensitive to the problems the COMSs were experiencing. Access to resources needed for operations was often denied and monitoring was scanty, while the COMSs were overburdened with paperwork required at the DoE level. Help for the COMSs to access the curriculum as intended by policy was marked by hardly productive quick fix workshops, thus creating an environment of mistrust between the COMSs and the district DoE. The COMSs would therefore operate semi-autonomous giving false information to the district DoE. These cases suggest, therefore, that feasible intervention(s) should begin at the level of the relationship between the District DoE and the COMSs, a level where concepts of inclusion and exclusion should be applied with rigor, if not, any intervention attempts to foster inclusion might evolve new forms of exclusion

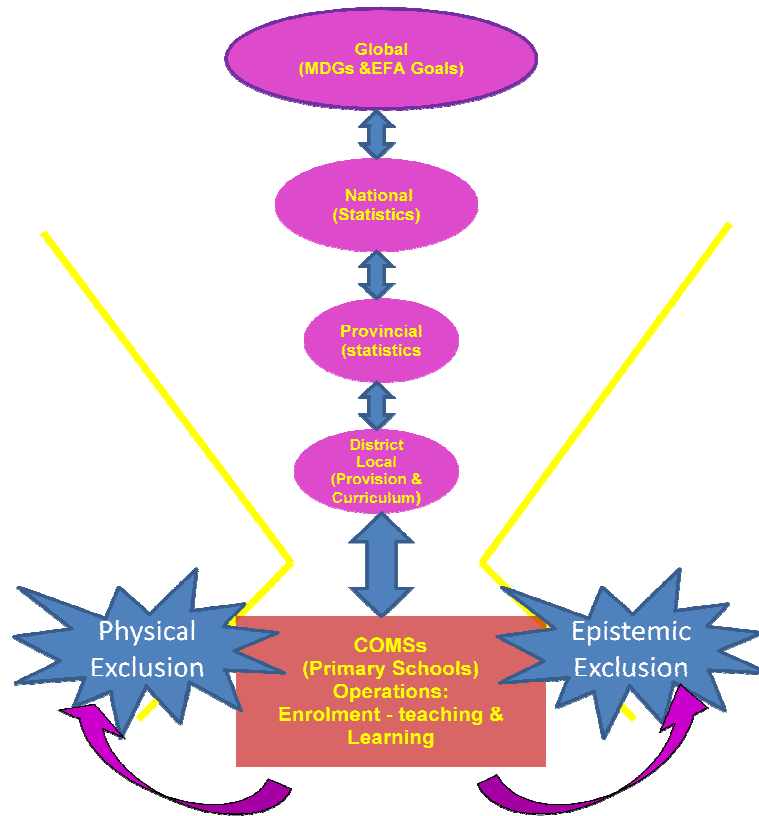


Figure 5.2 'Bottle-neck' effects at DoE-COMS level that stifle UPE

5.4.2.5 Promote efficiency of state programs

Development of efficiency in the state programs is needed through the following: (a) The formation and evaluation of funding mechanisms to prevent regional disparities; (b) Better transparency and reporting to society about the program through the publication of consolidated annual reports and statistics with easier access via websites and (c) Strengthening better coordination of all departments involved in the process of monitoring and managing involving a range of agencies including EMIS SA, Stats SA, CREATE, SA, DoE and others (DoE, 2003:23-28; Fataar, 1997 & Motala, 2009). All departments should reciprocate in a smooth push and pull fashion

while avoiding the 'bottle neck effect' such seen in Figure 5.2 which will also ensure a meaningful and sustainable financing mechanisms of the no fee provision.

5.4.2.6 Coordinating and collaborating of statistical Agency and others

Data collection should be institutionalized rather than being collected for particular agencies. Alternatively, departmental coordination involved in statistical data collection and analysis among a range of agencies should be strengthened by fostering data collaborations. Data entry errors could be avoided by cross checking and the constant evaluation statistical data by collaborating statistic agencies.

5.4.2.7 Monitoring indicators of educational exclusion

It is essential to develop more indicators to monitor the situation and put into practice a periodic monitoring inspection, create and maintain accessible database on low attendance, low achievement, repetition, under- and over-age learners, absenteeism, child migration and school dropout per school, district, and province. It is also necessary to institutionalize the use of indicators in school assessments, especially those that are related to the improvement of the school environment. (DoE, 2006)

5.4.2.8 Teacher re-teaching and lifelong learning

Emphasis must be put on the notion of inclusive education where educational programs and methods of learning are learner centered (ECD and primary schooling) (DoE, 2001; Taylor & Vinjevold 1999). Teacher training, retraining and professional development programs must be made a life-long experience for teachers particularly at the foundation phase of children's learning experience.

5.5 CONCLUSION

This chapter has argued that UPE is a noble goal. However, it is a notion that requires a rigorous conceptual interrogation. It must be expanded to incorporate the perspective of different forms of educational exclusion. At COMSs level there is a growing phenomenon of 'silent' exclusion which first undermines the goals of epistemic access and MDGs for UPE. It is only by broadening the analytical lenses of UPE that factors with the potential to undermine its achievement can be identified and addressed.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6. INTRODUCTION

This chapter presents a summary of findings, conclusions and recommendations. It is divided into three main sections; summary of the main findings, conclusion and recommendations for the entire study. Finally, the chapter ends by identifying possible research areas that future researchers may consider to pursue.

6.1 SUMMARY OF FINDINGS

The main findings of this study are presented fewer than four categories given below: (i) silent exclusion, (ii) gender parity, (iii) causal factors and (iv) evidence of educational exclusion.

6.2 SILENT EXCLUSION

A large number (over 75%) in the COMSs suffered [silent exclusion](#) from schools, although they were physically present. They lacked meaningful access to the curriculum content (cf. Chapter 4: Section 4.3.4). This was the start of the process of their permanent exclusion from school.

6.3 GENDER DISPARITY

There were significant gender disparities in access to education in the COMSs. The [GPI](#) was below 1 (0.76) showing that girls suffered greater physical exclusion than boys (cf. Chapter 4: Section 4.1.1.2 and 4.2.1.2).

6.4 CAUSAL FACTORS OF EDUCATIONAL EXCLUSION

A number of factors exposing COMSs learners to vulnerability of physical and epistemic exclusion are outlined below. These are not the same as in Section 6.5 below. They are inputs explainable by the structuralist input-output model of Pigozzi and Cieutata (1998) and the production function model of Adams and Boendiono (1992). The latter (evidence) is reliant on the former (causal factors). In many instances, what was designed for offering solutions became problematic and the cause of educational exclusion at the COMSs.

6.4.1 Learners not in the correct age range

A number of learners were in the wrong grade for their [age](#) (cf. Chapter 4: Section 4.1.1.1). More than 1.5% learners were under-age and 17% learners were over-age. They either started school early or late. Affected learners were not progressing along with their age cohorts. The out of age learners were unable to access the designed curriculum as intended. It led to silent exclusion and vulnerability to early dropout.

6.4.2 Learner and educator absenteeism

Sporadic [absenteeism](#) (cf. Chapter 4: Section 4.2.2) was primarily induced by parents or caregivers who needed help to accomplish their social or household chores. Learners were mostly absent due to social chores mainly on Wednesdays (tick cattle dipping day). Girls were required on month end or on pension days to accompany their parents or caregivers to help carry food and other household materials from Dutywa town shops.

Educator absenteeism had also some influence on learners' absence, as one learner hinted: "If I don't see my teacher's car in school, I don't go to class but stay home".

There was a tendency for educators to “conceal” absenteeism and under-report learners who were registered but habitually did not attend. They did so in order not to lose learners, credibility with the EDOs and financing. Financing was per capita basis (based on the number of learners per educator per school). Truancy was also prevalent because of lack of personal motivation due to class repetition and feeling that education was a dead end. Absenteeism had a negative impact on meaningful epistemic access because absent learners always fell behind the curriculum, which led to class repeating, silent exclusion and vulnerability to dropping out or eventually dropping out of school.

6.4.3 Learner transfers or migration

Parents became the cause of vulnerability to school dropout by their endless [migration](#) (cf. Chapter 4: Section 4.2.3) to and from the cities. They kept moving the child from school to school. This caused the child to repeat grades, eventually the child became over-aged for the grade. Migrated child often battle to adjust in the next school which result to vulnerability to dropping out of school. Types of transfers noted were; inter-COMSSs, cross border and cross country transfers. Cross border transfers were related to urbanization in searching for work by parents or a mother following the father. Children migrated within households or were left behind by the migrant parent. There were no records keeping as to where the learners went to. Migration increased the risk of not completing compulsory education, thus causing the affected learners to be temporal dropouts before enrolling in the next school.

6.4.4 Learner grade repetition

The study found that grade [repetition](#) was prevalent amongst males than females in their schooling history. Learners living with single parents (mother or father alone)

were less likely to have repeated a grade especially when living with the mother alone. Mothers were actively involved with their children's education; fathers did not actively participate with their children's education even when they were around. Fathers as opposed to mothers were likely to order their child(ern) to do household chores than allowing them to go to school, most especially for boys. This resulted in absenteeism which increased the risk of grade repetition even dropout.

There were no reliable records of absent learners, suggesting that many of the COMSs practiced automatic promotion. Automatic promotion was educator driven due to policy mis-interpretation. They regarded the mandatory 'age for a grade' policy as nullifying the repetition but advocacy for an automatic promotion. This was done regardless of whether the learner was competent for the next class or not. Where learners were forced by circumstances to repeat a grade, there were no remedial strategies in place for grade repeaters. Repeaters often fell behind while their ages increased, many dropped out and dropped in later, this violated the age for grade norm. Grade repetition compromised learners' self esteem. It can leads to oversized classes and created problems in managing the classes due to age differences among learners. It directly obstructed the achievement of the EFA educational [goal](#) number six (6), because absenteeism beget low achievement, an indicator that the child is silently excluded from meaningful epistemic access and may end up repeating current grade.

6.4.5 Parent apathy towards participation in their children's education

A growing [apathy](#) (cf Chapter 4: Section 4.3.5.1) from parents to participating in their children's education was noted. The unwillingness of parents or caregivers to participate was driven by constraining factors, namely, illiteracy, food scarcity, and

inability to pay, sickness, inability to buy uniform, misinformation, policy conflicts and promises not kept by the DoE. Many parents felt that their voices had drowned at the school and DoE level. They did not have much choice given the constraining factors mentioned above. Most importantly, they were no longer able to influence the path of access to a meaningful schooling of their children because legislation deprived them of access to disciplining their children calling it abuse.

Views of educators about parents' involvement with their children's education did not paint a different picture. According to educators parents did not even attempt to help out with homework except a negligible few. Educators viewed parent; as major role players in increasing epistemic access for own child's education, but parents delegated the epistemic responsibility entirely to the schools. It was expected of families to focus on discipline, but that too was left for educator to carry out. Absence of parent participation in matters concerning epistemic access frustrated educators in managing their teaching and discipline responsibilities. Without parent's involvement different forms of exclusion started to emerge confining the concerned learners to a state of silent.

6.4.6 Non-favorable classroom conditions for teaching and learning

[Classrooms](#) (cf Chapter 4: Section 4.3.6) lacked a number of resources to stimulate the child's thinking, openness to ideas, imagination such as commercial posters, list of rules, multiplication tables, and lists of rule to stickers. The physical small sizes of classrooms resulted in overcrowding and desks were crammed together. Educators found it hard to give learners individual attention since there was little space to manoeuvre in between desks. Educators were often lecturing and did not encouraged learners to ask questions or engage in active participation. Educators

were dissatisfied and complained about the state of their classrooms. It was not only the classrooms environment that needed overhauling; educators themselves confessed that they also needed retraining to make a meaningful contribution to epistemic access for their learner.

Educators, parents and learners seemed disillusioned, each one blame the other for the low levels of epistemic access at the COMSs. Learners did not seem eager to learn, but more playful. Parents were apathetic concerning the education of their children. They did not want to get actively involved with teaching and learning of own children. The abolishment of corporal punishment left educators with little options to manage learners. School ethos varied; surprisingly, corporal punishment was widespread despite its abolishment. Proper school nutrition, scholar transport and school security except at Sajika JSS were absent. Policy confusion resulting in varied interpretations. Parents blamed educators and their children and the 'government' (DoE) for the lack of meaningful epistemic access in the COMSs. Educators blamed the DoE, learners and parents for not achieving meaningful epistemic access. Educators seemed to be in defiance, at times appear stubborn for any changes suggested by the DoE; they still favored communicating in IsiXhosa even when teaching English as a subject.

The school leadership was important in deciding resource usage; this became problematic because it meant that the schools could do as they please, creating school management variations and crisis conditions because the DoE was hardly involved in running the COMSs. Vulnerability and silent exclusion was obvious particularly for those with learner difficulties, namely single parenthood, orphans, living with old aged grandparents and those living far from school.

6.4.7 Inadequate program implementation and monitoring by ECDoE

The COMSs did not trust the [ECDoE](#) (cf. Chapter 4: Section 4.3.8) due to its; mediocre support to the schools, previous broken promises and its low visibility at the COMSs. The COMSs did not understand certain decisions the ECDoE made. Educators also felt under-prepared to teach the new curriculum (NCS) due to their failure to pace with its rapid implementation rate by the ECDoE. They were also dissatisfied with the heavy workload associated with continuous assessment (CASS) where voluminous documentation was required by the ECDoE. CASS took away most of the contact time educators supposed to have had with their learners. CASS directly removed the opportunity of experiencing a meaningful epistemic access by learners. Besides rendering a passive support, the ECDoE reduced educator-learner contact times by constant calls for educators to attend endless workshops and meetings during school periods.

6.4.8 De-motivated educators and learners

Some children were vulnerable to school dropout because they lacked [motivation](#) (cf. Chapter4: Section 4.3.6) to do well or excel. They were bored and believed that what the school offered was irrelevant to their present lives due to the high unemployment rate in South Africa especially after school completion. They did not realize the value in education. This was frequent with over-aged boys than girls. Life outside school was more attractive and the desire to earn money was more appealing.

Educators were highly de-motivated by their working conditions; they did not consider themselves as possible contributory cause in creating conditions for lack of meaningful epistemic access at the COMSs. They still put blame on parents and the

ECDoE for not being supported in teaching which resulted in their failure to 'produce good results'.

6.4.9 Dysfunctional no fee schooling program and conflicting policies

The [no-fee schooling](#) (cf. Chapter 4: Section 4.3.9) program was dysfunctional. There was allocation of lesser monetary amounts resulting in a negative impact upon the school budget, invariably the ability of educators to make epistemic access a meaningful experience in buying LTSM. Monies were supposed to be given according to a 'paper budget' but lesser amounts were apportioned and came to the COMSs too late. The amount allocated was too restrictive, it did not cater for other direct costs of schooling such as more teaching staff, security, renovations, other infrastructures and indirect costs of schooling such transport and uniforms, which constitute a significant portion of poorer households' income. The principals of quintile two (2) schools were not satisfied with the quintile. Dependency on the no fee schooling program had a negative bearing on UPE, it manifested silent exclusion.

Policy enacted was partially or not implemented. If implemented, there was no follow up by the ECDoE to monitor it. Confusion arose at the interpretation of certain policies, e.g. there was no clarity as to whether the policy on age for grade was similar to automatic grade promotion. Implemented policies seem to have a cancelling effect on each other. For example, educators claimed their rights against children's rights so did the parents against learners or educators. Parents and educators believed that without corporal punishment there was no discipline, without which they claimed they cannot increase meaningful epistemic access and that the absence of corporal punishment will continue to increase educational exclusion.

6.5 EVIDENCE OF LACK OF MEANINGFUL ACCESS

Evidence of lack of meaningful and epistemic access in the COMSs is outlined below. These are not the same as above (Section 6.3) they are outputs that can be explained by the structuralist input-output model of Pigozzi and Cieutata (1998) and the production function model of Adams and Boendiono (1992). The latter (evidence) is reliant on the former (causal factors).

6.5.1 Poor coverage of content

Poor [content coverage](#) was evident from workbooks and portfolios. There were wide gaps between term dates indicating missing work, there was no continuum or connection from learning outcome to the other, some portfolios were missing and responsible educators failed to locate them. This was evident that the COMS learners were grossly experiencing silent exclusion throughout the school cycle especially in the second half of the school term (cf. Chapter 4: Section 4.3.4.3).

6.5.2 Poor learner performance in numeracy tests

Epistemic or academic performance was the key indicator for evidence for achievement of epistemic access to the curriculum. The [means scores](#) for the grade 5 learners were expected to be at least above 50%. Despite that Grade 5 learners wrote grade 4 numeracy test with some 'easy grade 3 items' incorporated, the %mean scores of all the COMSs was below 30%, it began at 21% and below (cf. Chapter 4: Section 4.3.4.1) .

The [means scores](#) of all the COMSs combined for the grade 7 learners were 18.3% compared to the national benchmark was 70% (cf. Chapter 4: Section 4.3.4.2). Although it was assumed that the majority of the grade 7 learners would achieved a

mean of at least 50% on a grade 6 test since learning was assumed to have been in place as a result, however, no single learner scored above the target 50% (National average). This study indicated that there was no meaningful epistemic access to the grade 6 and 7 curriculum. As long as the learners were in school, it did not seem to matter if they learn; they were simply being 'warehoused', posing a challenge in meeting the EFA [goal 6](#) and MD [goal 2](#). This means that over 75% of learners were silently excluded from meaningful and epistemic access to the numeracy curriculum across the six COMSs.

6.5.3 Limited educator-learner contact time

Evidence from learners' workbooks and portfolio showed that curricular emphasis and pacing has adversely decreased. Even spread (pacing) of topics across these grades were not maintained. Evidence of tasks that connected across topics did not exist. [Teacher-learner contact times](#) (cf. Chapter 4: section 4.3.4.3) were limited by sporadic absence of educators from classroom during teaching and learning periods, thus restraining meaningful epistemic access to curricular content. Contact times were eroded by Continuous Assessment (CASS) documentations (done in staffrooms), endless workshops and meetings, memorial services and personal matters reducing notional hours stipulated by South African Qualification Authority (SAQA).

6.5.4 Poor discipline in class for grades

Educators believed that without corporal punishment they could not [discipline learners](#) (cf. Chapter 4: section 4.3.7) or properly manage their classrooms. Almost all the COMSs reverted to corporal punishment without which they claimed they could not increase epistemic access in a meaningful way. [Parents wanted corporal](#)

[punishment](#) (cf. Chapter 4: Section 4.3.7) to be brought back into the classrooms, claiming that the “children’s right” makes their children ill-disciplined for learning.

6.5.5 Shortage of teaching and learning support materials

The COMSs (50%) experienced shortage of textbooks. Available textbooks were locked away and kept at school (children were not allowed to take them home). Many of the textbooks were tattered or missed several pages. There were also many unused textbooks locked away in cabinets. These were said to be outdated but some teachers admitted that there was no ‘time to use them’ because they were too busy with the CASS documentation. The no fee monetary allocation was misused, instead of buying [Teaching and Learning Materials](#) (LTSM) it was spent non-essential goods such as computers, renovations and security (cf. Chapter 4: Section 4.3.6).

6.5.6 Parental irresponsibility

Parents were not interested in schooling of their children nor did they participate (cf. Chapter 4: Section 4.3.5) voluntarily in matters of epistemic access to help their children neither were they helping with school homework. Many did not see future gains in education. They did not participate because they were illiterate, busy to find food to ‘put on the table’. Almost all believed that matters of teaching and learning were the sole responsibility of educators and the DoE.

6.5.7 Conflicting policies and dysfunctional no fee program

[Policy](#) (cf. Chapter 4: Section 4.3.8) enacted was partially or not implemented. If implemented, there was no follow up by the ECDoE and no uniform interpretation of policies at the COMSs. The [no fee program](#) was dysfunctional (cf. Chapter 4:

Section 4.3.9); monetary allocation was not in accordance to what was promised in the 'paper budget' and it came too late. Monies were not used by the COMSs as stipulated by policy. Policies and programs designed for offering solutions became a problem.

6.5.8 Learner absenteeism

[Learner absenteeism](#) was prevalent (16%) at the COMSs. It presented itself as silent exclusion, physical absence and temporary dropout, depending on how long the learner was absent (cf. Chapter4: Section 4.2.2).

6.5.9 Learners who were underaged and overaged for a grade

A cross grades learner profile, revealed that a number of learners were in the wrong grade for their age. More than 1.5% was underaged and 17% were [overage](#) (cf. Chapter 4: Section 4.1.1).

6.5.10 Frequency of grade repetition

There was an average of 40% male and 30% female learners who ever repeated a grade within the COMSs. There was secrecy among educators in matters of [Learner grade repetition](#). Revealing the status of repetition was closely guarded (cf. Chapter 4: Section 4.2.4). Repeaters were not given remedial attention at the COMSs; automatic promotion was adopted by educators instead as a solution because there was a tension between the ages for grade policy against repeating a grade. Repeaters became silently excluded when left behind by their cohorts and without remediation they were destined to repeat again.

6.5.11 High tendency of learner migration from school to school

Significant numbers of learners were moved from school to school. The migratory tendency was caused by parent(s) or caregiver(s) moving from place to place either searching for work, mother following the father to cities or moving the child to a better school (cf. Chapter 4: Section 4.2.3).

6.5.12 High incidence of permanent school dropout

There was an overall dropout of 4% at the COMSs and girls were mostly implicated. Reason for dropping out among boys were job opportunities, need for many learners to help at home, being bored of schooling or did not see the future gains in education. Girls dropped out of school for similar reasons in addition early pregnancy.

6.6 CONCLUSIONS

On the basis of key findings of this study two main conclusions can be drawn with regard to the conceptualization and implementation of UPE policies.

6.6.1 The UPE cannot be fully understood without due consideration of local level factors that push and pull learners away from school. To this end, a study of different forms of educational exclusion, as identified in this study, should be central to any comprehensive theorization of universal access to school education.

6.6.2 UPE can only be achieved if policies, practices and resource allocation to education, address macro and micro conditions of schooling in a balanced way.

6.7 RECOMMENDATIONS

The recommendations are divided into two, one set for policy on universal access and the other focusing on the agenda for further research.

6.7.1 Recommendation for policy

A myriad of negative circumstances facing learners and parents in COMSs militate against achievement of UPE. Opportunities in these areas can be unlocked through deliberate policies and practices which: (a) Address legal or informal inhibitors that exclude children from exercising their rights to meaningful epistemic access to education. (b) Eliminate conditions which undermine the realization of free compulsory education at macro and micro levels. (c) Re-empower educators to recognize and deal with factors that make learners vulnerable to physical and epistemic exclusion.

