The efficacy of the Monash Each One Teach One (EOTO) Saturday school program: an evaluation of the meeting of community expectations

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Bachelor of Arts (Honours)

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Abstract

This research focuses on the development and perceived efficacy of the Monash South Africa (MSA) Each One Teach One (EOTO) program. This is a volunteer-run and -led program that connects MSA, a higher education (HE) institution, to its surrounding communities through community engagement (CE). It focuses on increasing literacy and numeracy for grade 4 – 6 learners. Community engagement in higher education is defined as using the university’s resources, such as teaching, learning, and research skills, to build mutually beneficial relationships with the communities it can serve (Butin, 2006b; Hall, 2010; Osman & Petersen, 2013). This study will explore the concept of ‘authentic partnership’ by investigating whether good CE practice was used in developing the program and whether the community’s participation has been incorporated effectively in order to create a potentially better version of the EOTO program that meets the expectations of both MSA and the communities it engages with. The guidelines of good CE practice, as set by the Centers of Disease Control and Prevention (CDC, 2011) complement the framework of program development, which consists of eight steps (McMillan & Schumacher, 2006; Rossi, Lipsey & Freeman, 2004): 1. Assessment of social problems and needs; 2. Determination of goals; 3. Design of alternatives; 4. Selection of alternative; 5. Program implementation; 6. Program operation; 7. Program outcomes; and 8. Program efficiency. Whether or not these eight steps were followed was investigated by including five different respondent groups in the research. It looks at intervention research as a design, while bringing in elements of evaluation research, as the main goal of this research is to evaluate the efficacy of the program as well as to what extent community expectations are being met. This is done through a qualitative method with supporting quantitative data. Group 1 consisted of two principals from participating schools A and B. Group 2 consisted of three teachers from School A and one teacher from School B. Group 3 consisted of two respondents from the CE department at MSA. Group 4 involved five key student volunteers from MSA who run the EOTO program. Group 5 included 20 parents of the EOTO learners. Groups 1 – 4 completed semi-structured interviews, while group 5 participated in a focus group. Group 1 and 2 also completed Likert scale questionnaires regarding the observed behaviour of the EOTO learners. The results of the study indicate that overall the program is received very positively. It is regarded as necessary, as well as beneficial. There are specific areas, however, that the informants are either unsure of, or would like to be more included in. The results also showed that the steps of program development were not followed strictly and there are large gaps in communication between the EOTO stakeholders. It is suggested that EOTO program could do with more monitoring and evaluation. This can be done by all parties involved, including the EOTO learners themselves. A pilot study of the EOTO program could result in a widespread evaluation of other educational programs, with the ultimate goal of increasing literacy and numeracy outcomes for South African learners. Such a pilot study would ensure that the program can be monitored from its initiation by following the program development steps in other regions.
Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

Tamar Boddé April 2016
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Chapter 1
Overview

1.1 Introduction

This research focuses on the Monash South Africa (MSA) Each One Teach One (EOTO) program, its development and its perceived efficacy. This chapter provides a brief explanation of what this program entails by first providing a context for the study. It then gives a detailed explanation of the workings of the MSA EOTO program, followed by an outline of the theoretical frameworks that were used in this study. This leads to the formulation of the research approach and research questions of this study. The methodology used in this research is then briefly described to show how this research approach and these questions are addressed. After this, an outline is given of the analysis techniques used, as well as an overview of the chapters that follow in this study. Lastly, a conclusion is presented before commencing with Chapter 2 of the study.

1.2 Context of the Study

In order to gain a better understanding of the EOTO program and its workings it is important to contextualise the current study. This section provides an outline of community engagement (CE) in higher education (HE) before delving into the focus of the study and the running of the EOTO program.

1.2.1 Community Engagement in Higher Education

Community engagement in higher education (CE in HE) is defined as using the university’s resources, such as teaching, learning and research skills, to build mutually beneficial relationships with the communities it can serve (Butin, 2006b, Hall, 2010; Osman & Petersen, 2013). This relationship should be reciprocal, with all parties involved benefiting from the interaction and learning from each other (Buccus, Hemson, Hicks, & Piper, 2008; Butin, 2006a; Osman & Petersen, 2013; Ward & Wolf-Wendel, 2000). Good CE projects involving tertiary institutions must be developed in conjunction with the community the projects are intended to benefit. In turn this will ensure that the communities can play a role in the development of well-rounded university graduates that
have an understanding of practical issues as well as theoretical knowledge within their fields (Centers for Disease Control and Prevention, 2011; Osman & Petersen, 2013). The Centers for Disease Control and Prevention (CDC) have developed guidelines for the process of working effectively with and for communities. These guidelines state that in order to create such equal partnerships, the community involved must be seen as a vital stakeholder in the program development process and in the identification of a problem that can be solved through CE (CDC, 2011).

1.2.2 Focus of Study
The study focuses specifically on the MSA EOTO program and to what extent the program meets the expectations of the community it serves. The secondary aim is to explore the perceived academic and behavioural efficacy for the EOTO learners. This is essential in determining whether the EOTO program is an example of good CE practices and an authentic partnership between MSA and the participating communities.

1.2.3 Volunteer Aspect of the Program
The EOTO program is managed, administered and run by MSA student volunteers. This means that all aspects of the program are in the control of volunteers. Before these volunteers end or complete their studies at MSA they are required to train a new set of MSA volunteers to take over their positions in the EOTO program. The EOTO administrator is always a MSA volunteer that has been involved in the program for at least a year. Besides this important figure, other key EOTO volunteers attend more than 75% of the EOTO Saturdays, and these are the most likely candidates to become EOTO administrators in subsequent years. The program has been running for 4 years. (MSA & Laureate International Universities, 2014; MSA Community Engagement, 2013).

1.2.4 Current Setup of the Program
The Monash EOTO program currently comprises around 75 children from two different primary schools (hereafter referred to as School A and B) that are
situated in two different informal settlements in MSA’s proximity (Stillman, Herselman, Marais, Boshomane, Plantinga, & Walton, 2011). These children are in grade 4 – 6 and between the ages of 8 and 12 years. They have been identified by their teachers as needing extra assistance with English and mathematics. There is a close partnership between Monash South Africa (MSA) and the settlements (Stillman et al., 2011) and from this partnership the EOTO program emerged. Its main goal is to help students that need extra support in literacy and numeracy to gain the confidence and skills to enhance their learning in the classroom settings, by providing them with personal attention to align their levels of numeracy and literacy to those required by the Gauteng Department of Education.

1.2.5 Day-to-day Running of Program

The selected children are picked up by a bus, which is organised and sponsored by MSA, from their schools each Saturday for 12 weeks, starting in the second week of each MSA semester. On the first EOTO Saturday the children are asked to complete a series of worksheets in both mathematics and English. These worksheets are of gradually increasing levels of difficulty. The EOTO volunteer director marks these worksheets, and according to how well the children do on the worksheets, she divides them into four different groups representing their academic levels. The first group is Maroon, comprising those children that score very low and have problems with literacy in general or their understanding of English. The second group is the Red group, which comprises children with very low scores, but with sufficient understanding of English. The third group is the Orange group, comprising children with relatively higher scores that understand English. The last group is the Green group, with children who do relatively well compared to their peers in the EOTO program.

The curriculum used in the EOTO program has been designed by MSA students by looking at current learner achievement levels and comparing these levels to those required in the National Curriculum Statements (NCS) in South Africa (Department of Basic Education, 2012; Motshekga, 2009). On the first Saturday of EOTO, worksheets for both mathematics and English are created
in order to slowly increase the level of challenge for each individual group. The worksheets for the Maroon group are often designed from the grade 1 or 2 NCS. Those for the Red group are designed from a combination of grade 2 and 3 level worksheets. Worksheets for the Orange group are designed from a combination of the grade 3 and 4 level NCS and lastly, Green group worksheets are designed from a combination of the grade 4 and 5 NCS.

The EOTO program aims to provide each primary school child with an individual MSA student volunteer that guides them through their worksheets. However, due to the program’s dependence on volunteerism this is not always possible and student volunteers are often responsible for two or three children. Besides completing English and Mathematics worksheets every week, they are also provided with breakfast and lunch. Sport and arts and crafts classes are also offered to boost morale, keep the children active and ensure that the interactions between volunteers and children remain positive and playful. The children are provided with lunch, so that they can return home well fed. A recent systematic review of nutritional and physical activity effects on children has indicated that academic performance increases when children are kept active and receive nutritional support (Pucher, Boot, & De Vries, 2013). Research also shows that after-school programs that are most effective in ensuring higher educational progress, confidence levels and social skills combine their educational programs with creative time through arts and sports classes (Anderson, Lipman, Mills, Metz, Teram, Elbard, Waymouth, & Sanford, 2006; Flood, Heath, & Lapp, 2015). The EOTO program has incorporated these features in order to provide the children with a fun-filled, holistic educational program.

From 2009 until 2011 the researcher was involved in the CE department at MSA and held several different voluntary and subsequent student assistant positions in the department. During this time the researcher built strong relationships with both School A and B. From 2011 the researcher has not in any way been involved in the EOTO program and its setup. The researcher has no connection to the current key volunteers or the EOTO learners that
participate in the program. The researcher does know the contact details for the principals at both School A and B and was able to approach them because of the previous relationship. Because the active role-players at MSA during the past three years held their own experiences of the program, the researcher was able to stay in the objective researcher role, without any conflicting interests around the results of the study.

1.3 Overview of Community Engagement Theoretical Framework

Learning support can come from parents of learners (Stillman et al., 2011), additional assistants in schools themselves (Msil, 2009), or from an external organisation such as a university situated in the community (Muijs & Reynolds, 2003). Ideally a combination of support from all three options is preferred, where parents, schools and universities all work together in accomplishing better educational outcomes for schoolchildren. Co-creating educational programs that fit everyone’s needs is favoured, as well as establishing a relationship for possible continuance of education at university (Sandy & Holland, 2006). This is reiterated by Goos, Lowrie and Jolly (in Sandy & Holland, 2006), who state that in order for such educational programs to be successful in such culturally diverse communities, strong partnerships need to be built between the different parties involved. This is a time-consuming and effortful process. However, its results have the potential to benefit both the community and the university involved (Chen, Reid, Parker, & Pillemer, 2012; Stillman et al., 2011).

As CE is a core function of HE and has become more integrated into HE institutions, prolonged communication and partnership between the institutions and the communities served is often seen as the start of successful CE (Barnes, Altimare, Farrell, Brown, Burnett, Gamble, & Davis, 2009; Goos, Lowrie, & Jolly, 2007; Holland, 2005; Swanzen & Rowe, 2013). However, effective and successful CE requires much more than visible integration of programs (Chen et al., 2012). Practically, effective CE must ensure a mutually beneficial relationship between the higher education institution and the community partner.
(Buccus et al., 2008; Butin, 2006a; Du Plessis & Van Dyk, 2013). This mutually beneficial relationship could include service learning or applied research, which gives university students the opportunity to put their theoretical knowledge to practical use, while meeting the community’s needs (Holland & Gelmon, 1998; Jongbloed, Enders, & Salerno, 2008). Most importantly, it must ensure that the voice of the community partner is heard as an equal stakeholder (Barnes et al., 2009; Bringle & Hatcher, 2002; CDC, 2011; Chen et al., 2012). Once the need for a program or intervention has been established, all parties involved must get together in developing such an intervention while staying mindful of the resources they have to offer or can obtain (CDC, 2011).

In order to evaluate a CE program, some vital CE principles must be kept in mind (Chen et al., 2012) such as community participation, community organisation, capacity building, community empowerment and coalition building (CDC, 2011; Deblasis, 2006). From these principles the following questions emerge:

- Was the community involved in the initial development of the program?
- Is there open communication between the community and the higher education institution?
- Were the needs of the community assessed and are these needs beneficial for the community and the higher education institution?
- How involved were the members of the community?
- What are the goals of the program for both the higher education institute and the community?
- How involved have the community members been in the process of consultation to date?
- Has the program changed over the past few years and in what ways?
- Whose decision was it to change the program?
- Is the developed program effective in achieving its goals? (CDC, 2011; Chen et al., 2012; Tindana, Singh, Tracy, Upshur, Daar, Singer, Frohlich, & Lavery, 2007).
These questions can all be merged into sections of the program development steps – to be explained in more detail in the next chapter – which can therefore serve as a framework for evaluation in conducting CE research (CDC, 2011; McMillan & Schumacher, 2006; Rossi, Lipsey, & Freeman, 2004). It is these questions, in combination with the program development steps, that need to be asked during the further development of the EOTO program. The results of this research are displayed through this program development framework. These can be found in Chapters 4 and 5. In short, the first component of program development is the assessment of social problems and needs, followed by the determination of goals. After this has been completed, the design of an alternative program or plan can take place and subsequently a selection of such an alternative can be made. After this, the program will be implemented and the program’s operation will be assessed along with the program outcomes and efficiency. When these steps have been completed a complete program evaluation has taken place, which can lead to the design of yet another alternative program, after which the later steps will be repeated (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).

All questions formed through CE principles fit into the different steps of program development as mentioned above (CDC, 2011; Chen et al., 2012; McMillan & Schumacher, 2006; Rossi et al., 2004, Tindana et al., 2007). A more detailed description of these steps will be given in the research method under section 1.5.3, The Method of Data Collection, in this chapter.

1.4 Research Question

The primary aim of this research is to explore whether or not the implementation and outcomes of the EOTO program meet the expectations of the community from which the EOTO learners are chosen. As this program originated from a CE perspective it is important to keep the communication between the community and the university open in order to improve relationships and partnership outcomes (Driscoll, 2008; Driscoll, 2009; Tindana et al., 2007). An authentic partnership in CE programs involves mutual respect, inclusive
participation of all parties involved, equity, and mutual benefit within the collaborative initiative (Barnes et al., 2009; Tindana et al., 2007).

This study explores the concept of ‘authentic partnership’ by investigating whether effective CE practice was used in developing the program and whether the community’s participation has been incorporated effectively in order to create a potentially better version of the EOTO that meets the expectations of both MSA and the communities it engages with. This can be summarized by the following question:

To what extent is the Monash South Africa EOTO program effective in meeting its goals and the expectations of the communities it serves?

1.5 Methodology

This research has a qualitative focus and brings in supportive quantitative data, looking at intervention research as a design while bringing in elements of evaluation research, as the main goal of this research is to evaluate the efficacy of the program as well as to what extent community expectations are being met. While having a mainly qualitative approach to data gathering, a quantitative element is also included in the study through the development of a Likert scale questionnaire for the purpose of diversifying the data gathering process, which is explained later in this section. The data collection will take place in four different stages in order to get the most comprehensive overview of whether or not the program has been effective in reaching its goals. It will also determine whether or not the principles of good CE have been followed.

1.5.1 Population and Sample

The research focuses on all the different stakeholders involved in the CE MSA EOTO program, divided into four separate respondent groups. All respondents have been selected through different convenience sampling methods because not every community member or MSA student has the same chance of being selected.
Secondly, a cohort of six teachers – one from each grade (4 – 6) – from each of the two schools will participate. These teachers have also been selected through non-probability sampling. Some grades only have one teacher, so by default this person has automatically been invited to participate. Others have two or more, and in that case the most senior teacher, who has worked at the school the longest and who has potentially been involved with the EOTO program the longest, has been invited to participate.

Thirdly, a group of ten parents from each of the schools of participating EOTO children have been interviewed in a focus group setting. The parents or caregivers of their biological or adopted children will be selected by convenience sampling, depending on the availability of parents and their willingness to participate.

Finally, the MSA CE manager and administrator (whose roles changed in 2015) have been interviewed, along with a group of five key student volunteers from MSA that run the EOTO program.

1.5.2 Method of Data Collection
The data collection has been completed in four different stages. In the first stage of the research the principals and teachers of the two participating schools were interviewed. The semi-structured interview technique has been chosen due to the fact that the information sought after is very specific (Harrell & Bradley, 2009; Longhurst, 2003), in this case relating to to the respondents’ ideas of their expectations of the EOTO program. In addition, the principals and teachers are the main points of contact with MSA and have been essential in identifying those children that could benefit from the EOTO program, having been active agents in the development of the EOTO program. The questions asked in these semi-structured interviews therefore pertain to their expectations of the EOTO program and to what extent they feel they have been involved in the EOTO Program at MSA. These questions will also attempt to establish
whether or not the community feels that they have been included in decisions during the project.

In the second stage the MSA CE manager and administrator, as well as five key MSA EOTO volunteers were interviewed. Semi-structured interviews were first conducted with the MSA CE manager, and the MSA CE administrator. The questions asked pertained to their views on the goals of the EOTO program, how they perceive the communication between the communities and the CE department, and how the EOTO program has changed over the years. Semi-structured interviews were conducted with the five key MSA EOTO volunteers. The questions asked pertained to the day-to-day running of the program, what their views of the EOTO goals are, how they are working towards meeting those goals, and how communication has been triangulated between themselves, the MSA CE department and the communities. Their perceptions were compared to the answers of the other respondent groups.

As seen in Table 1.1, during the third stage of data collection the parents of the EOTO children were asked to participate in a focus group. Ten parents or caregivers from each of the two participating schools were asked to join, thus a maximum of 20 respondents in total. This focus group was facilitated in order to determine their views on their involvement in their children’s education, as well any observed behavioural change in their children after they have joined the EOTO program. The focus group structure has been chosen in order to open up discussion between the parents and allow for the sharing of views, and also to avoid over-sampling of the communities involved, giving them the opportunity to freely express their views and opinions (Harrell & Bradley, 2009; Morgan, 1997).

Finally, in the fourth stage of data collection, as shown in Table 1.1, the principals and teachers that were involved in the first stage were asked to complete a post-intervention evaluation in the form of a Likert scale questionnaire. They were provided with a questionnaire that asked them to rate different statements and questions on a five-point Likert scale, rating from “not
at all” to “very strongly”. Some of these questions and statements pertained to the expectations of the EOTO program they raised in Stage 1 of data collection, and some of the questions and statements pertained to their observations of the EOTO children and their in-school behaviours after having completed one semester of the program. The teachers were provided with the same questionnaire (pertaining to the in-class behaviour of the EOTO children and whether or not they have noticed any differences before and after the program versus the non-EOTO peers). These questions were related specifically to visible behavioural changes, changes in confidence levels, and changes in the children’s class participation levels.

1.5.3 Data Analysis

Intervention research, with elements of evaluation research, was used to determine the worth of the EOTO program and whether or not the expectations of the community are being met. Intervention research focuses on the evaluation of a particular intervention or program (CDC, 2011; Chen et al., 2012; Tindana et al., 2007). In this case it focuses on the breakdown of the development, running, and perceived efficacy of the EOTO program. It consists of five steps, and these steps incorporate evaluation research. The framework of program development fits perfectly within the steps of intervention research and the evaluation component of the research. The guidelines of good CE practice, as set by the CDC (2011), are complementary to the following framework of program development (McMillan & Schumacher, 2006; Rossi et al., 2004):

1. Assessment of social problems and needs
2. Determination of goals
3. Design of alternatives
4. Selection of alternative
5. Program implementation
6. Program operation
7. Program outcomes
8. Program efficiency
This framework comprises all the steps required for sound program development, starting with the first two steps, which firstly determine the assessment of social problems and needs within the community, and then the goals of the program in mind that will follow from the assessment. The third and fourth steps pertain to the design of alternative programs, or of changes within the program itself. The fifth and sixth steps revolve around the implementation of the program, as well as how it is run and how information is communicated between the higher education institution and the communities. The last two steps then refer to what the effect of the program has on the EOTO learners, and determines whether or not the program is reaching its goals as set out in step 2 (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).

The assessment of social problems and needs, as the first step, refers to the identification of issues within the community itself. In the case of the EOTO program this would refer to the identification of a literacy and numeracy problem in the children from grade 4 – 6 in the two schools. Since this identification has been done already by the school teachers, a more important step in the development of the EOTO program would be step 2, the determination of goals. This step investigates whether the aims and goals of the communities involved align with those of the MSA CE department.

Following this, the third and fourth steps look into the design of alternatives to the EOTO program – these steps investigate how the EOTO program has evolved over the past years and why the program has changed into what it is today. The fifth and sixth steps investigate an outline of the program today, the day-to-day operations of the MSA CE department, and what the exact involvement of the MSA student volunteers is. The program’s outcomes and efficiency are determined by analysing the overall communication between the MSA CE department and the communities, as well as an assessment of the behavioural changes and general academic growth in the EOTO children, as assessed by the teachers that sent them to the EOTO program (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).
In Stage 2, patterns of expectations of the MSA CE office were sought by comparing the interviews of the manager, administrator, and senior volunteers. The themes that emerge also fit into the first two steps of program development, as they reveal needs and wants of the MSA CE office and highlight their goals for the EOTO program. This could assist in highlighting any discrepancies between the responses of the community and those of the MSA CE office. It was possible to indicate if these areas needed more attention to ensure better communication between the two parties.

The questions that pertain to how the program has changed since its implementation in 2011 reflect steps 3 and 4 of program development, as they show which alternatives were used and designed. This leads to how and why the EOTO program developed into the program it is today, which is outlined in step 5 and 6 with a discussion of its current implementation and operation (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).

During Stage 3, patterns in parents’ involvement in their children’s school career became apparent. Good CE practice requires input and effort from all parties involved and includes parental support for children. This stage gives an indication of whether or not the children are being stimulated to learn at home. It assessed how much the parents are involved in their children’s academic lives. Low parental involvement could mean that both the teachers and the EOTO program need to stimulate the children to learn even more, as their parents may not provide a learning environment at home. Parents are also asked if they have observed any behavioural change in their children, or if they find that their children read and write more at home, which could be an indication of program outcomes and efficiency, as per steps 7 and 8 of program development. This qualitative data gives an indication of whether the EOTO program is only encouraging children to do their schoolwork, or is also motivating them to put their literacy and numeracy skills into practice at home.
Finally, during Stage 4, the teachers’ and principals’ perceptions of the outcomes and effectiveness of the EOTO program, as per step 7 and 8 of program development were analysed. The questions asked will pertain to their perceived (1) behavioural changes, (2) changes in confidence levels and (3) change in class participation levels. This quantitative analysis provides answers on a Likert-type scale, of which the modes, median, and frequencies were calculated in order to show if there is indeed a significant overall change in all three areas.