6.7.2 Recommendation for further research

Reach data can still be collected for analysis in school communities with challenging circumstances such as the COMSs. Future research could focus on a number of areas not covered by this study but which rose from it. These areas include the attempts to answer the following questions: (a) What are the pedagogies that can be employed in poor schools that can enhance children's meaningful epistemic participation in education? (b) What synergies and tensions exist that undermine meaningful access to education between educators, parents and the DoE? (c) What strategies can be used to encourage parents in poor communities to promote parental engagement in the education of their children? (d) What is the role of the SGB in no fee school? (e) What is the effect of children's "rights" in the achievement

of a meaningful epistemic access? And (f) Why are differences in school governance at the COMSs.

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APPENDIX A CONSENT FORMS AND PERMISSION

1. Consent forms (COFO)
2. Permission to use data
3. Proof that this work has been edited

APPENDIX B INSTRUMENTS

0. Instruments Memo (INSTR-0)
1. Baseline school data collection instrument (BSDCI)
2. Child Tracing Card (CTC)
3. Class Observation Schedule (COSH)
4. Day in Life interview guide (DIL)
5. Educator questionnaire (EDUQU)
6. Principal's Questionnaire (PRIQU)
7. Fee free guide (PRIFEEFREE)
8. Numeracy test grade 4 (NUMT-Gr4)
9. Numeracy test grade 4 (NUMT-Gr6)
10. Parents' Voice Schedule (PAVOS)

APPENDIX C DATA SETS

1. Parents narratives (PAVOS)
2. Day in Life narratives (Learner & educator day in school stories)
3. Principal's narratives – Fee free COMSs
4. Numeracy test results – Gr4
5. Numeracy test results – Gr6

APPENDIX A

CONSENT FORMS AND PERMISSION

Consent form



Elvis-ion G. Ngwenya: Telephone, +27 40 60 22427: Fax: +27 866282441, email: engwenya@ufh.ac.za: Private Bag X1314, FORT HARE UNIVERSITY ALICE 5700, SOUTH AFRICA

A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in Amathole district of the Eastern Cape, South Africa

Interviewee: (Tick corresponding interviewee)

(District official/Community leader/Principal/Educator/Parent or Guardian)

Name of interviewer: _____

I _____ (name of interviewee) give permission for the interviewer/s to use the information I provide in research reports and papers for publication or conferences as long as:

- The information is correctly transcribed
- I am allowed to see transcriptions of the interview, if I ask
- A pseudonym is used in place of my name
- My name and address will not be recorded on the research instrument together with my answers. (Research instruments will be coded)

Signature: _____

Date: _____



IDUTYWA EDUCATION DISTRICT

PRIVATE BAG X1203, IDUTYWA

REFERENCE:

TELEPHONE: 047 - 4895000/1470

FAX: 047 - 4892423

ENQUIRIES: A.M. Dwangu DATE : 17 April 2008 "STRIVING TO TURN THE SITUATION AROUND"

The Principal
Bangiso JSS
Dutywa
5000

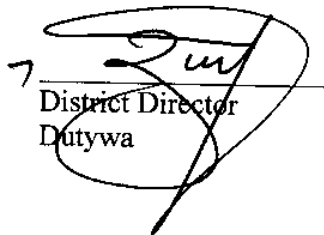
→ 083 507 4522 (Principal)

Sir/Madam

Kindly be advised that the bearers of this letter have been granted permission to conduct research in your school.

Kindly assist them with whatever information they may ask for.

Thank you for your understanding.


District Director
Dutywa



IDUTYWA EDUCATION DISTRICT

PRIVATE BAG X1203, IDUTYWA

REFERENCE:

TELEPHONE: 047 - 4895000/1470

FAX: 047 - 4892423

ENQUIRIES: A.M. Dwangu DATE : 17 April 2008 "STRIVING TO TURN THE SITUATION AROUND"

The Principal
Mngeka JSS
Dutywa
5000

0837634398 - Tw

Sir/Madam

Kindly be advised that the bearers of this letter have been granted permission to conduct research in your school.

Kindly assist them with whatever information they may ask for.

Thank you for your understanding.

7 
District Director
Dutywa



Consortium for Research on
Education, Access, Transitions & Equity
Funded by DFID



W i t s E d u c a t i o n P o l i c y U n i t

Telephone: +27 11 717-3076 Fax: +27 11 717 3029 email: Veele.dielens@wits.ac.za
Private Bag 3, Wits 2050, South Africa • Williams Block • Wits Education Campus • Cnr Queen & St Andrews St.

School consent form

Names of researchers: Elvis-ina E Nkwenge
Cell: 079 5510153

I ZINGISA NGURUMB (the principal) of MNGEKA J S SCHOOL

(name of school) give permission for the researchers to conduct research in the school related to the CREATE project. The researchers will be filling in Child Tracking Cards, conducting interviews with learners and educators and looking at official documents, such as the Annual School Survey.

The information gathered for the CREATE project may be used in research reports and papers for publication or conferences as long as:

- The information is correctly transcribed
- A pseudonym is used in place of the school name
- The school name and address will not be recorded on the research instrument. (Research instruments will be coded)
- Permission will be obtained from the school for use of photographs

Signature [Signature]
Date: 05/06/08

EC DEPT OF EDUCATION
MNGEKA J S. SCHOOL
P. O. BOX 91 DUTYWA 5000
PRINCIPAL [Signature]
DATE: 05/06/08



Consortium for Research on
Education, Access, Transitions & Equity
Funded by DFID



W i t s E d u c a t i o n P o l i c y U n i t

Telephone: +27 11 717-3076 Fax: +27 11 717 3029 email: Veerle.dieltiens@wits.ac.za
Private Bag 3, Wits 2050, South Africa • Williams Block • Wits Education Campus • Cnr Queen & St Andrews St.

Parent consent form

Name of interviewer: Elvis E. Ngweny

I Nomasiza Dyasi

(name of caregiver) give permission for the interviewer/s to interview

Asanda Dyasi (name of child) and use the

information s/he provides in research reports and papers for publication or conferences as long as:

- The information is correctly transcribed
- A pseudonym is used in place of his/her name
- His/her name and address will not be recorded on the research instrument together with his/her answers. (Research instruments will be coded)

Signature 

Date: 17/04/08



Consortium for Research on
Education, Access, Transitions & Equity
Funded by DFID

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2 November 2009

To whom it may concern

This is to confirm that Elvis Ngwenya has been conducting research for the Consortium for Research on Education, Access, Transitions & Equity (CREATE), a DFID-funded international research project co-ordinated by Prof Keith Lewin, Centre for International Education at the University of Sussex (see www.create-rpc.org). The South African Partner Institution is the Wits Education Policy Unit at the University of the Witwatersrand.

Elvis Ngwenya has permission to use all data collected as part of the CREATE project in South Africa for his own research work, on condition that he acknowledges the CREATE project.

Yours sincerely

Dr Shireen Motala
Lead researcher, CREATE – South Africa

P.P. *veerle dielhens*
veerle dielhens

University of Fort Hare

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University of Fort Hare
Together in Excellence

Department of English

University of Fort Hare

Private Bag X1314

Alice, 5700

11 January 2011

TO WHOM IT MAY CONCERN

This is to confirm that I, Cynthia K. Formson have edited for language the Doctoral Thesis entitled, "A Study of Different Forms of Educational Exclusion and Loss of Meaningful Access in Selected Schools in the Eastern Cape: Implications for Universal Primary Education by Mr E. Ngwenya.

I hold a Masters Degree in Teaching English as a Second Language, as well as a Masters in Linguistics and I am a lecturer in the English Department at Fort Hare University

Yours faithfully

C. K Formson



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APPENDIX B
INSTRUMENTS

Elvis-ion G. Ngwenya: Telephone, +27 40 60 22427: Cell, 0725510153: Fax: +27 866282441, email: engwenya@ufh.ac.za: Private Bag X1314, FORT HARE UNIVERSITY ALICE 5700, South Africa

Title: A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in Amathole district of the Eastern Cape, South Africa

The instruments

1. These are generic set of research design instruments which I adapted from CREATE to suit the context of this study and to help me collect data systematically. These were not used at the same time, I have used all of them at various stages where and when data was available. At times I used them partially due to scarcity of data. My aim was to cover across the various fields of interest (mixed methods research) to make it possible to subsequently write a cross case analyses.
2. The sequencing of use of these instruments was important at first. Initially, after having secured entry consent (using the COFO instruments) into the study area from the District Educational Directorate, baseline data on the schools was conducted as a first step.
3. The second step involved data collection from the principals and the educators in order to develop indebt analytic descriptive profile of the school using the PRIQU us.
4. The educators questionnaire (EDUQU) was included in an interview format where I was interested in focus or simply group discussions. Special attention was directed to those educators teaching the learners that have been identified as vulnerable.
5. Learners in Grade 2, 4, 6 and 8 were traced using the child tracing cards (CTCs). Learners that have been identified as being "at risk" (vulnerable) (Zone 3) to school dropout were then be tracked using the child tracing cards (CTCs) to their households. The next round of data collection was a group discussion with certain learners in grade 2, 4, 6 & 8 to draw out some aspects of their vulnerability to school dropout.
6. Numeracy tests instrument (NUMT) was used on grades 5, 7 and 9 in 2009 as a performance indicator.
7. Lastly, parents or caregivers (guardians) of vulnerable learners were discursively to give "voice" to the problem of vulnerability to school dropout using the Parent's Voice Survey (PAVOS).
8. In short, the generic instruments that I have adapted to the context of my study consist of the following: Also see appendix A

- Consent form(s) (COFO)
- Baseline school data collection instrument (BSDCI)
- Principal's Questionnaire (PRIQU)
- Educator's questionnaire (EDUQU)
- Child tracing Card (CTC)
- Parent's Voice Survey Guide (PAVOS)
- General classroom observation Schedule (COSH)
- Day in Life of learner (DIL)
- Numeracy or Maths test instrument (NUMT)

Piloting

These instruments were piloted on a small scale before large scale use. This would identify problems with presentation, coding and interpretation. The following would at least be checked during piloting:

- a) Check at least judgementally for viability (how long does it take).
- b) Does the coding work?
- c) Validity (do the questions mean the same to the respondents as to me?)
- d) Are questions understood?
- e) Have I covered my research questions adequately?

END

INSTR-1 (BSDCI)

Baseline school data collection instrument

**Baseline School Data Collection Instrument
2008/Zone 3**

- I guarantee anonymity of the participants.
- Pseudonyms will be used when capturing the information on the data set, insertion of names of persons or schools in this data collection instrument will be used by researcher to do follow up, where necessary.

SECTION 1: SCHOOL IDENTIFIERS

<p>1.1 Name of School</p> <p>1.2 Full address and contact number (if available)</p> <p>1.3. Date of Visit (DATE).....</p> <p>1.4. Name of Data Collector (INTNAME).....</p> <p>1.5. Code for School (SCHCODE).....</p> <p>1.6. District Name (DISTNAME).....</p> <p>1.7. School Cluster / Admin Identifier.....</p> <p>1.8. Village/town name (VILLNAME).....</p> <p>1.9. AREA (rural, semi-urban, urban).....</p>	<p>1.10. Is this a replacement school? Y/N</p> <p>If replacement, reason for replacement</p> <p>School not found1</p> <p>School Not Accessible.....2</p> <p>School Closed3</p> <p>Refusal4</p> <p>1.11. Interview checker (INTCHECKER).....</p> <p>1.12. Date schedule checked.....</p> <p>1.13. Other observations?</p>
--	--

SECTION 2: SCHOOL TYPE AND LOCATION

Type of School	Ownership of school	Management of school	School Grade Type	Year established	Medium of Instruction	Lowest Grade	Highest Grade	Sex (B/G) single or mixed	Shift type Single/double/ Describe type of school curriculum organisation	Multigrade? Which grades are combined?

Key:
 Type 1: Government school 2. NGO 3. Private 4. Grant maintained 5. Combined NGO/Govt (Categories will have to be defined)
 Ownership and Management 1. Public 2. Faith Organisation (Identify faith) 3. NGO (Identify NGO) 4. Private Individuals 5. Private Company (Categories will have to be defined)
 Grade Type: 1. Incomplete Primary 2. Primary 3. Lower secondary 4. Upper secondary 5. Primary and lower secondary 6. Primary, lower and upper secondary
 Shift: Single 1. Double 2. Multigrade 3. If multigrade, which grades are combined? e.g. 1 and 2; 1, 2 and 3 etc.

Note: Some information will be captured in the school maps.

Distance to nearest clinic/pharmacy (km)	Distance to District Office (km)	Distance to nearest preschool/ECD centre (km)	Distance to nearest primary school (km)	Distance to nearest secondary school (km)	Distance to police post (km)	Access to school	How far does the furthest child have to travel to school? Km

Key: Access to school 1. All weather road 2. Unsurfaced road 3. Track 4. No road access 5. Note: Describe the school catchment area – size, shape, physical characteristics, communal characteristics.

SECTION 3: ENROLMENTS, REPEATERS, DROP OUTS ETC.

Current year enrolments

Collect actual enrolments registered in the school for the current year
 Note the date this information relates to. This table should capture registered enrolments, not attendance, at a nominated date. I will then have a baseline of who should be in school.

3.1. Current Enrolment by Age

Age Years	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20+												

3.2. Overall Enrolment last five years

(Collect for as many previous years as possible or available)

Grade	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

3.3. Repeaters over last five years

(Collect if school records allow; if no records complete for current year and validate at class level)

Grade	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

3.4. Drop Outs over last five years

(If school records allow, if not complete for 2006/7 by identifying those enrolled in 2006 who did not enrol in 2007 in the next grade and who did not repeat and validate at class level)

Grade	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

From this data it should be possible to reconstruct cohorts of children from the past five years and identify repetition and drop out patterns retrospectively, if a five year data not available collect for as many years as possible.

3.5. Number promoted from Grade X to secondary school over last five years

Grade	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
X															
Number entering secondary grade x +1															

3.6a. Number of Boarders.

Boarding Places	
Boys	
Girls	

3.6b Disabilities

Children with sight disability	Children with hearing disability	Children with speaking disability	Children with Mobility disability	Children with learning disability	Children with personal care disability

3.7. Class Sizes

Grade	Section 1 (enter stream/section size)		Section 2		Section 3		Section 4		Section 5		Average Class Size	Number of Stream/Sections
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
1												
2												
3												
4												
5												
6												
7												
8												
9												

(If multigrade (i.e. where some grades are combined) revise as appropriate. Do not force multi-grade into this pattern)

3.8. Child attendance

Average class attendance for different months (obtainable from registers for 2006).

Grade	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1												
2												
3												
4												
5												
6												
7												
8												
9												

I want to do head counts of attendance during school visits. These can be compared with beginning of year enrolments. These head counts must be dated and repeated on different visits, at least in selected classes. This table of for registered attendance

SECTION 4: FACILITIES

4.1. Buildings and Infrastructure

Type of Buildings Insert code for types of buildings	Condition of buildings Rank on scale of 1-4	Does the school have access to space for sports Rate 1-4	Does the school have access to school garden Rate 1-4	Does the school have access to school garden Rate 1-4	Is the school secure and safe? Rate 1-4

Buildings 1. Brick/concrete 2. Wood 3. Mud 4. Temporary
Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable

4.2. Classrooms

Grade	Normal Classrooms Number	Temporary and Sub Standard Classrooms Number	Classes taught outside Number	Adequate light Rank on scale of 1-4	Adequate ventilation Rank on scale of 1-4	Adequate chairs and desks Rank on scale of 1-4	Adequate learning materials Rank on scale of 1-4	Blackboard and chalk Rank on scale of 1-4
1								
2								
3								
4								
5								
6								
7								
8								
9								

Normal classrooms = up to MOE specification with blackboard, adequate furniture, light and ventilation
Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable
Furniture and learning materials Rank adequacy 1. 75-100% 2. 50-75% 3. 25-50% 4. 0-25%

4.3. Other Rooms

Science laboratory Number	Other special purpose rooms Number	Head teachers Office	Staff room Rank on scale of 1-4	Library Rank on scale of 1-4	Store rooms Rank on scale of 1-4	Covered assembly space Rank on scale of 1-4	School kitchen Rank on scale of 1-4	Secure boundary Rank on scale of 1-4	Play ground Rank on scale of 1-4

Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable

4.4. Teacher's houses

	Number	Condition
House for principal		
Houses for teachers		
Hostel places for teachers		

Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable

4.5. Sanitation

Number of latrines/toilets for boys	Number of latrines/toilets for girls	Number of latrines/toilets for staff	Type of Latrine/toilets	Condition of latrines/toilets Rank 1-4	Availability of hand washing facilities Rank 1-4

Latrines/Toilets 1. Flush toilet 2. Pit latrine 3. KVIP 4. Bucket 5. None/use fields etc
Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable

SECTION 5: LEARNING MATERIALS AND ENVIRONMENT

5.1. School books

Number of school books for children and teachers – main texts for mathematics, science, main language

Children			Teachers Guides/syllabus			
Grade	maths	science	Main language	maths	science	Main language
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

5.2. Learning Environment

Availability of reading material	Availability of writing material	Classroom environment	Availability of posters	Visibility of children's work	Evidence of marking children's work	Quantity to children's language work	Quantity of children work

Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable
 (Agree criteria for each category e.g. excellent = several books per child, acceptable = one book per child, 3. poor= less than one book per child 4. unacceptable = no books per child)

SECTION 6: TEACHERS

6.1. Staff list

(Check EMIS Entry and validate)

ID	Sex	Highest Ed. Qualification	Professional Qualification Level	Year of starting in Teaching	Year of starting in this School	Grade of Teacher	Full time / Part time %	Status (Govt, paid teacher; PTA funded etc.	Area of origin (local, same district, same region, other region	Distance travelled to school (km)	Main subject	Main Grade taught
Teacher 1												
Teacher 2												
Teacher 3												
Teacher 4												
Teacher 5												
Teacher 6												
Teacher 7												
Teacher 8												
Teacher 9												
Teacher 10												
Teacher 11												
Teacher 12												
Teacher 13												
Total No. Teachers												

6.2. Teaching Loads and Teaching Attendance

	Average Teacher Attendance last Month: No days lost/number of days available	Average timetabled teaching load: Number of periods per week taught

Indicator needed – Average teacher days lost per teacher per month? Teacher per class ratio? Average teaching periods per teacher?
A separate analysis of teaching loads and teacher attendance from school records, timetable analysis and observation) is desirable.

6.3. Teacher turnover

Total Number of teachers 2005	Number of teachers leaving in 2005	Number of new teachers in 2006	Total Number of teachers in 2006

SECTION 7: TIMETABLE

7.1. Operating Hours

School start time	School finish time	Number of weeks in school year	Length of teaching periods minutes	Number of teaching periods per week

7.2 Timetabled teaching time

	Number of Teaching Periods/ week					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6 etc
Main language						
Second language						
Maths						
Science						
Other Subjects						
Total						

This information may be standardised in national curriculum. Once the formal timetable is established visits need to establish how much is actually delivered. The school timetable should be collected for later analysis.

7.3. Teaching of Combined Classes

Do any of your teachers teach more than one grade in the same timetabled period (e.g. Grade 1 and Grade 2, or Grades 3 and 4 combined)? If so please describe the combinations you use. Tick the combined grades for which each teacher is responsible in the same timetabled period.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

SECTION 8: SCHOOL CHARGES

8.1. Direct fees and charges

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Collection/ default rate	Exemptions
Registration fees per year								
Tuition Fee per year								
Uniform fees per year								
School development contributions per year								
PTA contributions per year								
Sports fees per year								
Examination fees per year								
Other charges (specify)								

Note how fees are collected. Note if all children pay or only some.

8.2. Other Expected contributions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Specify amount last term						
Other (specify)						

SECTION 9: HEALTH

9.1. School Indicators

Is the learning environment clean and hygienic?	Is the learning environment safe from environmental hazards (main road crossing, flooding, raw sewage, earthquakes etc)	Is the learning environment affected by sources of infectious diseases (mosquitoes, animal carried infections etc)	Does the school have any special facilities for children with special needs?	Are any teachers trained to work with children with special needs?	Are any teachers trained to identify health problems?	Does the school provide any food (breakfast, lunch, snacks?)	Does the school have any facilities for treating sick children?	How far is the nearest clinic (km)	How far is the nearest hospital (km)

Rank 1. Excellent 2. Acceptable 3. Poor 4. Unacceptable 1 = Yes, 2= No as appropriate. Note specificities of health related indicators where relevant

9.2. School Health Issues

What are the most common health problems that affect the attendance of girls?	What are the most common health problems that affect the attendance of boys?	What are the most common health problems that affect the performance of girls?	What are the most common health problems that affect the performance of boys?	What are the most common health problems that affect the performance of female teachers?	What are the most common health problems that affect the performance of male teachers?	Does the school keep any records of the health status of children?	Does the school keep any records of the health status of teachers?	How often does a health visitor attend the school (Number of visits last year?)

THANK YOU!.....

INSTR-2 CTC

**Child Tracing Card (CTC)
2008/9 (Zone 3)**



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- I guarantee anonymity of the participants.
- Pseudonyms will be used when capturing the information on the data set, insertion of names in this questionnaire will be used by researcher to do follow up, where necessary.

A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in Amathole district of the Eastern Cape, South Africa

Date Created:

TERM	1	2	3	4
-------------	---	---	---	---

Dates updated:

Enumerator's Name.....

School's Name.....

Tel No.....

SECTION A

1. First Name:						Surname					
2. Present Grade:	R	1	2	3	4	5	6	7	8	9	
3. Sex	M	F	4. Date of Birth			Day	Month	Year			
5.1 Full name of mother						5.2 Occupation:					
6.1 Full name of father						6.2 Occupation:					
7. Who do you live with most of the time?	7.1 Mother only		7.3 Both parents		7.5 Care giver		7.7 Grand mother/ father				
	7.2 Father only		7.4 Uncle/ Aunt		7.6 Older Sibling		7.8 Specify other:				
8. If not living with your parent/s where is father (F)/mother(M)	F	Deceased		F	Divorced		F	Working far		Other specify :	
	M			M			M				
9. Is the person who looks after you employed?					Yes			No			
10. Does your family receive a social grant?	Father			Mother			Indicate type				
	Yes	No		Yes	No						
11. Is any other in your family receiving a social grant?					Yes	No		Who does/Indicate type			
12. Home address											
13. Household type	House		RDP House		Back room		Other:				
	Zozo/Mkhuku		Hostel		Mud House						
14. Do you have breakfast?				Always		Sometimes		If available			
15. Do you take lunch?		Bring lunch from home			Buy from tuck shop			School Nutrition			
16. Do you have supper?				Always		Sometimes		If available			
17. Where was your parents born?				Father			Mother		Guardian		
18. Where are your grandparents?				Grandfather			Grandmother		Guardian		

19. What is the dominant language spoken at home?

Probe the causes if meals are not taken (choice or non-availability)

SECTION B

1. What time do you get up on a school day										
04h00-05h00		05h01-06h00			06h01-07h00			07h01-08h00		
2. How do you get to school		Walk	Use taxi	Family car	Train	Bicycle	Bus	Paid transport	State subsidised transport	
3. Time taken to travel to school										
Under 30min			31min-1hour				More than 1h - 1½hours			

SECTION C

4. How would you judge your school if compared with other schools and why?											
Excellent		Good		Ok (average)			Not too good (below average)			Poor	
5. Why?											
6. Are your reasons affected By			Infrastructure (i.e. toilets)		Bullying		Punishment (i.e. corporal)		Other:		
7. How is your own school performance?											
Excellent		Good		Ok (average)			Not too good (below average)			Poor	

8. History of child in School Grade Progression

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Grade R											
Grade 1											
Grade 2											
Grade 3											
Grade 4											
Grade 5											
Grade 6											
Grade 7											
Grade 8											
Grade 9											

Note repetitions, missed years, and age in grade, school changes, temporal withdrawal, re-entry

Interviewer' comments:

9. Tracking tracing Data – Monthly or three monthly

	J	F	M	A	M	J	J	A	S	O	N	D
1. Number of days absent.												
2. Number of days you left the school early.												
3. Number of days sick.												
4. Number of days the teacher has been absent.												
5. Number of days teacher present but don't teach												
6. Number of day teacher leave early												
7. Teacher judged risk of repetition.												

Code for teacher judgements 1= very high risk, 2= substantial risk, 3= low risk, 4= minimal risk

8. Do you intend to remain in school until you finish Grade 12?	Yes	No
9. If not, state the reasons:		
10. Comment on any other concern which is disturbing or likely to disturb your schooling:		

Thank You!

INSTR-3 COSH
Class observation schedule



Class observation schedule (COSH)
 2008/9 (Zone 3)

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A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in the district of the Eastern Cape

Community School Survey (COMSS): General observation of the respondents and ethno-geographical information in the case study involving learners' vulnerability to school dropout in the Dutywa school district.

Name of school: _____
 Date created: _____
 Location: _____
 District: _____
 Observer: _____

GENERAL OBSERVATION SCHEDULE

1.	Physical characteristics of setting.
2.	Space allocation or use.
3.	How are teachers settled?
4.	How are learners settled?
5.	Participants: (Teachers) who is there, not there, who speaks, who listens, and who is silent?
6.	Participants: (Learners) who is there, who is not there, who speaks, who listens, and who is silent?
7.	Subtle factors: informal unplanned activities, non-verbal communication, dress, space?
8.	
9.	What does not happen?
10.	What is my role; am I affecting the scene?
11.	What am I saying and doing?
12.	What do I think is going on?

ADDITIONAL

COMMENTS:

End of observation.

INSTR-4 (DIL)
Day in life interview guide



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DAY IN LIFE

The Guide (DIL-GU)

GRADE 2, 4, 6 or 8

Name of school: _____

Interviewer: _____

Date: _____

This instrument was designed for a case study to guide to collect data on the daily experiences of a learner from waking up, going to school until going to bed. This is a qualitative design (interpretative) aiming at describing, understanding and explaining experiences of schooling. The main question which is sought to be answered by this instrument is: What teaching and learning experiences make learners either vulnerable or not to dropout?

SECTION A

1. The classroom

- 1 First lesson? What lesson?
- 2 *Brief description of physical environment in class.*
- 3 *Brief description of class atmosphere.*
- 4 *What is going on?*
- 5 *What is the teacher doing?*
- 6 *What are specific groups of learners and/or individual learners doing?*

2. Tape recorded interview with teachers

- 1 *Briefly describe the community in which the school is situated? What are its Main characteristics?*
- 2 *Do parents support teaching and learning? What roles do they play in the Schooling of their children?*
- 3 *Do you think your students like or dislike school? Please explain by giving examples.*
- 4 *What causes learners not to learn?*
- 5 *What can be done to improve the situation?*
- 6 *Do learners learn better in some subjects than in others? Please explain.*
- 7 *Why do learners repeat grades?*
- 8 *What can be done to improve the situation?*
- 9 *Do many learners drop-out? Why?*
- 10 *What can be done to improve the situation?*
- 11 *Are there many learners not in school in this community?*
- 12 *What are the biggest obstacles to improving your teaching?*
- 13 *What can be done to help you become a better teacher*

NB: The researcher must collect/make copies and ask teachers for any documents that are relevant to the understanding of the lessons observed and students' academic performance, e.g. learning materials, worksheets, extracts from textbooks, teacher files, records of academic performance, tests, and examinations.

3. Group discussions with grade 2,4,6 or 8 learners

(How many learners were in the focus group?)

1. *Do you like or dislike this school? Why?*
2. *Do you like or hate coming to school every day? Please explain.*
3. *Do you ever want to stay away from school?*
4. *Have you stayed at home on certain days? For how long? Why?*
5. *Are you going to do this again?*
6. *What must happen at school to keep you coming every day?*
7. *What was it like to be at school yesterday? And today?*
8. *What did you learn in school yesterday? And today?*
Are you struggling to learn? Why?
9. *What will make you learn better?*
10. *Which subjects do you prefer? Why?*
11. *Have any of you repeated any grades? Why?*
12. *Do you think you will repeat the grade you are in this year? Please explain?*
13. *What must be done to stop students from repeating grades?*
14. *Do your parents or brothers and sisters help you with your schoolwork?*
How?
15. *Which teachers do you like? Why?*
16. *Which teachers do you dislike? Why?*
17. *Do your teachers teach well? Explain, giving examples.*
18. *What can you tell me about your friends?*
19. *What do you do together?*
20. *Are there any students at school with whom you argue? Fight? Please explain.*
21. *Do you help one another to learn? How?*
23. *Which careers are you interested in?*
24. *If teachers want corporal punishment back, would you love that?*
25. *What will you do or say if asked to quite school?*
26. *Do you all like your classroom?*
27. *Who is taking care of you at home?*
28. *Are you happy at home? Give reasons for your answer*
29. *How many meals do you eat at home?*
30. *Do you get enough time to do homework? Explain your answer.*

**INSTR-5 (EDUQU)
Educator's questionnaire**



**Educator's Questionnaire (EDUQU) – Zone 3
2008/9**

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This instrument accompanies the baseline data instrument for the school and the head teacher questionnaire. Where possible the questions have been designed to be coded or answered with tick responses. Codes were developed to suit local circumstances and actual patterns of response. A coding suggestion is attached at the end which can be used across several questions. Where possible percentage bands have been used e.g. 0%-5%, 5%-10%, 10%-20% etc as a guide to interviewers to classify the degree of change. This is less vague than frequently, sometimes occasionally etc. If the percentages confuse respondents then other words can be used in discussion bearing in mind the need to reach a common understanding of frequently, sometimes, occasionally etc.

For each question you need to create separate categories for 'questions not asked – Code =0', 'don't know' (Code 8 or 88), 'no reply' (Code 9 or 99). These all have separate meanings.

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EDUCATOR QUESTIONNAIRE

1. Basic data

Name of Interviewer	
Name of Educator	
Date of Interview	
Name of school	
District	
Town/village	
Education Circuit	
School ID	
Teacher ID	
Name of town/village teacher resides	
Location of school - Rural (1) Semi-urban (2) Urban (3)	

2. Biographical Details

2.1 Age of Teacher

	Tick one
Below 20 years	
20-24 years	
25-29 years	
30-34 years	
35-39 years	
40-44 years	
45-50 years	
50 years and above	

2.2 Sex of Teacher

	Male	Female

Codes: Male = 1 Female = 2

2.3 Religious background

Religious background	
----------------------	--

Codes: Christian = 1, Muslim = 2, Traditional = 3, Other = 4 (specify)

2.4 Mother tongue and Languages spoken

	Name and code
What is your mother tongue?	
Which other languages do you speak well?	

Codes: Language1 = 1, Language 2=2, Language 3 = 3 etc

2.5 Years of experience

Year of first teaching appointment	
Year of appointment to this school	
Number of schools taught in since qualifying	

2.6 Highest Academic qualification

	Tick
STD 10	
Graduate	
Postgraduate	
B.Ed	
BA/BSc	
Med	
MA/MSc	
Other (state)	

2.7 Highest Professional Qualification

	Tick	Year Qualified
Certificate		
Diploma		
Post Graduate Teaching Certificate		
Other (state)		
Name the College/University you were trained in		

2.8 Grade and Subject Teaching

	Grade
Please indicate which grade you teach most frequently	
Please indicate which subjects you are specially qualified to teach	Code
English	
Maths	
Science	
Social; studies/history/geography	
General teacher of all subjects	
Other (specify)	

2.9 Travel to School

	Enter Number
How far from the school do you live (kilometers)?	
How long does it take you to get to school each day (minutes)?	
How far away is your home town where your mother and father are (kilometers)?	
What kind of house do you live in?	
House provide by school	
House provided by community	
Rented house	
Own house	
Other (specify)	
	Tick one
How do you travel to school?	Walk
	Cycle
	Bus
	Motorcycle
	Car
Do travel arrangements affect you ability to get to school each day?	
	Never
	Sometimes
	Often
	Every day

Do other things make it difficult to get to school every day? If so specify		
1		
2		
Are there particular times of the year when it is difficult to get to school? If so name the month and the reason		
Month		
Reason		

3. Teaching and Learning

Please relate these questions to the classes/grades that you teach most frequently

3.1 Class Teaching

What is the average class size you teach in the school		
What is the ratio of boys to girls in the class?		
	10% or more boys	
	5%-10% more boys	
	About the same number	
	5%-10% more girls	
	More than 10% more girls	
If there are more boys or more girls what are the main reasons?		
1		
2		
3		
How many periods a week do you teach each week?		
Do you give homework to children?		
	None	
	Less than an hour a week	
	1-2 hours a week	
	More than 2 hours a week	
How often do you test childrens' progress ?		
	Once a week	
	Once a month	
	Once a term	
	Once a year	
Do you keep records of childrens test results and are these available?		
Do you ever teach more than one class group in the <i>same grade</i> at the <i>same time</i> (combined classes)? If so comment on the reasons?		
Reasons		
Do you ever teach class groups <i>from different grades</i> at the <i>same time</i> (multigrade)? If so comment on the reasons?		
If yes which class groups in which grades are taught together (give grades)		
What reasons are there for grouping class groups across grades?		
When did you last visit the home of a child to discuss their progress?		
	Last week	
	Last month	

	Last term
	Several terms ago
When did you last meet a parent in school to discuss a child's progress?	
	Last week
	Last month
	Last term
	Several terms ago

3.2. Out of School Children

Are you aware of children in the school catchment area who should be enrolled in your classes but are not?		Tick one	
	None		
	Less than 10% of those in school		
	10-25% of those in school		
	More than 25% of those in school		
What are the main reasons for boys not to enrol?		Code	
1			
2			
3			
What are the main reasons for girls not to enrol?		Code	
1			
2			
3			
Do you have any strategies to help out of school children to enroll or re enrol?			
Strategy	Code for impact 1=high, 2=moderate, 3=low, 4 = no effect	Strategy code	Impact code
1			
2			
3			

3.3 Overage and underage children

Are many children over age in the classes you teach most often?	1= More than 50%, 2= 25%-50%, 3=10-25%, 4= 0-10%	
What are the main reasons for overage enrolment of boys?		
1		
2		
3		
What are the main reasons for overage enrolment of girls?		
1		
2		
3		
What are the main problems arising from overage enrolment?		
1		
2		
3		

Are any children under age in the classes you teach most often?	1= More than 50%, 2= 25%-50%, 3=10-25%, 4= 0-10%	
If so what are the main reasons for under age enrolment of boys?		
1		
2		
3		
What are the main reasons for under age enrolment of girls?		
1		
2		
3		

3.4 Repeaters

In the classes you teach most often how many children are repeating the grade you are teaching?			
	More than 50%		
	25%-50%		
	10%-25%,		
	0%-10%		
Who decides which children should repeat?			
	Class teacher		
	Head teacher		
	Parents		
	Other (specify)		
Do you give any special attention to repeaters?			
	None		
	Extra classes		
	Counselling		
	Other		
What are the main reasons for repetition amongst boys?			
1			
2			
3			
What are the main reasons for repetition amongst girls?			
1			
2			
3			
Do you have any strategies to reduce repetition?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

3.5 Drop Outs

Last year how many children dropped out of your classes during year? (Drop out=Registered and enrolled at the beginning of the year but were not attending at the end of the year)		
	None	
	Less than 5% of those in class	
	5%-10% of those in class	
	10%-15% of those in class	
	More than 15% of those in class	
How many children did not return for the new school year (completed the school year but did not return to the next grade)		
	None	
	Less than 5% of those in class	
	5%-10% of those in class	
	10%-15% of those in class	
	More than 15% of those in class	

What are the three most important reasons for drop out of boys in the classes you teach?			
1			
2			
3			
What are the three most important reasons for drop out of girls in the classes you teach?			
1			
2			
3			
Do you have strategies to ensure that children do not drop out?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

If children drop out do you take any action? If so what are the actions?			
Actions	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			
Do many children who drop out seek readmission?	1= More than 50%, 2= 25%-50%, 3=10%-25%, Less than 10%		
Are there any conditions for readmission? If so what are they?			
1			
2			
3			

What are the main signs that children are at risk of dropping out?		
1		
2		
3		
Who has the main responsibility for ensuring children who have dropped out finish basic education?		
	Head teacher	
	Class Teachers	
	Local Education Officers	
	Village leaders	
	Family	
	NGOs	
	Other (specify)	

3.6 Attendance

What is the average level of attendance of children this month in the classes you teach? (Average of number absent each day compared with number enrolled)			
	90%-100%		
	80-89%		
	70-79%		
	60-69%		
	50-59%		
	Below 50%		
Does attendance fall in particular months?			
Month			
Reason			
Does attendance fall on particular days of the week?			
Day of the week			
Reason			
What are the three most important reasons for non attendance of boys in your classes?			
1			
2			
3			
What are the three most important reasons for non attendance of girls in your classes?			
1			
2			
3			
Do you have any strategies to ensure that children attend regularly?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

If children do not attend do you take any action? If so what are the actions?			
Actions	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code actions	Impact
1			
2			
3			
Do you keep records of daily attendance of children? Are they available?			

3.7 Transition from Primary to Secondary

Only for those teaching in the last Grade of primary

Has the transition rate to secondary school been changing over the last three years?			
	Increased by more than 25%		
	Increased by 10-25%		
	Increased by less than 10%		
	Fallen by less than 10%		
	Fallen by 10-25%		
	Fallen by more than 25%		
If the transition rates is greater for boys what are the main reasons?			
1			
2			
3			
If the transition rates is greater for girls what are the main reasons?			
1			
2			
3			
Do you have any strategies to ensure that children gain entry to secondary schools?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			
If children do not go to secondary school what do most do?		Code activity	
1			
2			
3			
Does the school keep records of children who leave and go to secondary school? Are these available?			

3.8 School Transfers

Last year how many children transfers were there into your classes from other schools?		
	None	
	Less than 5%	
	5%-10%	
	10%-20%	
	More than 20%	
Last year how many transfers were there from your classes to other schools?		
	None	
	Less than 5%	
	5%-10%	
	10%-20%	
	More than 20%	
What problems arise with children transferring into the school?		
1		
2		
3		

4. Employment as a Teacher

What kind of employment contract do you have?		
		Full time
		Part time
		Temporary
How are you paid?		
		Government salary
		School community funds
		Other (specify)
Do you get paid on time?		
		Always
		More than 75% of the time
		75%-50% of the time
		Less than 50% of the time
How much are you paid each month?		
How long do you expect to stay teaching at this school?		
		Less than a year
		1-2 years
		3-5 years
		More than 5 years
Please indicate the main reasons you would leave the school		
1		
2		
3		

5. School Management

Does the school have an annual plan that can be consulted?		
Does the school have a Management Committee		
If so how many meeting did it have last year?		
How many of these meetings did you attend last year?		
Does the school have a Parent Teacher Association		
If so how many meetings did it have last year?		
How many meetings did you attend last year?		
Do you have to complete lesson plans each week?		
Can these be consulted?		
How many times last year were you observed in your class by:		
		Another teacher
		The head teacher
		An Education Officer
		An NGO fieldworker
		Others (specify)
How many times last year was the school visited by:		
		Local circuit officer
		District officer
		NGO fieldworker
		Other professional advisor
Last year did you attend any In-service training courses? If so how many?		
What are the main problems that adversely affect the management of the school and how do these affect admissions, enrolment and successful completion by children?		
1		
2		
3		

6. Community Relations

Do you belong to any community organizations outside the school?		
If so please name them		
1		
2		
3		
Does the school receive any support from the community which helps support learning and teaching in your classes?		
	Cash	
	Food	
	Learning material	
	Teacher helpers	
	Other (specify)	
Do you receive any support from the community as a teacher?		
	Cash	
	Food	
	Housing	
	Land for farming	
	Other (specify)	
How many events did you attend last year at the school when parents were invited?		
How many events were organised last year in the community which you attended as a teacher?		

7. Facilities

Does the classroom you teach in most frequently have:		
1= Excellent, 2 = adequate, 3= poor, 4= no provision (none)		
	A blackboard	
	Chalk	
	Teachers desk	
	Teachers chair	
	Light	
	Ventilation	
	Adequate space for children	
	External noise (road etc)	
	Storage space	
	Teaching aids and equipment	
Do you have teachers textbooks/guides for main subjects?		
If so were these provided by the school?		
In the classes you teach most frequently how many children have:		Adequacy
1= All children 2= 90-100% of children, 3= 70%-90% of children, 4= 50%-70% of children; 5= less than 50% of children		
	Paper, pencils and pens	
	Maths text book	
	Language text book	
	Desk space	
	Chair or bench space	
Is there anywhere to display children's work in your classroom?		

8. School Health Issues

What are the most common health problems that affect children in your classes?		
	See codes	
1		
2		
3		
Do you have any special training to recognize health problems?		Type of training
Do you keep any health records for children?		Content of

	health records		
How often last year did a health professional visit your class to assess children	Number of visits		
Which disabilities are most common amongst the children you teach? Code 1= None, 2= 1-5%, 3= 6-10%, 4= 11-15%, 5=15%-25%, 6=25% or more			
	Seeing		
	Hearing		
	Speaking		
	Walking		
	Learning		
	Personal care		
	Other		
Have you had any training to work with children with disabilities?			
Do you have any strategies to ensure that children with disabilities learn successfully?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

9. Funding

Do you have to collect money for school activities from children and parents. If so please specify		
	Amount per year	
Books		
Writing material		
Uniforms		
Sports		
Other (specify)		
Are you involved in any fundraising activities for the school? If so please specify?		
1		
2		
3		
Did you receive any learning and teaching resources that helped you teaching last year?		
	Text books	
	Teachers books	
	Science kit	
	Teaching aids	
	Other (specify)	
If you received learning and teaching aids who provided them?		
	School	
	PTA	
	Community	
	NGO	
	Other (specify)	

10. Other issues

Discuss issues arising from the interview and observation and from other school data.

Codes

These codes can be used for all questions about the perceived reasons for non-enrolment, dropout, low achievement etc. Not all codes will be relevant to every question - but there are coding and analysis reasons for a common list. Note that there is an 'other reason - please specify' category at the end. Additional items can be added to the groups if they are mentioned by respondents

- 00 Question not asked
- 01 Child is too young
- 02 Child is too old
- 03 Child: ill/poor health
- 04 Child: physical disability
- 05 Child: mental disability

- 10 Child: *economic activity* household chores
- 11 Child: *economic activity* caring for younger children
- 12 Child: *economic activity* caring for elderly/sick relatives
- 13 Child: *economic activity* tending animals/farm/field work
- 14 Child: *economic activity* works in family business
- 15 Child: *economic activity* works for an employer

- 20 Child at school: finds school works too difficult
- 21 Child at school: not promoted to next class
- 22 Child at school: does not try hard
- 23 Child at school: does not value school

- 30 Opportunity: school/education centre is too far away
- 31 Opportunity: unsafe to travel to school/education centre
- 32 Opportunity: child has never been given the opportunity to go to school
- 33 Opportunity: moved home/temporarily migrated

- 40 Parents/guardians: discourage the child from attending school
- 41 Parents/guardians: not able to help the child with school work
- 42 Parents/guardians: unable to pay the school expenses
- 43 Parents/guardians: bereavement of key household member

- 50 Values: education unimportant to economic futures
- 51 Values: education does not make a better person
- 52 Values: education does not help children to 'read and write'

- 60 School environment: child is bullied/not safe at school
- 61 School environment: fear of sexual harassment
- 62 School environment: teacher is often absent
- 63 School environment: lessons are boring
- 64 School environment: teacher is not interested in my child
- 65 School environment: no books or writing material
- 66 School environment: language of instruction problematic
- 67 School environment: not sensitive to girls
- 68 School environment not sensitive to boys

- 70 Child life changes: child pregnant
- 71 Child life changes: child married
- 72 Child life changes: child coming of age

- 80 Other - please state

END

INSTR-6 (PRIQU)
Principal's interview



Principal's Questionnaire(PRIQU)
2008/9 (Zone 3)

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- **I guarantee anonymity of the participants.**
- **Pseudonyms will be used when capturing the information on the data set, insertion of names in this questionnaire will be used by researcher to do follow up, where necessary.**

A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in Amathole district of the Eastern Cape, South Africa

This instrument accompanies the baseline data instrument for the school. There is some overlap. The baseline instrument can be completed partly from school records as well as information from the head teacher. The two need checking against each other to confirm that we are covering the ground.

The head teacher instrument is designed to get deeper insight into access issues.

Where possible the questions have been designed to be coded or answered with tick responses. Codes may have to be developed to suit local circumstances and actual patterns of response. A coding suggestion is attached at the end which can be used across several questions. Please develop this. Please change categories to reflect those locally relevant.

Where possible percentage bands have been used e.g. 0%-5%, 5%-10%, 10%-20% etc as a guide to interviewers to classify the degree of change. This is less vague than frequently, sometimes occasionally etc. If the percentages confuse respondents then other words can be used in discussion bearing in mind the need to reach a common understanding of frequently, sometimes, occasionally etc.

For each question you need to create separate categories for 'questions not asked – Code =0', 'don't know' (Code 8 or 88), 'no reply' (Code 9 or 99). These all have separate meanings.