These four stages of analysis not only identify which steps of program development need more attention, but also which principles of CE need to be attended to in order to improve the program.

1.5.4 Validity
In order to enhance validity the interviews were recorded and reported verbatim, obtaining literal statements from the respondents, as well as mechanically recording this data on tape recorders (McMillan & Schumacher, 2006). The truth value of the research is increased by the use of focus groups, as well as semi-structured questionnaires that allow the respondents to speak freely about their personal experiences (Klopper, 2008) with the children that have attended the EOTO program. It is assumed that the parents participating in the research speak sufficient English to respond adequately to the focus group questions. This was reiterated by the principals of the schools, who believed no translator was necessary, as they also hold their parents’ evenings in English. The use of different methods in the different stages also increases the validity of the study by obtaining data through different means and various sources. Bias in this research is minimised by using different sources of information. Triangulation of data gathering methods was applied to highlight the research question from different points of view, as well as to enhance validity (Guion, Diehl, & McDonald, 2011). This information stems from a range of stakeholders in the CE program and different data collection techniques (Klopper, 2008).
The study does not necessarily look at individual educational outcomes for the EOTO children quantitatively, however it does consider the perception of the increase in academic ability of educational professionals around the children. It rather employs a more holistic approach in looking at whether the design and outcomes of the program as a whole meet the expectations of the community. It determines whether an overall change in academic outcomes of the EOTO children has been observed by those teachers who have recommended that they attend or if they observed behaviours on a daily basis. However, these expectations may differ from those stakeholders representing Monash South Africa. A clear distinction was made between the experiences of the student volunteers, MSA, and that of the communities in order to make sure these voices are heard independently from each other but still allow them to be compared.

**1.5.5 Ethical Considerations**

All respondents are made aware through the explanatory statement that their participation remained voluntary. Permission was sought to conduct research by obtaining informed consent from the school principals. It was explained to them that their respective communities, the schools, and their personal names will remain anonymous. All information has been de-identified in order to protect their identities.

Informed consent was also obtained from the parents whose children attend or will attend the EOTO program. Their names are omitted from the research to ensure total anonymity. This could lead to more honest responses during the focus groups and their responses were used to determine the trend in expectations of the community. While the importance of participation was communicated, it was also stressed that their willingness to participate or not has no consequences for their school’s participation or their child’s future in the EOTO program. Respondents were able to withdraw from participation at any time, as indicated in the explanatory statement, until all the information was collected and evaluated. Both schools will be presented with a summarised report on the results after the research has concluded, and parents will have
access to this information via the school principals should they wish to see the results. The MSA CE department will also be presented with a summarised report on the findings of the research.

The premise is that if during the semi-structured interviews any personal problems of the research respondents or the EOTO learners become apparent, the main supervisor A/Prof. Rika Swanzen will immediately be notified. If necessary, she would be able to refer the respondent and researcher, in conjunction with the Monash South Africa research office, to other partner NGOs and social workers that work closely with Monash South Africa.

The interviews are recorded on audio tape and transcribed. Electronic copies of these files remain with the student researcher and supervisors, who will refrain from sharing the information. This information is password protected. This password is only known to the student researcher and her supervisors. The original recordings and notes are kept in the main supervisor's office and stored according to university regulations. The same applies for the hardcopies of the questionnaires given to the principals and teachers in Stage 3. The information and results that were obtained from the respondents were written up in an unidentifiable form. This is the case for every respondent in all the different stages. The MSA CE department respondents were provided with a choice of writing up their responses in identifiable form. All of them chose not to, and thus all care has been taken to de-identify their information. However, the names of the MSA CE manager and administrator are well known and easy to recover and this has been made clear in their explanatory statements. The information will be retained for five years, stored by Monash South Africa, and will be disposed of safely after this time. This includes the shredding of any paperwork and disposing of electronic copies of data in the possession of the student researcher and the supervisors.

1.5.6 Limitations of the Study
Firstly, as the study concentrates on observational accounts on the program's efficacy from the point of view of the principals and teachers that identified the
children in the first place, there is no quantitative data on the actual academic outcomes for the children. In other words, the academic outcomes of the children that attended the EOTO program are not measured against standardised tests, and are solely based on third-person accounts through a Likert scale questionnaire.

Secondly, there is a possibility that the children have been taught by different teachers at their schools and during the EOTO program, thus making behavioural observations less continuous. Responses from teachers and principals may also be influenced by the fact that behavioural change in EOTO children is attributed to the EOTO program and not to their teaching abilities. Extra care was taken to explain the aim of the study to reassure them that this study is not meant to undermine their teaching practice.

Lastly, the voice of the EOTO participants themselves has been omitted from this study, in order to protect their privacy and not overexpose them to research. This could mean that a more comprehensive study needs to be done in the future in order to obtain data from all parties involved in the EOTO program. No conclusions can be drawn about the overall personal outcomes for each of the EOTO learners.

1.6 Overview of Other Chapters

Chapter 2: Research Methodology
The methodology includes information about the population and sample used. It outlines and discusses the steps of program evaluation, and goes into detail regarding how the data was collected from the respondents and why different data collection strategies were chosen for some of the respondents involved.

Chapter 3: Literature Review
The literature review places the research in the context of the principles of CE, CE in higher education institutions, the principles of program development, and
communication patterns between higher education institutions and the communities they are found in.

Chapter 4: Results
The results of the different phases are shown, analysed and compared. Tables and figures show the emerging themes in the expectations of the community formed in Stage 1, the program development stages most prominently followed in Stage 2, and the meeting or not meeting of expectations in Stage 3. A set of graphs is presented in the analysis of the Likert scale results showing the results of the quantitative analysis of change in the EOTO learners’ observed behaviours such as confidence levels and changes in the class participation levels of the EOTO learners.

Chapter 5: Discussion & Recommendations
Conclusions on whether or not the EOTO program meets the expectations of the community it serves are outlined in this chapter. A discussion is opened on what could change to improve the relationship between the community and the EOTO program. Recommendations for the program and further research are made in order for it to meet more of the community’s expectations, as well as increase its efficacy. These recommendations can be used by Monash South Africa’s community engagement department, in conjunction with the community, in order to create more mutual benefits and improvements to the EOTO program.

1.7 Conclusion
It was expected that the EOTO program would meet a large amount of the communities’ expectations, as it has been evolving and growing significantly over the last few years. However, some unforeseen expectations or needs might arise that could assist in refining the program in order to further solidify the relationship between MSA and the communities involved in the EOTO program and to reach its aims successfully. Any recommendations made through the research can be used to improve the EOTO program and ensure
benefits for all stakeholders involved. MSA is known for its long-term social engagement programs through its well-respected CE department (Stillman et al., 2011). This research is a valuable addition to the building of an evidence-based programs portfolio, developed within the department for the benefit of MSA and the communities it engages with.
Chapter 2
Research Methodology

2.1 Introduction
This chapter provides an outline of the methodology used in this research. It will discuss the research design, including the qualitative and quantitative components. It will then discuss the respondents and samples used in the research and provide details about their recruitment. A detailed explanation of the methods of analysis will be provided before delving into the ethical considerations of this research. The data management and validity will be discussed before concluding the chapter.

2.2 Research Design
This research has a qualitative focus, with quantitative supporting data. It looks at intervention research as a design while bringing in elements of evaluation research, as the main goal of this research is to evaluate to what extent community expectations are being met, as well as the perceived efficacy of the program (De Vos, 2005; McDavid, Huse, & Hawthorn, 2013; Merrell, Gueldner, Ross, & Isava, 2008). A quantitative element is included in the study with the development of a Likert-scale-type questionnaire, as will be shown later in this section (Gliem & Gliem, 2003; Jamieson, 2004). Data collection took place in four different stages, in order to get the most comprehensive overview of whether or not the program has been effective in reaching its goals and whether or not the principles of good community engagement (CE) have been followed. These four stages will be outlined in section 2.5 and found in Table 2.2.

2.3 Unit of Analysis
The research focuses on all the different stakeholders involved in the CE Monash South Africa (MSA) Each One Teach One (EOTO) program, divided into four separate groups. All respondents were selected through different convenience sampling methods because not every community member or MSA student has the same chance of being selected (Harrell & Bradley, 2009; Schreuder, Gregoire, & Weyer, 2001).
2.3.1 Sampling Strategy
The first two respondents are two primary school principals who both head under-resourced schools in the communities MSA engages with. By virtue of the positions they hold they were asked to participate through purposive sampling (Tongco, 2007). In particular, expert sampling is the method used, whereby the candidates are selected because of their involvement in the project researched, or because of their prior knowledge of the topic (Tongco, 2007). In order to be true experts on the matter, however, the respondents were required to have worked at the school for at least 6 months. For School B this turned out not to be the case, as a new principal had just been appointed. This respondent was then replaced with the vice principal (hereafter referred to as principal of School B), as this respondent did have experience with the EOTO program and has been working at School B ever since it had joined the EOTO program.

Secondly, a cohort of six teachers, one from each grade (4 – 6) from each of the two schools, was asked to participate. These teachers were selected through non-probability sampling. Some grades only have one teacher, so this person was invited to participate by default. Others have two or more teachers. In these cases the most senior teacher, who had worked at the school the longest and who had potentially been involved with the EOTO program the longest, was invited to participate. In practice this meant that only one teacher at School B qualified to participate. So instead of having six teachers in total (three from each school) the interviews were conducted with three teachers from School A and one from School B.

Thirdly, a group of ten parents of children from each of the schools participating in the EOTO program were interviewed in a focus group setting – a total of twenty participants. The parents were selected by convenience sampling, depending on their availability and willingness to participate.
Fourthly, the MSA CE manager and administrator were interviewed, and lastly, a group of five key volunteers from MSA that run the EOTO program were interviewed. The selection criteria for each group are discussed in Table 2.1.

Table 2.1 Respondent Groups and Sampling Methods

<table>
<thead>
<tr>
<th>Group</th>
<th>Selection Criteria</th>
<th>Number of Respondents</th>
<th>Sampling Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>Must have been principal for at least 6 months</td>
<td>2</td>
<td>Expert sampling</td>
</tr>
<tr>
<td>Teachers</td>
<td>Must have taught either grade 4, 5, or 6 for at least 6 months at their respective schools</td>
<td>4</td>
<td>Non-probability Sampling</td>
</tr>
<tr>
<td>Parents</td>
<td>Must have at least one child attending EOTO in Feb-July 2015</td>
<td>20</td>
<td>Non-probability Sampling</td>
</tr>
<tr>
<td>MSA CE Department</td>
<td></td>
<td>2</td>
<td>Non-probability Sampling</td>
</tr>
<tr>
<td>MSA Volunteers</td>
<td>Must have been to 75% of EOTO Saturdays in 2014 and continue to take up volunteer leadership roles in 2015</td>
<td>5</td>
<td>Non-probability Sampling</td>
</tr>
</tbody>
</table>

In total 33 respondents are part of the different sample groupings described in Table 2.1. The data collection strategy will be described next.
2.4 Collection of Data

The data collection was completed in four different stages. Table 2.2 gives an outline of these different stages. A more detailed explanation of each stage will follow.

Table 2.2 Method of Data Collection in Four Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Respondents</th>
<th>Aim</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principals &amp; Teachers</td>
<td>To establish the expectations and goals of the EOTO program as determined by the community.</td>
<td>Semi-structured Interview</td>
</tr>
<tr>
<td>2</td>
<td>MSA CE Department &amp; MSA Volunteers</td>
<td>To determine what the overall goal of the EOTO program is according to the CE department at MSA. In addition the aim will determine what changes the program has undergone since its initiation.</td>
<td>Semi-structured Interview</td>
</tr>
<tr>
<td>3</td>
<td>Parents</td>
<td>To determine how involved the parents are with their children’s education and if they have seen any behavioural change since their child(ren) joined the EOTO program.</td>
<td>Focus Group</td>
</tr>
<tr>
<td>4</td>
<td>Principals &amp; Teachers</td>
<td>Post-intervention evaluation. Assessing behavioural change in EOTO children and general academic improvement.</td>
<td>Likert-scale-type Questionnaire</td>
</tr>
</tbody>
</table>

As seen in Table 2.2 in the first stage of the research the principals and teachers of the two participating schools are interviewed. The semi-structured interview technique is chosen owing to the fact that the information sought after is very specific to their expectations of the EOTO program (Harrell & Bradley, 2009). In addition, the principals and teachers are the main points of contact with MSA and have been essential in identifying those children that could benefit from the EOTO program, having been active agents in the development
of the program. The questions asked in these semi-structured interviews therefore pertain to their expectations of the EOTO program and to what extent they feel they have been involved in the EOTO program at MSA. These questions also attempt to establish whether or not the community feels they have been included in decisions during the project.

In the second stage the MSA CE manager and administrator, as well as five key MSA EOTO volunteers are interviewed. Semi-structured interviews are first conducted with the MSA CE manager and the MSA CE administrator. These questions pertain to their views on the goals of the EOTO program, how they perceive the communication between the communities and the CE department, and how the EOTO program has changed over the years. Semi-structured interviews were conducted with the five key MSA EOTO volunteers. These questions pertained to the day-to-day running of the program, what their views of the EOTO goals are, how they are working towards meeting those goals, and how communication has been triangulated between themselves, the MSA CE department and the communities. Their perceptions were compared to the answers of the other respondent groups mentioned above. These interview schedules are attached as Appendices C and D.

As seen in Table 2.2, during the third stage of data collection the parents of the EOTO children are asked to participate in a focus group. Ten parents or caregivers from each of the two participating schools will be asked to join the focus group: a maximum of 20 respondents in total. This focus group was facilitated in order to determine the participants’ views on their involvement in their children’s education, as well as any observed behavioural and academic change in their children after they had joined the EOTO program. The focus group structure has been chosen in order to facilitate open discussion between the parents and allow for the sharing of views, and also to avoid over-sampling of the communities involved. This open discussion also provided the parents with the opportunity to freely express their views and opinions (Harrell & Bradley, 2009; Morgan, 1997).
Finally, in the fourth stage of data collection, as shown in Table 2.2, the principals and teachers that are involved in the first stage were asked to complete a post-intervention evaluation in the form of a Likert scale questionnaire. They were provided with a questionnaire that asked them to rate different statements and questions on a five-point Likert scale, rating from “not at all” to “very strongly”. Because this information is given as a ranking, this is the stage where quantitative data is collected. Some of these questions and statements pertained to the expectations of the EOTO program they raised in Stage 1 of data collection, and some of the questions and statements pertained to their observations of the EOTO children and their in-school behaviours after having completed one semester of the program. The teachers were provided with the same questionnaire, relating to the in-class behaviour of the EOTO children and whether or not they have noticed any differences in them before and after the program versus their non-EOTO peers. These questions pertained specifically to visible behavioural changes observed, changes in confidence levels, and changes in class participation levels as perceived by the respondents.

2.4.1 Triangulation of Data Collection Methods Explained

Using three different data collection methods on different respondent groups ensures better triangulation of data and units of analysis. The use of face-to-face semi-structured interviews is integral to the research because it highlights individual views on the EOTO program, while structuring the questions around the same topics and standardising the stimulus presented to respondents. This is a widely accepted way of interviewing respondents who are knowledgeable on the topics questioned (De Vos, 2005; Fraser, Richman, Galinsky, & Day, 2009). In this research this approach is used to investigate the EOTO program as per the principals, teachers, MSA CE department, and MSA student volunteers involved, all of whom have knowledge of the program.

A focus group is, however, more suitable for the parents of the EOTO children, considering that there is no data available on whether or not the parents know any details about the EOTO program, or whether they are actively involved in
their children's academic lives. This open-ended method of data collection ensures that the parents can interact with each other and feel included in the EOTO program decision-making process (Newcomer, Hatry, & Wholey, 2015). As this is the first intervention study done on this program, this investigative method allows the parents to become involved in a forum for change and re-evaluate their own experiences of their involvement in their children’s lives (Newcomer et al., 2015).

Lastly, the use of a Likert-scale-type questionnaire provides a quantitative answer to different statements pertaining to the EOTO program and its learners. As it is a rating scale, it allows for scaled rating of statements, rather than a simple “yes” or “no” response. It is then possible to calculate whether or not the overall responses were favourable or not for each of the statements presented (Gliem & Gliem, 2003), which can give an idea of the efficacy of the EOTO program.

Making conclusions from data obtained from three different methods of data gathering from various stakeholder groups will increase the validity of the results used.

2.5 Methods of Analysis

Intervention research was used to analyse and report the results of this study. As will be explained in more detail in Chapter 4, intervention research focuses on the evaluation of a particular intervention with the intent to find solutions for practice (Newcomer et al., 2015). That means it focuses on programs that try to provide practical solutions to real-life problems. By using intervention research, such programs are evaluated and their use and efficacy is tested. It comprises a five-step analysis, which will be explained in Chapter 4 and is evident throughout the rest of the chapters. Intervention research can focus on the design and execution of such a program, eventually leading to a change strategy that can improve the program researched. This is exactly what this EOTO intervention research aims to do, as it breaks down the different components of the development of the EOTO program, outlining who was
involved in what aspect of their initiation. Intervention research consists of five steps, where the first step focuses on defining the problem and identifying literature that can describe and explain that particular problem (De Vos, 2005; Fraser et al., 2009). In this research this is done in Chapter 3, where the literature describing the literacy and numeracy issues in South Africa is outlined. Furthermore, in this chapter the stakeholders involved in the EOTO program are consulted and their opinions on the problem are outlined in their specific sections in this chapter. Step 2 of intervention research focuses on the specifications of the program’s outline and operation (Fraser et al., 2009). These are also briefly described in Chapter 3, and additionally the EOTO program stakeholders are asked how much they know about the EOTO program and its operation. These results are also outlined in this chapter. Step 3 refines and confirms the running of the program through efficacy tests (Fraser et al., 2009). In this case this is done by assessing the perceived efficacy of the EOTO program by asking various stakeholders to assess the EOTO learners. To provide a more comprehensive synopsis of the running of the program as well as its perceived efficacy, aspects of evaluation research are included in the analysis. The framework of evaluation research was used particularly to determine the worth of the EOTO program and whether or not the expectations of the community are being met (Fraser et al., 2009).

The CE principles mentioned under section 1.3 (Overview of Theoretical Framework), and further discussed in Chapter 3, lead to a list of nine questions pertaining to good CE practice. These questions focus on the participation of the community in every stage of development of a new program. They investigate how involved community members were in the initial development of the program, how involved they felt, whether the community’s needs were assessed prior to the development of a program, whether the program changed during the course of its running, what the goals are for both the community and the (tertiary) institution involved, and if the designed program is effective. These questions, as derived from the CDC principles of good CE practice (CDC, 2011) fit perfectly within the following framework of program development (McMillan & Schumacher, 2006; Rossi et al., 2004):
1. Assessment of social problems and needs
2. Determination of goals
3. Design of alternatives
4. Selection of alternative
5. Program implementation
6. Program operation
7. Program outcomes
8. Program efficiency

This framework comprises all the steps required for sound program development, starting with the first two steps that determine the assessment of social problems and needs within the community, and from which the goals of the program in mind will follow. The third and fourth steps pertain to the design of alternative programs, or to changes within the program itself. The fifth and sixth step revolve around the implementation of the program, as well as how it is run and how information is communicated between the higher education institution and the communities. The last two steps then refer to what the effect of the program is on its learners, and determines whether or not the program is reaching its goals as set out in step 2 (CDC, 2011).

The assessment of social problems and needs as the first step refers to the identification of issues within the community itself. In the case of the EOTO program this would refer to the identification of a literacy and numeracy problem in the children from grade 4 – 6 in the two schools. Since this identification has been done already, a more important step in the development of the EOTO program would be step 2, the determination of goals. This step will investigate whether the aims and goals of the communities involved align with those of the MSA CE Department.

Following this, the third and fourth step will look into the design of alternatives to the EOTO program, these steps will investigate how the EOTO program has evolved over the past years and why the program has changed into what it is
today. The fifth and sixth step investigate an outline of the program today and how its day-to-day operations work within the MSA CE department and what the exact involvement of the MSA student volunteers is. The program’s outcomes and efficiency will be determined by analysing the overall communication between the MSA CE department and the communities, as well as assessing the behavioural changes and general academic growth in the EOTO children, according to the teachers that sent them to the EOTO program (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004). The development of this program is looked at retrospectively, as it had already been functioning for a while before this study. Because of this, this study is evaluating the development of the program by using the program development steps to determine whether or not the EOTO program is meeting the expectations of the community it serves.

In Stage 1, patterns of community expectations, as seen in the first two steps of program development (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004), were sought by comparing the different interviews of the principals and teachers. The questions asked in the semi-structured interviews pertained to the need for the EOTO program, as well as the determination of its goals. Common themes and ideas are identified from both sample groups’ responses. These themes and responses fit into the first two steps of program development as they determine the needs and wants of the community and set the goals for the EOTO program.

In Stage 2, patterns of expectations of the MSA CE office were sought by comparing the interviews of the manager, administrator, and key volunteers. The themes that emerge also fit into the first two steps of program development, as they determine the needs and wants of the MSA CE office and highlight their goals for the EOTO program. This could assist in highlighting any discrepancies between the responses of the community and those of the MSA CE office. It will be possible to indicate if these areas need more attention and ensure better communication between the two parties.
The questions that pertain to how the program has changed since its implementation four years ago showcase steps 3 and 4 of program development, as they show which alternatives were used and designed. This will lead to how and why the EOTO program developed into the program it is today, which is outlined in step 5 and 6 with a discussion of its current implementation and operation (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).

During Stage 3, patterns of parental involvement in their children’s school career will become apparent. Good CE practice requires input and effort from all parties involved and includes parental support for children. This stage will give an indication of whether or not the children are being stimulated to learn at home. It assesses how much the parents are involved in their children’s academic lives. Results could have an impact on the program’s current implementation as fitted in step 5 and 6, as low parental involvement could mean both teachers and the EOTO program need to stimulate the children to learn even more. Parents will also be asked if they have observed any behavioural change in their children, or if they find their children read and write more at home since joining the EOTO program, which could be an indication of program outcomes and efficiency as per step 7 and 8 of program development. This qualitative data could give an indication of whether or not the EOTO program is not only encouraging children to do their schoolwork, but also motivating them to put their literacy and numeracy skills into practice at home.