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PRINCIPAL'S QUESTIONNAIRE

(PRINCIPAL = HEAD TEACHER)

1. Basic data

Name of Interviewer	
Name of Principal/Head teacher	
Date of Interview	
Interview Checked	
Date of Check	
Name of school	
District	
Town/village	
Education Circuit	
School ID	
Head Teacher ID	
Name of town/village headteacher resides	
Location of school - Rural (1) Semi-urban (2) Urban (3)	

2. Biographical Details

2.1 Age of Head teacher

	Tick one
Below 20 years	
20-24 years	
25-29 years	
30-34 years	
35-39 years	
40-44 years	
45-50 years	
50 years and above	

2.2 Sex of Head teacher

	Male	Female

Codes: Male = 1 Female = 2

2.3 Religious background

Religious background	
----------------------	--

Codes: Christian = 1, Muslim = 2, Traditional = 3, Other = 4 (specify)

2.4 Mother tongue and Languages spoken

	Name and code
What is your mother tongue?	
Which other languages do you speak well?	

Codes: Language 1 = 1, Language 2=2, Language 3 = 3 etc

2.5 Years of experience

	Number of Years
Experience as a class teacher	
Experience as a class teacher in this school	
Experience as a head teacher	
Experience in this school as head teacher	

2.6 Highest Academic qualification

	Tick
STD 10	
Graduate	
Postgraduate	
B.Ed	
BA/BSc	
Med	
MA/MSc	
Other (state)	

2.7 Highest Professional Qualification

	Tick	Year Qualified
Certificate		
Diploma		
Post Graduate Teaching Certificate		
Other (state)		

2.8 Travel to School

	Enter Number
How far from the school do you live (kilometers)?	
How long does it take you to get to school each day (minutes)?	
How far away is your home town where your mother and father are (kilometers)?	

		Tick one
How do you travel to school?	Walk	
	Cycle	
	Bus	
	Motorcycle	
	Car	
Do travel arrangements affect you ability to get to school each day?	Never	
	Sometimes	
	Often	
	Every day	

3. Enrolments and Attendance

3.1 Enrolments

How have enrolments in your school been changing in the last three years?	Tick one
More than 50% increase	
25%-50% increase	
5%-25% increase	
Stayed the same within 5%	
5%-25% decrease	
25%-50% decrease	
More than 50% decrease	

What are the main reasons for the changes?		
1		
2		

3	
---	--

Does the school have capacity to expand enrolments in the next three years?		
	No expansion possible	
	1%- 10% expansion possible	
	11%-20% expansion possible	
	20%-40% expansion possible	
	More than 40% expansion possible	
Please indicate the main constraints on expansion		
1		
2		
3		

What is the ratio of boys to girls in the school?		
	10% or more boys	
	5%-10% more boys	
	About the same number	
	5%-10% more girls	
	More than 10% more girls	
If there are more boys or more girls what are the main reasons?		
1		
2		
3		

3.2 Out of School Children

Are there children in the school catchment area who are not enrolled?		Tick one	
	None		
	Less than 10% of those in school		
	10-25% of those in school		
	More than 25% of those in school		
What are the main reasons for boys not to enrol?		Code	
1			
2			
3			
What are the main reasons for girls not to enrol?		Code	
1			
2			
3			
Does the school have any strategies to ensure that all children enrol?			
Strategy	Code for impact 1=high, 2=moderate, 3=low, 4 = no effect	Strategy code	Impact code
1			
2			
3			

3.3 Admissions

Please explain briefly how you admit children to grade 1 each year?	
Probes:	
Who decides on which child to admit?	
What is the process of admission?	
Are any children turned away from the school who want to enter?	
Is any payment required for any formalities?	

What are the main requirements for admission?	
1 Birth certificate?	
2 Residence in catchment area?	
3 Faith affiliation?	
4 Letter of recommendation?	
5. Other (list)	
What are the main problems with admission of new grade 1 children?	
1	
2	
3	
Are there any problems that specifically affect girls?	
1	
2	
3	
Are there any problems that specifically affect boys?	
1	
2	
3	

Are many children over age when they are admitted?	1= More than 50%, 2= 25%-50%, 3=10-25%, 4= 0-10%	
What are the main reasons for overage enrolment of boys?		
1		
2		
3		
What are the main reasons for overage enrolment of girls?		
1		
2		
3		

Are many children under age when they are admitted?	1= More than 50%, 2= 25%-50%, 3=10-25%, 4= 0-10%	
If so what are the main reasons for under age enrolment of boys?		
1		
2		
3		
What are the main reasons for under age enrolment of girls?		
1		
2		
3		

3.4 Repeaters

What is the school policy on repeaters? Please explain briefly.	
Probes:	

Who decides who repeats?			
How do they decide?			
Do more boys or girls repeat?			
Is there a limit to the number of times children can repeat?			
Which grade has the highest numbers of repeaters?	Grade number		
Do repeaters receive any special treatment?			
		None	
		Extra classes	
		Counselling	
		Other	
What are the main reasons for repetition amongst boys?			
1			
2			
3			
What are the main reasons for repetition amongst girls?			
1			
2			
3			
Does the school have any strategies to ensure that repetition is reduced?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			
Does the school keep records of children's history of repetition? Are these available?			

3.5 Drop Outs

How many children dropped out during year? (Drop out=Registered and enrolled at the beginning of the year but were not attending at the end of the year)		
None		
Less than 5% of those in school		
5%-10% of those in school		
10%-15% of those in school		
More than 15% of those in school		
How many children did not return for the new school year (completed the school; year but did not return to the next grade)		
None		
Less than 5% of those in school		
5%-10% of those in school		
10%-15% of those in school		
More than 15% of those in school		
In which grades is drop out greatest?	Grade number	
What are the three most important reasons for drop out of boys in this school?		
1		
2		
3		

What are the three most important reasons for drop out of girls in this school?			
1			
2			
3			
Does the school have any strategies to ensure that children do not drop out?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

If children drop out is any action taken by the school? If so what are the actions?			
Actions	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			
Do many children who drop out seek readmission?	1= More than 50%, 2= 25%-50%, 3=10%-25%, Less than 10%		
Are there any conditions for readmission? If so what are they?			
1			
2			
3			

What are the main signs that children are at risk of drop out?			
1			
2			
3			
Who has the main responsibility for ensuring children who have dropped out finish basic education?			
	Head teacher		
	Class Teachers		
	Local Education Officers		
	Village leaders		
	Family		
	NGOs		
	Other (specify)		
Does the school keep records of drop outs from previous years? If so are they available?			

3.6 Attendance

What is the average level of attendance of children this month? (Average of number absent each day compared with number enrolled)			
	90%-100%		
	80-89%		
	70-79%		
	60-69%		
	50-59%		
	Below 50%		
Does attendance fall in particular months?			
Month			
Reason			
Does attendance fall on particular days of the week?			

Day of the week			
Reason			
In which grades is attendance poorest?		Grade number	
What are the three most important reasons for non attendance of boys in this school?			
1			
2			
3			
What are the three most important reasons for non attendance of girls in this school?			
1			
2			
3			
Does the school have any strategies to ensure that children attend regularly?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

If children do not attend is any action taken by the school? If so what are the actions?			
Actions	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code actions	Impact
1			
2			
3			
Does the school keep records of daily attendance of children? Are they available?			

3.7 Transition from Primary to Secondary

Last year what was the transition rate from the last grade of primary into secondary school? (The number entering secondary schools this year divided by the number completing primary last year minus repeaters in last grade of primary this year)		Boys	Girls
	Number completing primary last year		
	Number of those completing primary last year repeating this year		
	Number known to have gone to secondary school		

Has the transition rate to secondary school been changing over the last three years?			
	Increased by more than 25%		
	Increased by 10-25%		
	Increased by less than 10%		
	Fallen by less than 10%		
	Fallen by 10-25%		
	Fallen by more than 25%		
If the transition rates is greater for boys what are the main reasons?			
1			
2			
3			
If the transition rates is greater for girls what are the main reasons?			
1			
2			
3			
Does the school have any strategies to ensure that children gain entry to			

secondary schools?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			
If children do not go to secondary school what do most do?		Code activity	
1			
2			
3			
Does the school keep records of children who leave and go to secondary school? Are these available?			

3.8 School Transfers

	Boys	Girls
Does the school keep records of children who transfer into and out of the school?		
Last year how many transfers were their into the school from other schools?		
Last year how many transfers were their out of the school from other schools?		
In which grade do most transfers occur?		
What problems arise with children transferring into the school?		
1		
2		
3		

4. Teachers and Staffing

How many teachers are on the staff?		Male	Female
	Full time		
	Part time		
	Temporary		
Are any teachers paid for from school funds? If so how many?			
How many teachers left last year?			
How many new teachers joined the school this year?			
What are the main reasons teachers left last year?			
1			
2			
3			
What are the main things that motivate teachers to stay in the school?			
1			
2			
3			
What proportion of teachers live close to the school?		Percentage	
	Within 2km		
	Within 5km		
	Within 10km		
	Within 20km		
	More than 20km		
What are the average levels of attendance of teachers this month? (Number of teachers attending divided by number on staff)			
	90%-100%		
	80-89%		
	70-79%		
	60-69%		
	50-59%		
	Below 50%		
Does attendance fall in particular months?			
Month			

Reason	
Does attendance fall on particular days of the week?	
Day of the week	
Reason	

What are the three most important reasons for non attendance of teachers?	
1	
2	
3	
Is late arrival of teachers at school a problem?	
	More than 50% arrive late
	25%-50% arrive late
	10%-25% arrive late
	Less than 10% arrive late
Do teachers keep adequate records of:	
	Childrens daily attendance
	Childrens academic progress
Do teachers visit the homes of pupils if they do not attend?	
	Often (every month)
	Sometimes (once a term)
	Occasionally (once a year)
	Almost never
How many staff were on study leave/paid leave last year?	
Does the school keep records of teacher attendance? Are these available?	

5. Timetabling and Grouping of Children

		Days
How many days each year is the school open?		
How many days were lost last year from normal teaching?		
	Admissions days	
	Examination periods	
	Sports events/celebrations	
	Extreme weather	
	Lack of food/water	
	Other (specify)	
Total teaching days lost last year		
What time does the school open?		
What time does the school close?		
How many lesson periods are there each day? Number		
		Minutes
How long are the lesson periods?		
How long is the mid morning break?		
How long is the lunch break?		
How long is the afternoon break?		
How many periods a week do teachers teach?		
	Average number of periods taught each week	
	Minumum number taught each week	
	Maximum number taught each week	
Does the school give homework to children?		
	None	

	Less than an hour a week	
	1-2 hours a week	
	More than 2 hours a week	
Does the school test childrens' progress regularly?		
	Once a week	
	Once a month	
	Once a term	
	Once a year	

Average class size		
	Grade 1	
	Grade 2	
	Grade 3	
	Grade 4	
	Grade 5	
	Grade 6	
If the classes are different sizes in different grades what is the main reason for this?		
1		
2		
3		
Are children grouped by ability in classes? Please explain the system		
Prompts:		
Random class groups?		
Setting by ability – some subject/all subjects?		
Boys and girls classes?		
Mixed age classes?		
Mixed ability classes?		
Multigrade classes?		
Do you ever group class groups together <i>within the same grade</i> ?		
If so how big are the teaching groups?		
Do you ever group <i>class groups from different grades together</i> (multigrade)		
If so which grades are grouped together?		
	Name grades grouped together	

6. School Management and Supervision

School Management Activities - Frequency	Frequency of meetings 1= once a week, 2= once a month, 3 = once a term, 4= once a year 5= no meetings	
School Management Committee		
Parent Teacher Association		
Mothers Club		
Other (indicate)		
Is there a record of the meetings of these bodies that can be consulted?		
Does the school have an annual plan that can be consulted?		
Do teachers complete lesson plans that can be consulted?		

What are the main problems that adversely affect the management of the school and how do these affect admissions, enrolment and successful completion by children?	
1	
2	
3	

How many times was the school visited last year by:		
	Local circuit officer	
	District officer	
	NGO fieldworker	
	Other professional advisor	
How many events were organised last year at the school when parents were invited?		
How many events were organised last year in the community which you attended as head teacher?		

What strategies do you use to monitor the performance of your teachers?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

7. School Facilities

What are the main problems in this school in relation to basic facilities?		
	1= excellent 2= acceptable, 3 = poor, 4 = unacceptable	
Classroom space		
Childrens furniture		
Staff room space		
Teachers furniture		
Playground and sports space		
Office space		
Learning materials for children		
Educational materials for teachers and teaching aids		
Sanitation		
Water		
Electricity		
Other		

What strategies does the school have to overcome these problems?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

8. School Health Issues

What are the most common health problems that affect children in this school?		
	See codes	
1		
2		
3		
How many teachers have special responsibilities to recognize health problems?	Number of teachers	
Do these teachers have any special training?	Type of training	

Does the school keep health records for children?	Content of health records	
Does the school keep health records for teachers?		
How often last year did a health professional visit the school to assess children	Number of visits	

Does the school have any health facilities?		
	First aid kit	
	Sick bay	
	Dispensary	
	Other	
How far is the nearest clinic/hospital?	Kilometres	

Does the school provide food for children?		
	Breakfast	
	Snack	
	Lunch	
	Other	
Who pays for the food?	Government	
	NGO	
	Parents	
	Other	
Do all children receive food or only some?		
	All receive	
	More than 75% receive	
	More than 50% receive	
	More than 25% receive	
	Less than 25% receive	

How many children are there in the school with recognized disabilities?		Number	
	Seeing		
	Hearing		
	Speaking		
	Walking		
	Learning		
	Personal care		
	Other		
How many teachers are trained to work with children with disabilities?	Number of teachers		
Does the school have any strategies to ensure that children with disabilities learn successfully?			
Strategy	Impact 1=high, 2=moderate, 3=low, 4 = no effect	Code strategy	Impact
1			
2			
3			

9. School Costs

Does the school keep annual accounts of income and expenditure and are these available?	
What are the main sources of income of the school and how much did these	

amount to last year?		
	Amount per year	
Capitation		
All School fees		
PTA contributions		
NGO contributions		
Other (specify)		
Please indicate what fees and charges children and their parents are expected to pay at your school		
	Amount per Year	
Registration fees per year		
Tuition Fee per Year		
Uniform fees		
School development contributions		
PTA contributions		
Sports fees		
Examination fees		
Other charges (specify)		
What are the main problems that arise with school income?		
1		
2		
3		
What are the main problems that arise with school expenditure?		
1		
2		
3		

Does the school receive any kind of support from the community?		
	Cash	
	Food	
	Building materials	
	Equipment	
	Maintenance	
	Learning materials	
	Security	
	Teacher helpers	
	Teacher housing	
	Other	

10. Other issues

Teachers

- how are teachers recruited?
- how are they trained?
- what type of contract do teachers have (piece rate, annual/termly...)
- how much are they paid per month?
- does government pay for any of teacher costs - how much?
- what information is needed for payment etc?

Curriculum

- subjects covered and time allocated – does the school/NFE centre follow national curriculum exactly/in adapted form/follows own curriculum
- does the school/centre receive textbooks from govt
- what information is needed to provide to receive these (eg number enrolled...)
- does the school/centre receive other learning materials from govt (if so, what)
- what info they need to provide to receive these (eg number enrolled...)

Community

- is there a school management committee and/or PTA?
- how are members recruited?
- how often do they meet?
- what issues were discussed at meetings over the last year?
- what has changed as a result?...

[there could be various other community-school relation questions - but perhaps in subsequent rounds, and perhaps some of the above could also be asked in subsequent rounds?]

Potentials

- how was the school initially supported (local group, national organization, international NGO etc)?
- how is it supported now?
- what is its likely future – are there plans for growth, stability or contraction?
- what are the limits on its size?
- how does the school/centre relate to the formal school system? (parallel, alternative, stepping stone into higher grades etc)?

END

INSTR-8 NUM-Gr4
Numeracy test grade 4



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- I guarantee anonymity of the participants.
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Grade 4
Mathematics
Achievement test

Name: _____

Gender: Boy Girl

School: _____

Class: _____

Age: _____

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SCHOOL CODE	
LEARNER CODE	

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Instructions for learners:

1. You have an hour and half to answer all the questions.
2. **All questions** should be answered.

Examples:

**In some questions you have to choose the correct answer.
Let us do this one together.**

Do the sum.

$$45 + 256 =$$

Tick the right answer.

291	301	401	311
-----	-----	-----	-----

Did you tick the 301? Like this 301

In some questions you have to fill in the right answer. Let us do this one together.

Do the sum.

$$13 \times 4 =$$

Did you write the answer in the block? Like this

Do not turn the page until told to do so!

Start

1. Do the sum.

$9 \times 10 =$

2. Do the sum.

$105 - 7 =$

3. Do the sum.

$270 + 28 =$

4. Fill in the missing numbers.

$150, 200,$

5. Do the sum.

$R37.50c + R13.75c =$

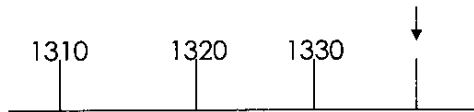
6. Order the fractions from the **biggest** to the smallest.

$\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$

7. Jabu has 124 marbles.
Sam has 142 marbles.
Peter has 139 marbles.

Who has the **most** marbles?

8.



Which number does the arrow show?

9. Do the sum.

$$2473 + 227 =$$

10. Do the sum.

$$1525 - 136 =$$

11.	Do the sum. $394 \div 3 =$ <input type="text"/>
12.	Count in 3's. Fill in the missing number. 9042, 9045, 9048, <input type="text"/>
13.	Order these numbers from smallest to biggest. 1256, 1562, 1652, 1265 <input type="text"/>
14.	5671 <input type="text"/> What is the value of the 7 in 5671?
15.	Round 957 off to the nearest 100. 957 <input type="text"/>
16.	Do the sum. $83 \times 12 =$ <input type="text"/>

17.	Double of 562 is <input type="text"/>
18.	Do the sum. $75 \div 5 = 15$ and $15 \times$ <input type="text"/> $= 75$
19.	Half of 3586 is <input type="text"/>
20.	Sue buys a ribbon of 2,5m. Tebogo buys a ribbon of 3,5m. Mpho buys a ribbon of 3,0m. Who bought the longest ribbon? <input type="text"/>

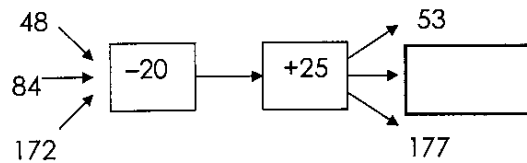
**Wait !
Don't turn the page.**

21. Thabo shares a strip of liquorice equally among 8 friends.
What fraction does each friend get?

22. Complete the pattern.

CAKE, ECAK, KECA,

23. Complete the flow diagram:



24. Benzi travels 1492km to Cape Town.
After 350km he stops for lunch.
Which number sentence can he use to work out how far
he still has to go?
Tick (✓) the correct number sentence.

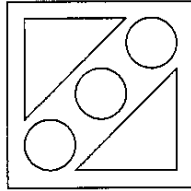
$350 + \underline{\quad} = 1492$

$350 - \underline{\quad} = 1492$

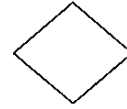
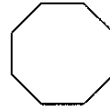
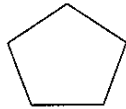
$350 \times \underline{\quad} = 1492$

$1492 + \underline{\quad} = 350$

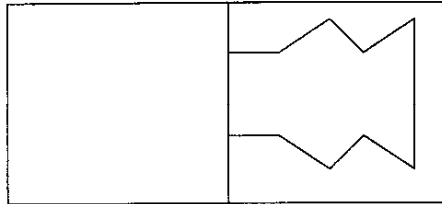
25. Draw the line of symmetry.



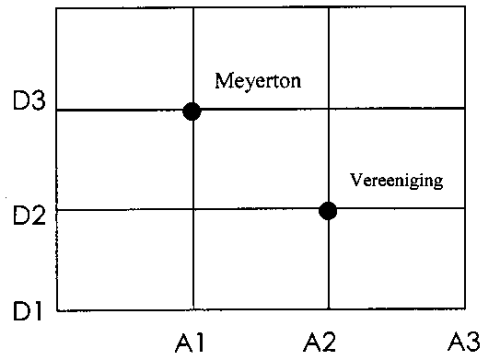
26. Which shape is a hexagon?
Tick (✓) the correct shape.



27. Maria wants to draw the pattern on her wall. Draw the mirror image of the pattern.



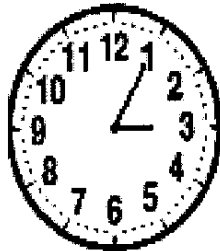
28. Vereeniging's coordinates on this map is D2:A2.

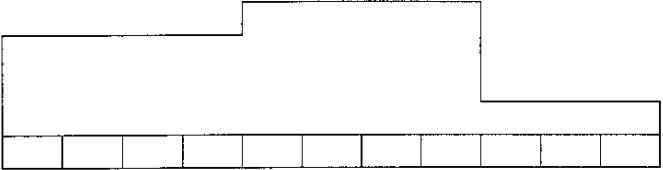


What will Meyerton's coordinates be?

29. How many millimeters are there in a centimeter?

30. What is the digital time?



31.	<p>How many tiles will you need to fill this area? <input data-bbox="1143 386 1273 457" type="text"/></p> 
32.	<p>The difference between the capacities of two containers is 4147 liters. The larger of the two containers has a capacity of 9478 liters. What is the capacity of the smaller container?</p> <input data-bbox="570 926 699 997" type="text"/>
33.	<p>There were 23 rainy days in Cape Town during June. This is how it was tallied:</p> <p> </p> <p>In East London there were 17 rainy days. Tally the rainy days.</p> <input data-bbox="618 1373 1146 1472" type="text"/>

34. There are 65 animals on the farm.
Tom counts the animals and recorded it on the graph.
Fill in the missing number.

Sheep	•	•	•			15
Cows	•	•	•	•	•	25
Hens	•	•	•	•	•	
Total						65

35. In 500 years there are decades.

36. The product of 12 and 4 is

37. $1\frac{1}{5} + 2\frac{2}{5} =$

38. $\frac{1}{2}$ of 60cm =

39. The even number after 497 is

End
Thank you



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- I guarantee anonymity of the participants.
- Pseudonyms will be used when capturing the information on the data set, insertion of names in this observation guide will be used by researcher to do follow up, where necessary.

A study of different forms of educational exclusion and loss of meaningful access in schools: A case study of learners at risk of dropout in six semi rural primary schools in Amathole district of the Eastern Cape, South Africa

Numeracy/Maths test Grade 6

School Name: _____
Learner Name: _____
Gender: _____
Age: _____
Date: _____

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INSTRUCTIONS

1. The test consists of **45** questions.
2. Answer **ALL** the questions.
3. There is only one correct answer for each question.
4. If you are not sure about the answer, skip the question and come back to it later if you have time.
5. You will be asked to answer different types of questions:

Example 1: Some questions give you a choice of four answers. You must choose the answer you think is correct and circle the letter next to that answer:

Example: Circle the letter that shows the answer.

What is the value of the 2 in this number?

25

- b.** 20
- a.** 2
- c.** 200
- d.** 2000

The letter B is circled because the 2 has a value of 20.
Example 2: For some questions you have to write the answer in the space provided. Sometimes this is on a line and sometimes it is in a box.

Example: Fill in the next number in this pattern:

2 4 6 **8**

The next number in the pattern is 8. This has been written on the line provided.

Example: Write the missing number in the box:

$$635 = 600 + \boxed{30} + 5$$

The missing number is 30. This has been written inside the box.

START

1. Fill in the missing numbers in this pattern:
1,4 ; 1,5 ; 1,6 ; 1,7 ; _____ ; _____ ; _____ (1)

2. Which of these numbers has the lowest value?

0,003	0,3
0,35	0,035

(1)

3. $4,56 + 2,13 =$ _____ (1)

4. What is the value of the 4 in this number?

81,43

Circle the letter that shows the answer.

A. $\frac{4}{100}$
B. $\frac{4}{10}$
C. $\frac{4}{1000}$
D. _____

100 _____ (1)

5. Choose the answer from below that gives the value of this expression:

$$7 + (6 \times 5) - 3$$

Circle the letter that shows the answer.

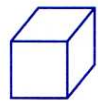
- A. 26
 - B. 62
 - C. 34
 - D. 15
- (1)

6. $1000 \div 25 = \underline{\hspace{2cm}}$ (1)

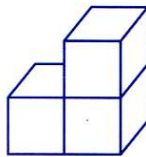
7. $3\frac{1}{5} + 4\frac{2}{5} = \underline{\hspace{2cm}}$
(1)

8. $\frac{1}{4} + \frac{3}{5} = \underline{\hspace{2cm}}$ (1)

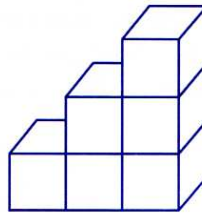
9. Look pattern of below: at the cubes



Step 1



Step 2



Step 3

Step 4

How many cubes will there be in Step 4?

Circle the letter that shows the answer.

- A. 12
- B. 10
- C. 11
- D. 13

(1)

10. Without calculating, choose the best estimation for this sum:
 $4723 + 23199$.

Circle the letter that shows the answer.

- A. $4000 + 23000$
- B. $5000 + 23000$
- C. $5000 + 24000$
- D. $4000 + 24000$

(1)

11. Choose the fraction below that is equivalent to 65%.

Circle the letter that shows the answer.

- A. $\frac{65}{10}$
- B. $\frac{6}{10}$
- C. $\frac{65}{1000}$
- D. $\frac{65}{100}$

(1)

12. $120 \times 15 = 1800$

Therefore we can say, $\text{_____} \div \text{_____} = 15$

(1)

13. Fill in the missing number

$79,9 + \text{_____} = 80$

(1)

14. Write $\frac{75}{100}$ as a decimal number.

(1)

15. Mandy buys a cool drink during both intervals at the school tuckshop everyday. She pays R1,50 for one cool drink.

Without calculating, choose the statement below that will give the answer for how much she spends on cool drinks for the whole week.

Circle the letter that shows the answer.

- A. R1,50 x 5
- B. R1,50 x 2
- C. R1,50 x 2 x 5
- D. R1,50 + 2 + 5 (1)

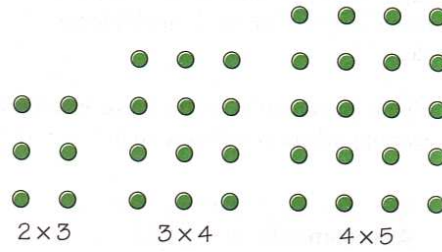
16. $\frac{1}{6} \times 60 = \underline{\hspace{2cm}}$
(1)

17. Percy's rugby team scored 68 points.
Percy scored 50% of his team's points.

How many points did Percy score?

 points (1)

18. Look at the pattern of dots below:



How many
step of this pattern?

circles will there be in the next

Circle the letter that shows the answer.

- A. 25
- B. 28
- C. 30
- D. 35

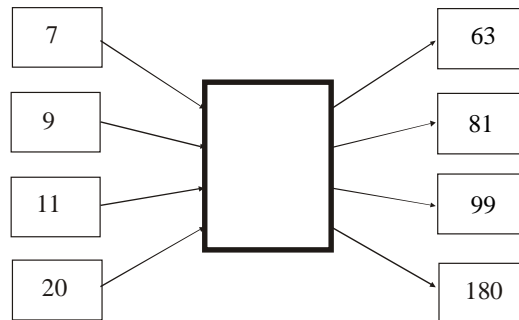
(1)

19. Bernie weighs 63,42 kg. Her son weighs 20,45 kg.

How much do they weigh together?

_____ kg
(1)

20. What rule is missing in the centre of the diagram?



Circle the letter that shows the answer.

- A. $\times 9$
 - B. $\div 9$
 - C. $+ 9$
 - D. $- 9$
- (1)

21. Fill in the missing number to make the fractions equal.

$$\frac{3}{4} = \frac{\square}{12}$$

(1)

22. Round off 22745 to the nearest thousand.

(1)

23. Fill in the missing number to make this statement true:

$$13500 + 250 = \text{_____} + 13500$$

(1)

24. Fill in the missing number to make this statement true:

$$460 \times 30 = 30 \times \text{_____}$$

(1)

25. Look at the pattern for blue and green numbers below:

Blue numbers	1	2	3	4	5
Green numbers	6	12	18	?	30

What is the missing number in the green row?

(1)

26. Without calculating, choose the expression below which is the same value as $3200 + 730$

Circle the letter that shows the answer.

- A. $300 + 200 + 700$
- B. $3000 + 700 + 20 + 30$
- C. $32 + 73 + 1000$
- D. $3000 + 200 + 700 + 30$

(1)

27. Without calculating, choose the expression below which has the same value as 42×30 .

Circle the letter that shows the answer.

- A. $40 \times 2 \times 30$
- B. $42 \times 3 \times 10$
- C. $4 \times 2 \times 3 \times 10$
- D. $4 \times 2 \times 30$

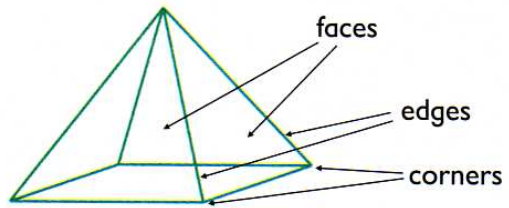
(1)

28. How many **faces** does a pyramid have?

Circle the letter that shows the answer.

- A. 3
- B. 4
- C. 5
- D. 6

(1)

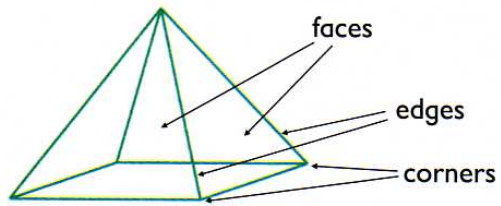


29. How many **CORNERS (VERTICES)** does a pyramid have?

Circle the letter that shows the answer.

- A. 6
- B. 5
- C. 4
- D. 3

(1)

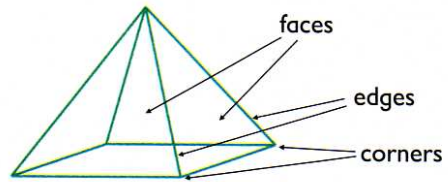


30. How many **EDGES** does a pyramid have?

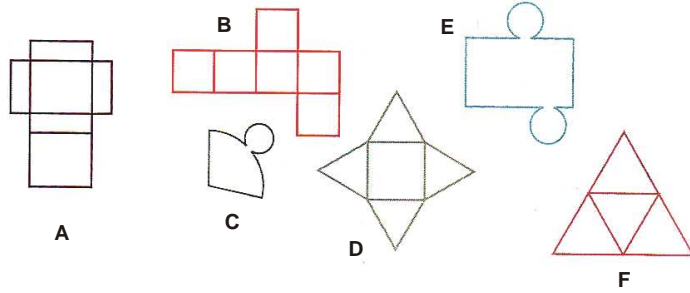
Circle the letter that shows the answer.

- A. 2
- B. 4
- C. 6
- D. 8

(1)



31. Which of the nets below can be folded into a pyramid?

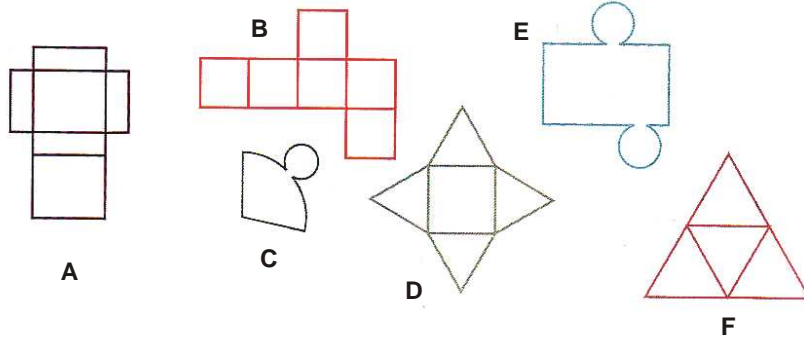


Write the object.

(1)

letter of the

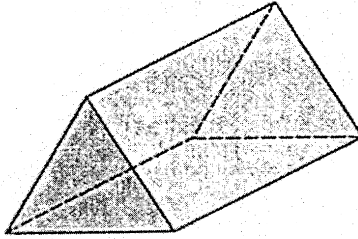
32. Which of these nets below can be folded into a cube?



Write the letter of the object.

(1)

33. The figure below is made up of rectangles and triangles:



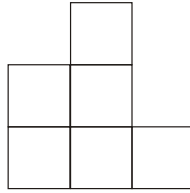
How many **rectangles**

does this figure have?

Circle the letter that shows the answer.

- A. 1
 - B. 2
 - C. 3
 - D. 4
- (1)

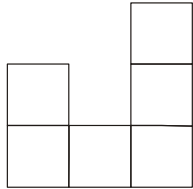
34. The sketch below shows a drawing of a building as seen from the front.



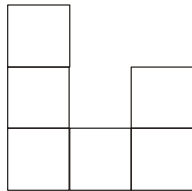
Which of the following sketches shows the **back view** of the building?

Circle the letter that shows the answer.

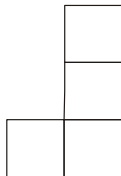
A



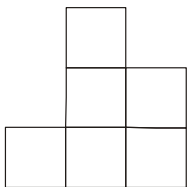
B



C



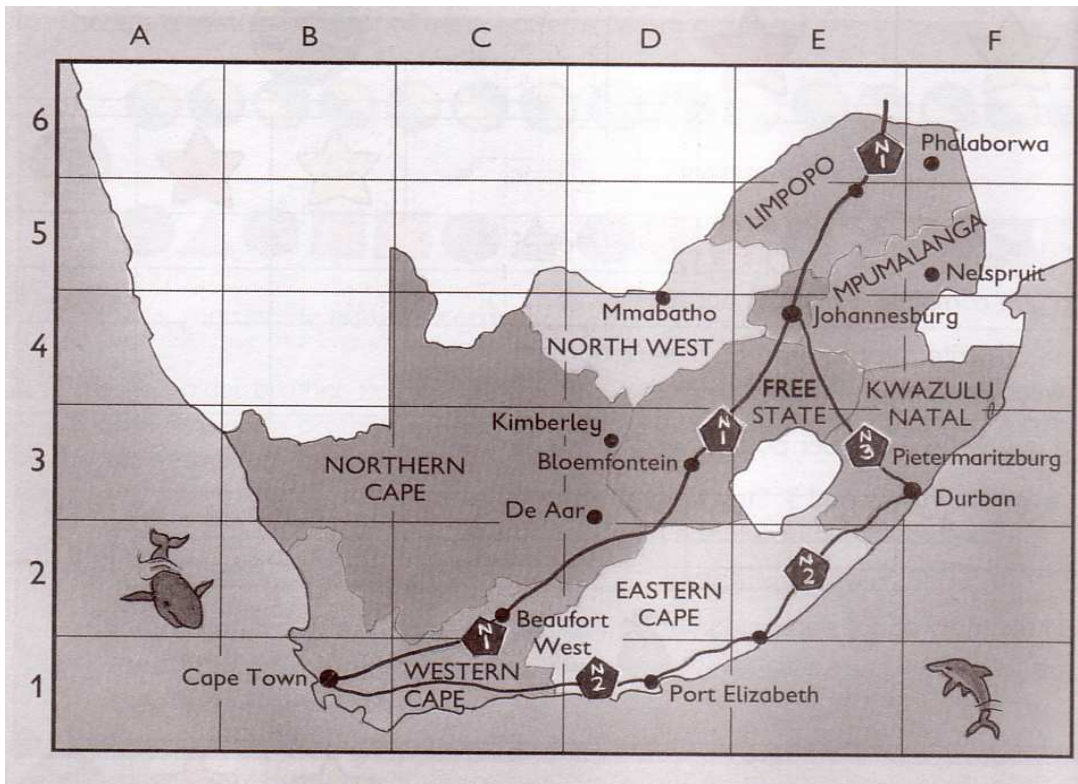
D



(1)



Study the map grid below. Now answer questions 19 and 20.



35. On the map grid above, Cape Town is in cell B1 and Kimberley is in cell D3. What town is in cell F5?

Circle the letter that shows the answer.

- A. Phalaborwa
- B. Nelspruit
- C. Pietermaritzburg
- D. Durban

(1)

36. On the map grid above, in what cell is Johannesburg?

Circle the letter that shows the answer.

- A. F4
- B. E3
- C. E4
- D. F5

(1)

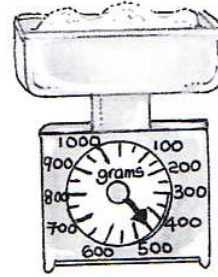
37. How much sugar is on this scale?

Circle the letter that shows the answer.

- A. 450 g
- B. 450 kg

- C. 4,5 g
- D. 4,5 kg

(1)



38. 10 days 75 hours can be written as....

Circle the letter that shows the answer.

- A. 12 days 9 hours
- B. 11 days 8 hours
- C. 13 days 3 hours
- D. 13 days 4 hours

(1)

39. In summer, London time is 2 hours behind South Africa.
If it is 2 o'clock in South Africa, what is the time in London?

Circle the letter that shows the answer.

- A. 4 o'clock
- B. 2 o'clock
- C. 12 o'clock
- D. 1 o'clock

(1)

40. Emma buys a 750g packet of flour.

How many more grams does she need for 1 kg of flour?

Circle the letter that shows the answer.

- A. 25 g
- B. 2,5 g
- C. 2500 g
- D. 250 g

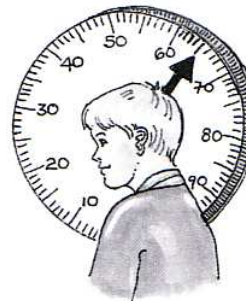
(1)

41. This boy weighs about:

Circle the letter that shows the answer.

- A. 65 g
- B. 65 kg
- C. 6,5 g
- D. 650 kg

(1)



42. 1500 ml = ____ l

(1)

43. How many LITRES of water are in this jug?

Circle the letter that shows the answer.

- A. 0,5 litre
- B. 50 litres
- C. 5 litres
- D. 500 litres



(1)

44. A drum can hold 2,5 litres of water.

How many millilitres of water is this?

Circle the letter that shows the answer.

- A. 2500 ml
- B. 250 ml
- C. 25 ml
- D. 0,25 ml

(1)

45. The post-office is 1 km from Jabu's house.
The library is 700 m from his house.

How much further than the library is the post-office from his house?

Circle the letter that shows the answer.

- A. 200 m
- B. 300 m
- C. 300 cm

D.

3 km



**INSTR-10 (PAVOS)
Parents voice schedule**

Parent's Voice Survey (PAVOS) – Zone 3

Elvis-ion G. Ngwenya: Telephone, +27 40 60 22427: Cell 0725510153: Fax: +27 866282441, email: engwenya@ufh.ac.za: Private Bag X1314, FORT HARE UNIVERSITY ALICE 5700, South Africa

- I guarantee anonymity of the participants.
- Pseudonyms will be used when capturing the information on the data set, insertion of names in this questionnaire will be used by researcher to do follow up, where necessary.

CTC No:

Child's Name:

Date Created:

Enumerator's Name:

School's Name:

Parent's Tel No.....

SECTION A: Personal information

1.1 Care Giver's Name :		1.2 Gender		M	F	1.3 Age					
1.4 Relationship with the child											
1.5 Occupation (if working specify)											
1.6 Monthly Income	Below R1000	R1000-R1500	R2501-R4500	Above R5500							
2.1 Does your family receive social grant?	Y	2.2 Who receives it?	Caregiver	Child							
	N										
3.1 What is your level of education	Below Std 4	Std 6	Std 8	Std10	Tertiary						
3.2 How many books you have at home	More than ten	Less than ten	No Books								
4. How long has your child been at this school?	Year, e.g. 1 st or 4 th :		1	2	3	4	5	6	7	8	9
5. Do you have children in other school?	Yes	No	6.2 How many:								

SECTION B: School Choice

1. Who pays your child's fees?	I pay	Don't pay (no money)	Someone pays	No Fees
2. Do you think that the fees are reasonable?	Yes	No	Not bothered	
3. Did you consider other schools before choosing this school?	Yes	No		
4. Why did you choose this school?	Near Home	Heard it was good school	Have other kids in the school	Fees affordable

SECTION C: School Interaction

1. How often do you meet with the teacher/s to discuss your child's progress?	Once a Month		
Twice a Month	Once a quarter	Call the teacher	No Need
			Don't find time
2. What do you discuss when you meet?	Child Progress	Child conduct	Other
3. How do you rate teacher's response to your queries?	Good	Average	Poor

4. How often do you check your child's school work?	Everyday	Twice a week	Very Seldom	Never
5. Are you able to assist your child with homework?	Yes		No	Sometimes
6. What would you like your child to do after completing matric (grade 12)?	Study Further		Work	Other
7. How often do you attend parents meetings?	Always	Seldom	Never	When I find time
8.1 Do you think SGB members are doing their work?			Yes	No
8.2 Why?				
9.1 Does SGB represent your interest?	Yes	No	9.2 Or the school's interest	Yes No
10. Do you know who represents you in the SGB?	Yes	No	Not bothered	

SECTION D – School Satisfaction

Section D3: **probe in a structured way.**

1. Are you content with the education your child receives?	Very happy	Mildly happy	Not happy
2. Why? (give reason for your answer):			
3. What is the most positive aspect of the school?	Care	Discipline	Teaching Quality
4. What is the least positive aspect of the school?	Teacher's bad conduct	Bad education record	Teacher's indifferent attitude
5. What have you tried to do to address an aspect you feel less positive about?	Spoke to the teacher concerned	Spoke to the principal	Reported the matter to the SGB
6. What was the school response?	Didn't care	Called a meeting	Apologised
7. Have you tried moving your child away?	Difficult option		Yes
8. Why?			
9. Would you move your child if you had a choice?	Yes	No	
10. To which school?			
11. Why?			

12. Can you elaborate on any matter/problem about the child schooling which I did not asked you about?

THANK YOU

APPENDIX C
DATA SETS

DATA SET 1

Principals' narratives (PAVOS)

APPENDIX C: DATA SET 1: PRIFEEFREE

Qualitative research questions and responses

PRINCIPAL'S INTERVIEW (PRIFEEFREE)

Research question B2 (B2)

Issues on fee free schooling and epistemic access

1. **PRIFEEFREE: A2.** What quintile ranking is the school? Is this an accurate reflection?
2. **PRIFEEFREE: B2c.** What is your feeling about being a no fee schools?
3. **PRIFEEFREE: B2d.** Is there a learner dropout problem in your school?
4. **PRIFEEFREE: B2e.** How do you handle learner repetition?

Response PRIFEEFREE A2:1 "My school is quintile 2, however it is not a true reflection of the surrounding community, with high rate of unemployment and dependence on old age pension and social grants. So we suppose to be quintile one. We were put on this scale from information gathered during the census data"

Response PRIFEEFREE A2:2 "My school is quintile 2, we just accepted this, looking at the surrounding poverty of the surrounding community we suppose to be quintile 1, I even applied to be quintile 1 but was turned down, but were told that due to DoE's statistical data we fall under quintile 2"

Response PRIFEEFREE B2c:3 "We are section 21 and fee free, quintile 2 although we believe we suppose to be quintile 1. We have been challenging classification of being quintile 2 we don't know how this was arrived at by the DoE because the poverty level of surrounding community is high."

Response PRIFEEFREE B2c:4 "this is a true reflection because of the illiteracy rate in the community and also the level of poverty. This community primarily depends on social grants for livelihood" (Principal at Mtshana JSS)

Response PRIFEEFREE B2c:5 "Before being declared fee-free in 2007, annual fees amounted to R25 for grades 1-3, R40 for grades 4-6 and R65 for grades 7-9. The school had managed to purchase a photostat machine from fees collected though mainly the funds were used for music and sport. The fee-free policy had been clearly beneficial. According to the principal: "In 2006 EDO announced in the principals meeting that in the following year we as quintile 1 school will be fee free. I thought it is a good idea because the parents who didn't afford to send their children at school because of fees, now they do. We used to struggle with collecting fees before. I used to encourage the parents in the meetings to pay and threatened them saying 'if your child didn't pay, she/he is going to be chased away from school or that he/she is not going to get books'. At times, we even will withhold the reports."

Response PRIFEEFREE B2d:1 "No really, we had one case of a pregnant learner, we talked to the parents - she must go deliver - after delivery she must come back to school"

Response PRIFEEFREE B2d:2 "There are also seasonal dropouts "He also blamed "some children (referring mostly to boy children)" "...of dropping-out as soon as the sporting season was over": "...they just arrive for extra-mural activities - after athletics, soccer or netball they go..."

Response PRIFEEFREE B2d:3 "Learners migrated to find jobs. They abandon school for towns or cities looking for early employment attracted by those who (especially the earlier dropout) return with money to flaunt around during ceremonies". "These become their role models, especially when they come back with cars etc."

Research question D (D8&9)

Issues on adequacy and time of allocation

D8a How long have you been a fee free school

D9 When do you receive the allocation form the government?

Does it you think the time you get it is right, could be earlier, later? How much is it? How is the SGB involved with this allocation?

D10 What affect school performance?