Finally, during Stage 4, the teachers’ and principals’ perceptions of the outcomes and effectiveness of the EOTO program, as per step 7 and 8 of program development, are analysed. This is the quantitative part of the study, which assesses perceived changes in behaviour, class participation, and confidence levels. The relevant data from the Likert scale questionnaire is presented in the form of graphs in order to visually show the outcomes, and demonstrate whether or not the program is perceived to be effective.
These four stages of analysis not only identify which steps of program development need more attention, but also which principles of CE need to be attended to in order to improve the program.

2.6 Analysis & Comparison Stages

Each stage is aligned with at least two steps of the program development framework (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004). This indicates that each stage, investigating the different steps, deals with separate research questions and goals. However, considering these stages all deal with investigating the same EOTO program, it is necessary to compare some of these stages in the analysis to get a complete picture of the EOTO program.

The goal of the first stage is to determine what the expectations of the community for the EOTO program were. The goal of the second stage is to determine what the expectations of MSA were for the EOTO program. These two stages are compared and contrasted in order to determine the similarities and discrepancies between the two. This gives an indication of how well aligned their ideas are, as well as whether or not the EOTO program is based on communal goals and whether or not these should be revised slightly. Specific attention is paid to differences in choice of words and terminology between the community and MSA respondents, as well as the equivalence of meaning of such terminology.

The goal of stage 3 is to determine perceived behavioural change in the EOTO learners, as assessed by their parents. This not only gives an indication of parents’ involvement in their children’s education, but also gives a tentative indication of the perceived efficacy of the EOTO program. The goal of stage 4 is to quantitatively acquire an academic evaluation of the EOTO program according to the principals and teachers of the schools involved. This assesses perceived academic change in the EOTO children, as well as in-class behaviour. Even though stage 3 is qualitative and stage 4 is quantitative, some
comparison between the two assessments of behavioural change is made. The choice of words of the parents in the focus group is compared to the extent behavioural change is assessed in the Likert scale questionnaire by the teachers and principals. This gives a more comprehensive indication of the actual perceived behavioural change in the EOTO children, rather than solely having a qualitative evaluation.

2.6.1 Comparison Questionnaires at Different Stages

The semi-structured interview questions (as found in the appendices) for the MSA CE department and the MSA student volunteers were similar, sometimes with different follow-up questions. The teachers and principals were asked similar questions and an additional few in order to get a better perspective on the community’s involvement and the perceived importance of that involvement. The first questions pertain to their knowledge of the initial development of the program, their individual involvement in the development of the program, and their knowledge of the changes made throughout the years. The fact that the questions are the same and asked in the same manner allows for comparisons to be made between the different respondent groups. Therefore, these questions are written in orange in all the interviews, which can be found in Appendices C, D, E, and F. A central tendency is indicated as to whether or not a particular respondent group feels their involvement in the development of the program was strong enough, and this can then be compared and contrasted with the other respondent groups and their opinions.

The second set of questions focuses on the strengths and weaknesses of the EOTO program. This further investigates the respondents’ knowledge of the EOTO program. It also gives a more extensive view of their opinions on the program, and this could lead to recommendations on how to change the EOTO program to fit everybody’s needs. This set of questions is written in blue across the interviews in Appendices C, D, E, and F.

The third set of questions within the semi-structured interviews pertains to the communication with the other stakeholders involved in the EOTO program,
which is linked to the CE principles mentioned earlier and discussed in Chapter 3. Comparing and contrasting answers from the different respondent groups for these questions gives a better idea of who feels their voice is most strongly heard and whether or not all stakeholders are satisfied with how they interact with one another. This results in vital information on who has given feedback to whom and what has been done with this. The questions for this section have been written in pink across the interviews in Appendices C, D, E, and F.

The additional questions asked of the principals and teachers refer to their teaching methods, what the EOTO MSA volunteers can learn from them and what they can learn from the EOTO MSA volunteers. It also asks more in-depth questions with regard to the cultural capital of the EOTO learners, which will be discussed in detail in Chapter 3. The full set of questions has been written in red and can be found in Appendix D and E.

The last set of questions for all stakeholders pertains to overall satisfaction with the program, as well as if any changes should occur within the program or in the relationship the community has formed with MSA. Again, this indicates whether or not all parties involved are on the same page. These questions are written in green in Appendices C, D, E, and F.

The parental focus group topics have also been designed to provide insight into what the parents know about the program and how communication has taken place between them, the schools involved, and MSA. Aside from that, it is also designed to provide some information on behavioural change observed in their EOTO-participating child. This particular question has been written in purple in Appendix F. This ensures it can be compared to the answers of the teachers and principals in the Likert scale questionnaire, found in Appendix G, as stated earlier.

2.7 Ethical Considerations

All respondents were made aware through the explanatory statement that their participation will remain voluntary. Permission was sought to conduct research
by obtaining informed consent from the school principals. It was explained to them that the names of their respective communities, the schools, and their personal names will remain confidential. All information has been de-identified in order to protect their identities.

Informed consent was obtained from the parents whose children attend or will attend the EOTO program. Their names were omitted from the research to ensure total anonymity. This led to more honest responses during the focus groups and their responses were used to determine the trend in the expectations of the community. The importance of participation was stressed, and it was also emphasised that their participation or lack thereof has no consequences for their school’s participation or their child’s future in the EOTO program. Respondents were able to withdraw from participation at any time, as indicated in the explanatory statement, until all the information had been collected and evaluated. Nobody withdrew from the study at any point. Both schools will be presented with a summarised report on the results after the research has concluded and has been assessed, and parents will have access to this information via the school principals should they wish to see the results. The MSA CE department will also be presented with a summarised report on the findings of the research when the work has been assessed.

As mentioned in Chapter 1, measures were put in place to ensure any respondent would be able to notify the main supervisor, A/Prof. Rika Swanzen, immediately. No respondent required such assistance, and no personal problems were reported.

As stated earlier, the interviews are recorded on audio tape and transcribed during the interview and thereafter from the audio files. Electronic copies of these files remain with the student researcher and supervisors and protected with a password. This password is only known to the student researcher and her supervisors. The MSA CE department respondents were provided with a choice of writing up their responses in identifiable form. Because they chose not to, all care has been taken to de-identify their information. The explanatory
statement for both the MSA CE manager and administrator made it clear that	heir names are well known and easy to recover. While all effort has been taken
to keep them anonymous, it would be very easy for a reader to identify them.
Despite this fact, both respondents decided to participate in the study. The
information and results obtained from all other respondents were written up in
unidentifiable form.

2.8 Data Management

The original recordings and notes of all interviews are being kept in the main
supervisor's office and stored according to university regulations. The same
applies for the hardcopies of the questionnaires given to the principals and
teachers in Stage 3. The information will be retained for five years, stored by
Monash South Africa, and will be disposed of safely after this time. This
includes the shredding of any paperwork and disposing of electronic copies of
data in the possession of the student researcher and the supervisors.

2.9 Validity

In order to enhance validity, the interviews are recorded and reported verbatim,
obtaining literal statements from the respondents, as well as mechanically
recording this data on tape recorders (McMillan & Schumacher, 2006). The use
of several different data collection techniques, such as a semi-structured
questionnaire and focus groups, increases the truth value of the research. Such
open-ended questioning techniques allow the respondents to convey what they
want to convey (Lewis, 2015; Menix, 2007). It was assumed, reinforced by the
fact that parental evenings are held in English, that the parents participating in
the research speak sufficient English to respond adequately to the focus group
questions. This was indeed the case, as all parents participated openly and
questions were answered promptly. The use of different methods in the
different stages also increases the validity of the study by approaching the topic
from different angles. Using different sources of information also minimises bias
within the research. Triangulation of data, methods, and theory within the
research is used to accentuate the research question from different points of
view and enhance validity (Guion, Diehl, & McDonald, 2011). In short, the information for this study is collected from a range of stakeholders in the CE program using different data collection techniques (Klopper, 2008; Newcomer et al., 2015).

The study does not look at individual educational outcomes for the EOTO children quantitatively, although it does consider increases in academic ability perceived by educational professionals around the children. It rather employs a more holistic approach in looking at whether the design and outcomes of the program as a whole meet the expectations of the community. It will determine whether an overall change in the academic outcomes of the EOTO children has been observed by those community members who have recommended that they attend, or whether there has been a change in behaviours observed on a daily basis. However, these expectations may differ from those of MSA. A clear distinction must be made between the experiences of the MSA volunteers, MSA CE department respondents, and that of the communities in order to make sure these voices are heard independently from each other while still highlighting common themes obtained from each represented group.

2.10 Conclusion

In conclusion, this chapter discussed the respondents used in this research, the data collection methods used for each of the separate respondent groups, as well as the stages in which this data collection occurred. Furthermore, it explained the data analysis process and which stages of data collection can be compared within the analysis. It then discussed the ethical considerations necessary for this research, as well as the data management details and validity of the research.
Chapter 3
Literature Review

3.1 Introduction

This chapter provides an outline of the theoretical areas of interest that provide the context of this study. As a background to the study, the chapter focuses on a discussion of community engagement (CE) and how it fits into higher education. This will be compared to the current South African schooling situation and academic outcomes, as well as how these are measured. This is followed by a discussion of how CE can be of value to the South African schooling system.

Further to this background a discussion on how to initiate community engagement programs will ensue, followed by what CE can achieve in school settings and communities. From there the role of learning support will be discussed, focusing on how parents, teachers, and external influence can shape one’s attitude towards education. External factors that influence academic development and achievement, such as nutrition, creativity, and physical activity, shall be discussed here. This will be followed by a discussion of how cultural differences in South Africa can influence CE in school settings and how this affects the evaluation of such programs. A more in-depth discussion of the evaluation of CE programs will be provided, as well as what questions should be considered when designing and evaluating such programs. Lastly, gaps in the research will be explored as well as how this study will aim to address them and what areas the study will contribute to.

3.2 What Is Community Engagement?

CE was initially defined as any interaction between the community and institutions of higher education (HE) (Butcher, Howard, Labone, Bailey, Groundwater Smith, McFadden, McMeniman, Malone, & Martinez, 2003, Mathie & Cunningham, 2003). This definition was later refined to include mutually beneficial relationships, inclusivity, and reciprocity in its description.
(Driscoll, 2009; Westfall, Fagnan, Handley, Salsberg, McGinnis, Zittleman, & Macaulay, 2009). Within this definition the community can be defined as any local, regional/state, national or global collective of people (Driscoll, 2009). This relatively vague definition of community goes to show that in order for CE to take place, the community with which this engagement is to be established must be clearly defined and the parameters and characteristics of the community must be clearly described (Cruz & Giles, 2000; Osman & Petersen, 2013; Westfall et al., 2009).

In a large number of CE cases the aspect of volunteering is emphasised, where both the community and the HE institution engage with each other based on mutual respect and goodwill (Aslin & Brown, 2004). Therefore, the term CE is not to be confused with the term service learning (SL), which is seen as more than the voluntary aspect of engaging with the community in ways such as outreach. Instead, it focuses on a mutually beneficial relationship where the community engages with HE students to learn, and HE students in turn learn from the community they are working with. Students undertake to engage in such learning as part of their course and receive course credit for their engagement with the community (Butin, 2006a; Osman & Petersen, 2013). While the importance of SL cannot be overstated, for the purpose of this research the term CE will be used, with a focus on voluntary engagement of higher education students and communities alike.

The following paragraph will outline what the current status of CE in HE settings is and how the two interact.

3.3 Community Engagement in Higher Education

From the definitions of CE alone it is evident that it has occupied a vital place in HE (Butin, 2006a; Osman & Petersen, 2013). Community engagement in higher education is defined as using the university’s resources such as teaching, learning, and research skills to build mutually beneficial relationships with the communities it can serve (Butin, 2006b, Hall, 2010; Osman & Petersen, 2013). This relationship should be reciprocal, with all parties involved benefiting
from the interaction and learning from each other (Buccus et al., 2008; Butin, 2006a; Osman & Petersen, 2013; Ward & Wolf-Wendel, 2000).

Good CE projects involving tertiary institutions must be developed in conjunction with the community the projects are intended to benefit (Aslin & Brown, 2004; CDC, 2011; Osman & Petersen, 2013). This will ensure that the communities involved actually end up with a collaboration that will benefit them, rather than solely use them to serve the needs of HE (Buccus et al., 2008; Du Plessis & Van Dyk, 2013). In turn this will ensure that the communities can play a role in the development of well-rounded university graduates that have an understanding of practical issues as well as theoretical knowledge within their fields (Bull, 2014, 2011; Ding, Berry, & O’Brien, 2015; Du Plessis & Van Dyk, 2013).

Practically, good CE must ensure a mutually beneficial relationship between the higher education institution and the community partner (Buccus et al., 2008; Butin, 2006a; Osman & Petersen, 2013). This mutually beneficial relationship could include SL or applied research. Applied research refers to the systematic evaluation of the practical use of science. In the case of CE it looks at combining the strength of HE, which is research facilities, with that of CE, which is the application of practical programs (Deblasis, 2006). This gives university students the opportunity to put their theoretical knowledge to practical use, while meeting the community’s needs (Holland & Gelmon, 1998; Jongbloed et al., 2008). Most importantly it must ensure the voice of the community partner is heard as an equal stakeholder (Barnes et al., 2009; Bringle & Hatcher, 2002; Chen et al., 2012). Once the need for a program or intervention has been established, all parties involved must get together in developing such an intervention while staying mindful of the resources they have to offer or can obtain (CDC, 2011). Thus, in order to create such equal partnerships, the community involved must be seen as a vital stakeholder in the program development process and the identification of a problem that can be solved through CE (CDC, 2011).
As CE is a core function of HE and has become more and more integrated into HE institutions, the focus shifts to prolonged and sustainable communication and partnership between the institutions and the communities serving as a marker of successful CE (Barnes et al., 2009; Goos et al., 2007; Holland, 2005; Swanzen & Rowe, 2013).

Another vital part of successful CE is the avoidance of what is called ‘toxic charity’ and ‘toxic engagement’, in which the good intentions and charitable donations of people end up damaging the communities they in fact intended to help (Lupton, 2011). The distinction between healthy community engagement and toxic charity will be made clear in the next section.

3.4 Community Engagement versus Toxic Charity

People become involved in CE, volunteering, and charitable organisations for an array of reasons; however, what most have in common is the time and/or finances to spare and a generous spirit (Lupton, 2011). And while such sentiment is admirable and allows for an atmosphere of goodwill, such goodwill can at times be quite harmful, if not toxic (Lupton, 2011). This often starts with those who volunteer their time, effort, and money being under the impression that they are ‘serving’ a community: doing them an immense favour (Doyle, 2007; Lupton, 2011). This creates the expectation that is sometimes perpetuated through volunteer work that those receiving help are themselves incapable of solving the issue at hand (Lupton, 2011). This in turn is not constructive for the confidence levels of those involved within such developing countries or communities, and could limit them in getting actively involved in determining problem-solving strategies (Doyle, August 17, 2007; Lupton, 2011). If for years someone’s problems are solved through the financial and strategic help of others, it becomes a lot easier to accept those means, rather than look for more sustainable options that benefit the community as well as the providers. The communities receiving this help can then become dependent on outside volunteerism or charity, and this can become a vicious cycle that is hard to break (Lupton, 2011). The problem lies with the unsustainability of many
of charity organisations. People go into a community for a short period of time, often lecturing and unintentionally patronising the community by telling them how to change their lives, and then leave them to their own devices again (Lupton, 2011). If independence and respect is what a volunteer or charity organisation aims to achieve for the community they are involved in, then donating and granting money seems to achieve the exact opposite (Lupton, 2011).

However, those who engage in charity, whether it be giving time, energy, or financial assistance, often have a tremendous amount of compassion and solely want to contribute to a better society. What they do not realise is that by simply giving hand-outs to those less fortunate than themselves, they create a culture of dependency, which is often not their intent (Doyle, 2007; Lupton, 2011). Even the simple act of giving a less fortunate child extra Christmas presents could unintentionally undermine the dignity of the parents of the child. In fact, in all our efforts to eliminate poverty entirely, what has actually happened is that a permanent underclass with an increased dependence on foreign aid has been created. The overall per-capita income of Africans and South Americans has actually decreased over the last 50 years, indicating that everyone’s goodwill seems to do more damage than good when not managed properly (Lupton, 2011). As Lupton (2011) states, the only effective way of running a charity or volunteer organisation is to realise that one can only be a partner, a coach, or someone that encourages, but never a caretaker.

Hence, the focus of good CE is on sustainable development that benefits all parties involved. For this to occur, all parties need to be involved in every stage of decision-making in order to develop the best mutually beneficial program. This required active engagement of not only the volunteer or charity organisation involved, but also that of the community itself, so that an equal partnership can evolve (Ding et al., 2015; Haine-Schlagel, Brookman-Frazee, Janis, & Gordon, 2013). The next section will outline what kind of CE initiatives are taken globally, and in South Africa in particular, to show the difference between toxic charity and good CE projects.
3.5 Community Engagement around the World

As dependence on charity and giving is actively avoided in good CE programs, the next paragraphs provide an outline of the type of programs that have been designed internationally and locally in order to give an idea of how sustainable CE can aid both the community and the volunteers involved.

3.5.1 Community Engagement Internationally

When looking at CE at an international level, the last 10 years have provided an explosion of new research and new interventions showcasing the engagement of international HE involvement in CE (Bull, 2014; Hart & Wolff, 2006; Mistretta, 2013; Weerts & Sandmann, 2008; Winter, Wiseman, & Muirhead, 2006). Lupton (2011) establishes that many citizens of the United States of America are willing to engage in CE; however, they are not quite sure what healthy CE entails. There is no shortage of giving people and kind hearts, but there is a shortage of healthy programs that make sure the money spent on CE is spent sustainably and actually goes where it claims to go. A comparative study done on the CE programs of six American universities shows that these universities all engage in CE, but do so in different ways (Weerts & Sandmann, 2008). While they all focus on getting involved with the community and sharing their knowledge and expertise in the field of education, their main priority seems to be leadership in the field of CE. This should not necessarily be an issue, but in most cases they neglect to include all the needs and wants of the community, and instead go into the community providing programs that they deem valuable (Weerts & Sandmann, 2008). While that is definitely not an ill-founded way to kickstart CE processes, what needs to be kept in mind is that the community itself is vital in the creation of good and mutually beneficial CE programs.

A similar comparative study on CE in HE institutions in the United Kingdom shows that there are many initiatives undertaken to engage with local communities (Hart & Wolff, 2006). The focus of this study is on the establishment of “communities of practice (CoPs)”, a term that refers to a group
of people that share a common passion or goal and actively pursue this (Lave & Wenger, 1998). This term and its relevance to CE will be further explored in section 3.6, but a sharing of goals and passion is a good start for CE to take place successfully. Through this focus on CoPs, Hart and Wolff (2006) show that HE institutions and communities can work together in achieving mutual goals, and can learn from each other in the process.

A New Zealand study focuses more on partnerships between HE institutions and families, thus not solely school communities (Bull, 2014). Its facilitation of debates between families involved, the school community, and the HE institutions shows that there is definite consideration given to aligning the wants and needs of all parties involved. The inclusion of parental involvement is a good indication of the expansion of CE within New Zealand, and can set a precedent for other CE projects to include the parents within school communities, and not focus solely on the learners and teachers involved (Bull, 2014). Similar advances are made in Australia, where university-community engagement, as the article terms it, is focused on the public good (Winter et al., 2006). In this case, ‘the public good’ means their CE focus is on the benefit of the public at large, and the realisation that if one makes people feel like they are needed and wanted, they will feel more inclined to engage and help with problem-solving (Winter et al., 2006). This was well understood by Mistretta (2013), who saw a problem with mathematics education in the United States. She realised that parents could be the key to educational involvement and getting their children excited about learning (Mistretta, 2013). This is a slight change from solely focusing on schools, as the importance of positive reinforcement is stressed and parents seem very eager to be able to help their children achieve academically (Mistretta, 2013). Thus, by directly involving them in their children’s education all parties feel accomplished, valuable, and valued (Mistretta, 2013; Quigley, 2000).

These different studies and points of focus show that CE is a popular and current topic that is gaining attention internationally and academically. The following sub-paragraph outlines the current CE practices in South Africa.
3.5.2 Community Engagement in South Africa

In South Africa, CE in HE institutions is growing rapidly. The Council on Higher Education sees it as one of the primary goals of HE, as well as a way for HE to reach its full potential (Hall, 2010). In fact, the University of Cape Town, the University of Stellenbosch, Monash South Africa, and many other South African HE institutions have openly acknowledged the interconnectedness of HE and social responsibility or CE (Barry & Rüther, 2005; Hall, 2010; Stillman et al., 2011; Swanzen, 2013; Swanzen & Rowe, 2013; Waghid, 2002). Hall (2010) does acknowledge that more research is needed to establish the efficacy and legitimacy of some South African CE programs, but indicates that many HE institutions already run such programs and continue to develop their CE repertoire. In fact, the South African Higher Education Community Engagement Forum (SAHECEF) is an organisation that aims to connect university staff in South Africa (and globally) to discuss their CE involvement and ideology (SAHECEF, 2015). Everything from discussing upcoming seminars on CE, journal publications, new CE programs, and CE program evaluation techniques can be and are discussed through this forum.

Such a forum is a good example of a CoP, where everyone that signs up to join SAHECEF (2015) is able to communicate and work towards common goals. This idea will be explained in more detail in the following section.