Response PRIFEEFREE D2:4 "We are now section 21 and we have paper budget with certain amount but when they deposit the money they give us less than reflected in the paper budget. We are unable to estimate how much money allocated per learner. They use to give us the LTSM and 10%. Things have changed we receive far less. We have been long complaining about this amount"

Response PRIFEEFREE D2:5 "The money we get per learner, it was supposed to be R527 per learner. But I do not know how they count because normally we don't get the amount they promise. We receive R341 per learner for this year"

Response PRIFEEFREE D2:6 "R527 per learner is enough if they can give this to us according to the paper budget and say this is the amount that they give, but they lie, it never happened. If the government can fulfil its promise it will be enough for us"

Response PRIFEEFREE D2:7 “We don’t get any moneys and we were told not to fundraise since we are section 21. We became fee free since 2006, we got informed through the memos from the DoE and the circuit manager also told us. We were so glad to become fee free because we use to struggle in getting the school fees from parents. We use to charge it according to phases; foundation = R10 and R25 for senior phase”

Response PRIFEEFREE D2:8 “This year we didn’t receive anything at all from the DoE. We are still functioning on the money that was left last year”, “We have not received the allocation to the government for this year”

Response PRIFEEFREE D2:9 “The department promised us they will make a major renovation and told us not to use section 21 money. Till today we have been knocking in the infrastructure office. Last year they said they do not have money”

Response PRIFEEFREE D2:10 “We have a shortage of staff” “The school need to be re-build because we are running short of classrooms, no administration block, staffroom, kitchen because we are cooking, computer lab and the school is not fenced”, “The teachers need a lot of guidance but now we are not regularly trained”

Response PRIFEEFREE D2:11 “Multiple repetition in one grade is not permissible by the admission policy in many of our schools. The teacher in charge and the Principal suppose to sanction this. Same grade retention will only be censored if it is in the educational/emotional interest of the learner. The parents, in conjunction with the Principal will make that decision; otherwise we usually don’t encourage same grade repetition”

Response PRIFEEFREE D2:12 “...the quality of teaching is good. We have competent teachers; they teach within the age range of their qualification and get extra training through workshops” he blamed learners for poor results. “The problem sometimes we think learners come to school for the sake of other reasons other than learning. They don’t have the passion to study. The problem is that ever since the external exams for grade 9 were stopped learners became demotivated, even educators are feeling the same way. They used to come for morning classes and afternoon classes but no more. Because I knew at the end I must produce good result, but now there are no external exams for grade 9 as a result we just do whatever we want. The teachers need a lot of guidance but now “we are not regularly trained”.

Response PRIFEEFREE D2:13 “...We are in the process of school development plan and we have to include the SGB. With the SGB we suppose to sit two times a quarter or per term but we fail, due to other school business, SGB come when we call special meeting. I would like to see our school as the biggest school in the area. Drawing a number of learners but if we can get more funds from the government”.

Response PRIFEEFREE D2:14 “The medium of instruction is Xhosa in the foundation and English is introduced in the Intermediate phase. English is identified as a stumbling block and the principal noted that many learners repeated grade 10 ‘because English is a failing subject’”. “We would like to see learners communicate frequently in English”.

Response PRIFEEFREE D2:15 “Our rural schools are not attracting teachers with relevance, many of our teachers are qualified to teach, but are not subject experts but to fill the gabs”.

Response PRIFEEFREE D2:16 “Many school policies are not implemented and monitored by our district office and are confusing”.

Response PRIFEEFREE D2:17 “We use the computer just for administration. It made a difference in running things, example managing of usage of the fee-free school funding allocation”

Response PRIFEEFREE D2:18 A case of inflation of enrolment numbers: “The two teacher did not even warn me that they were doing this (inflating enrolment numbers), now the DoE has a fraudulent case against me...It escaped my eye before submission to the EMIS”

Response PRIFEEFREE D10:1 School have different educator numbers due to several reasons, a principal at Sajika JSS said: “we have lost some educators due to fraud, they inflated learner numbers and were caught which caused the school a great strain both in staff and to our children”, “others are retiring but we find it difficult to replace them”.

Response PRIFEEFREE D10.2 School have different educator numbers due to several reasons; in-fights, a principal of Mngani JSS said: “Educator in-fight are crippling teaching and learning, teacher takes sides against or for a particular view point mainly due to policy matters especially teacher disciplining matters. At times teachers themselves are at logger-head for personal matters in school. Either a disgruntled teacher will be on a ‘go slow’ (Wont teach effectively) or asked to be transferred to another school. The principal is usually in the ‘mix’ of these problems, you can’t always win, and you lose some and gain some”.

Response PRIFEEFREE D10.3 On learner transfers two principals (Mngeka & Cabanga JSS commented: “Parent likely transfer their children without proper procedures or documentation”, “Learners change schools because of circumcision violence, at times is not happy about ill-treatment or sever forms corporal punishment”

PRIFEEFREE: B2e How do you handle school repetition? “Grade repetition is a difficult area since it is unclear policy issue. We were told not to fail learners; at times they say at least once; then again they grill us why we have repeaters. To avoid all these many educators let those who don’t do very well to slip through” (Bongani JSS)

DATA SET 2 – (DIL)

Day in life narratives (Educators and learner day in school stories)

APPENDIX C: DATA SET 2: DILGr2

Qualitative research questions and responses

DAY IN LIFE (DILGr2)

THE CLASSROOM

Research question two (2)

DIL1: What is going on? Fieldworker's general observations.

DIL1: Response1: Children's desks are crammed together and one hardly is able to move between them (many are totally broken). The seats of the desks are removable, they easily slide, and one needs careful seating on them or else fall as the seat slides to the sides. The desks wobble on the uneven and broken floor. We actually witness few learners falling from them. The ceiling is partly broken open.

DIL1: Response2: The class atmosphere is not positive for teaching and learning. Educational posters are lacking on the walls. The learners are unruly, difficult to control, very noisy as the teacher is trying to teach. Few learners behaved as if they did not know that the teacher was teaching. Girls at the front were well behaved, boys at the back seats were very disturbing, talking, and pushing one another in a playful manner. Some boys were jumping and standing on top of the desks while the teacher was busy teaching. She appeared desperate to gain control of the class but appeared not to know how.

DIL1: Response3: During the lesson, the teacher is lecturing, those many seated at the back continued with their noise-making noise; the teacher does not scold them but continues. The class becomes semi-unruly, the teacher ignores. She stood on one place, folding hands while teaching and not trying to get most of them interested in the lesson by moving around and paying them individual attention.

EDUCATIONAL ACCESS: TEACHER INTERVIEW

Research question two (2)

DIL2: What causes learners to learn or dropout?

DIL2: Response1: The teacher said about parental involvement: 'parents and the community simply "do not care about their children's education" Parent "don't care if their children are at school or not". "Even at this tender age...children are even taken out of school by parents". "They are left alone to fend for themselves at the hands of care givers or relatives...while they are away in the cities"'

DIL2: Response2: The teacher accused parents for learner vulnerability to school dropout, she said: "It is because parents do not support teachers are indifferent to education of their children hence statement such as "You don't eat school" cited to compete with schooling interest against own children schooling. "Many parents simply don't care, they dump their children to schools waiting for teachers to teach and mind the child, they themselves are totally not involved with own children's education.

DIL2: Response3: The absence of corporal punishment causes learners to remain in school. One teacher said: "Students like school beside corporal punishment"

DIL2: Response4: Who to motivate parents to get involved: One teacher said: "Parents should be made more sensitive about the importance of education, preferably by officials from the department of education rather than teachers from the school"

DIL2: Response5: According to teachers learners repeat grades because "Most learners are not getting enough help from home.

DIL2: Response6: On the vulnerability or dropout issue, the blame was squarely put on the laps of parents, "One learner was absent for two months because his parent left him in another village".

DIL2: Response 7: "The community persons around the school are illiterate but like education especially the existence of this school and the development of the school was brought by them, and the parents are very helpful. There are teachers, nurses etc, who are products of this school. These products too, are involved in helping in whatever manner to the progress of the school".

DIL2: Response 8: One teacher said about the support of teachers to education of their children "Parent help in various ways, not directly, e.g. those who are farmers provide seeds for the school and advices. Nurses also come and provide information and other things".

DIL2: Response 9: What makes learners not to learn according to one teacher are "problems at home. Teacher's character and the way she or he handles the learners make or break learning enthusiasm. Other barrier could be physical e.g. sight, hearing, we've got such in this school. We report such cases and we have special personnel who attend to them."

DIL2: Response 10: Children with special need are not catered for, said one teacher advices but also complain "Take care of children in rural areas, especially those with special needs. However, people from special needs (at the Dutywa town office) get a list of problematic children from the school but don't do anything, they are aware of such problems but do nothing; they just call to ask for the list, they don't even visit the schools".

DIL2: Response 11: Learner repeat grades because of “Poor performance due to non-school attendance or suffering from certain physical barriers such as fits or has personal household problems, the latter is but this is not common”, one teacher explains.

DIL2: Response 12: Teacher said the situation can be improved: “The relationship between parent and teacher must be improved. Parents should be consistently informed about the progress of the child”

DIL2: Response 13: “At present it is the prerogative of the teacher. Parents don’t take an active part in their children’s education” a teacher made an observation.

DIL2: Response14: Certain dropout situations are culturally driven, one teacher remarked “Some Xhosa related or cultural problems such as being feeling of have been bewitched and seeking ‘Yeza’ (traditional medicine) and not seeking other practical solutions”.

DIL2: Response 15: The dropout problem at a primary school is mostly parent initiated, “The main problem in our rural schools is rapid learner transfers, it caused by parent migration where children are removed by parents to cities”, said teacher.

DIL2: Response 16: For children who are already out of school, the teacher said; “Only older ones i.e. from grade 8 they drop. Mostly are boys, this could be linked to circumcision; they feel they are men and don’t need school or respect, especially respect of female teachers, they disrupt teacher’s discipline. Girls drop out due to pregnancy- blame is also on parents who don’t care”.

DIL2: Response 17: One of the biggest obstacles they face is lack of infrastructure and their quintile status; “Rurality is the problem. We lack teaching materials. You wish to use media e.g. TV but my class does not have electricity or radio”.

DIL2: Response 18: Teachers cannot cope with the rapid changes in education even as a subject specialist; one teacher complained that; “As an elderly teacher we must be equipped with this new information e.g. OBE, NCS etc. We need help with other provisions such as transport allowance. We need to be ‘workshopped’ on changes in the curriculum but the change should be slow so we can cope, at the moment we cannot cope as it is. We are stressed by it; the curriculum must be designed on the older one phase new things systematically and slow”.

DIL2: Response 19: Teachers in the COMS were very vocal that “the community here is backward and poverty is rife”

DIL2: Response 20: One of many teachers first response was to blame parents for their teaching frustrations that; “parents do not care about their children’s education”, “parents don’t care if their children are at school or not” (Cabanga JSS)

DIL2: Response 21: “Even at this tender age...children are even taken out of school by parents from school to school” ((Mngani JSS).

DIL2: Response 22: “They are left alone to fend for themselves at the hands of care givers or relatives...while they are away in the cities” (Bongahi JSS).

DIL2: Response 23&24: One teacher added; “parents are indifferent to education of their children hence statement such as ‘You don’t eat school’ cited to compete with schooling interest against own children schooling” (Bongani JSS)

DIL2: Response 25: “Many parents simply don’t care, they dump their children to schools waiting for teachers teach and mind the child, they themselves are totally not involved with own children’s education”

DIL2: Response 26: Concerning the classroom conditions and activities teacher revealed that: “Grade 1 in most cases is the problematic grade where repetition usually occurs”

DIL2: Response 27: “There are many problems such as overcrowding, then slow learners do not get enough attention”, “Some are sent to school too young and tend to have problems with too much work”

DIL2: Response 28: There are old learners for grade (don’t even belong in primary school) ... they are just not interested in their education and do not want to be controlled as there are rules and regulations in schools”

DIL2: Response 29: “The state the of the classrooms is not encouraging, too many broken infrastructure and no one do the repair and many students tend to be difficult because they think they know all. There are shortages of textbooks which I still must find for them and shortage of teaching materials”

DIL2: Response 30: In a self reflect tone one reveal that teachers are still under-prepared for the teaching task, hence; “More workshops should be held for teachers so we could learn more about some of these subjects”.

DIL2: Response 31: Coming to school alone has challenges the terrain is not easy, there basically no roads from certain areas leading to school. One teacher narrated her ordeal in physical accessing the COMs she taught at. “Cars don’t even go where we live, so we have to walk to school with difficulty, this includes my little children as well. We walk through unsafe valley being a woman with my children. The government does not care how we reach school; they just want us there on time. They don’t even talk about our transport problem, at list if they can fix the existing road which they don’t”.

DIL2: Response 32-35: Weather and school formalities enhances teacher absenteeism: “When the weather is not too good, especially when it has rained hard, we usually don’t come to school mainly because the roads make it difficult to access the school”, “There is basically no schooling on Wednesdays (sports day) and Fridays (school cleaning day)” This are also the days where the Department like to call the schools for meetings or workshops”

DIL2: Response 36: Educators’ fear of losing their job: “We pushed them to the next class grade to protect our jobs, the DoE needs good results from us, and we are forced to pass them even if they are not doing very well”

DIL2: Response 37: “Grandparents are easy on grand-children because of age and the fact that they could not maintain a strong hand in disciplining their grand-children if they don’t want to go to school, especially when the was no man figure around”

DIL2: Response 38: "I stay far at Mtshana village and Sjadu JSS where I go to school is far and when the weather is bad, go to school is difficult, the road is usually muddy":

DIL2: Response 39: "A teachers absence is not necessarily an absence, as long I asked the principal and (s)he allows or send me to a meeting or to represent the school".

DIL2: Response 40: "These children don't listen; we cannot control them anymore due to the absence of corporal punishment. Other forms of disciplining them do not work. We are forced to operate in these unruly situations; otherwise in extreme cases we do use corporal punishment even if it is not allowed".

DIL2: Response 41: "Circumcision schools cause many things to our learners, initiates become ill-disciplined and don't attend school before the ceremony, during the ceremony they are faced with illnesses even death. If they 'come out', they attend irregularly, some still sick, other causing chaos in the classrooms, starting fights and make it difficult for us female teachers to manage our classes as they start to culturally undermine us for their manhood, forming gangs and start school violence, disrupting the whole school or shutting it down"

THE LEARNERS GROUP INTERVIEWS

Research Question three (3)

DIL3: What makes you to like or hate school?

DIL3: Response1: Learners dislikes school for several reasons: All of them like school "because there is no corporal punishment", "when it is raining", "If some teachers can be friendlier to us and do not give us too much work"

DIL3: Response2: Bullying is a problem "I left my last school because the older students are bullying us and take our money, but teachers do intervene after reporting the incidence", "girls are also commonly encountered rape, forms of abuse, harassment and assault by male class-mates even educators.

DIL3: Response3: When learners ask if they like to stay at home and not coming to school, one learners said; "No, at home we work".

DIL3: Response4: *Are you going to do this again? One learner said* "I don't want to be absent but do not know when one will get sick again".

DIL3: Response5: Vulnerable learners did not regard themselves as struggling to learn, they simply don't understand when they fail, they echo together; "we are not struggling to learn"

DIL3: Response6: What would keep them coming to school according to the learners is "Must be provided with sporting material such as kit to play soccer, netball and rugby...We enjoy every day of schooling, playing, learning and eating"

DIL3: Response7: Learners blamed not being able to write as reason for repeating, one learner repeated grade 1 and another repeated grade 4 because they were not able to write properly.

DIL3: Response8: Bullying is a problem even at Mngani JSS where learners were enjoying schooling according to themselves; "There are those who take our things such as pen, crayons etc".

DIL3: Response9: One aspect they like most about school were, "We get food in our school so we do not get hungry when playing with friends"

DIL3: Response10: Truant teachers caused learners leave school early or absent: "When the teacher is not around we go back home. If the teacher leaves early we also go home"

APPENDIX C : DATA SET 2A: DILGr4

Qualitative research questions and responses

DAY IN LIFE (DILGr4)

Research question (1)

THE CLASSROOM

DIL1: Access to What? Fieldworker's general physical observation.

DIL1: Response1: Ceiling has a small hole, desks (12) are inadequate for available learners those available were broken, one window is broken another cracked. The classroom is small for the number of learners in it, overcrowded, no space between the desks, teacher cannot walk among students, there is little space in front of the classroom. The floor has no tiles and has cracks.

DIL1: Response2: Girls sit aloof from boys. Older boys sit aloof from younger boys, same as older girls.

DIL1: Response3: No table, chair for teacher or a standard cupboard in front of the classroom, only a chalkboard, teacher read out the story. She writes questions on the board and asks learners to give answers in written form. They are writing answers in their workbooks.

DIL1: Response 4: Teacher read out the story. She writes questions on the board and ask learners to give answers in written form. They are writing answers in their workbooks in response from questions. She immediately marks the work and return the note books. Whilst marking the teacher hardly talks with students, she continues marking.

DIL1: Response 5: When the teacher is not there, some are making noise while others are reading magazines. Some are having social conversations sitting on top of their desks.

DIL1: Response 6: Maths activities- they struggle, provision calculators would make the task easier but no one has any.

Research question two (2)

EDUCATIONAL ACCESS: TEACHER INTERVIEW

DIL2: What causes learners to learn or dropout?

DIL2: Response40: She first gives a brief account about the school. She explained that Bangiso in Dutywa is under chief Dinizulu. She said that not all locals are illiterate, many attended school but did not reach grade 12, she estimated that only about 50% parents support schooling through participation and attending meetings, even though some people are illiterate.

DIL2: Response41: On what causes learners not to learn she said; "Family background and community talks about school which are mostly negative e.g. they say 'you can't eat school' to their school motivated children". "Shortage of school material and furniture",

DIL2: Response42: Concerning learning abilities of learners she said ""Depends on learner. Most do better in life orientation because it applies to their own lives at home. However many learning areas are not familiar with parents hence they cannot help learners with homework".

DIL2: Response43: Concerning repetitions and access an educator at Mngani JSS said, "This type of assessment should be changed i.e. CASS, it does improve progression but retard mental development, learners learn too slow because there is too much to learn and often disjointed – confusing at times even to us". "We are kept away from effective teaching because of the paper work which is required by the CASS system especially after the first quarter we are too busy with mark schedules and portfolios. Besides we have to attend trainings, workshops, memorial services and sports", "All these affect the children because we are mostly in the staffroom doing paper", "Most of the learners are raised by single parents who can't cope with demands concerning the child let alone helping with home work".

DIL2: Response46: *What can be done to improve the situation?* "Teachers have to be social workers as well, but if the specialists are available the work will be easy".

DIL2: Response47: *When ask if learners like schooling she said:* "everyday they are present. If any is absent it's because of important personal problems".

DIL4: Response 48: *What causes students not to learn?* "They are not able to relate what is learned with reality, because there are no models to foster a connection".

DIL5: Response 49: Learners at Sajika and Mtshana JSS were asked: *Do you take your textbook or workbooks home?* "We are not allowed to take our workbooks home, there are few textbooks at school and we are not allowed to take them home", another learner said: "Only the teacher has a textbook". "I am not doing well because I don't have a textbook and doing homework without it is difficult"

DIL5: Response 50: "Learners who did not have full access to textbooks experienced decreased learner educational achievements", the Mtshana JSS principal replied.

DIL5: Response 51: "My salary is below my living expences and do not match the CASS workload I face each day in class despite that I have to teach twice the number of children due to teacher shortage, but am happy, there is peace here, the community and fellow teachers arenice people".

DIL5: Response 52: *How do you discipline your learners?* "We still use corporal punishment, otherwise it is difficult to manage these learners, they are so unruly, teaching them without a stick is not easy", said an educator carrying a stick.

THE LEARNERS GROUP INTERVIEWS

Research Question three (3)

DIL3: What makes you to like or hate school?

DIL3: Response1: On a question *Do you like or dislike this school? Why?* Some said: Average "So so", reason "because of corporal punishment, "I'm stupid". "Not enough school uniform". "Don't have touring money", "dirty clothes".

DIL3: Response2: When asked *Do you like or hate coming to school every day? Please explain.* They said Hate: "hate waking up early", "When sick", "If did not do home work", "If teacher won't be present".

DIL3: Response3: *What must happen at school to keep you coming every day?* Effective teaching, given homework, allowed to play and if food is available (feeding scheme- bread and drinks).

DIL3: Response 4: *What will make you learn better?* "We need many tours", "many graduations", "many sporting activities", "and more musical concerts".

DIL3: Response 5: *Do your parents or brothers and sisters help you with your schoolwork? How?* All said they get some kind of help, or ask for help and only on 'difficult' homework. This is mostly done by explaining how to do it, they give guide how to do it or at times do it themselves.

DIL3: Response 6: *Are there any students at school with whom you argue? Fight? Please explain.* "Stealing from me", "bullying us", "When they accuse me for something never did". "Yes, a boy stole a pen and lied that I did it, we argued".

DIL3: Response 7: *What don't you like about school?* They say they don't like "bullying, stealing of our pens by others", being "beaten by older students who smoke and carry knives around the school".

DIL3: Response 8: *Do you think the government is helping you in your education?* "Yes, but not, because we are only provided with note books and buy them ourselves the rest of our stationary like pens, files, and instrument boxes" a boy said others agreed.

DIL3: Response 9: *Why were you absent?* “ If I don't see my teacher's car in school I don't go to class but stay home”
DIL3: Response 10: *Why you look older than your classmates?* “I can't speak Xhosa well since I am from Malawi and I fail Xhosa that make me to fail sometimes”

APPENDIX C: DATA SET 2B: DILGr5

Qualitative research questions and responses

DAY IN LIFE (DILGr6)

Responses by school

Research question one (1)

CLASSROOM CONDITION & ATMOSPHERE

DIL1: What is going on? Access to What? Physical conditions

(Bangiso JSS) Gr6. Xhosa

DIL1: Response1: The classroom is spacious but windows, chairs, desks and door are broken.
DIL1: Response2: It is cold inside, learners sit three to a desk to avoid chill.
DIL1: Response3: 30% of learners seem lost or scared and 60% are not dressed for the cold experience in the class.
DIL1: Response4: When the teacher is present it is quiet and an intense atmosphere exists.
DIL1: Response5: The teacher writes on the blackboard and the learners are asked to read after him.
DIL1: Response6: Learners are participating in lesson by answering questions.
DIL1: Response7: After the teacher finishes a certain part of writing on the blackboard he continues without checking to see if the learners understand or have questions.
DIL1: Response8: There are not enough textbooks for all the learners.
DIL1: Response9: Classroom lack learning materials such as wall-posters.

(Mngeka JSS) Gr.6 Literacy, English oral.

DIL1: Response8: There are two big blackboards (1.5 x 2) m² mounted on the wall and a white notice board on the wall.
DIL1: Response9: There are two cupboards in front of the classroom full of books on top.
DIL1: Response10: There is electricity, but the light is not functioning.
DIL1: Response11: 44 learners present and 5 other learners are absent giving a grand total of 49 learners for this class.
DIL1: Response12: Lesson being taught; write an autobiography and a biography. The lesson is strictly in English.
DIL1: Response13: First, the teacher tells the story and after finishing telling the story she asks specific questions
DIL1: Response14: The learners applaud each other when a correct answer is given.
DIL1: Response15: Some learners struggle with the correct use of verbs and the correct tense.
DIL1: Response16: Learners take turns reading in front of the class. The teacher explains and asks questions about what was just read. (20%) learners seem to understand and actively participating whilst others are quiet.
DIL1: Response17; There is order in the class, the learners raise their hands and stand when answering questions.
DIL1: Response18: As the class ends 50% of the learners look bored especially the girls.
DIL1: Response19: The teacher sometimes insults the learners by calling them dumb if they did not give a correct answer.

(Taleni JSS) Gr.6 Reading News

DIL1: Response20: The class atmosphere is pleasant; it is warm inside and encouraging because of the teacher's joyous attitude towards the learners.
DIL1: Response21: The lesson is about reading the News in isiXhosa. A Xhosa textbook and notebooks are used for this activity. Only the teacher has copy of the textbook.
DIL1: Response22: The teacher makes copies of a page with text for the learners.
DIL1: Response23: The teacher explains the News article; learners take turns reading a passage from the article.

(Candu JSS) Gr.6 Literacy Xhosa Grammar

DIL1: Response24: Class in a good condition however the desks and chairs are dilapidated and very old.
DIL1: Response25: Learners look dull, lost, and discouraged. There is a sense of tension in the classroom.
DIL1: Response26: The teacher is not present when the class is supposed to start.
DIL1: Response27: Every learner has his/her own textbook.
DIL1: Response28: Today's lesson; how to use Xhosa grammar, abstinence from drugs and improving reading skills.
DIL1: Response29: Learners take turns reading from textbook, they also copy sentences from the blackboard and then they read a Xhosa short story.
DIL1: Response 30: The teacher also threatened the students to beat them because they were shy to read. This makes the learners to read.

Research question two (2)

THE TEACHERS REFLECTION ON EDUCATIONAL ACCESS:

DIL2: What causes learners to learn, not to learn or dropout?

Bangiso JSS Gr.6

DIL2: Response1: "Family background (poverty) and not being encouraged about the importance of education (no motivation) because parents are uneducated".

DIL2: Response2: Most learners have become parents (have children) themselves and are more like bullies at school; even at home".

DIL2: Response3: "Learners, those that repeat do not care about their school work and the rate of absenteeism of those that repeat is high".

DIL2: Response4: "There is a shortage of teaching and learning materials".

DIL2: Response5: What other classroom problem do you encounter? "CASS documentation takes most of our teaching time. We spend most of the time doing class schedules and other documents required by the District office. Beside workshops, once CASS starts we have little time for our learners"

Taleni JSS Gr.6

DIL2: Response5: Many parents are not educated (about 70 %)".

DIL2: Response6: "The learners do not know why education is important because parents don't have education themselves.

DIL2: Response7: We don't have an organized library and other stimulating infrastructure that goes with teaching and learning, absence of many of these affect learners learning".

DIL2: Response8: "The repeaters simply don't want to learn".

DIL2: Response9: The lack of understanding of what is being taught because most subjects are given in English and it English that makes it difficult for them".

Candu JSS GR.6

DIL2: Response10: Most of the parents are against the education program, they force themselves to accept it as a norm, probably because they are illiterate".

DIL2: Response11: "There is a shortage of teaching and learning materials".

DIL2: Response12: "Repeaters do not regularly come to school".

DIL2: Response13: "Talk with parents to help learners, using TV teaching programs (we don't have TV) and the use of computers (We have a few but we don't know how to use them)".

Mngeka JSS Gr.6

DIL2: Response14: Some learners with poverty stricken background receive social grants and others do not".

DIL2: Response15: "Children are that are generally not motivated by their backgrounds from which they emanate eventually leave school".

DIL2: Response16: "There is generally lack of interest for many, they are not goal oriented, and some need to be forced to go to school", they attend school for reasons other than appreciation of outcomes of education".

DIL2: Response17: "Lack of motivation and family problems".

DIL2: Response18: "Currently homes don't value education; involving parents in this problem will enhance the values of education to those who want to drop-out and their parents", "Some parents encouraged dropping out of their boy children for an extra hand at home, especially when there is no father around". "They need them for harvesting and cattle caring". "Girls are withdrawn for reasons of caring for the sick parent, doing household chores even harvesting or given into early marriage" (*Maybe 'Ukuthwala' was involved' before marriage, although this was not investigated, I remember because some were too young for marriage. I noticed that some of the 'Ommakotis' were too young for marriage – Thulani JSS households*)

THE LEARNER GROUP INTERVIEWS

Research Question three (3)

DIL3: What makes you to like or hate school?

Bangiso JSS GR.6

DIL3: Response1: "I like school because I'm being taught and groomed for self-respect".

DIL3: Response2: "I like the Principal because she is kind and she teaches and explains very well".

DIL3: Response3: "Yes, I like school because they explain to us until we understand".

DIL3: Response4: There are learners who are naughty, bullying us and use drugs and carrying weapons (knives) to school".

DIL3: Response5: "Teacher must explain and security must be provided". *Do you get enough bread?* "No, feeding scheme must be improved".

DIL3: Response6: "I wish there was a library and laboratory in my school".

DIL3: Response7: (Bongani JSS) "I hate being bullied by older boys who are silly, use drugs and take our things". "There is a teacher Mr Ndingi (not his real name) he like pinching us girls between the thighs for punishment, please don't tell him what I said", "yes he does", another learner confirm.

Mngeka JSS Gr.6

DIL3: Response7: All of them said they like school because they want to pass at the end of the year, get a proper jobs, being at school prevents them from becoming street kids and that the school teaches them respect.

DIL3: Response8: I like school because yesterday we were given computer lessons and today we learnt about social science and English".

DIL3: Response9: About 60 % of the learners struggle to understand English. What will make you learn better? All of them agreed; “we need a dictionary”.

Taleni JSS Gr.6

DIL3: Response12: “Yes I like it, because we are being educated, we play with friends. After finishing education we are able to get our own properties and work”.

DIL3: Response13: “Mr Bhukhwe, Miss Bendu and Miss Ludwe (not real names) because they like corporal punishment” “they beat us and mistreat us”.

DIL3: Response14: “Our teacher; He is like a father to us because he teaches us many things about life in general”.

Candu JSS Gr.6

DIL3: Response15: “Yes I like school because it encourages us to learn and it is not far from us as compared to other schools”.

DIL3: Response16: “Yes, I like to come to school every day so that I can not miss the lessons, not to fail and not to become a drop-out.

DATA SET 3 – (PAVOS) PARENTS NARRATIVES

APPENDIX C: DATA SET 1: PAVOS Qualitative research questions and responses

PARENTS VOICES (PAVOS)

Research question seven (7)

Parent satisfaction on educational access issues

PAVOS7: Have you tried moving your child away? Why?

PAVOS7:1 Response1: “No, it is near home, He gets more knowledge there. Will only do so if teachers don't care anymore to teach. To Sajika JSS has a good educational record will keep my child there. I have confidence in Sajika JSS, it have good teaching”.

PAVOS7:2 “Multi-responses2-6: I like the school because it is my child's choice. Good for my child because it has a Hand work program. Because I'm satisfied. I kept him there in order to satisfy and support his choice”.

PAVOS7:7-11 Multi-response7-11: “Yes, because other schools complain about quality of students from this Mtshana JSS. Because of poor teaching there. Child at Sajika JSS will complete school ahead of older kids at Cabanga JSS, then I removed my child from Cabanga JSS”.

PAVOS7:12 Response12: “I did so because he struggles was struggling with Isixhosa”

PAVOS7:13 Response13: No, “If the child performs badly it is the child not the school”.

PAVOS7:14 Response14: “No, even if I wish because the teachers don't care about educating our children here”.

PAVOS7:16 Response16: “Yes, I want the best for my kids”.

PAVOS9: Would you move your child if you had a choice? To which school? Why?

PAVOS9:1 Response1: “No, it the school is conveniently near home. There is no other reason I think of to move my child away to another school. I cannot afford it”.

PAVOS9:2 Response2: “Yes, to Dutywa town schools, learners there are better. They know English and have many other things compare to those in our local schools”.

PAVOS9:3 Response3: “Yes, to town schools. Even teachers don't send their children to our schools but to town”.

PAVOS9:4 Response4: “Yes, I want the best for my kids. These schools are not best”.

PAVOS9:5 Response5: “Yes, teachers know that we as parents are illiterate & teachers take advantage of that not doing their best”.

PAVOS9:6 Response6: “Yes, to Sajika JSS, there they teach better than Cabanga or Mtshana JSS”

PAVOS9:7 Response7: “To Mtshana, it is close home, children have not to risk their lives crossing the busy and dangerous NE 2 national road”.

PAVOS12: Can you elaborate on any matter/problem about the child schooling which I did not asked you about concerning educational access and exclusion for your child?

PAVOS12:1 Response1: “Our children do not listen to us, They hang out at the shops, listening to this thing called Jukebox and take alcohol. It is difficult to tell them anything or discipline them”.

PAVOS12:2 Response2: A caregiver's response. “The mother always absent and child does not attend school at times. I cannot force him to go to school, just looking after him”.

PAVOS12:3 Response3: “Education is expensive, kids study but there are no jobs for them. It is therefore difficult to influence them to go to school or force them continue. We ourselves are demotivated about this situation of schooling knowing that these children might not get a job after finishing school”.

PAVOS12:4 Response4: “I wish kids can see the importance of education, at the moment they don't. I don't know what makes these kids to be like this these days”

PAVOS12:5 Response5: "We have a respect problem with the kids, we know school is important but I wish kids would learn properly, be disciplined respect parents and teachers but that is not happening. They are disrespectful to us and how can they learn properly?"

PAVOS12:6 Response6: "My child needs to be controlled by teachers; this is our only hope because we cannot as parents to control or discipline them. The school must help us parent, children need to be kept in school. We lack resources for them. At least the school can help".

PAVOS12:7 Response7: I wish my child can study to be a teacher. I don't know if she will. There are lots of problems at school, I try to help but I am not able. I am not educated "Andinasikolo"

PAVOS12:8 Response8: "I wish he could go further with his studies, but looking at how these children are nowadays, it is difficult to tell because we cannot control them anymore".

PAVOS12:9 Response9: "I wish she can study further, but how can I make her. It all depend upon her. You see these children have rights, what can we do? Our hands are tight. When we want to discipline these children they threaten us with the police".

PAVOS12:10 Response10: "I wish kids reach their destiny and make good homes, communities & nation better. It is just my wish, things are now different, the government own this children. We are just parents by name only".

PAVOS12:11 Response11: "How I wish that my children could finish up their studies. But how can I make them. I will keep wishing. I don't understand the curriculum of these days, "asiyazi into efundiswa kulamaxsha" "sizonceda njani, asifundanga, noba sinenthlasana yemfundo" (How will we help if we have little education?) "inguquko ezingapheliyo, esingazazi thina esingafundanga" (there are too many educational changes, we uneducated don't follow or understand them)".

PAVOS12:12 Response12: "My child does not have school related problem".

PAVOS12:13 Response13: "I want my child be cured of illness, to become a social worker".

PAVOS12:14 Response14: "School is good, kids addicted to drugs, hangout at shops, playing Jukebox. We cannot force them to go to school or do homework. They control themselves. What can we do?"

PAVOS12:15 Response15: "I wish he complete school, study further and works for himself".

PAVOS12:16 Response16: "I wish the our kids would take education seriously it is the key to success however it seems they don't see it that way and we are failing in pushing them that way. The child must learn without education there is no work, they don't see that"

PAVOS12:17 Response17: "The problem here is failure of teacher/parent co-operation result in undisciplined children ending high pregnancy & abortion among girl children".

PAVOS12:18 Response18: "Three kids (boys) I know of drop out, of school, these kid did so because they don't have a role model to show them the way. Some teachers do not behave well themselves. Many fathers are absent to discipline these kids. Cannot discipline boy children, they need a male to do so, I am just female and they don't listen to me as female. So how can I make them go to school or do homework if they don't want? "These children have rights and no longer could be disciplined" "...towards a good education".

PAVOS12:19 Response19: "My child is frustrated by our situation; there is no money, no quality food to give her before school".

PAVOS12:20 Response20: "Our children get Matric but don't get Jobs, some with degrees don't either. Then this situation is discouraging the small ones to aspire to continue with education. The situation is becoming hopeless. I wish my child can go far and reach his destiny, (I wish she could learn and her dreams be fulfilled)".

PAVOS12:21 Response21: "Loving the child, maintaining discipline, and developing trust is what I do to motivate my child to go to school and do well".

PAVOS12:22 Response22: "My child is good at art-work not Letters; this is why he is not doing well at this school, needs a special school".

PAVOS12:23 Response23: "Mother of the child passed away, (now live with new uncaring mother) and the father is working far away in GP. She is not cared for (neighbour said)".

PAVOS12:24-30 Multiple responses24-30: "There are no teaching and learning facilities at school and also, without corporal punishment teachers and I can't control my kids", "I wish education department can provide laboratory and increase buildings", "I wish that my child does not disappoint me, to reach higher than me", "Parents are illiterate & teachers take advantage of that not giving proper education to our children", "The teachers don't care about educating our children, their children are going to school in town".

PAVOS12:31 Response 31: "We are socially excluded from many government provisions and services. "Abasemagunyeni bajongane nezikolo ezisedolophini, hayi thina, abaxesha lekolo zethu ezilalini" (The DoE only look after school within the town area and have forgotten about us, they don't have time for our rural school)"

PAVOS12:32 Response 32-4: "Some parents said these were not catered for as "promised" by government.

PAVOS12:33 Response 33: "Umntana makaye esikoleni, othitshala mabafundise" (The children should go to school, the teacher should teach)".

PAVOS12:34 Response 34: "Ngothitshala amabafundise abantwana, bapeyela ntoni?" (It is the teachers who must teach our children. What are they paid for?)".

PAVOS12:35 Response 35: "Bongani JSS is helping us a lot, I can go to them for any help including asking them to call for an ambulance, they are very caring for us, my child is therefore in good school, and we will help the school".
 PAVOS12:36 Response 36: "Our girl children are important in helping with the household chores including accompanying us during grant times, they come with us even during school, teachers know we need help, even to the sick"
 PAVOS12:37 Response 37: "A potential risk of in circumcision schools is injuries that the initiates face with the use of unhygienic procedures, untrained traditional surgeons and the hardships that initiates are subjected to during, then violence comes in, the children then stay away from school in fear, some dropout indefinitely or get transferred"

DATA SET 4 – NUMTGr4
Numeracy test Grade 4

Frequencies counts for biographical information

A total number of 487 grade 5 learners wrote the grade 4 Mathematics test.

Frequency per gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	2	.4	.4	.4
	Boys	244	50.1	50.1	50.5
	Girls	241	49.5	49.5	100.0
	Total	487	100.0	100.0	

A total of 485 learners (99.6%) indicated their gender. Two learners (0.4%) did not indicate their gender. The sample was almost equally divided into boys and girls, with 50.1% boys and 49.5 % girls.

Frequency per school

School		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bongani	26	5.3	5.3	5.3
	Cabanga	18	3.7	3.7	18.5
	Mngani	25	5.1	5.1	66.5
	Mtshana	19	3.9	3.9	70.4
	Sajika	19	3.9	3.9	74.3
	Thulani	32	6.6	6.6	80.9

Six schools were represented in the sample. The school with the least number of learners was Cabanga Primary with only 18 learners, representing 3.7% of the sample. Cabanga Primary is followed closely by Mtshana Primary and Sajika Primary with 19 learners each, representing each 3.9% of the sample. Mngani Primary and Bongani Primary have more than twenty but less than thirty learners. The school level results of schools with less than 30 learners should be interpreted with caution, since the small sample size might influence the results.

Number of learners tested per school
Frequency per age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8 year olds	1	.2	.2	.2
	9 year olds	10	2.1	2.1	2.3
	10 year olds	110	22.6	22.8	25.1
	11 year olds	154	31.6	31.9	56.9
	12 year olds	120	24.6	24.8	81.8
	13 year olds	61	12.5	12.6	94.4
	14 year olds	17	3.5	3.5	97.9
	15 year olds	6	1.2	1.2	99.2
	16 year olds	3	.6	.6	99.8
	21 year olds	1	.2	.2	100.0
	Total	483	99.2	100.0	
Missing		4	.8		
	Total	487	100.0		

A total of 483 learners (99.2%) indicated their age. Four learners (0.8%) did not indicate their age. The ages indicated ranged from 8 years to 21 years. The possibility that the learner who indicated that he/she is 21 years old reversed the digits (and thus meaning to indicate 12 years) have not been excluded. It was verified that the learner did write 21 years on the test. The learners' age should be verified against the learner tracking information. If we use 6 years (turning 7 within the year) as the age learners are required by law to enter grade 1, the expected age for a grade 5 learner is 10 years (turning 11 within the year). The mean age of the learners in the sample was 11.43 years, which seem to indicate that most learners are in the expected age group for grade 5. This should be verified using the learner tracking information, since the learner data do not include the actual birth dates and therefore we could not verify the accuracy of the data.

Distribution of learners' age
Age categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correctly-aged	384	78.9	78.9	78.9
	Over-aged	88	18.1	18.1	96.9
	Missing	4	.8	.8	97.7
	Under-aged	11	2.3	2.3	100.0
	Total	487	100.0	100.0	

In South Africa the correct age cohort for a specific grade is defined as 6 years + grade +/- 2, the correct age cohort for grade 5, thus would be 9 to 13 years. Using this definition and the self reported age of learners, it was calculated that 78.9% of the sample fell within the correct age cohort. Only 2.3% of the sample was younger than 9 years. Slightly more learners (18.1%) were over aged (i.e. older than 13 years old). As indicated earlier, the learner tracking information should be used to verify the self reported data regarding age.

Note:

Learners might be in the over-aged category due to late enrolment in school or repeating grades. Learners might be in the under-aged category due to early enrolment in school.

Age category per school

School			Frequency	Percent	Valid Percent	Cumulative Percent
Bongani	Valid	Correctly aged	18	69.2	69.2	69.2
		Over-aged	7	26.9	26.9	96.2
		System-missing	1	3.8	3.8	100.0
		Total	26	100.0	100.0	
Cabanga	Valid	Correctly aged	11	61.1	61.1	61.1
		Over-aged	6	33.3	33.3	94.4
		Under-aged	1	5.6	5.6	100.0
		Total	18	100.0	100.0	
Mngani	Valid	Correctly aged	24	96.0	96.0	96.0
		System-missing	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
Mtshana	Valid	Correctly aged	11	57.9	57.9	57.9
		Over-aged	4	21.1	21.1	78.9
		Under-aged	4	21.1	21.1	100.0
		Total	19	100.0	100.0	
Sajika	Valid	Correctly aged	18	94.7	94.7	94.7
		Under-aged	1	5.3	5.3	100.0
		Total	19	100.0	100.0	
Thulani	Valid	Correctly aged	22	68.8	68.8	68.8
		Over-aged	9	28.1	28.1	96.9
		Under-aged	1	3.1	3.1	100.0
		Total	32	100.0	100.0	

Cabanga Primary had 30% or more learners in the over-aged category. Mtshana Primary had the 21.1% of their learners in the under-aged category.

Item Difficulty Index

Explanatory notes:

In the following tables, 0 represents incorrect, 1 correct and 99 missing.

The item difficulty was categorized as follows:

- 1 -20%: Very difficult
- 21 – 40%: Difficult
- 41 – 60%: Moderate
- 61 - 80%: Easy
- 81 – 100% Very easy

Non-contextual refers to operations only, with minimal language input required to answer the question.

Contextual refers to questions requiring language competency to answer the question, usually in “word sum” format.

The test was piloted in a representative sample of more than 2000 grade 4 learners in October 2008. The expected difficulty refers to the difficulty index obtained in this representative sample and reflects the expected difficulty for grade 4 learners at the end of their grade 4 year. In this research grade 5 learners were tested in June 2009. Thus, the learners in the sample should have completed at least a portion of the grade 5 Math curriculum and would be advantaged by a comparison with the test pilot sample who only completed the grade 4 curriculum at the time of testing. Thus, differences between the difficulty indexes obtained in this research project and test pilot sample might be at least partly due to differences in the sample composition and/or the grade level of the learners. Even though the expected level of difficulty is referred to in these preliminary notes on the test results, it should be interpreted with caution.

Descriptive statistics

The test consists of three sections. Section one contains eight grade 3 level items, section two contains twenty eight grade 4 level items and section three contains five grade 5 level items.

The grade 3 and 5 level items address only Learning Outcome 1 skills and knowledge (i.e. numbers, operations and relationships). The grade 4 level items address all five Learning Outcomes.

Means per section

	N	Minimum	Maximum	Mean	Std. Deviation
Grade3	487	.00	100.00	41.9148	27.31826
Grade4	487	.00	70.37	19.1117	14.97919
Grade5	487	.00	100.00	17.3717	22.43581
Valid N (list wise)	487				

The mean for the grade 3 level items were 41.9%, whereas the mean for the grade 4 and 5 level items were 19.1% and 17.4% respectively.

Means per section per school

School		Grade3	Grade4	Grade5
Bongani	Mean	40.8654	15.6695	3.8462
	N	26	26	26
	Std. Deviation	24.63678	14.02751	8.03837
	Minimum	.00	.00	.00
	Maximum	87.50	59.26	20.00
	Std. Error of Mean	4.83167	2.75102	1.57645
Cabanga	Mean	22.9167	5.7613	1.1111
	N	18	18	18
	Std. Deviation	16.18482	3.41399	4.71405
	Minimum	.00	.00	.00
	Maximum	50.00	14.81	20.00
	Std. Error of Mean	3.81480	.80469	1.11111
	Maximum	87.50	55.56	40.00
Std. Error of Mean	3.97131	2.13811	2.81219	
Mngani	Mean	31.0000	8.2963	2.4000
	N	25	25	25
	Std. Deviation	21.98484	7.50552	6.63325
	Minimum	.00	.00	.00
	Maximum	87.50	22.22	20.00
	Std. Error of Mean	4.39697	1.50110	1.32665
Mtshana	Mean	22.3684	6.2378	5.2632
	N	19	19	19
	Std. Deviation	16.44591	6.17933	9.04828
	Minimum	.00	.00	.00
	Maximum	62.50	25.93	20.00
	Std. Error of Mean	3.77295	1.41764	2.07582
Sajika	Mean	16.4474	6.6277	5.2632
	N	19	19	19
	Std. Deviation	14.46538	3.61603	11.23903
	Minimum	.00	.00	.00
	Maximum	62.50	11.11	40.00

	Std. Error of Mean	3.31858	.82957	2.57841
Thulani	Mean	41.0156	14.0046	8.1250
	N	32	32	32
	Std. Deviation	18.84636	8.65965	12.29673
	Minimum	12.50	.00	.00
	Maximum	75.00	40.74	40.00
	Std. Error of Mean	3.33160	1.53082	2.17378
	Maximum	75.00	51.85	80.00
	Std. Error of Mean	4.03753	2.05087	3.80532

The girls (42.5%) had a slightly higher mean than the boys (41.5%) on the grade 3 level section. The boys (19.5% and 17.7%) however had slightly higher means on the grade 4 and 5 level sections than the girls (17.2% and 19.0%). The significance of the means should be tested.