3.6 Communities of Practice

As stated earlier, the term ‘communities of practice’ (CoPs) refers to a set of people that share the same passion or goals and actively work towards obtaining and practising those (Au, Reiner, Urbanowski, & Clark, 2002; Eckert, 2006; Lave & Wenger, 1998; Waghid, 2002). Such communities can comprise as little as two people or as many as thousands. When looking at CE, the idea of CoPs is of particular interest, because it combines the ideas of working together and engaging with actually sharing the same aims and goals (Au et al., 2002).
When looking at school communities, people often focus on the learners, their teachers, and potentially the principals of the schools. However, it is as important to include the parents of the learners in this community of practice, as they too want to see the children succeed and achieve well academically (Quigley, 2000). Therefore, a CoP can include any person who has an interest in the main goal being pursued – in this case, to see a child receive a quality education. Once everyone in the community of practice is able and willing to communicate with each other, they can start working together to achieve these goals. That means parents can stimulate their children to learn, while teachers can aim to provide the best quality education possible, and principals can aim to maintain the highest standards in their school. All stakeholders can play a different role in the accomplishment of a common goal by communicating well and learning from each other (CDC, 2011).

The questions then remain: what type of communities can authentic CE become involved with, and what can such communities of practice look like? Owing to the involvement of HE and the nature of the CE program examined in this study, a deeper look into South African school communities will be provided next.

### 3.7 School Communities in South Africa

One of the types of communities that CE projects can get involved with is the South African primary school community. In order to understand how CE programs can get involved with a school community, as will be discussed in detail in section 3.8, it is important to give an outline of what school communities look like in South Africa. The focus will be on those school communities that would lend themselves best to CE programs.

A 40-year backlog of educational inequality was left by the educational system of the apartheid regime, resulting in inequity in schooling access and outcomes for different South African citizens (Motala, Dieltiens, Carrim, Kgobe, Moyo, & Rembe, 2007). At the time there were four houses of assembly representing
the coloured, Indian, black, and white groups, and the colour of one’s skin determined the quality of education one was able to receive (Newcomer et al., 2015). An unfair distribution of funds to different schools only perpetuated the inequality of the education provided to children of different cultural backgrounds before 1994 (Van Der Berg, 2007; Van Der Berg, 2008). Since 1994 these four houses of assembly have been combined into one body in line with South Africa’s transformation agenda. The South African government then had to undertake the essential task of reforming its social and educational policies to repair the inequality imposed on its citizens during apartheid. Its major focus has been on equality in access to education for all citizens, in relation to quality of education as well as increased school enrolments (Department of Basic Education, 2014; Motala et al., 2007).

Over 20 years have now passed since the abolition of the apartheid regime, and during this time the government has tried out different tactics to tackle the education issue South Africa has faced for so long (Bloch, 2011; Van Der Berg, 2007). However, South African learners are still underachieving when compared to almost every other African nation. This underachievement is particularly interesting when one realises that South Africa has one of the most thriving economies in Africa and is one of the continent’s most industrialised nations, and should therefore be at the forefront of educational reform and achievement (Bloch, 2011). Considering that South Africa is not achieving well on the educational front, it is likely that as much as the apartheid government can be to blame for an immense surge in illiteracy or low literacy, the current government must take at least some responsibility for not having adequately improved the situation (Bloch, 2011).

This all sounds rather tragic, but the levels of low achievement in South Africa’s educational system can only be fixed if everyone involved in school communities puts their heads together. In other words, if the government, school principals, school teachers, learners, and parents all decide to make education a top priority, then one should start seeing less dissatisfaction with
regard to salary, and less teacher or learner absence in schools, and instead see an increase in investment in academics (Bloch, 2011, Engelbrecht, 2006).

It is therefore important to outline who exactly forms part of the school communities in South Africa and what their cultural background is, in order to see how they can all come together to form a CoP where the ultimate goal is to aid learners in their academic achievement and educational outcomes. Examples of such school communities and their cultural capital will be elaborated on in the next sub-section.

### 3.7.1 Cultural Differences within School Communities

When working in CE settings, there is often a lot of cultural diversity present within the HE institution, as well as in the community itself. School communities, including principals, teachers, students, and parents of students, often reflect the cultural diversity that is found in South Africa (Barwick, Peters, & Boydell, 2009; Eckert, 2006). This means that all those involved in school communities in South Africa could potentially come from different (socio-economic) backgrounds, be of different descent, and speak different home languages. Complex cultural diversity could pose a challenge to communication patterns between all the stakeholders involved in school communities.

Moreover, historically and under the apartheid regime, certain South African citizens, mainly non-white South Africans, have been undervalued and underprivileged when it comes to access to educational resources. While there is now much more integration within school communities among children, parents, teachers, and principals, some schools remain predominantly “black” or “white” (Motala et al., 2007). In fact, racism, sexism, and xenophobia still remain contributing factors to non-integration and the lack of multi-racial schools. Schools are officially no longer allowed to discriminate between students and exclude students based on their racial backgrounds. However, exclusion still exists because the often better-resourced ex-white-only schools now have an unfavourable geographic location for the attendance of black
learners, charge fees that are unattainable by some, and sometimes still make people of other racial backgrounds feel unwelcome (Motala et al., 2007).

Such attitudes are slowly changing and inclusive education is becoming a reality in South Africa (Giliomee, 2009; Moll, 1992). What is equally important is to focus on what children from a disadvantaged background bring to the table. In a capitalist society, the rich and the middle class are often seen as having more capital and more input, and this is also the case on educational fronts (Bourdieu, 2011). However, what must never be forgotten is that material possessions do not guarantee a wealth of information valuable to education. Bourdieu (2011) coined the term “cultural capital” in 1986, referring to non-financial assets that promote independence and mobility. Children from a disadvantaged background without many financial means can have massive amounts of cultural capital in the form of intellect, ambition, drive, style of speech, social life, or even way of dressing (Bourdieu, 2011). Every child can bring a wealth of information from their upbringing to the table, and once they are willing to share this information with others that may have grown up in different ways, they can start to learn from each other and form communities of practice (Eckert, 2006).

Yosso (2005) adds to this by indicating that cultural capital can encompass a set of knowledge that children grow up with. Some children have very rich oral and linguistic cultural heritage, meaning they learn about their cultural practices from engaging in storytelling with their family and community members (Yosso, 2005). This positive approach to cultural differences shows that it's important to focus on the strengths that children from different cultural backgrounds have, rather than focusing on deficits and disadvantages (Yosso, 2005). By empowering children and acknowledging their rich cultural heritage, they can feel a sense of pride and confidence and share their stories with each other, further integrating South African society.

To challenge educational problems and outcomes the school communities themselves can transform, incorporate and celebrate their cultural heritage and
practices into the curriculum. However, in alignment with the idea of communities of practice, HE institutions can also play a role in educational reform. This will be further investigated with a discussion on the link between CE and the current SA schooling system.

3.8 The Link between CE and the South African Schooling System

The question then remains, how can CE be of interest to the South African schooling system? And how will South African primary school education benefit from cooperating with HE institutions? While the Department of Basic Education’s Action Plan to 2014 is part of a larger project, aiming at reaching full equity in education access and quality for all South African citizens in 2025, there are still nine years left for this project to show its efficacy (Department of Basic Education, 2011). The project itself recognises that full equality between children of different socio-economic statuses and racial backgrounds cannot be reached by focusing solely on the schools themselves (Anderson, Case, & Lam, 2001; Department of Basic Education, 2011). With overflowing and sometimes unequipped classrooms, it is difficult for teachers in South African primary schools, particularly underprivileged schools, to assist those children that need a little extra help understanding the curriculum.

Research has shown that one-on-one educational programs can be very successful in bridging the literacy and numeracy gap in primary school students; however, implementing one-on-one teaching in schools is simply unattainable due to the lack of funding, the amount of students that go to school, as well as infrastructural issues (Motala et al., 2007). It is for these reasons that after-school programs are developed that utilise a personal teaching approach.

It is believed that such after-school programs are successful, yet no specific data is available for South Africa. It is not the schools themselves, but rather external bodies such as the surrounding universities or NGOs that often develop such after school programs. The implementation of these programs is often dependent on volunteers and financial donations. Little research has been
done on what programs exist in South Africa and whether or not they actually achieve their goal of increasing literacy and numeracy levels for South African primary school students (Hart & Wolff, 2006; Jansen & Christie, 1999).

As shown in the Global Competitiveness Report 2014-2015, South Africa’s competitive ranking in HE is significantly higher than that of its primary education ranking (World Economic Forum, 2014). These statistics alone could suggest that combining the strengths of HE with those of primary school education through CE could help to elevate both systems.

The South African government also plays an important role in improving the standards of primary school education. Its policies and interventions will be highlighted in the following paragraph.

3.9 South African Government Policies

South Africa’s national agenda for transforming its political, social, and economic structures to reach equity for all citizens is driven by its focus on HE (Government Gazette, 1997). In order to achieve this, it wants to increase and broaden its participation in HE learning, overcoming patterns of historical inefficiency and inequality (Government Gazette, 1997). The transition to an HE-driven society can only happen if South Africa’s citizens successfully complete their basic education and reach equity within primary and high school systems as well.

An action plan for 2014 known as the National Curriculum and Assessment Policy Statement (CAPS) has been developed by the Department of Basic Education, aimed at bridging the divide between well-resourced and underprivileged schools (Department of Basic Education, 2011). All of the goals described in this action plan pertain to increasing the pass rates of students in particular grades for particular subjects. The attainment of the minimum requirements in language and mathematics skills (or literacy and numeracy skills) in grade 6 is one of its top goals (Department of Basic Education, 2011).
The question then remains whether or not the goals of equity in schooling and quality education have been met by South African school communities (Motala et al., 2007). School-fee exemptions for those requiring financial assistance, as well as redistributing state funding to poorer schools have both attempted to ensure access for all to quality education. However, not all learners in South Africa, and particularly those in poorer township and rural schools, are able to compete in comparison to international basic education levels (Motala et al., 2007).

3.9.1 South African Academic Progress Measurements

Currently, South Africa is seen as being in the ‘efficiency-driven’ stage of economic development when compared to other nations on the 2014-2015 Global Competitiveness Report (World Economic Forum, 2014). This means that post-apartheid, the country has managed to raise national productivity in such a way that the minimum wage has risen significantly, benefiting South African citizens, and that now the country has to find ways to efficiently structure its production processes because it cannot raise its prices. Competitiveness between nations in this stage is mainly driven by HE, which can allow for such innovations to be developed (World Economic Forum, 2014). At the moment South Africa ranks 56th in global competitiveness, out of 144 countries surveyed. This is the same position it was in in 2013-2014, showing no comparative progress or deterioration in competitiveness recently. While this may seem like a reasonable position for the country to be in, when looking at health and primary education specifically, South Africa ranks 132nd, which is very low. This shows that there is a definite need for progress within this area. In terms of HE, South Africa ranks 86th, which is significantly better than its ranking in health and primary education (World Economic Forum, 2014).

Aside from its global ranking, South Africa’s Department of Basic Education has developed an Annual National Assessment (ANA), which is administered to all learners in grades 1 – 6 and grade 9. This set of tests covers mathematics, home language, and first additional language and assesses whether the learner
has achieved the level of comprehension he or she should have in his or her grade in each of these subjects (Department of Basic Education, 2014). Table 3.1 shows the overall average percentage marks on the ANA tests over 3 years as per the Department of Basic Education (2014).

**Table 3.1 Overall ANA Results in Percentage for 2012, 2013, and 2014**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ANA Results 2012</th>
<th>ANA Results 2013</th>
<th>ANA Results 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>39</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

As seen in Table 3.1 the average percentage marks drop drastically from grade 1 to grade 9. This shows that there is an urgent need to increase the achievement of South African learners.

For home language the average marks on the ANA test between grades 1 – 6 and 9 are all between 40 and 63%, which is still not ideal, but significantly higher than the results previously mentioned with regard to mathematics. The averages of first additional language between grade 4 and 6, and grade 9 lie between 30 and 47%, all still below 50% (Department of Basic Education, 2014).

This further supports the drastic measures that need to be taken to increase the achievements of South African learners. And while the ANA test is also aimed at improving marks, as it does seem to slowly do when comparing results from 2012 to 2014 (Department of Basic Education, 2014), there is also room
for HE institutions to intervene and get involved in CE programs aimed at improving the academic outcomes of learners. This is why the EOTO program could be so valuable to South African learners. The following paragraph will highlight how to initiate such HE CE programs.

3.10 Initiating Community Engagement Programs

As the term ‘mutually beneficial’ suggests, the relationship that is built through CE in HE cannot solely depend on the wants and needs of only one of the parties involved (Butin, 2006b). What must be understood is that while the HE institution may be able to offer more resources, these resources must be conducive to the needs of the community (Engelbrecht, 2006; Stillman et al., 2011). The HE institution is expected to be very open about the resources they are able and willing to share, and in turn it is the responsibility of the community to establish whether or not those resources fit their needs. Such difficult choices can be made together during meetings where both parties openly discuss their expectations of a future collaboration (Hall, 2010; Henry & Breyfogle, 2006).

Multiple sources have developed guidelines to facilitate good CE practice (CDC, 2011; Hall, 2010; McDavid et al., 2013; Rossi et al., 2004; Scull & Cuthill, 2010). All of these start with an initial assessment of social problems and needs within the community, followed by a determination of goals set by both the community and the HE institution involved (CDC, 2011; Hall, 2010; McDavid et al., 2013; Rossi et al., 2004; Scull & Cuthill, 2010). These initial steps are of vital importance for the rest of the development of the CE program. These further steps will be discussed in detail in section 3.8, where school communities and HE CE are discussed, as well as section 3.10 on evaluating community engagement programs.

3.11 School Communities and HE Community Engagement

When defining what community a HE institution can work with, it is imperative that all possible stakeholders involved are considered. So, when considering a school community (or a primary/high school within a community in the vicinity
of the HE institution), one does not only deal with the school and the HE institution (Holland, 2005; Jongbloed et al., 2008). A school community itself comprises the principal of the school, teachers that teach at the school, students that attend the school, as well as parents of those students (McMillan & Schumacher, 2006). This is an important aspect to take into account when attempting to start a CE program from an HE perspective. If the resources available from the HE institution are time, expertise, and infrastructure, then an assumption is being made that the school community potentially lacks some of these resources. In order for the HE institution to be of any help to the community, and in order for the HE institution to learn from the community, a more in-depth knowledge of learning support is necessary.

3.11.1 Learning Support
Lacking infrastructure is not necessarily an indication of lacking learning support. Such support can come from the parents of learners (Stillman et al., 2011), additional assistants in schools themselves (Msila, 2009), or from an external organisation such as a university situated in the community (Muijs & Reynolds, 2003). Parents can be instrumental in providing learning support to their children, starting with parental attitudes towards education (De Boer, Pijl, & Minnaert, 2010; Riley & Callwood-Brathwaite, 2011). Studies have shown that if a parent values education, these values will most likely be passed on to the child. This positively reinforces the child's learning behaviour, making them work harder in school, because obtaining any sort of diploma or degree is seen as vital in their home. If this is the case, then it becomes easier for a child to see the value that education can add to their life and school is no longer seen as a simple obligation, but as a means to further one's ambitions in life (Cross, Mungadi, & Rouhani, 2002; Motala et al., 2007; Samovar, Porter, McDaniels, & Roy, 2015). In fact, parental engagement in student learning does not only affect a child's attitudes towards education, it is also deemed a positively reinforcing factor in their actual academic achievement (Mistretta, 2013).

Higher academic achievement can also be supported by teachers and assistant teachers who take the time to communicate with their students on a personal
level (Engelbrecht, 2006, Ladbrook, 2009). The more clearly the teacher communicates with students regarding what is expected of them, the more inclined the student will be to meet these requirements (Cosser, 2009). Similarly, the community and environment’s attitude towards education can have an impact on how the student views the importance of education, and consequently, how they perform academically (Anderson et al., 2006).

Ideally, a combination of support from all three options is preferred, where parents, schools and universities all work together in accomplishing better educational outcomes for schoolchildren (Bull, 2014; Mistretta, 2013; Quigley, 2000; St. George, 2009). Co-creating educational programs that fit everyone’s needs is favoured, as well as establishing a relationship for possible continuance of education at university (Sandy & Holland, 2006). This is reiterated by Goos, Lowrie and Jolly (in Sandy & Holland, 2006; Zhao & Kuh, 2004), who state that in order for such educational programs to be successful in such culturally diverse communities, strong partnerships need to be built between the different parties involved. This is a time-consuming and effortful process. However, its results have the potential to benefit both the community and the university involved (Chen et al., 2012; Stillman et al., 2011).

3.11.2 Other Factors Influencing Academic Achievement

Some other important factors influencing academic achievement are nutrition, creative outlets, and physical activity. A recent systematic review of nutritional and physical activity effects on children has indicated that academic performance increases when children are kept active and receive nutritional support (Pucher et al., 2013). As stated earlier in Chapter 1, combining educational programs with creative time increases the efficacy of after-school programs (Anderson et al., 2006; Birmingham et al., 2005).

Another important factor that has an influence on academic achievement seems to be confidence level of the learner (Clément, Dörnyei, & Noels, 1994; Doğan & Çeli, 2014). The relationship between confidence and academic achievement is an interesting one. It seems that the more confidence a learner
has, the easier it is for them to ask their teacher questions when they do not understand the subject matter. Often, low academic scores are not caused by the fact that the learner simply cannot learn – they may lack motivation or need some extra help. A boost in confidence levels can give them that extra push to ask for the help they need in order to perform better (Clément et al., 1994; Doğan & Çeli, 2014). The strength of CE programs does not solely have to be a focus on academic work; increasing confidence levels could mean the children will allow themselves to speak up in class and ask for help when needed.

It is important to then find appropriate ways to evaluate such CE programs, as the focus should not only be on academics. All the aforementioned factors that influence learning could be evaluated as well. An outline on how to evaluate CE programs in HE settings will be provided in the next section.

3.12 Evaluating Community Engagement Programs

When developing any program, whether it be a CE program or any other form of interactive program, the first step is to assess the social problems and needs, followed by the determination of goals of the future program (CDC, 2011; Hall, 2010; McDavid et al., 2013; Rossi et al., 2004; Scull & Cuthill, 2010). The guidelines of good CE practice, as set out by the Centers for Disease Control and Prevention (CDC, 2011), are complimentary to the following framework of program development, as alluded to in previous chapters already (McMillan & Schumacher, 2006; Rossi et al., 2004):

Step 1: Assessment of social problems and needs
Step 2: Determination of goals
Step 3: Design of alternatives
Step 4: Selection of alternative
Step 5: Program implementation
Step 6: Program operation
Step 7: Program outcomes
Step 8: Program efficiency
In order to evaluate a program that is already up and running, it is important to trace back steps and see how the program was created in the first place (McMillan & Schumacher, 2006). More information on the individual steps is provided in Chapter 2. However, a broader outline of the questions to be considered for each of these steps within the program development framework will follow in section 3.12.2.

### 3.12.1 Program Development Framework in Short

These questions can all be merged into sections of the program development steps, which can serve as a framework in which to conduct CE research (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004). It is these questions in combination with the program development steps that need to be asked during the further development of the EOTO program. The first component of program development is the assessment of social problems and needs, followed by the determination of goals. After this has been completed, the design of an alternative program or plan can take place, and subsequently, a selection of such an alternative can be made. Thereafter the program will be implemented and the program’s operation will be assessed, as well as the program’s outcomes and efficiency. When these steps have been finalised, a complete program evaluation has taken place, which can lead to the design of yet another alternative program, after which the later steps will be repeated (CDC, 2011; McMillan & Schumacher, 2006; Rossi et al., 2004).

### 3.12.2 Questions to Be Considered

When looking closely at the different steps within the program development framework, a number of questions arise that can be posed to all stakeholders involved in the CE program in order to evaluate whether or not good CE practices have been used in its development (CDC, 2011; Chen et al., 2012; Tindana et al., 2007):

- Was the community involved in the initial development of the program?
- Is there open communication between the community and the higher education institution?
• Were the needs of the community assessed and are these needs beneficial for the community and the higher education institution?
• Are the goals of the program clear to all stakeholders?
• How involved were the members of the community in the program?
• What are the goals of the program for both the higher education institute and the community?
• How involved have the community members been in the process of consultation to date?
• What are the strengths and weaknesses of the program?
• Has the program changed over the past few years and in what ways?
• Whose decision was it to change the program?
• Is the developed program effective in achieving its goals?
• How is effectiveness measured?

These questions can shed more light on whether or not both the community and HE institution were properly involved in designing the program, whether or not they had any say or any knowledge of changes made along the way and whether or not either or both of them consider the program to be successful (CDC, 2011; Chen et al., 2012; Tindana et al., 2007).

After having focused on all the different issues relating to CE in HE settings, as well as specifically in South Africa, there are still areas within the literature that can be explored further. Such gaps in the research will be outlined in the next section.

3.13 Gaps in the Research

It has been established what constitutes good CE practice, and more and more research is being done about CE practice in HE institutions in South Africa (Fraser, 2015). More research on specific CE programs would help create protocol for institutions in South Africa. While there are many programs in SA that focus on CE, HE, and school communities, there is little evidence-based practice that can provide insight into its efficacy and transferability to other
areas (Fraser, 2015). The term evidence-based practice refers to the integration of scientific evidence, expert opinions, and participant opinion to provide the highest quality of service possible (Haine-Schlagel et al., 2013). Accordingly, it would be beneficial to investigate such CE programs in order to build an evidence-based practice portfolio for the communities and HE institutions involved, as well as for the country itself. Once more knowledge is gained on the workings of certain programs, and they have been found to work well in a certain school community, steps can be taken to potentially start up similar CE programs in other South African school communities. This could maximise the potential of good CE practice in all HE institutions that are currently in South Africa. The benefit of this study is also that an evaluation framework is used that can also be used to evaluate other CE programs in terms of their development, running, and efficacy.

Considering that the focus of the current study is on one specific program within Monash South Africa, an HE institution in Gauteng, an outline of that program will be provided in the next paragraph.

### 3.14 The Monash South Africa Each One Teach One Program

Monash South Africa (MSA) is an HE institution in Ruimsig, Gauteng that is well known for its CE department and projects (Stillman et al., 2011). MSA is involved in many different projects, which are run by its students and staff members and are aimed at engaging with the communities around the HE institution. MSA is actively working on building its evidence-based portfolio by researching its CE projects. One of these projects is the Each One Teach One (EOTO) program (MSA & Laureate International Universities, 2014; MSA Community Engagement 2013).

The EOTO program currently comprises around 75 learners from two different primary schools that are situated in two different informal settlements in MSA’s proximity (Stillman et al., 2011). These learners come from grade 4 – 6 and are aged between 8 and 12 years old. Their teachers have identified them as
requiring extra assistance with English and mathematics. The EOTO program aims to provide them with this assistance. Not only do they provide that extra support in English and mathematics, they also help learners gain confidence and the skills needed to enhance their in-class performance. This is done through personalised attention provided by MSA volunteers, in order to align their levels of numeracy and literacy with those required by the Gauteng Department of Education. The EOTO program is managed, administered and run by MSA student volunteers (MSA & Laureate International Universities, 2014; MSA Community Engagement, 2013).

The EOTO program aims to provide each primary school child with an individual MSA student volunteer who guides them through worksheets. The program focuses on holistic education, and thus includes nutritional support in the form of breakfast and lunch, as well as sports and arts and crafts classes (MSA & Laureate International Universities, 2014; MSA Community Engagement 2013).

The MSA volunteers that manage and run the EOTO program are trained by the CE department. This training consists of a pre-program induction, where the volunteers learn how to work with children from vulnerable communities. It is explained to them that commitment to the EOTO program is vital in order for the EOTO learners to trust them and to accept them as teachers. Codes of conduct are discussed with the MSA volunteers as well and they are asked to sign a code of conduct contract. Throughout the EOTO program they are required to report on the progress of the EOTO learners and keep the EOTO key volunteers updated on any issues with the learners (MSA & Laureate International Universities, 2014; MSA Community Engagement 2013).

In order to research the EOTO program, its initiation and running, as well as its efficacy, it is important to look at the different stakeholders involved in the creation of this program. As principals, teachers, parents, and external stakeholders such as the MSA CE department and the student volunteers running the program all have an impact on the EOTO program, it is vital to get
information from all these parties in order to provide the best CE program possible. This could provide a larger evidence-based practice portfolio for MSA as well as for South African CE programs in general.

3.15 Conclusion

This chapter has provided an outline of the definition of CE, to ensure it is not confused with other terminology. It has established a strong link between CE and HE, and provided the reader with information on what constitutes good CE practices and what an authentic partnership entails. It then focused specifically on South African school settings and what influences academic performance. This was followed by a discussion on how CE can be beneficial to South African school settings. After this it established how one can initiate CE programs, as well as what is specifically important when looking at CE in community school settings. Furthermore, information was provided on how to evaluate such CE programs, after which the gaps in the research regarding CE programs were identified and described. Lastly, a description of the MSA EOTO program was provided in order to illustrate how this program is attempting to help primary school students improve current literacy and numeracy levels. This program could become part of an evidence-based program portfolio based on CE programs that are aimed at helping South African primary school children.
Chapter 4
Results

4.1 Introduction

This chapter will present the data collected from all stakeholders involved in the Each One Teach One (EOTO) program with a qualitative focus and quantitative supportive data. It looks at intervention research as design, while bringing in elements of evaluation research. The goal of this research is to evaluate the efficacy of the program as well as to what extent community expectations are being met. Firstly, the data gathering methods section will give more insight into how the data was gathered from the different respondent groups. Secondly, there will be a description of the informants and their demographics. Thirdly, the data will be presented for each data collection technique. This will be done by outlining the different techniques through providing example questions and verbatim answers and summarising to what extent the informants agreed or disagreed with each other. The semi-structured interviews will be presented first, after which the parental focus group will be described. This is followed by an outline of the Likert scale data analysis, which quantitatively serves to support the qualitative data described prior to this section. Fourthly, the results will be placed within the program evaluation framework to identify problem areas with the setup of the EOTO program. Finally, a conclusion summing up the results will be presented.

4.2 Sampling and Data Gathering Methods

The aim was to include both members of the community engagement department, as well as five key volunteers of the EOTO program to represent the views of MSA. The selection criteria for the MSA volunteers is that they must have attended 75% of the EOTO program in 2014 and have continued to take up volunteer leadership positions in 2015. To represent the views of the community, the two principals of the participating schools, as well as the grade 4, 5, and 6 teachers that see the EOTO learners in class on a daily basis would be interviewed. The selection criteria for the teachers is that they must have taught either grade 4, 5, or 6 for at least 6 months at their respective schools.
Then, lastly, two focus groups, each with 10 parents of EOTO learners, would be included to represent the community views. In order to be able to participate in the focus group, parents must have had at least one child attending the EOTO program between February and July 2015. This will be shown in a graph in section 4.3: Respondent Information.

It was the initial aim to include all the grade 4, 5, and 6 teachers that had been in contact with the EOTO learners. In practice, this changed slightly owing to the fact that some respondents had never worked with the EOTO program before and were therefore not suitable for this research. From School A, the researcher was able to interview the principal as well as three key teachers who have been involved in teaching the EOTO learners in their school settings. However, School B recently underwent a big change and employed a new principal who started a week before the data collection for this research commenced. Owing to the fact that this principal was ill informed about the EOTO program, the researcher decided to rather interview the deputy principal, who has been involved with the school and has worked with MSA since that school was included in the EOTO program more than two years ago. School B also only had one teacher who was in regular contact with the EOTO learners and knew about the EOTO program. They asked if they should inform some other teachers about the EOTO program and their school’s involvement quickly so they could participate in a semi-structured interview. The researcher turned down this offer, as it would not yield authentic results. However, the fact that so few staff members actually knew of the existence of the EOTO program and their school’s involvement is an interesting finding in itself and will be discussed in more detail in Chapter 5 – Discussion.

As for the parental focus groups, instead of conducting two separate groups, they were combined into one larger focus group consisting of 20 respondents. This decision was made to make data collection easier, as this particular demographic of parents work long hours during the week and only have limited time available on weekends; thus they preferred this option.
Lastly, the Likert scale questionnaire was conducted with all teachers and principals involved in the research. No questions were missed and the results thereof are shown in several graphs in Chapter 4.

4.3 Respondent Information

For this research a range of different respondents participated by providing their opinions and visions regarding the EOTO program and its running. Apart from the EOTO learners, representatives of all the parties involved in the EOTO program are included in this research. These parties are referred to as stakeholders, as they participate in as well as benefit from the EOTO program. An outline of these stakeholders has been provided in Figure 4.1, which shows how they relate to the EOTO program and to each other.

As can be seen in Figure 4.1, the EOTO stakeholders can be divided into two major groups, namely MSA (the host of the EOTO program and from where the volunteers are sourced), and the entity referred to in the study as the community (from which the EOTO learners are selected through the participating schools and parental consent).

FIGURE 4.1: EOTO Stakeholders & Number of Respondents
Firstly, respondents from MSA come from two different sources, the community engagement (CE) department management as well as MSA volunteers. During the commencement and data collection of the study, the CE department consisted of two members: the manager and administrator. They were directly approached by the researcher, and asked to participate in the present study. By attending an EOTO session on a Saturday morning the researcher was able to approach the MSA volunteers and invite them to participate, making it clear that participation is voluntary. Those who were interested were firstly asked how long they had been involved in the EOTO program and were selected based on whether or not they had attended at least 75% of the previous semesters’ EOTO sessions. This resulted in a total of five key volunteers participating in individual semi-structured interviews with the researcher. This means that seven respondents in total represented the MSA section of the EOTO stakeholders who were directly involved with the program.

The second major group of respondents is the community, which can be divided into three different groups: School A, School B, and the parents.

After obtaining the permission of the MSA CE office to contact the community, the researcher personally went for introductions to both School A and B to go over the explanatory statements and to explain what was required of the principals and teachers involved. At School A, there has been a longstanding relationship between the principal and MSA, and the principal happily obliged in providing information to improve the EOTO program. The grade 4, 5, and 6 teachers had all been working at School A for several years and were aware of the EOTO program and which of their learners were involved. For School B, the principal was approached personally by the researcher. However, the principal explained that he had only been employed at the school for several weeks. The principal then recommended that the researcher approach the deputy principal to participate instead. The deputy principal was on site. Having worked at the school for several years, this person had been involved in the EOTO collaboration between MSA and School B since its commencement. The grade 4 and 6 teachers were also newly appointed to School B and were not
familiar with the EOTO program. As a result, they were not invited to participate in this study. One of the grade 5 subject teachers was available, however, and had been present at the school for several years and was a part of the EOTO collaboration between MSA and School B. This resulted in the participation of both the deputy principal and one teacher – a total of 2 respondents from School B. From now on the principal of School A and deputy principal of School B will collectively be referred to as principals.

For both schools the home language of the principals and teachers was recorded. This was done to give a more clear view of some of the cultural diversity present in the schools. Their age and gender were also recorded and this is shown in Table 4.1. As can be seen in Table 4.1, School A’s respondents showed a rich diversity in home language, with each respondent speaking a different home language. Most respondents were female. From School B, both respondents were male and speak IsiZulu as a home language, representing less cultural diversity within the school itself. However, when looking at the schools overall as part of the community representatives, there is diversity in home language as well as an even representation of gender (three males, three females) for the six respondents.

Table 4.1 Descriptive Details – School A & B Respondents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Home Language</th>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A Principal</td>
<td>Setswana</td>
<td>62</td>
<td>Female</td>
</tr>
<tr>
<td>School A Teacher 1</td>
<td>IsiZulu</td>
<td>44</td>
<td>Male</td>
</tr>
<tr>
<td>School A Teacher 2</td>
<td>Xitsonga</td>
<td>42</td>
<td>Female</td>
</tr>
<tr>
<td>School A Teacher 3</td>
<td>Tshivenda</td>
<td>43</td>
<td>Female</td>
</tr>
<tr>
<td>School B Principal</td>
<td>IsiZulu</td>
<td>44</td>
<td>Male</td>
</tr>
<tr>
<td>School B Teacher</td>
<td>IsiZulu</td>
<td>50</td>
<td>Male</td>
</tr>
</tbody>
</table>
The last group that adds to the community perspective is the parents of the EOTO learners. A focus group of 20 parents was conducted on site at School A. Parents from School B were present as well, as they have multiple children who go to different schools (including both School A and B). The researcher approached the School A principal to participate in a parents’ evening where the rationale of the research was presented and the parents were asked to participate voluntarily. The response was overwhelming and resulted in a group of 20 parents who wished to voice their opinion on the EOTO program. As will be touched upon in more detail in Chapter 5, some of the parents hoped and expected that the researcher would add their children to the EOTO program indefinitely or add brothers and sisters to the program. The explanatory statement was given to all respondents, and gone over in detail by the researcher. No promises were made with regard to the inclusion or exclusion of respondents’ children in the next years. This does, however, support the need for such a program.

4.4 Intervention Research Analysis

As stated in Chapters 1 and 2, intervention research, with aspects of evaluation research, was used to analyse the data provided (De Vos, 2005; Osman & Petersen, 2013). Intervention research is a research strategy that encompasses the evaluation, or systematic breakdown, of an intervention. An intervention is defined as a deliberately implemented strategy for change (Bender, 2008; Lazarus, Erasmus, Hendricks, Nduna, & Slamat, 2008). In this case the intervention is the EOTO program, which is a deliberately designed program aimed at helping its participants improve their literacy and numeracy skills. By incorporating evaluation research for this section, a more comprehensive outline of the perceived efficacy and running of the program is provided. The evaluation research aspect will be outlined in section 4.8, where the results are evaluated within the framework of project development. Step 4 looks into testing the effectiveness of the program in a variety of settings (Swanzen, 2013; Van Der Berg, 2008). Using the evaluation research aspect of the study allowed for the comparison of the perceived efficacy of the program.
as seen through the eyes of the different stakeholders. As the EOTO program is not held in different settings, these perceived behavioural changes were assessed according to the different stakeholders, rather than according to different settings. This gives the most accurate description of the views on the EOTO program, as different settings are not used. However, allowing different stakeholders to voice their opinion on behavioural changes allows the testing of the perceived effectiveness of the program. Finally, Step 5 of intervention research looks at developing program material and training (De Vos, 2005; Fraser et al., 2009). This outcome of this research itself is development of program material, as it provides MSA and the community stakeholders with a comprehensive overview of the program. Chapter 5 focuses on the steps forward and outlines everyone's responsibilities to the EOTO program. Where more communication and training are required, this is outlined in the form of recommendations, and it is up to the EOTO stakeholders to come together and develop best practices for the EOTO program. Chapter 5 identifies the areas of improvement and outlines exactly what is expected of each EOTO stakeholder in terms of improving the EOTO program.

Aside from describing the results per data collection technique, which will be done from section 4.5, intervention research also requires the management and organisation of data. This leads to the generation of categories, themes and patterns (De Vos, 2005). In this section, the data provided in the previous sections will be presented graphically, specifically to compare the different stakeholders within the different stages of data collection, as shown in Table 2.2. Stage 1 specifically deals with the community’s expectations and the comparison and contrast of the principals and teachers of the participating schools. Stage 2 deals specifically with the CE expectations and compares the data provided by the CE manager & administrator, as well as by the MSA key volunteers. Stage 3 focuses on the parental involvement, parents’ perception of the program and whether or not the EOTO learners are stimulated to learn at home as well. Lastly, Stage 4 deals with the quantitative information provided for this study by the principals and teachers. Stage 3 is described in section
4.6, Parental Focus Group, and Stage 4 is described in section 4.7, Observed Behavioural Results.

The Stage 1 and 2 analysis came about by transcribing the semi-structured questionnaire answers, abbreviating responses to keywords, and looking for patterns between them. While doing this it became clear that each respondent group had key words they used more often than others. Those words are graphically represented for the different analysis stages in Table 4.3 and Table 4.4. The pattern of response is analysed further in their respective sections.

4.5 Analysis of Stage 1 and 2 Semi-structured Interviews

The CE department, the MSA volunteers, the principals of the participating schools and the teachers from the participating schools were asked to participate in individual semi-structured interviews. These lasted in the range of 11 minutes to 25 minutes and consisted of questions pertaining to their involvement in the EOTO program. They also included questions on their opinions on the running of the program and possible improvements. The semi-structured interview questions for each of the respondent groups can be found in Appendices B – E.

4.5.1 Introductory Questions/Statements

For all respondents the first five questions or statements were exactly the same, and were designed to introduce the topic. The answers to these introductory questions can be found in Table 4.2. Table 4.2 shows all answers provided by the different parties that participated in the semi-structured interviews. Y indicates “yes”, while N indicates “no” as a response. These are closed statements or questions and are provided verbatim, but in summarised form, and they are as follows:

1. I know exactly what the Each One Teach One (EOTO) program entails
2. I have been involved in developing the EOTO program
3. I think the children benefit from the EOTO program
4. Communication between parties involved in the EOTO program is good
5. Do you think the program is effective?

As can be seen from Table 4.2, all respondents answered ‘Yes’ to the first question, which indicates they are all aware of the EOTO program and all know what it entails. This is important to note, as it shows that the respondents regard themselves as well informed with regard to the EOTO program. Question 3 was also answered positively by all respondents, indicating they perceive the EOTO program to be beneficial for the learners involved. This is reiterated by the unanimous “yes” response to question number 5, which indicates all respondents perceive EOTO to be effective.

These questions were designed to introduce the topic, as well as get insight into how the respondents perceive the EOTO program. While no inferences could be made from this introductory section, it confirms the results obtained from the thematic analysis with regard to involvement and communication. The next section will discuss in detail what the results of the open-ended semi-structured interview questions were.

4.5.2 Stage 1 Results
Stage 1 focuses on the community expectations of the EOTO program. As seen in Table 4.2, the principals and teachers from both schools were very positive about the EOTO program when answering the introductory questions.
The following table, Table 4.3 shows a comparative matrix of the expectations of the community, by showing the pattern of responses from the different respondents. As can be seen in Table 4.3, the teachers and principals have some areas that they agree on and think very similarly about, and some areas in which their focus differs.
Table 4.3 Comparison Matrix Community Expectations – Teachers & Principals

<table>
<thead>
<tr>
<th>Evaluation Topics</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOTO Development</td>
<td>-Unsure</td>
<td>-Not involved</td>
</tr>
<tr>
<td></td>
<td>-Not involved</td>
<td>-Went from big program to smaller</td>
</tr>
<tr>
<td>EOTO Aim</td>
<td>-Better mathematics &amp; English results for</td>
<td>-Improve literacy &amp; numeracy</td>
</tr>
<tr>
<td></td>
<td>learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Unsure</td>
<td></td>
</tr>
<tr>
<td>EOTO Strengths</td>
<td>-Improvement in behaviour</td>
<td>-Transport provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Improvement in behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Learners love EOTO</td>
</tr>
<tr>
<td>EOTO Weaknesses</td>
<td>-Not enough learners can go</td>
<td>-Not enough learners can go</td>
</tr>
<tr>
<td></td>
<td>-More communication</td>
<td>-More communication</td>
</tr>
<tr>
<td>EOTO Perceived Efficacy</td>
<td>-Library visit increase</td>
<td>-Improved ANA results</td>
</tr>
</tbody>
</table>

The main pattern that is found throughout the community’s expectations is that members would like to be more involved and to receive more communication from MSA. The fact that the teachers and principals know quite little about the development of the EOTO program is problematic, in the sense that they should be consulted in order to create the best program for all stakeholders involved.

The perceived areas of the program’s efficacy differ among the teachers and principals as well, where the principals focus more on ANA results and the teachers noticed more positive behavioural differences in the EOTO learners. This illustrates how interviewing both parties added validity to the research, as they both interact with the EOTO learners, but have different perspectives on their needs and the outcomes they expect from the EOTO program. Both
stakeholder groups agreed that they would like to see more learners participate in the program. The implications of these findings will be discussed in Chapter 5.

4.5.3 Stage 2 Analysis

Stage 2 focuses on the CE expectations of the EOTO program. As seen earlier in Table 4.2, some of the MSA volunteers were not involved with the development of the program. Owing to the nature of the program (being run by current MSA students), it is not that odd that the volunteers would not have been involved in its development. It could simply be the case that they were not enrolled as students at MSA when any changes in the program were implemented. The following table shows the keywords chosen by the different stakeholders within the MSA stakeholders:

Table 4.4 Comparison Matrix CE Expectations – MSA CE department & MSA Volunteers

<table>
<thead>
<tr>
<th>Evaluation Topics</th>
<th>CE department</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOTO Development</td>
<td>-Saturday School changed into EOTO</td>
<td>-Small changes</td>
</tr>
<tr>
<td></td>
<td>-More effective</td>
<td>-Unsure</td>
</tr>
<tr>
<td>EOTO Aim</td>
<td>-Mutually beneficial relationship</td>
<td>-Mutually beneficial relationship</td>
</tr>
<tr>
<td>EOTO Strengths</td>
<td>-Student driven</td>
<td>-Student driven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Strengthen community spirit</td>
</tr>
<tr>
<td>EOTO Weaknesses</td>
<td>-Volunteer handover</td>
<td>-Need more feedback from schools</td>
</tr>
<tr>
<td>EOTO Perceived Efficacy</td>
<td>-Confidence increase</td>
<td>-Alphabet improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Emotional Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Multiplication</td>
</tr>
</tbody>
</table>
Table 4.4 shows quite a few similarities as well as differences between these two stakeholder groups. The main similarity is that they both share the same aim for the EOTO program, which includes mutual benefits for all stakeholders involved. That includes benefits to the community stakeholders as well as themselves. Their opinions differ in identifying weaknesses within the EOTO program – the CE department focuses on the handover from one key volunteer to the next, as this has been problematic in the past. The MSA volunteers also state that they require more feedback from the schools, pointing to communication needing improvement. In the discussion on the Stage 1 and 2 results, the comparison between these 2 stages will be given after the evaluation categories are be discussed in more detail.

4.6 Discussion of Results for the Semi-structured Interviews
The semi-structured interviews that were conducted with all the respondents were the same for the CE department and the MSA volunteers, and a slightly altered version was used for the principals and teachers involved. Firstly, the overlapping questions for all four respondent groups will be discussed in detail. After the comparison between the two stages is given from the previous analysis, the unique questions in each respondent group will be discussed before Stage 3 and 4 is covered.

4.6.1 Perceived Efficacy of the EOTO Program
After the first four introductory questions were asked (see Table 4.2), the fifth one, as described above, asked whether or not the respondents perceived the EOTO program to be effective. As stated earlier, the answer of all respondents was “Yes”, and this was followed by the first open question of the interview: “Why?”. Several explanations were given by the different respondents, with the teachers mentioning seeing an improvement in the attitude and marks of the EOTO learners. One of the School A teachers indicated that she spoke to the school librarian who in turn stated that the EOTO learners had been coming to the library in large numbers. She divulged that the EOTO learners not only read books in the library, but that they borrowed them to read in their spare time at home and returned them when required. The principal of School B stated that
the program “helps the children improve in the ANA examinations”, referring to annual examinations that all South African children must complete. One of the MSA volunteers added that she deems the EOTO program to be effective because “as Monash we’re bringing something different to the children and it’s basically showing them another side of life. To make sure they are not limited to what they know and the environment that they’re in. So we’re kind of developing their … not only them mentally, but emotionally as well.”

Another MSA volunteer commented that at the time that some of the children commenced the EOTO program they were unable to correctly recite the alphabet, and “struggled with differentiating ‘A’ from ‘D’”. They also did not know the difference between multiplication and division. She stated that as the program continued and the children participated, they acquired that knowledge and are proudly showing off their schoolwork to the MSA volunteers. The CE department respondents suggested that they thought the EOTO program was effective because it teaches the children that they can perform and it helps them with their confidence levels. It is interesting to see so many different answers with regard to the efficacy of the EOTO program. All MSA respondents agree that the program is effective, yet all the answers on why it is deemed effective are different. This could have to do with the fact that different respondents have different understandings of the EOTO program, its development, and its aim. This will be explained in the next section.