Age Category		Grade3	Grade4	Grade5
Correctly aged	Mean	41.1133	19.1840	17.1354
	N	384	384	384
	Std. Deviation	27.49402	14.66978	21.46398
	Minimum	.00	.00	.00
	Maximum	100.00	66.67	80.00
	Std. Error of Mean	1.40305	.74861	1.09533
Over-aged	Mean	46.7330	20.2441	20.0000
	N	88	88	88
	Std. Deviation	26.29507	16.20693	26.95249
	Minimum	.00	.00	.00
	Maximum	100.00	70.37	100.00
	Std. Error of Mean	2.80306	1.72766	2.87315
System-missing	Mean	37.5000	8.3333	5.0000
	N	4	4	4
	Std. Deviation	17.67767	6.32528	10.00000
	Minimum	12.50	.00	.00
	Maximum	50.00	14.81	20.00
	Std. Error of Mean	8.83883	3.16264	5.00000
Under-aged	Mean	32.9545	11.4478	9.0909
	N	11	11	11
	Std. Deviation	29.72411	15.57799	16.40399
	Minimum	.00	.00	.00
	Maximum	100.00	44.44	40.00
	Std. Error of Mean	8.96216	4.69694	4.94599
Total	Mean	41.9148	19.1117	17.3717
	N	487	487	487
	Std. Deviation	27.31826	14.97919	22.43581
	Minimum	.00	.00	.00
	Maximum	100.00	70.37	100.00
	Std. Error of Mean	1.23791	.67877	1.01666

Frequencies per benchmark

Number of learners reaching 50% benchmark (Gr3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Selected	259	53.2	53.2	53.2
Selected	228	46.8	46.8	100.0
Total	487	100.0	100.0	

Almost half (46.8%) of the learners in the sample got a mean of 50% or higher on the grade 3 level items. This, is rather worrisome if one takes in account that recent assessment regulations require a learner to have at least a level 3 (50% or more) in Literacy and Numeracy, to progress to grade 4. These learners have not only progressed to grade 4 but also to grade 5, but not quite half of them half mastered 50% of the grade 3 level skills and knowledge tested in this test. A tendency of learners to be pushed through to the next grade has been identified in various studies. Findings in this study might reflect on that tendency.

Number of learners reaching 50% benchmark (Gr3) per school

School	Frequency	Percent	Valid Percent	Cumulative Percent
Bongani	Valid Not Selected	14	53.8	53.8
	Selected	12	46.2	100.0
	Total	26	100.0	100.0
Cabanga	Valid Not Selected	15	83.3	83.3
	Selected	3	16.7	100.0
	Total	18	100.0	100.0
Mngani	Valid Not Selected	16	64.0	64.0
	Selected	9	36.0	100.0
	Total	25	100.0	100.0
Mtshana	Valid Not Selected	18	94.7	94.7
	Selected	1	5.3	100.0
	Total	19	100.0	100.0
Sajika	Valid Not Selected	18	94.7	94.7
	Selected	1	5.3	100.0
	Total	19	100.0	100.0
Thulani	Valid Not Selected	19	59.4	59.4
	Selected	13	40.6	100.0
	Total	32	100.0	100.0

The percentage of learners per school who achieved at least 50% or more in the grade 3 section varied considerably from only 5.3% to 86%. Mtshana and Sajika had the lowest rates at 5.3% each.

Number of learners reaching 50% benchmark (Gr4) per school

School	Frequency	Percent	Valid Percent	Cumulative Percent
Bongani	Valid Not Selected	25	96.2	96.2
	Selected	1	3.8	100.0
	Total	26	100.0	100.0
Cabanga	Valid Not Selected	18	100.0	100.0
Mngani	Valid Not Selected	25	100.0	100.0
Mtshana	Valid Not Selected	19	100.0	100.0

Sajika	Valid	Not Selected	19	100.0	100.0	100.0
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Means per age category per Learning Outcome

All schools had no learners who reached the 50% benchmark in the grade 4 section. This is worrisome since all the learners are currently in grade 5 and thus should have obtained at least 50% in mathematics in the grade 4 section.

When only considering the mean for Learning Outcome 1, the expected pattern where learners perform best on the grade 3 LO1 items and worst on the grade 5 LO 1 items was found.

When only considering the means per Learning Outcome in the grade 4 section, learners did the best in the LO 3 (Shape and Space) items (28%), followed by LO 5 (Data handling) (24.8%) and LO 1 (Numbers, operations and relationships) (20.1%). The lowest means were achieved in LO 2 (patterns) (12.9%) and LO 4 (Measurement) (8.2%). The tendency to achieve lower means in LO 2 and 4 has also been found in the systemic studies in SA.

The pattern of lower means in LO 2 and 4 and higher means in LO 1, 3 and 5 were found in ten of the twelve schools. An unexpectedly higher mean in LO 4 (relative to the means for the other LOs) was found at Gandu and a higher mean in LO 2 was found at Taleni.

Both the boys and the girls exhibit the same pattern, with lower means on LO 2 and Lo 4 and higher means on LO 1, LO 2 and LO 5. The boys however did slightly better on LO 2, 3, 4 and 5 than the girls. The girls did slightly better than the boys on LO 1 at grade 3 and 4 level. The significance of these differences will need to be tested.

Age Category		Grade3	LO1_Gr4	LO2_Gr4	LO3_Gr4	LO4_Gr4	LO5_Gr4	Grade5
Correctly aged	Mean	41.1133	20.1637	12.1528	29.0365	8.0078	25.5208	17.1354
	N	384	384	384	384	384	384	384
	Std. Deviation	27.49402	17.14238	20.36499	27.27835	14.31654	34.65216	21.46398
	Minimum	.00	.00	.00	.00	.00	.00	.00
	Maximum	100.00	78.57	100.00	100.00	75.00	100.00	80.00
Over-aged	Mean	46.7330	21.1851	15.1515	28.9773	9.6591	25.0000	20.0000
	N	88	88	88	88	88	88	88
	Std. Deviation	26.29507	18.23328	20.78233	28.33664	15.82584	33.04473	26.95249
	Minimum	.00	.00	.00	.00	.00	.00	.00
	Maximum	100.00	78.57	66.67	100.00	50.00	100.00	100.00
Missing	Mean	37.5000	8.9286	25.0000	.0000	6.2500	.0000	5.0000
	N	4	4	4	4	4	4	4
	Std. Deviation	17.67767	8.98790	16.66667	.00000	12.50000	.00000	10.00000
	Minimum	12.50	.00	.00	.00	.00	.00	.00
	Maximum	50.00	21.43	33.33	.00	25.00	.00	20.00
Under-aged	Mean	32.9545	13.6364	15.1515	9.0909	4.5455	9.0909	9.0909
	N	11	11	11	11	11	11	11
	Std. Deviation	29.72411	18.19804	17.40777	16.85500	10.11300	20.22600	16.40399
	Minimum	.00	.00	.00	.00	.00	.00	.00
	Maximum	100.00	50.00	33.33	50.00	25.00	50.00	40.00
Total	Mean	41.9148	20.1085	12.8679	28.3368	8.2136	24.8460	17.3717
	N	487	487	487	487	487	487	487
	Std. Deviation	27.31826	17.33774	20.36616	27.41252	14.49747	34.07700	22.43581
	Minimum	.00	.00	.00	.00	.00	.00	.00
	Maximum	100.00	78.57	100.00	100.00	75.00	100.00	100.00

The correctly aged and over-aged age categories shows the expected pattern of lower means in LO 2 and 4 and higher means in LO 1, 3 and 5. The under-aged category however achieved a higher mean in LO 2 than in the other LOs. This needs to be examined more closely.

Bongani, Cabanga, Sajika, Thulani, Mngani and Mshana JSS. Since contextual questions relies more on the learners' understanding of language and reading ability than non-contextual questions, the above differences might be due to or related to the language teaching practices at the specific schools.

In both genders the difference between the mean for contextual items and the mean for non-contextual item was very small. Both gender groups achieved slightly higher means on the contextual questions.

The correctly aged group did better on the contextual items (24.7%) than on the non-contextual items (22.9%). The over-aged group as well as the under-aged group did better on the non contextual items than on the contextual items. Learners in the over-aged group have probably been retained in one or more grades or have been enrolled late in school. This might explain why they struggle a bit more with the contextual based items. The under-aged learners have probably been enrolled early in formal school. Thus, they may lack the emotional and intellectual maturity to deal with the more complex problem solving based contextual questions. These hypotheses should be explored further.

DATA SET 5 – NUMT Gr6

Numeracy test Grade 6

Frequency counts for biographical data

A total number of 662 grade 7 learners wrote the grade 6 Mathematics test.

Frequency per gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	1	.2	.2	.2
	Boys	331	50.0	50.0	50.2
	Girls	330	49.8	49.8	100.0
	Total	662	100.0	100.0	

A total of 661 learners (99.8%) indicated their gender. One learner (0.2%) did not indicate their gender. The sample was almost equally divided into boys and girls, with 50% boys and 49.8 % girls.

Frequency per school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bongani	18	2.7	2.7	2.7
	Cabanga	21	3.2	3.2	5.9
	Mngani	32	4.8	4.8	49.2
	Mtshana	26	3.9	3.9	53.2
	Sajika	25	3.8	3.8	56.9
	Thulani	38	5.7	5.7	62.7

Twelve schools were represented in the sample. All 662 learners indicated their school name. The school with the greatest number of learners was Zonkizizwe Primary with 202 learners, representing 30.5% of the sample. The school with the least number of learners was Bangiso Primary with only 18 learners, representing 2.7% of the sample. Bangiso Primary is followed closely by Gandu Primary with 21 learners, representing 3.2% of the sample. The school level results of schools with less than 30 learners should be interpreted with caution, since the small sample size might influence the results.

A total of 660 learners (99.7%) indicated their age. Two learners (0.3%) did not indicate their age.

The ages indicated ranged from 11 years to 20 years. Thus, a range of 9 years within one grade.

If we use 6 years (turning 7 within the year) as the age learners are required by law to enter grade 1, the expected age for a grade 7 learner is 12 years (turning 13 within the year). The mean age of the learners in the sample was 13.65 years, which seem to indicate that most learners are in the expected age group for grade 7. This should be verified using the learner tracking information, since the learner data do not include the actual birth dates and therefore we could not verify the accuracy of the data.

Age Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing	2	.3	.3	.3

Correctly aged	532	80.36	80.36	80.66
Over-aged	128	19.34	19.34	100.0
Under-aged	0	.0	.0	
Total	662	100.0	100.0	

In South Africa the correct age cohort for a specific grade is defined as 6 years + grade +/- 2, the correct age cohort for grade 7, thus would be 10 to 14 years. Using this definition and the self reported age of learners, it was calculated that 80.36% of the sample fell within the correct age cohort. No learners were younger than 10 years. Almost one fifth of the learners (19.34%) were over aged (i.e. older than 14 years old). As indicated earlier, the learner tracking information should be used to verify the self reported data regarding age.

Note:

Learners might be in the over-aged category due to late enrolment in school or repeating grades. Learners might be in the under-aged category due to early enrolment in school.

Frequency per age category per school should still be calculated.

Reliability

A moderate reliability estimate of 0.773 was obtained.

Difficulty values per item

In the following tables, 0 represents incorrect, 1 correct and 99 missing.

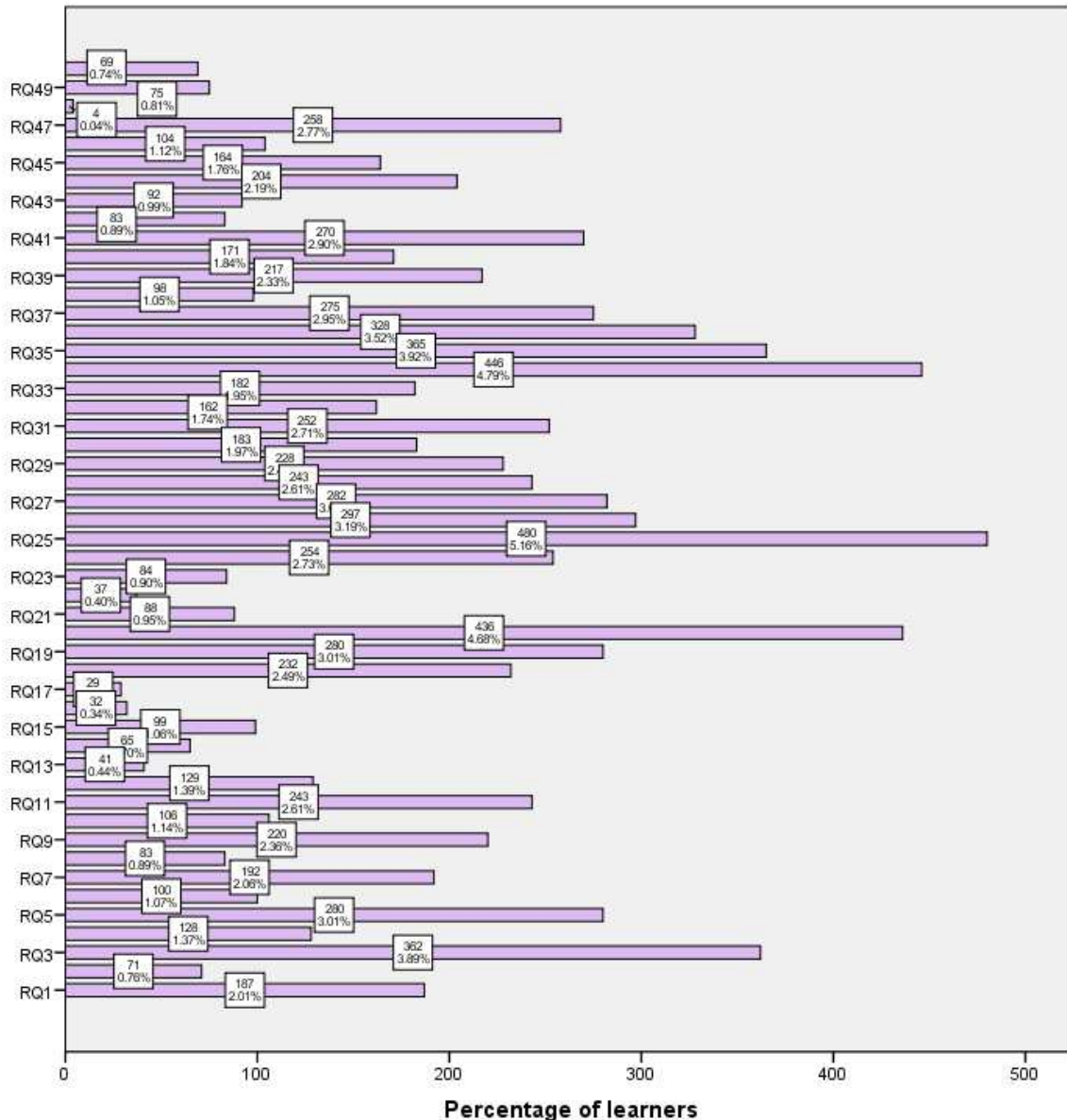
The item difficulty was categorized as follows:

- 1 -20%: Very difficult
- 21 – 40%: Difficult
- 41 – 60%: Moderate
- 61 - 80%: Easy
- 81 – 100% Very easy

Grade 7 learners were tested in June 2009. Thus, the learners in the sample should have completed at least a portion of the grade 7 Math curriculum.

Calculate mean.

Very difficult: 10.4% answered correctly
14.5% did not answer



Item Discrimination Index

A discrimination index between 0.2 and 0.8 are ideal.

Unexplained discrimination indexes below 0.2 and above 0.8 as well as any negative indexes, usually indicate that the item should be discarded in the analyses.

Questions 1, 9, 10, 23, 32, 33, 38, 39, 41, 43, 45, 48 and 50 had positive discrimination values below 0.2. Learners found all questions 10, 23, 38, 43, 48 and 50 very difficult, which might explain the low discrimination values.

The Cronbach Alpha reliability estimate does not change or decreases when question 23, 32, 39, 41, 48 or 50 are discarded. This indicates that these six questions are positively contributing to the overall reliability of the test. We recommend that these six items should not be discarded during the analyses.

The Cronbach Alpha reliability estimate increases when question 1, 9, 10, 33, 38, 43 and 45 are discarded. Discarding these items should be considered.

Question 4, 15 and 28 had negative discrimination values, which indicates that the strongest learners fared worse than the weaker learners on this item. Learners found question 4 and 15 very difficult and question 28 difficult. The discrimination value might be due to a high percentage of learners simply guessing the answer, but this was not verified. This should be investigated further. The test administrators' feedback forms should also be checked. Discarding these three items leads to increases in the Cronbach Alpha reliability estimate. Discarding these items should be considered.

Means

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
14.06	35.642	5.970	50

A mean of 14.1% was achieved by the grade 7 learners on the grade 6 test.

Means per school per Learning Outcome

School		LO1	LO2	LO3	LO4	LO5	Total
Bongani	Mean	8.6420	31.4815	31.4815	17.2840	3.3333	17.8889
	N	18	18	18	18	18	18
	Std. Deviation	9.37832	13.33878	12.20141	10.24197	7.66965	5.99891
	Minimum	.00	11.11	11.11	.00	.00	8.00
	Maximum	33.33	55.56	55.56	33.33	20.00	30.00
Cabanga	Mean	14.0212	30.6878	28.5714	19.5767	4.7619	19.7143
	N	21	21	21	21	21	21
	Std. Deviation	8.89220	15.67603	13.41246	12.12322	8.72872	6.07571
	Minimum	.00	11.11	.00	.00	.00	8.00
	Maximum	33.33	66.67	55.56	44.44	20.00	32.00
Mngani	Mean	9.8958	32.9861	31.2500	13.8889	4.3750	18.0625
	N	32	32	32	32	32	32
	Std. Deviation	8.31652	15.83577	19.02387	10.93043	11.05339	6.71031
	Minimum	.00	.00	.00	.00	.00	10.00
	Maximum	38.89	66.67	77.78	33.33	40.00	32.00
Mtshana	Mean	10.6838	31.6239	26.4957	27.3504	9.2308	20.1538
	N	26	26	26	26	26	26
	Std. Deviation	7.35738	15.92957	20.62647	19.17580	16.22913	8.17651
	Minimum	.00	.00	.00	.00	.00	8.00
	Maximum	22.22	66.67	77.78	88.89	60.00	38.00
Sajika	Mean	11.1111	26.2222	25.3333	20.0000	1.6000	17.0400
	N	25	25	25	25	25	25
	Std. Deviation	8.92931	15.00343	14.87949	16.35511	5.53775	7.57452
	Minimum	.00	.00	.00	.00	.00	6.00
	Maximum	33.33	55.56	44.44	55.56	20.00	34.00
Thulani	Mean	10.3801	31.8713	21.0526	19.2982	3.6842	17.1053
	N	38	38	38	38	38	38
	Std. Deviation	7.87488	15.96021	15.88024	16.87739	9.13001	7.84578
	Minimum	.00	.00	.00	.00	.00	.00
	Maximum	27.78	66.67	55.56	66.67	40.00	36.00

The average achievements of schools varied from 17.0% to 39.5%. Jongimfundo Primary achieved the highest overall mean and Sijadu Primary the lowest mean.

The mean achievement per Learning Outcome varied from 15.4% on LO 5 (data handling) to 40.1% on LO 3 (space and shape). The mean of 21.5% achieved on LO 1 (Numbers, operations and relationships) was the second lowest. All the schools, except Magagula showed the same pattern of achievement, i.e. higher means on LO, 2, 3 and 4 and lower means on LO 1 and 5.

Mean per gender per Learning Outcome

The girls (28.7%) fared slightly better than the boys (27.6%). The significance of this difference should be tested. The girls (23.0%, 40.7% and 16.5%) did better than the boys (20.1%, 39.5% and 14.4%) on LO 1, 3 and 5. The boys (38.3% and 27.7%) did better than the girls (38.1% and 25.2%) on LO 2 and LO 4.

The genders exhibited the same pattern as the schools, namely lower means on LO 1 and 5, and higher means on LO 2, 3 and 4.

Benchmarks

Only 5.3% of the learners achieved a mean of 50% or higher on the LO 1 items.
23% of the learners achieved a mean of 50% or higher on LO 2 items.

Just under one third of the learners (31.3%) of the learners achieved a mean of 50% or higher on LO 3.

Only 8.2% of the learners achieved a mean of 50% or higher on LO 4.

Just over 5% of the learners achieved a mean of 50% or higher on LO 5.

Again just over 5% (5.3%) of learners achieved a mean of 50% or more on the whole test. This is very worrisome, since all these learners are currently in grade 7 and thus, one would assume that the majority of these learners would have achieved a mean of at least 50% on a grade 6 test.

Only 6 learners (0.6%) achieved a mean of 70% or higher on the LO 1 items.

Sixteen learners (2.4%) achieved a mean of 70% or more for LO 2.

Just fewer than seven percent (6.9%) of the sample achieved a mean of 70% or higher on the LO 3 items.

Nine learners (1.4%) achieved a mean of 70% or higher on the LO 4 items.

Only three learners (0.5%) achieved a mean of 70% or higher on the LO 5 items.

Overall only three learners (0.5%) achieved a 70% or higher on the whole test.

Number of learners reaching 50% benchmark (Total)

School	Frequency	Percent	Valid Percent	Cumulative Percent
Bongani Valid Not Selected	18	100.0	100.0	100.0
Cabanga Valid Not Selected	21	100.0	100.0	100.0
Mngani Valid Not Selected	32	100.0	100.0	100.0
Mtshana Valid Not Selected	26	100.0	100.0	100.0
Sajika Valid Not Selected	25	100.0	100.0	100.0
Thulani Valid Not Selected	38	100.0	100.0	100.0

Non of the six COMSs had learners that achieved a mean of 50% or more on the Gr6 test.

Number of learners reaching 70% benchmark (Total)

Non of the learners in any of the COMSs achieved a 70% benchmark. **END**