4.6.2 The EOTO Program, its Development and its Aim
All respondents were asked to describe the EOTO program in two sentences. All agreed that the EOTO program is a numeracy and literacy program, sometimes referred to as mathematics and English by respondents. However, the focus of the interaction between MSA students and EOTO learners is described differently by the different groups of respondents. The MSA volunteers and CE department put the focus on a mutually beneficial relationship where the EOTO learners receive extra help and the MSA volunteers involved in the program get the opportunity to share their knowledge and include this service as volunteering hours on their CVs. Only two of the
MSA volunteers and one of the CE department respondents spoke of the principle of EOTO, where one volunteer teaches one child. Thus the main focus of description was aimed at sharing knowledge and resources to better the community and improve employment options for the MSA volunteers. The respondents from the two participating schools however focused mostly on the results of their learners and how the program aims to empower them. The MSA volunteers are not mentioned by any of the community respondents, other than the fact that the program is hosted at MSA. This difference in focus is perhaps not surprising as the benefits of the program are different for the MSA and the community stakeholders. It does indicate that an improvement in communication would be beneficial, as it could ensure that all stakeholders realise exactly who the other stakeholders are and how they can work together to achieve all the aims they want to achieve.

This leads to the next question that asked respondents to describe their knowledge of how the EOTO program developed. Only the principal of School A had some knowledge of how the EOTO program developed over the years. She stated that their school had been involved in the EOTO program since its inception and it changed from a larger Saturday school that included grades 7 to 11, to a smaller group that allowed for the EOTO setup to work. The other teachers at School A did not know how the program developed. They only knew that their school and some of their learners were involved. None of the MSA volunteers knew exactly how the EOTO program was initiated. Two of them did state that the program recently underwent some small changes pertaining mostly to using booklets rather than worksheets and a larger focus on keeping these worksheets in line with the school curricula. The only two respondents who were able to state exactly how the EOTO developed and changed over the years were the CE department respondents. They both stated that initially the program was called Saturday School and included learners from grade 6 to 12. A smaller program was then added, called EOTO, where each volunteer would assist one learner from grade 4 or 5. This program was seen to be loved by its learners, and the rest of Saturday School was not as effective as was initially hoped. The CE department and its interns at the time decided that it would be
more effective to have MSA volunteers visit the schools to assist the grade 7, 8, 9, 10, 11, and 12 learners with their homework, rather than making them go to extra classes on Saturdays at MSA. This allowed for the EOTO program to grow and include more learners from grade 4, 5, and 6.

The respondents were then asked if they knew what the initial aim of the EOTO program was and if that aim is currently being met. Because of the different focuses described by the respondents in the previous questions, it was expected that the description of aims of the EOTO program would also differ significantly. This was indeed the case. Both the principals stated that the aim of the program was to improve the mathematical as well as the language skills of the learners. The teacher from School B added that the aim is “mainly to assist the learners in view of their poor performance and poor results”. Two of the teachers of School A stated that they do not know the aim of the EOTO program. The CE department respondents added to this notion that the aim was not only to offer educational support, but for MSA to make a difference in its surrounding communities. “Monash is not just an elitist institution, it’s engaging in the communities as well”, stated one of the CE department respondents. One of the MSA volunteers, however, stated that the main aim of the EOTO program was to get to know the children better and for them to feel free to express themselves. While this is not a negative aim to have for the program, it is quite different from what the other respondents stated and mentions nothing about engagement with the community or educational support. If the EOTO program has multiple aims, then it is imperative that all EOTO stakeholders are aware of these aims. Currently, it appears as if they differ in their opinions.

This difference in opinion with regard to the aims could also have something to do with the different levels of involvement in the development of the EOTO program that the respondents reported. Only one of the MSA volunteers reported that she was involved in the development of the EOTO program, but this was mostly in small issues regarding the worksheets being used during classes. None of the MSA volunteers reported having changed anything about
the EOTO program with regard to the way lessons are run or regarding the structure of the program. The CE department respondents reported having been involved in the shift from a larger Saturday school, which “became unsustainable”, to the current EOTO program. They reported that the program is slowly growing as more volunteers participate, which means more learners can be added to the program as well. The principal of School A stated that she was involved in the development of the EOTO program and was consulted by MSA volunteers and the CE department at the time of the changes. The teachers in School A stated that they were not involved in the development at all and were not aware of any changes having been implemented throughout the years. The respondents from School B stated that their school only got involved with the EOTO program after the shift had been made from a larger Saturday School to the current EOTO program. However, the School B teacher stated that he had visited the EOTO program on a Saturday when their school first became involved and would be interested in doing so again. He said that: “I haven’t received any information on changes, so I would like to see for myself”. This is both an indication of the keen involvement of the school, as well as a lack in communication between the EOTO stakeholders, but this was also affected by a change in personnel at one of the schools.

4.6.3 Strengths & Weaknesses of the EOTO Program

After establishing the involvement of the respondents in the development of the EOTO program they were asked to identify its strengths and weaknesses. Firstly, the strengths will be discussed, after which the weaknesses that were mentioned will be reported.

The strength that has been reported by all respondents is that they see the children improve. Three MSA volunteers, the teachers at both schools, as well as the principals, specify improvement in behaviour and performance in mathematics and English. The principal of School B also stated that the transport provided for the children is a definite strength of the program: “they collect the learners from the nearest pick up spots” to take them to Monash, and this ensures their safety. Another strength reported by the MSA volunteers
and the CE department is that the program has always been primarily student driven. This means it becomes more sustainable, as MSA will always have an influx of new students that can participate in the EOTO program. The schools mentioned nothing about the MSA volunteers, but the principal of School A did state that they are thankful that MSA includes their learners in other events organised by the university as well. She added that “a strength of the program is the fact that our learners love it”, as well as that they are always keen to go, and that the parents are supportive and get involved as well. In that sense she feels it strengthens their community spirit. One of the MSA volunteers also feels the EOTO program can strengthen community spirit, as he indicates that that the knowledge and skills that the EOTO learners gain can be shared with their younger brothers and sisters as well. He feels that the EOTO program is not just helping the learners directly involved, but anyone that the EOTO learners pass their knowledge on to will benefit as well.

When it comes to weaknesses, the biggest weakness reported by both school principals and by two of the teachers at School A is that the program does not accept more learners. They all state they would love to include all their grade 4, 5, and 6 learners in the program in order to provide extra support for all of them. Another frequently reported weakness is the communication between the parties involved. While the principal of School A is happy with her own and her school's involvement in the development of the EOTO program, the deputy principal and teacher of School B report that they would like to receive more information with regard to its day-to-day running. This is particularly important when the program changes in any way, as they both report not knowing exactly what is happening at present. It will also be critical, should MSA decide to expand the program to new schools. Owing to the fact that one of the School A teachers has seen how effective the program is, she would like the program to be conducted during school holidays as well. One of the CE department respondents added that as much as the fact that the EOTO program is driven by MSA volunteers is a strength, at times it can become a weak point. She states that, “The program is handed over to new key volunteers each year and in the past this handover has been problematic once or twice.” If a new batch
of MSA volunteers is not as passionate as the previous batch it can impact the quality of teaching during the EOTO program.

The final common question that was asked to all respondents was whether or not they feel they have received adequate feedback from the other parties involved. As stated before in the weakness section, the deputy principal and teacher of School B have stated that they would like to receive more information. When asked specifically whether or not they receive adequate feedback from MSA they mentioned they feel they could receive more in the form of reports and marks. This is reiterated by the principal of School A who would also like more statistical information on the learners’ improvements. All of the teachers at School A state that they would like to receive reports on how the children are behaving during the EOTO program so that they can address undesirable behaviour in class as well. The MSA volunteers report that they would want better contact with the schools and more feedback from them with regard to the EOTO learners’ in-class behaviour, so they in turn can also address wrong behaviour during their one-on-one sessions. They also stated that the feedback they receive from the EOTO learners is incredibly positive and they have received many letters and drawings to thank them. The CE department respondents both described having received positive feedback from the schools and their involvement. One of the respondents would like to receive more feedback from the teachers, specifically regarding the EOTO learners’ understanding of mathematics and English topics, so that the MSA volunteers can use this feedback during their sessions as well. This respondent also stated that they once received feedback from School A and B that the MSA volunteers took a lot of initiative in visiting the schools on their own account, without making any proper arrangements with the school. This can be seen as a safety hazard as well, as MSA must know the whereabouts of these students and the schools are not always in safe areas. In addition to that, it is confusing to the schools when new MSA volunteers visit them and such visits have not been cleared. It creates confusion between the EOTO stakeholders, as MSA is not aware of the volunteers going to the schools and the schools are not aware of whom these volunteers report to at MSA. As can be seen, all stakeholders
have reported at least receiving some feedback, but there is a need to receive more and different feedback as well.

4.6.4 Comparison between Stage 1 and 2
The final question within the first two stages investigates whether or not the expectations of the community, as represented by the teachers and principals, align with the CE expectations, as represented by the MSA CE department and the MSA key volunteers. As seen when comparing Table 4.3 with Table 4.4, the focus of the keywords is slightly different for both groups of stakeholders. Both the community and CE stakeholders have indicated (albeit in different ways) that they require more communication between them. The CE stakeholders asked for more feedback on how the learners behave in school and how they can relate to the learners better. The community stakeholders asked for better communication and more information on the day-to-day running of the program so that they can provide more input.

The mutual benefits that the CE stakeholders spoke of are not mentioned by the community stakeholders. In fact, very little mention of the MSA volunteers and how they could benefit from the program is made by any of the community stakeholders. That could pose a fundamental issue when it comes to the aims of the EOTO program, as it is not designed to solely ‘serve’ the community and should not be a form of toxic charity, as described in Chapter 3. The consequences of this will be discussed in further detail in Chapter 5.

The semi-structured interviews were structured in such a way that the two main stakeholders involved in the research, namely MSA and the community, were both asked unique questions that were intended to clarify the workings of the EOTO program, as well as their perception of the program. These questions and their responses are outlined in the next two sections.

4.6.5 MSA-specific Questions
The two questions that were specific to MSA respondents are questions that appear in a slightly different form to the community questionnaires. Firstly, the
CE department and the MSA volunteers were asked, “What kind of feedback have you received?” which was followed by the question “What has been done with that feedback?” The kind of feedback received has been described in the previous section and consists mostly of letters and drawings from the children, as well as praise from the principals. These letters and drawings are kept and displayed at Monash, according to one of the MSA volunteers. The CE department respondent that spoke of the negative feedback received from the schools when their students visit the schools of their own accord added that this was a learning curve for them. They used feedback to prepare more vigilant volunteer training and to increase training on safety issues.

4.6.6 Community-specific Questions

The community respondents that participated in the semi-structured interviews were also asked unique questions that were not asked of other respondents. This section will go through each of those questions and their responses. The first question was: “What kind of feedback would you like?” followed by “How would you use such feedback?” The kind of feedback that the community would like has been described in the previous section and includes more reports on marks that the EOTO learners attain during their sessions, as well as how they behave during the EOTO Saturdays. This information should be passed on to the teachers by the principals so that they can address any issues in class with all the learners. In that way the MSA and community stakeholders can learn from each other and help each other in providing good education for all learners.

The principals and teachers were then asked if they use any of the teaching methods used in the EOTO program in their own classrooms. The teachers at School A stated that they did try to help their learners one on one, but their classrooms are overcrowded and they therefore do not always have the opportunity to do so. Other than that, they are not sure which teaching methods or what worksheets are used during the EOTO program. They would like to receive more information about this so they can incorporate it into their classes. The principal and teacher of School B reported a similar problem where they
too aim to help their learners as best they can, but it is simply not always possible to explain concepts more than a few times to those learners that do not understand. When asked what they could learn from the EOTO program, all respondents stated they could perhaps learn from the patience that MSA volunteers have with their learners. The teacher at School B, the principal at School A, and two of the teachers at School A reported that they could potentially learn to take more time with each learner in their classroom and to provide one-on-one support where possible, because their learners need the extra time and help. In turn, the “MSA volunteers could learn more about the background of the learners they are dealing with”, stated one of the School A teachers. Another one of the School A teachers said that “when teaching a story, I act it out and draw them in. Make it lively, use real objects”. She suggested the MSA volunteers could learn from that enthusiasm and make every lesson more practical rather than just theoretical.

The respondents were then asked whether or not they believe it is important to be included in decisions around the EOTO program, and what kind of decisions they would like to be involved in. One of the School A teachers said she does not find it important to be included in decisions, she would just like to know how many learners are attending. This was supported by the response from another School A teacher, who said that she would like to know who is going and when. She, however, would like to be involved in decision-making and would want to sit down with MSA to align the curricula that are being taught, so that they can all focus on the same topics and not confuse the learners. Both school principals stated that they would like to be included in decisions and feel that this is important to keep the relationship between MSA and their schools strong. The deputy principal of School B added that this is already happening as they were consulted with regard to the school’s curriculum and how this can align with the EOTO curriculum. He reported that he would love for that communication to continue in the future.

The next question asked the respondents’ opinions on whether the EOTO program focuses on the strengths or the disadvantages of the learners
involved. The answers were very different. Two of the School A teachers, the School A principal, and the School B teacher reported that the program focuses on the strengths of the learners. A School A teacher stated that: “At the end of the day the person who started this to help the learners to stand up and focus, and to have a good future”. One of the School A teachers, as well as the School B principal, stated that the program focuses on the weaknesses, not the strengths. They both said this is done so that they can improve on their weaknesses and make them into strengths. The School A principal added that the program actually focuses on both the strengths and disadvantages in order balance the needs of the children. She added she would like Monash to include psychologists or social workers in the EOTO program as some of the learners from her school have to deal with social problems or problems at home.

They were then asked to describe what the strengths of the learners were. One of the School A teachers stated that their learners are incredibly active and eager to learn. This was supported by the statement from the School A principal who said the learners were smart and really want to join the EOTO program. They wait patiently for the bus to collect them on Saturdays. Another strength reported by the School B teacher is that the learners are strong observers. They see what their teachers and other children do and copy that behaviour. That means if they are presented with good role models, such as the MSA volunteers that participate in the EOTO program, they too will follow that good behaviour. When asked if any of these strengths are cultural strengths, some of the respondents added more strengths to the discussion. All of the respondents stated that the cultural strengths of the children are that they love storytelling, singing and dancing: “That is one of the ways they learn”, one of the School A teachers said. “They can express themselves that way and they’re very happy when they do that”, stated another School A teacher. Both principals state that because the children are in schools with so many different cultures represented, they get a strong sense of their own identity as well as tolerance for other cultures. They learn to express themselves in their own languages as well as learn about other languages and cultures in school. The cultural
strengths and their inclusion in the EOTO program will be discussed in more detail in Chapter 5.

4.7 Parental Focus Group – Stage 3 Analysis

In order to get a more comprehensive idea of the parental involvement in the EOTO learners’ education, a focus group of parents was established. Its goal is to determine what behavioural changes the parents of the EOTO learners have observed since their children have joined the program. The focus group topics included an introductory topic asking the parents what they have heard about the EOTO program and what their opinions of it are. It then asks if their child has specifically mentioned the program to them and what was said. The next topic pertains to what additional information they would like to acquire about the EOTO program, or what they would like clarification on. From there it moves more towards their involvement in their child’s life and what the parents assist their children with when it comes to homework. They are then asked to identify what help they think their children needs specifically when it comes to homework assistance. After that the parents are asked to discuss in what ways their children’s behaviour has changed since joining the EOTO program. And, finally, the parents are asked if there is anything they would like to add to the discussion, or whether there is something they would like to change about the EOTO program. The focus group topics can be found in Appendix F.

As previously stated, the researcher approached the principal of School A to ask for permission to join a parents’ evening in order to ask the parents of EOTO learners to participate in a focus group. This parents’ evening turned into a parents’ day on a weekend in August 2015. The principal of School A added the researcher onto the agenda for the day. The focus of the parents' day was to deal with learners’ absenteeism, as well as their overall performance in mathematics and English in school. Because of the main topics of discussion it was convenient to include the researcher in the discussions of the day. Several speakers during the meeting mentioned the fact that of the 900 parents that could have attended the parents’ meeting, only 120 showed up.
The researcher addressed the parents who were present by thanking them for their time and applauding the fact they are so involved in their children’s education. A more formal introduction then followed and an explanation was given as to the researcher’s role at MSA. The researcher explained she is not the person responsible for selection of the EOTO learners, nor is she currently involved in the development of the program. It was explained that the researcher is instead working on giving every stakeholder that is involved in the EOTO program a voice, and this includes the parents. The parents of the EOTO learners were then invited personally to participate in a focus group that was held directly after the parents’ meeting concluded. One of the empty classrooms on the premises was made available for the researcher to conduct her focus group in. Around 35 parents responded that they were interested in participating in the focus group. However, of the 35 interested parents, only 20 actually had children that were involved in the EOTO program. The other 15 parents were then asked to meet with the researcher after the focus group discussion was completed for them to have the opportunity to ask questions about the EOTO program. The 20 parents that did qualify for the focus group were then asked to take a seat in the empty classroom. Out of the 20 remaining respondents, only four were male – 80% of the respondents were female. The explanatory statement was read together and any questions regarding the focus group were answered. It was also explained that the focus group would be recorded with a voice recorder. All parents were then issued with a consent form and asked to complete them before the commencement of the focus group. The knowledge of the English language of the parents was good and no interpreter was needed. The data for this section was firstly recorded with a voice recorder and then transcribed. There was a lot of consensus among the parents with regard to their answers; thus the most used terms and words were highlighted in the transcribed text. These are displayed in the next section.

4.7.1 Focus Group Results
The focus group started with the researcher asking whether or not the parents had ever heard of EOTO within the Saturday school. The answer was a resounding yes, as well as many nods of heads. There was no parent in the
focus group that had not heard of the EOTO program. They were then asked to explain what the EOTO program was, or what they had heard about it. This is where responses varied slightly. One lady took the lead, and after a moment of contemplation stated: “these would be extra classes for English and Mathematics”. Some parents remained quiet, others agreed with her and added that these classes were specifically for the children that attend School A or B, but were unsure what the selection criteria were. They were subsequently asked to provide their feelings on the program. All parents thought the program was “good for the children” and very helpful. They all agreed that their children needed extra help and that this was a good start. One parent even called it an excellent program and this statement was met with many nods of approval. The parents then started explaining that they had heard of the EOTO program from the school management. They also affirmed that they had been notified that their children attend the EOTO program. When asked to give more detail they stated that even though the school has spoken about the EOTO program, their children have not. This led to the researcher asking them if there was anything about the program that they would like to know or get clarification about. One parent spoke up and said she would like to know “everything”, because she simply did not know exactly what the program entails. All parents agreed and would like more information specifically about what is done during the EOTO program with regard to academics. This was followed by the researcher’s question about whether or not the parents help their children with their homework. Every one of the 20 parents exclaimed “Yes!” and they went on to explain that they take their children’s textbooks to check what exactly needs to be done for the next day. They will then sit with their children and help them with anything they have questions about, or will explain questions so their children understand what is asked of them. One mother spoke up and stated that at times, they also do not completely understand what their children are required to do. The researcher then asked them if they felt they need extra support to be able to help their children with homework, and all parents said they would want that. The researcher then asked if MSA were to offer such classes for parents, if they would attend and all parents answered positively.
This may not come as a complete surprise as these parents already seem quite involved in their children’s lives, as they all attended the parents’ meeting.

They were then asked what kind of help they would want their children to receive. After some hesitation one parent said they would need help with improving their English. Another parent added they needed help with mathematics as well. They explained that these two subjects are those that their children are struggling with, yet they are subjects that are tested annually and are important for their children’s futures. The importance of English was stressed, as one parent claimed this is “one of the first and most important languages in South Africa” and their children often speak other languages as well. The researcher then asked them what tools they would like as parents to be able to help their children more. The main issue that was raised was that at times the books the children read at school that assist them with their homework or assignments have to remain at school. As a result, when they come home with homework, the parents do not have access to the original text or questions the children were given. A parent stated that: “It is difficult to help your child, not knowing what they were reading at school”. Another parent added that she would like to get classes on how to effectively help her child, despite not having the resources (such as books) one would ideally want. Otherwise, one parent opined, if they are at least able to obtain the books the children use in class, it will increase their chances of helping their children complete their homework. They stated this would also help them prepare ahead of time, so that they can assist their children in a timely manner.

The next topic focused on their children’s behaviour since joining the EOTO program. All parents agreed they had seen improvement in their children, mostly in the sense that their children now eagerly finish their homework, rather than procrastinate. One parent stated: “My one likes to read too much almost, she always walks around with a book and a pen in her hands”. The parents confirmed that it made them happy their children were so engaged in school and explained that they too were that eager at that age. Some parents added they were even more eager to learn when they were young and they are proud.
to have passed that on to their children. This led to the last conversation topic, where the parents were asked if there is anything they would like to change or add to the EOTO program to help their children even further. One of the parents stated that was a difficult question to answer, as they do not have enough knowledge of the day-to-day running of the program. They are hopeful and excited as they have seen positive behavioural change in their children since joining the EOTO program. However, to accurately describe what can be improved about the program, they would like more information on what aims and focuses the EOTO program has and how it has been effective in helping their children. With those statements the focus group ended and the researcher thanked the parents for their participation.

Overall, the outcome of the focus group is that the parents are very positive about the program. They indicated that they do not know enough about the EOTO program to determine what factors contribute to its perceived efficacy, but they have seen their children’s behaviour and focus on education improve a lot. They speak highly of their children and the program, and are very involved in their children’s schoolwork. They did suggest that MSA provide them with more tools and knowledge to adequately help their children with their schoolwork. All of the parents had realised that their children need extra help with mathematics and English, and by indicating to the researcher that they would like extra support for themselves as well, they have shown a keen interest in furthering their children’s education. As mentioned earlier, despite the parents’ words of praise for the EOTO program, they do feel they require more information on its day-to-day running and what factors make the program so successful in their eyes. This is a clear area where communication can be improved on, from both the schools’ side as well as MSA’s in providing the parents with information about the EOTO program when their children join it.

4.7.2 Side Notes from Focus Group
The parents were very keen to participate, although they were sometimes relatively quiet. This caused the researcher to at times repeat the topics of discussion, or rephrase them in order to get a response from the parents. There
were no areas of disagreement to the point where parents differed extensively in opinion. As stated earlier, the 15 parents whose children did not attend the EOTO program had been asked to wait while the focus group was taking place, in case they had any questions for the researcher about the EOTO program.

After the focus group concluded, four parents had indeed waited and asked a few more questions about the EOTO program and what it entails. They wanted to know mainly what the selection procedure was and how they could get their children involved. The researcher responded that selection of the EOTO learners was done by the schools themselves – they were more than welcome to speak to the principals regarding their children. Two of the parents asked the researcher whether or not she was able to get their children on the EOTO list. It was explained that this was not possible.

A fifth parent had waited to speak to the researcher after the parents’ meeting and the focus group had finished, in order to ask another question. The father of a grade 3 learner from School A told the researcher his daughter had been identified as a struggling learner, potentially due to learning disabilities. He wanted more information on resources for children with learning disabilities and how he could potentially enrol his daughter in a specialised school. The researcher explained that while this was not her area of expertise, there are some NGOs in the area that he could consult. She provided him with the details of an NGO as well as the name of one of the specialised schools in the area. This does not seem like relevant information for the present study, but it provides another indication of how involved some parents at schools A and B are in their children’s education. It also shows a potential lack in knowledge of resources to help children in need of special education, as well as when and how children are diagnosed with learning disabilities. This keen interest and grabbing of every opportunity to further their children’s education will be discussed further in Chapter 5.
4.8 Observed Behavioural Results – Stage 4 Analysis

In order to assess changes in the EOTO learners’ behaviour in school and class, the teachers and principals involved in this research were asked to complete a 16-item Likert scale questionnaire. The Likert scale questionnaire can be found in Appendix H. The results of this questionnaire are analysed quantitatively in order to support the qualitative data collected. In total, six respondents (two principals and four teachers from Schools A and B) answered the questionnaires. There was no missing data, and all respondents completed the questionnaire within 10 minutes. A reliability analysis was conducted on the Likert scale questionnaire by using SPSS, which resulted in a Cronbach’s alpha of .60. For exploratory research this is an accepted reliability, especially when the data serves to support qualitative research (Hair Jr, Black, Babin, Anderson, & Tatham, 2010).

Due to the small number of respondents, no statistical inferences can be made through the use of analysis of variance techniques. Instead, the responses will be analysed as Likert-type items and reported as modes, medians, and frequencies (Allen & Seaman, 2007). What will be reported in the first section is the mean of the questionnaire overall per respondent, as well as the mean response to each individual question on the Likert Scale questionnaire. The same will be done for the median. In order to get the mean scores, the 16 statements are ordered from lowest to greatest. The middle response of those statements is the median. In this case, that means the average between the eighth and ninth response of each respondent will indicate their median score (Allen & Seaman, 2007). And, finally, the mode will be reported, which indicates which response appeared most often (Allen & Seaman, 2007). Together these different indicators of frequency give an idea of the average score given to an item and how often certain scores appeared. For that reason, even though the median is reported, the focus will be on the mean and mode scores as they give the best indication of trends among respondents and among responses to particular statements on the Likert scale questionnaire.
In the second section of the analysis, a graph will be displayed showing what the responses of the respondents are. In order to draw comparisons between School A and School B, this graph will then be broken up per school. This will give an indication whether or not, and where, opinions of the two participating schools differ.

The questionnaire consists of 16 statements that focus particularly on EOTO learners’ perceived behaviour, perceived confidence levels and perceived class participation levels. The scale ranges from 1 – 5, with 1 indicating Strongly Disagree, and 5 indicating Strongly Agree. The middle option of 3 indicates neutrality on the particular statement. The statements are structured in such a way that a higher score (thus the more on agrees with the statement), the better the EOTO learners are perceived to perform as compared to their peers. An example of a statement is: “Overall the EOTO learners concentrate harder during class than the other students”. There are several statements that are worded negatively towards the perceptions of the EOTO learners as compared to their non-EOTO peers. An example of such a statement is: “Overall the EOTO learners disrupt class more than other students”. A high score on such a statement would indicate the EOTO learners are perceived to perform worse than their non-EOTO peers, which is why these types of statements are reverse scored. Statements 1, 4, 6, 9, 10, and 13 are reverse scored. For those statements, if the respondents selected 1 – Strongly Disagree, this will be reverse scored to 5 – Strongly Agree. If they selected 2 – Disagree, this will be reverse scored to 4 – Agree. A score of 3 – Neutral will remain the same.

After reverse scoring the aforementioned statements, then, because 3 indicates neutral, any mean score above 3 indicates the EOTO learners are perceived to perform better on that particular statement than their non-EOTO peers. Any mean score below 3 indicates that the non-EOTO learners are perceived to perform better on that particular statement than their non-EOTO peers. Lastly, a mean score of 3 indicates there is no perceived difference between how EOTO learners and their non-EOTO peers perform on that particular statement. This is not a standardised test and is not intended to be used for any other
purpose than this particular research. Accordingly, results from the Likert scale data are not intended to prove the full efficacy of the EOTO program. They fit into the last two steps of the program evaluation framework, namely program outcomes and program efficiency. The Likert scale is designed to support the qualitative data collected, and serve to give insight into third-party behavioural observations of the EOTO learners in their school environment. Such an external evaluation can provide evidence on whether or not the EOTO learners are perceived to be performing better in school, as well as whether they are perceived to be behaving better than their classmates who do not attend EOTO.

Table 4.5 shows the overall mean, median, and mode of all 16 statements combined per respondent. As can be seen in Table 4.5, the mean score of the entire test is above 3 for all respondents, indicating they all suggest the EOTO learners perform better in school than their non-EOTO peers. The mode scores for all respondents except the School A principal indicate that the most chosen score of the respondents is 4. This indicates once more that the most chosen answer for each of the statements presented is higher than 3. This supports the notion that the EOTO learners perform better than their non-EOTO peers in school settings.

Table 4.5 Overall Mean, Median, & Mode per Respondent

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A Principal</td>
<td>3.88</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>School A Teacher 1</td>
<td>3.88</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School A Teacher 2</td>
<td>3.63</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School A Teacher 3</td>
<td>3.19</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>School B Principal</td>
<td>3.56</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>School B Teacher</td>
<td>3.56</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
It can be noted, however, that the overall mean scores per respondent do not exceed 3.88. This shows that even though there is an indication of EOTO learners performing better in class than their non-EOTO peers, the scores could be higher, indicating a bigger difference between performances of EOTO learners vs. their peers.

Besides looking at the overall scores on the full questionnaire, it is also important to look at each individual statement on the Likert scale questionnaire and the responses given by the respondents. This gives a better perspective on which statements and areas the EOTO learners performed well on, and which they did not, as compared to their non-EOTO peers. As stated earlier, the entire Likert scale questionnaire can be found in Appendix H, and in order to make it easier to distinguish between statements in the following analyses, keywords will be used alongside the statement numbers. These keywords are found in the statements themselves and will be used throughout the text in conjunction with the statement numbers in order to provide some clarity. They have been marked in green in the Likert scale questionnaire in Appendix H.

When looking at the statements in Appendix H, one can see why statements 1, 4, 6, 9, 10, and 13 were reverse scored. They are statements that state that the EOTO learners do comparatively worse than the other learners at school. The reverse scoring ensures that all high Likert scores on the statements reflect positively on the EOTO learners, and not negatively. The keywords are therefore also chosen to indicate that a high score indicates better performance from the EOTO learners. For statement 1, Disrupt, a higher score therefore indicates that the EOTO learners disrupt class less than their peers. For statement 2, Speak Up, it indicates that EOTO learners speak up more in class than their peers. Statement 3, Concentrate, therefore asks whether or not EOTO learners concentrate harder during class than their peers. Statement 4, English & Mathematics Marks, questions whether or not the EOTO learners have higher marks than their peers for English & mathematics. The keyword for statement 5 is Mathematics Performance, and it questions whether or not
EOTO learners are doing better in mathematics than their peers. Statement 6, English Performance, determines the same for their English performance. Statement 7, Attention, asks whether or not the EOTO learners pay more attention in class than their peers. Furthermore, statement 8, Ask Questions, investigates if EOTO learners ask more questions in class than their peers. Statement 9, Engaged, investigates whether or not EOTO learners are more engaged in class than their peers, and statement 10, Noisy, looks at whether or not EOTO learners are less noisy in class than their peers. Statement 11, Concentrate Harder, asks whether or not the EOTO learners concentrate harder in class than their peers. Statement 12, Listening, questions whether or not EOTO learners listen more during class than their peers. Statement 13, Distracted, looks at whether or not EOTO learners are less distracted in class than their peers. Statement 14, Mark Improvement, looks at whether or not the marks of EOTO learners have improved after having gone to EOTO sessions for a semester. Statement 15, Reading, looks at whether or not the EOTO learners read more in class than their peers. And lastly, statement 16, Confidence, looks at whether or not the perceived confidence levels of EOTO learners are higher than their peers. Table 4.6 provides an overview of means, medians, and modes per statement on the Likert scale questionnaire, as well as the introduction of the keywords for each statement.

As can be seen in Table 4.6, the mean scores for all statements, except for statement 2, Speak Up, are 3 or higher. This means that, regarding all of the other statements, all respondents perceived the EOTO learners to perform equal to or better than their non-EOTO peers. The only statement in which the respondents perceive the EOTO learners to perform worse than their peers is statement 2, Speak Up: “Overall the EOTO learners speak up in class more than other students”. The mean score of 2.5 indicates that EOTO learners speak up less than their non-EOTO peers.

Statement 1, Disrupt, and statement 6, English Performance, have been answered particularly favourably for the EOTO learners, with mean scores of 4.18 and mode scores of 4, indicating “Agree” was the most selected answer.
for both statements. The reverse-scored outcomes for statement 1 thus show that overall the EOTO learners disrupt class less than other learners. Similarly, the reversed-scored outcomes for statement 6, English Performance, show that overall the EOTO learners are perceived to obtain better results in English than other learners.

Statements 4 (English & Mathematics Marks), 5 (Mathematics Performance), 10 (Noisy), 13 (Distracted), and 14 (Mark Improvements) are also worth highlighting, as they too have a high mean score of 4, as well as mode scores of 4. This indicates the EOTO learners are perceived to be performing better in these aspects of learning than their non-EOTO peers. The reverse-scored response to statement 4 indicated that overall the EOTO learners are perceived to have higher marks in English and mathematics than other learners. This is supported by the results of statement 5, which show that, overall, learners are perceived to be doing better at mathematics since joining the EOTO program.

*Table 4.6 Mean, Median, & Mode per Likert Scale Statement*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Disrupt</td>
<td>4,17</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2 Speak Up</td>
<td>2,5</td>
<td>2,5</td>
<td>2</td>
</tr>
<tr>
<td>3 Concentrate</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4 English &amp; Mathematics Marks</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5 Mathematics Performance</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6 English Performance</td>
<td>4,17</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>7 Attention</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8 Ask Questions</td>
<td>3,5</td>
<td>3,5</td>
<td>4</td>
</tr>
<tr>
<td>9 Engaged</td>
<td>3,67</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>10 Noisy</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>11 Concentrate harder</td>
<td>3,17</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>12 Listening</td>
<td>3,5</td>
<td>3,5</td>
<td>4</td>
</tr>
<tr>
<td>13 Distracted</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>14 Mark Improvement</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>15 Reading</td>
<td>3,33</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>16 Confidence</td>
<td>3,83</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

The next statements refer more to the in-class behaviour of the EOTO learners: the reverse-scored results of statement 10 indicate that overall the EOTO learners are perceived to be less noisy in class than other learners. Similarly, the reverse-scored results of statement 13 show that the EOTO learners are perceived to be less easily distracted in class than their classmates. And, finally, the results of statement 14 show that overall it is perceived that the EOTO learners’ marks have improved after going to EOTO for a semester.

Aside from looking at the means and modes of the overall results, it is also interesting to note the exact responses provided by the respondents. Graph 4.1 depicts what percentage of respondents gave what response to each of the 16 Likert scale statements. As explained in the graph’s legend, the more green is shown on a particular statement, the more favourably the EOTO learners are perceived to have scored on that section. The redder a particular statement appears on Graph 4.1, the less favourably the EOTO learners are perceived to have scored on that section. Yellow indicates that respondent responded that
they were “Neutral” with regard to that particular statement. This could indicate they do not perceive a difference between the EOTO learners and their non-EOTO peers, or that they simply do not have certainty with regard to that statement.

Overall it can be seen in Graph 4.1 that the results of the Likert scale questionnaire are favourable towards the EOTO learners compared to their non-EOTO peers in terms of marks and in-class behaviour. On all but one statement, namely statement 2, Speak Up, the respondents indicated that the EOTO learners are perceived to perform on par with, better, or show more accepted in-class behaviour than their classmates.

Statement 3 (Concentrate) and 11 (Concentrate Harder) are actually the same statements worded slightly differently. Statement 3 states that “Overall the EOTO learners concentrate harder during class than other students” and Statement 11 states that “Overall the EOTO learners concentrate harder in class than other students”. This was done intentionally to test whether or not the respondents were actually reading all the questions and answering truthfully, rather than rushing through the statements. What it should mean is that the rate of responses for statement 3, Concentrate, and 11, Concentrate Harder, should be exactly the same. Graph 1 indicates that this is not the case. There is a total of 6 respondents that answered the Likert scale questionnaire, thus each respondent represents 17% on Graph 1. This will be explored further in the next section, where the responses of each school will be compared to each other.
Graph 4.1. Likert Scale Data all Respondents

4.8.1 Comparison Between Schools
As could be seen in Graph 4.1, the only statement on which all respondents agree is statement 5, Mathematics Performance, where all respondents have indicated they agree with the fact that “Overall the EOTO learners are doing better at mathematics since joining the EOTO program”. However, for all the other statements there are potential differences in answers between School A
and B. In fact, for statements 3, Concentrate, and 11, Concentrate Harder, the answers should have been the same across the board, but they were not. It is therefore likely that there are differences between the schools, and possibly even within responses of respondents. This section aims to differentiate between and compare the results of School A and B. School A has 4 respondents that completed the Likert Scale, and School B has 2 respondents that completed the Likert Scale.

Graph 4.2. shows the results of each statement for School A specifically. Due to the fact that there are 4 respondents, each respondent represents 25% of responses for each statement.

Graph 4.2. shows that the statement that is least agreed about is statement 2. Speak Up. All respondents answered differently for this section, and nobody selected that they strongly agree with that fact that “Overall the EOTO learners speak up in class more than other students”. The respondents from School A also differ in opinion of perceived concentration in statements 3 and 11. Half of the respondents agree that “overall the EOTO learners concentrate harder during class than other students”, but the other two respondents responded differently and “Disagree” or selected “Neutral” instead. What is important to note however, is that the responses for statement 3 and 11 were the same, which indicates that the respondents of School A carefully responded to the Likert Scale questionnaire. The statements that were responded to most positively by the School A respondents (75% or more Agree or Strongly Agree with the statements) were: Statement 1 (Disrupt), statement 4 (English & Mathematics Marks), statement 5 (Mathematics Performance), statement 6 (English Performance), statement 9 (Engaged), statement 10 (Noisy), statement 13 (Distracted), statement 14 (Mark Improvement), and statement 16 (Confidence). This indicates that in all those areas the respondents of School A perceive the EOTO learners to perform well, or better than their non-EOTO classmates.
In order to compare results between schools, Graph 4.3 firstly shows what the responses of School B were. As there were two respondents that participated in the research for this school, each respondent represents 50% of the answers to the Likert scale questionnaire.
Graph 3 shows that on many of the statements the two respondents from School B gave the same answers. In fact, there are only 4 out of the 16 statements that the respondents disagreed on. One of the disagreements occurred on statement 2 (Speak Up), and 3 (Concentrate) respectively, where one respondent disagreed with the statement, and the other remained neutral. The other disagreement happened for statements 8 (Ask Questions), and 12 (Listening), where one respondent remained neutral, and the other agreed with...
the statement. When comparing the responses for statements 3 (Concentrate), and 11 (Concentrate Harder), it is found that they differ. As the statements are the same, the answers should be the same as well. A difference in responses could indicate that one of the respondents may not have been concentrating well enough while completing the questionnaire.

Overall the responses of the respondents from School B are positive, in the sense that the respondents perceive the EOTO learners to do well in the following: Statement 1 (Disrupt), statement 4 (English & Math Marks), statement 5 (Math Performance), statement 6 (English Performance), statement 9 (Engaged), statement 10 (Noisy), statement 13 (Distracted), statement 14 (Mark Improvement), and statement 16 (Confidence).

Statement 7 (Attention), statement 11 (Concentrate Harder), and statement 15 (Reading) are answered “Neutral” by both respondents, indicating the EOTO learners are not perceived to be performing better or worse in these areas than their non-EOTO peers.

When drawing comparisons between School A and School B’s responses, it is important to note that their respective number of respondents is not equal. The comparisons that are drawn between them are therefore tentative. Interestingly enough, the statements that School A scored very positively in favour of the EOTO learners (with at least 75% of respondents agreeing or strongly agreeing with the statements), are exactly the same ones that School B agrees on 100%. These statements were 1. Disrupt, 4. English & Math Marks, 5. Math Performance, 6. English Performance, 9. Engaged, 10. Noisy, 13. Distracted, 14. Mark Improvement, and lastly, 16. Confidence. This indicates that both schools perceive their EOTO learners to be less disruptive in class, to obtain higher English and mathematics marks, to do well at mathematics and English, to be more engaged in the classroom, to be less noisy, to be less distracted, to have a higher improvement in marks, and to have higher confidence levels than their non-EOTO classmates.
The statements that were most negatively responded to by respondents from School A were statement 2, Speak Up, and statement 7, Attention. For both these statements 75% or more of the answers were “Neutral”, “Disagree” or “Strongly Disagree”. For School B, statement 2 (Speak Up) was also answered rather negatively, with 50% indicating “Neutral” and 50% indicating “Disagree”. Statement 7 (Attention), was answered 100% neutrally, thus no perceived difference between the EOTO learners and their non-EOTO peers was indicated by School B. School B did, however, indicate that for statement 3, Concentrate, they were either “Neutral” (50%) or “Disagreed” (50%), indicating that one of the respondents regarded the EOTO learners as not concentrating any harder or less hard than non-EOTO learners. The other respondent indicated that he perceived the EOTO learners to concentrate less hard in class than their non-EOTO classmates. Overall it seems that School A and B agree on most of the statements regarding whether or not the EOTO learners are performing well, or behaving well in class.

It must be reiterated that these results are third-party perceptions of in-class behaviour and improvement in marks. The questionnaire was not designed to quantitatively measure the exact change in marks or behaviour of learners before and after a semester of the EOTO program. Instead, the results are meant to give an indication of how the principals and teachers perceive the EOTO learners to behave in school. A second scorer that specialises in quantitative research at MSA looked at all the results provided in order to validate them. There were no discrepancies detected and the specialist deemed the reliability of the scale to be acceptable as well.

4.9 Evaluation Research Analysis

As mentioned previously, the data presented earlier is analysed using aspects of evaluation research analysis. This means that the data is structurally categorised within an evaluation framework, so as to provide a systematic collection and representation of information about the program that is being researched (De Vos, 2005). In this case, the evaluation framework chosen is
that of program development. The results previously presented per data collection technique can be categorised under the previously mentioned framework of program development (McMillan & Schumacher, 2006; Rossi et al., 2004). The first step of program development is assessment of social problems and needs. The second step is the determination of goals, followed by the third step, which is design of alternatives. After this step four deals with the selection of alternatives, followed by step five, program implementation. The sixth step looks at program operation, and step seven looks at the program outcomes. The eighth and final step looks at program efficiency.

Each step within the framework is necessary to ensure proper program development. This means that when the results are categorised under each step, they can give an indication of problem areas within the development of the program. This section will indicate which result falls under which step of the program development framework. This will be done per step of the framework to provide clarity.

### 4.9.1 Step 1 – Assessment of Social Problems and Needs

As briefly mentioned in Chapter 2, the identification of a literacy and numeracy problem in the two schools had been done already. This was emphasised by statements made by the principals that improvement in both these areas is desperately required. The parents supported this notion as well, as they stated their children needed help with English and mathematics specifically. They also mentioned that they themselves would benefit from training in order to best help their children with their homework. The parents were very involved and showed they are invested in their children’s education. The implications and results of this problem identification will be discussed further in Chapter 5.

### 4.9.2 Step 2 – Determination of Goals

In order to determine goals of a program, one must first establish the exact aims. The results of this research have shown that not all respondents agree on what those aims are. Most of the respondents report that the aims include giving back to the community, engaging with the community, and providing
educational support to underprivileged learners. While there are no conflicting aims reported, the mere fact that some of the teachers of School A do not know what the aims are at all is problematic. Add to that the fact that a MSA volunteer described the EOTO program to be more of a social program rather than one aimed at providing educational support, and it becomes evident that clarification on the aims is required.

4.9.3 Step 3 – Design of Alternatives
The principal of School A, as well as the members of the CE department at MSA all knew how the EOTO developed. It was designed as an alternative to a Saturday school program that was already running. In the previous program the aim was to provide educational support to grade 7 – 12. This was done in classroom settings with MSA volunteers preparing classes for the learners. To include the younger learners from the school as well, a new program was developed for grade 5 and 6 students that was named EOTO. The aim was to provide each learner with their own volunteer that would help them with English and mathematics exercises.

4.9.4 Step 4 – Selection of Alternative
As seen in Step 3, the Saturday school program and the EOTO program ran simultaneously. It was then discovered that the Saturday school program and its designed classes would be less effective than MSA volunteers visiting the schools and helping the grade 7 – 12 learners with their homework. Thus the Saturday school program changed to only include EOTO. One of the schools was consulted about this decision prior to the change and agreed, while the other school joined after this change was made. The selection of this alternative ensured that grade 4 learners could now join the grade 5 and 6 learners, as more volunteers were now available to teach individual learners.

4.9.5 Step 5 – Program Implementation
This step aims to clarify how the program is implemented and what can be done to improve conditions so program operation, as per step 6, can run smoothly. Both schools communicated that they would like to receive more feedback from
MSA in order to select the right learners for the EOTO program, as well as to find out how they can best support their learners.

There were no issues reported regarding the food that is being served to the children during the EOTO program. Instead, issues were raised about the transport from the respective schools to the MSA campus on Saturdays. These issues mostly came from the MSA volunteers and pertained to the use of lists with names of official EOTO learners. If they do not bring such lists to the pick-up points, they run the risk of transporting children to MSA that have not been selected for the EOTO program and have thus not been given permission by their parents to be there. At other times, younger brothers and sisters of the EOTO learners have been reported to try getting on the bus to go with their sibling, and this is problematic owing to the fact that MSA is now responsible for children whose parents potentially do not know their whereabouts.

It is deemed imperative by the MSA fraction of the EOTO program that all children that attend the EOTO program have indemnity forms signed by their parents. This ensures that the children who were not selected are not allowed to attend. This is done from a safety and protection point of view; however, all respondents from both schools indicated more than once that they would want the EOTO program to include more of their learners. In other words, they would love to see the program grow and include as many of the grade 4, 5, and 6 learners of their schools as possible, as almost all of them require extra help to a certain degree. The impact of such growth will be discussed in more detail in Chapter 5.

4.9.6 Step 6 – Program Operation
Firstly, it is important to point out that the Program Operation section describes the day-to-day running of the EOTO program and what happens within it. The introductory question of the semi-structured interviews asked respondents whether or not they “Know exactly what the EOTO program entails”. While some answered “Yes”, the majority of respondents answered “No”. This is relatively problematic, as it indicates that not all parties involved in the EOTO
program actually know what happens during the program. This is a definite area of communication that can be worked on, as it can be ensured that all new beneficiaries or stakeholders of the EOTO program are provided with information regarding the program. Some of the schools’ teachers have asked for more information, as some have only attended an EOTO session once and are curious to see what has changed. Parents have actually indicated that they know almost nothing about what exactly happens on a Saturday at the MSA campus. They have requested more information about the EOTO program, as well as how to best assist their children in furthering their educational goals.

Another factor here is the feedback given to and provided by MSA: it has been indicated specifically by School B that more feedback is required in order to provide the school with more tools to assist the program. The teacher involved from School B states that he visited the EOTO program once during the start of their school’s involvement and has not been there since. This made him unsure of what exactly goes on at the EOTO program.

It has therefore been mentioned by principals and teachers from both schools that they would love to receive progress reports. They indicate they would like to receive results of tests that are written during the EOTO program as well as behavioural reports. This would help them know what problem areas or behaviours to focus on in class with particular learners.

4.9.7 Step 7 – Program Outcomes
The observed outcomes of the EOTO program are reported in various ways by the different parties involved. Both the principal and some of the teachers in School A as well as School B report that the ANA results for the EOTO students in English and mathematics respectively are improving slowly. The MSA volunteers also report that they see their learners improve and move from the Maroon and Red groups, which consist of learners who have serious problems with understanding English, to the Orange or even Green group throughout their EOTO participation. Two of the program outcomes are therefore reported to be improved understanding of English, as well as improved academic results.
The MSA volunteers report that the longer they spend with certain learners, the more confident they become in answering questions. Overall, according to all EOTO program stakeholders, the EOTO learners have increased their confidence in answering questions (in class) and they have also indicated that struggling learners are now at least trying to read and write. Thus, one of the program outcomes is reported to be positive changes in confidence levels for the EOTO learners.

4.9.8 Step 8 – Program Efficiency
One of the introductory questions to the semi-structured interview that was done with the MSA CE department, the MSA volunteers, the principals, and the teachers asked whether or not the EOTO program is effective. The answer from all respondents was a resounding yes. One of the teachers of School A even reported an increase in the number of books that were being borrowed at the school library by EOTO learners. This at least indicates an increased interest in literacy and reading activities. Another one of the introductory statements called for a “Yes” or “No” response to whether or not the children benefit from the EOTO program. Again all respondents answered “Yes”.

As stated previously, the parents reported that their children have been very willing to do homework. After school they are eager to read and do their work at home. This increase in positive education-related behaviour is supported by the Likert scale questionnaire results as well. The results thereof show that, overall, both School A and B report that the EOTO learners are perceived to attain better results in mathematics & English, to be less disruptive in class, to be more engaged during lessons, to be less noisy than their non-EOTO peers, to be less easily distracted from their schoolwork, to have greater mark improvement than their non-EOTO peers, and to have higher confidence levels. All the results combined show that all parties involved in the EOTO program are at least somewhat happy with the program, and very happy with the results it seems to be yielding.
The implications of these results within the program development framework and relating to previous research done will be discussed in greater detail in Chapter 5 – Discussion.

4.10 Conclusion

In conclusion, the results of the study indicate that overall the program is received very positively. It is regarded as necessary, as well as beneficial. There are specific areas, however, that the respondents are either unsure of, or would like to be more included in. This was uncovered by reporting the results of the various data collection techniques separately. After this, the results were categorised within the framework of program development in order to assess what areas can be improved on. As each step is described and illustrated by the results acquired from the different respondents, it has become clear that there are definite areas of improvement required. These exact areas of improvement and the implications of the results found in this research will be discussed in detail in Chapter 5
Chapter 5
Discussion & Recommendations

5.1 Introduction

In this chapter, the results presented in Chapter 4 will be further discussed and recommendations for the EOTO program will be provided. Firstly, it will discuss the results as compared to previous research. It will then discuss the program development framework in more detail, identifying the problem areas within each of the steps of this framework, as well as providing more information on what can be done in order to improve the program to suit everyone’s needs and expectations. After that, some particularly interesting findings that were not anticipated nor described in the program development framework will be discussed. This section will be followed by an outline of the limitations of the current research, which leads to a list of recommendations for the Each One Teach One (EOTO) program stakeholders in order to improve the EOTO program. Those sections will be followed by a presentation of suggestions for future research, as well as a conclusion.

5.2 Results Compared to Previous Research

Previous research states that parents can be great influences on their children’s perceived value of education (De Boer et al., 2010; Riley & Callwood-Brathwaite, 2011). The more the parent values learning, the more likely it is that this attitude will be passed on to their children. The results from this study show that there are many parents in the communities in South Africa that care deeply about their children’s performance and their education. Having so easily assembled a focus group of EOTO parents, at a parents’ meeting at School A, is a sign that these parents are invested and supportive of their children’s education. This will have a large impact on their children’s academic achievement (Anderson et al., 2006). This positive observation is strengthened by the fact that one of the non-EOTO parents approached the researcher after the focus group had completed. He asked whether or not there were other educational opportunities for his daughter who had been diagnosed with a
learning disability. This shows how invested this parent was in trying to get his daughter an education that would best suit her.

What is concerning regarding parental learning support is the following observation: only 16% of the possible number of parents that could have visited the parents’ meeting at School A actually showed up. Even if a large proportion of parents had transport issues or other duties that day, it shows that an alarmingly low number of parents are this invested in their children’s education. If this amount could increase, this would equate to more learning support for the EOTO learners and their peers. The rest of the observations with regard to the results will be outlined in the next section.

This research has, however, shown that it is not just the will and involvement of the parents that hinders helping their children with homework. Many of the parents stated that they would love to help and support their children; however, it is the lack of books and resources to do so that has caused them to not be able to do so effectively. For decades these types of schools have had to deal with shortages of classrooms, teachers, and learning materials, such as textbooks and stationery (Navsaria, Pascoe, & Kathard, 2011). The parents are therefore quite right in indicating that as much as the will is there to help their children, living in the communities that they live in sometimes prevents them from being able to do so. Over and above the in-class issues, there is a serious problem with electricity in the whole of South Africa. However, particularly in poorer communities, electricity theft has become a huge issue (John, 2015; Slabbert, 2015). The researcher observed that School A was currently without electricity and upon asking the principal, she stated that this had been the case since August 2014. This was mentioned to the researcher outside of the semi-structured interview questions, but indicates how severe the infrastructural problems in the communities are and how they can affect the learners in schools.

The next section will address how these issues and others highlighted in the research can be placed within the program development framework.
5.3 Program Development Framework Discussion

As presented in Chapter 4, the results of this research have been categorised under the framework of program development (McMillan & Schumacher, 2006; Rossi et al., 2004). The eight steps that have been described in previous chapters will now be analysed in light of the results displayed in Chapter 4.

This section will delve deeper into the problem areas within the development of the Each One Teach One program. This will provide more clarity on what can and should be done in order to improve the program to suit all stakeholders’ needs. By incorporating the results from the intervention research, an idea of areas of improvement will be given in each of the sections. These will culminate into practical steps as well as more detailed recommendations for all EOTO stakeholders, which will be displayed in section 5.7.

5.3.1 Step 1 – Assessment of Social Problems and Needs
The EOTO program was already in existence when this study commenced, and some assessment of social problems and needs had already been conducted by an external organisation. It is not far-fetched to assume that help with literacy and numeracy is one of the needs in the communities assessed. As described in detail in Chapter 3, the results of the Annual National Assessment (ANA) for South African learners in grade 1 – 6 is very low. The overall mathematics results of grade 4, 5, and 6 learners in 2014 are 37%, which is extremely low. The averages for first additional language, in many cases English, lie between 30 and 47%, which is a little higher than the mathematics results, yet still below 50% (Department of Basic Education, 2014). This indicates that great strides need to be made in both mathematics and English, and considering the EOTO program attempts to address these needs, it can be concluded that Step 1 of the program evaluation of the EOTO program has at least partially been completed.

As described earlier in this chapter, some of the community schools have been dealing with a lack of teaching materials and infrastructure for decades
(Navsaria et al., 2011). This is an area that Monash South Africa (MSA) could potentially assist in as well. Sharing their materials and infrastructure during the EOTO program gives at least a group of learners the opportunity to make up for what they sometimes miss in class. It would, however, be ideal if these issues could be solved in class, rather than solely through the EOTO program. If the partnership between the community and MSA was strengthened significantly they could share materials between teachers and volunteers in order to reach even more young children.

5.3.2 Step 2 – Determination of Goals
More dialogue can be opened about what the exact goals of the EOTO program are. The answers regarding what the aim of the program is differed between the EOTO stakeholders, and this indicates a lack of understanding or agreement. Such differences can only be resolved when the parties communicate more clearly with one another. This would decrease the chances of wrongful expectations of what the EOTO program can do for the community. Considering it has been established that there is a need for extra mathematics and English classes, there is a way for the EOTO stakeholders to communicate further as to what the EOTO program will aim to achieve exactly.

5.3.3 Step 3 – Design of Alternatives
It has been shown that learning support for primary-school-aged learners is optimal when it comes from parents, schools, as well as the community (Mistretta, 2013, Msila, 2009; Riley & Callwood-Brathwaite, 2011; Stillman et al., 2011). This, in combination with individual attention for learners or one-on-one teaching programs, has been proved to successfully bridge the literacy and numeracy gap between students (Motala et al., 2007). The decision to change the Saturday school program from including all primary- and high-school-aged learners, and teaching classically, to the EOTO program is therefore a natural one. However, the support of the other EOTO stakeholders in this regard is highly recommended, as this allows for optimal learning conditions for the EOTO learners. This again comes down to communication between parties
involved and including every stakeholder in decision-making processes.

5.3.4 Step 4 – Selection of Alternative
The schools were consulted when the Saturday Program changed to only comprise of the EOTO program at MSA. The key MSA volunteers at the time also visited School A to find out more about the yearly curriculum, so that they could align their EOTO lessons with the topics that were being taught in schools. These are all positive developments, however when an alternative is selected it is advisable for the different EOTO stakeholders to meet prior to making such big decisions. Thus there is room for improvement in this section, which will be discussed in more detail under section 5.7, Recommendations.

5.3.5 Step 5 – Program Implementation
The EOTO program has been running for a few years already and this shows that the program can and has been implemented. The question remains whether or not the program has been implemented successfully. The problem with this program implementation at present is that not all EOTO stakeholders have been consulted with regard to the running of the program. There was no reported partnership in determining a feeding scheme for the EOTO learners, and no consultation with regard to sports and leisure activities. What MSA volunteers have done is discuss the schools’ curricula and adapt the EOTO curriculum accordingly. In order to maximise the partnership in program implementation, these decisions on day-to-day running must be made by the entire group of EOTO stakeholders.

5.3.6 Step 6 – Program Operation
Currently, the EOTO program does not have the capacity to include every learner from School A and School B. The capacity is determined by the number of volunteers that can help, and the final decision is made by the CE department with regard to learner numbers. Their principals and teachers have all expressed that they would like more of their learners to attend the EOTO program. At present there are not enough MSA volunteers to accommodate such growth, and this would affect the ‘Each One Teach One’ aspect of the
program, as there would not be a single MSA volunteer to teach each learner individually.

At the moment there is a risk of children participating who have not been selected to be a part of the EOTO program. Some of the EOTO learners want to take their brothers and sisters with on the bus, or allow them to walk from their communities to MSA. This comes with many health and safety concerns, as MSA is responsible for those EOTO learners, whose parents have signed a consent form to allow them to participate. All other children that come along could be in potential danger when they walk to MSA and are unaccounted for. Because this is such a big issue, the parents of the EOTO learners must be told that only the children that have been selected are able and allowed to come for the EOTO program. No other children may participate, as this would compromise everyone’s safety. Should this continue to happen, then there is a possibility that the program could be cancelled, as it is very costly and unlikely for any additional security to be able to stop every child from walking to MSA, according to the CE manager.

The only solution to this issue of wanting more learners involved in the EOTO program is to promote the program more rigorously at MSA. If that becomes successful, then more volunteers can commit to the program, allowing more youth to participate. Such promotion can be done in different ways, including getting more academics involved in promoting the EOTO program during their classes, and recommending participation as a useful addition to the child & youth development, sociology, psychology, and developmental studies units. The EOTO program can be promoted during orientation weeks, open days and other big MSA functions, all aiming to increase the number of volunteers for the program.

5.3.7 Step 7 – Program Outcome
In order to maximise the outcomes of the EOTO program, it would be advisable for the EOTO stakeholders to manage and share progress reports. Currently, the report cards of EOTO learners are not sufficiently shared with the MSA
stakeholders of the EOTO program. It is therefore difficult to determine whether or not enough in-class progress has been made by the EOTO learners. Similarly, the MSA volunteers sometimes conduct tests, of which the results are not shared with the teachers and principals. If all parties involved were more open about the outcomes of the program for the learners, they would be able to make a more sound evaluation of how these outcomes are obtained and how they can be maximised.

5.3.8 Step 8 – Program Efficiency
The efficiency of the EOTO program has been discussed within the framework in Chapter 4. The efficiency is determined when all the previous steps of program development are followed. This indicates that a study of the efficacy of the EOTO program would be even more successful once the identified problems within the earlier steps of program development of the EOTO program have been solved.

What has been identified and described is that there are ways to make the program more efficient. Better communication between all stakeholders could improve efficiency and ensure everyone is on the same page with regard to the running of the EOTO program. This became particularly evident when none of the community stakeholders identified that a mutually beneficial relationship is crucial to a good CE program. The EOTO program must benefit all stakeholders, and all stakeholders should be aware of this. This is an area that can improve.

In order to facilitate such communication, strong leadership skills within the MSA volunteers must be promoted through training. More training must be provided to volunteers by the CE department with regard to working with children in vulnerable communities, and it would be ideal if the community were actually involved in this training. That way, communication can be opened between all stakeholders, as they can share the experiences they have had with the EOTO learners. A stronger monitoring system could ensure that the progress of the EOTO learners is constantly measured. It could make sure that
the levels of communication between the stakeholders becomes better and remains stable, and it could provide more feedback for all parties.

5.4 Interesting Observations

An interesting observation is how many cultural differences there are between learners and teachers in the community schools, within the community itself, and within MSA too. This means that learners could have different and multifarious ways of learning, and cultural strengths that they can fall back on. When their teachers and the MSA volunteers do not share the same cultural strengths, as a result of different cultural backgrounds or upbringing, this could lead to different learning strategies (Cross et al., 2002; Motala et al., 2007). Some learners prefer to learn by reading, others prefer learning by doing, and others prefer learning by example. Difference does not have to be a negative thing – it could rather educate and enrich the lives of everyone involved in the EOTO program, so long as people are willing to share their cultural learning experiences. This cultivation of cultural strengths will be discussed in more detail in section 5.7 – Recommendations.

Lastly, when looking at the Likert scale questionnaire results, it was noted in Chapter 4 that the mean for statement 2 (Speak Up) was below 3. The full statement says that: “Overall the EOTO learners speak up in class more than other students”. The result of a mean of 2.5 shows that the respondents perceived the EOTO learners to speak up more or as much in class as their non-EOTO peers. This statement was designed to reflect another side of confidence levels, where a comparison could be made by the teachers and principals as to whether or not the EOTO learners were perceived to be more confident than non-EOTO learners in asking for clarification of questions when they not understand a topic being taught at school. The results of the other statements were favourable towards the EOTO learners; thus it was unexpected that the results for statement 2 were so different. There is a possibility that the term “Speak Up” was understood differently than intended. Speaking up could be construed as meaning to be defiant and loud in class,
depending on cultural upbringing. If the respondents understood the statement to mean perceived disruption of class by EOTO learners, then the lower result would be in line with the rest of the results.

5.5 Authentic Partnership

After looking at all the information from the different EOTO stakeholders involved that was presented and analysed, the question remains whether or not the EOTO program is an example of an authentic partnership (Barnes et al., 2009). Authentic partnerships are characterised by mutually beneficial relationships between all parties involved and continuous partnership in their development (Barnes et al., 2009; CDC, 2011; Chen et al., 2012; Dippenaar & Carvalho-Malekane, 2013). As can be seen from the results and their analysis, all EOTO stakeholders are happy about most of their involvement with the EOTO program. They all gain knowledge or better results from the EOTO program, and this can be seen as the attainment of a mutually beneficial relationship. However, what has been clearly shown by indicating the problems within the different steps of program development of the EOTO program is that the continuous partnership in the development of the program is far from perfect at the moment. The EOTO stakeholders are not communicating sufficiently with each other to make their grievances known and do not keep each other up to date, nor do they consult each other when it comes to any changes within the EOTO program.

On the positive side, throughout this research the EOTO stakeholders’ voices have been heard as equal by the researcher (Chen et al., 2012). If they are able to continue in this fashion among themselves, this could solve many of the communication problems. This serves as a good start for establishing and maintaining an authentic partnership between MSA and the community with regard to the EOTO program.
5.6 Limitations

While all care was taken to ensure the rigorous reliability and validity of the current research, as described in detail in Chapter 2 and Chapter 4, there are some limitations to the study, which will be outlined here.

Almost all respondents that were part of the study became EOTO stakeholders by choice, through the collaboration between their schools and MSA. The only respondents that did not initially become EOTO stakeholders by choice are the parents of the EOTO learners. Through access to the parents’ meeting at School A, the researcher was able to access some of the parents whose children are involved in the EOTO program. It was not possible to reach all EOTO parents, as not all of them attended the parents meeting. However, a sufficient number of parents were included in the focus group. A more targeted population could be considered for inclusion in future research.

Likert scales and their answers are inherently subject to three different types of bias: the central tendency bias, the acquiescence bias, and the social desirability bias (Allen & Seaman, 2007; Jamieson, 2004). Firstly, the central tendency bias will be described. This bias suggests that respondents of a Likert scale questionnaire tend to avoid extreme answers (Allen & Seaman, 2007; Jamieson, 2004). Thus, if the options provided were 1 (strongly disagree) to 5 (strongly agree), chances are that respondents will avoid answering 1 or 5 to the statements asked. They will tend to stick to options 2, 3, and 4 in order to avoid the ‘extreme’ options. For this particular study, the mode of the Likert scale answers per question, the most chosen option, was never 1 or 5. Comparatively, ‘strongly agree’ was selected more times than ‘strongly disagree’. This could suggest that the central tendency bias was at play; however, it could also suggest that respondents simply did not feel a ‘strongly disagree’ or ‘strongly agree’ response was appropriate in many of the cases.

Secondly, the acquiescence bias prescribes that respondents will likely agree with statements as presented (Allen & Seaman, 2007; Jamieson, 2004). An
attempt was made to limit this bias by asking the same question twice (question 3 and 11), as well as asking negatively and positively phrased questions. By doing this, the respondents are forced to read the statements carefully and not simply agree with all statements provided. If they were to have agreed with all statements, then their answers would be inconsistent and not have yielded authentic results. However, as presented in Chapter 4, the answers are mostly consistent across all statements and across respondents.

Thirdly and lastly, the social desirability bias refers to the fact that respondents would most likely want to portray themselves and their input in the most favourable light possible (Allen & Seaman, 2007; Jamieson, 2004). This form of bias is most likely to have occurred with the respondents, as the researcher is involved with MSA and it could therefore be seen by respondents that they have to respond favourably to remain involved with the EOTO program. The researcher made it clear to all respondents that their answers will remain anonymous, and that their involvement in the EOTO program does not depend on the answers provided for this research. It is still possible that respondents wanted to make sure that their own involvement was portrayed positively.

This bias of the Likert scale questionnaire should not pose too big a problem, as their results are only meant to support the qualitative part of the research. The social desirability bias is not limited to just the Likert scale questionnaire, but can apply to the focus group and the semi-structured interviews as well. It is very likely that all respondents want to answer questions in a way that the researcher would get a good impression of them and their interaction with other EOTO stakeholders. By comparing the different data collection techniques and conducting relatively lengthy semi-structured interviews, this bias can be picked up on. The responses from the respondents were not all positive, and included criticism of other EOTO stakeholders, as well as of the shortcomings within their own EOTO knowledge and involvement. It is therefore concluded that even if the social desirability bias affected the respondents, the outcomes of this bias are negligible for this study.
5.7 Recommendations

Many recommendations can follow after having analysed the results of Chapter 4 and its interpretation previously in this chapter. One of the main findings of the research is that communication between the parties involved in the EOTO program is lacking on more than one level. Several stakeholders are not aware of the decisions being made by other stakeholders, or simply know very little about the day-to-day running of the program. This is problematic and urgently needs to be addressed. In order to do so, one suggestion would be to have a meeting at the start of each EOTO semester with the MSA key volunteers (one of whom must be the EOTO coordinator for that semester), the CE department, the principals, and teachers at the schools. In such a meeting, updates on the EOTO program and its operation can be discussed, and suggestions can be given by the community. This will ensure open communication with regard to the EOTO program and gives everyone a chance to brainstorm collectively. Ideally, such brainstorm and update sessions can be held once during the EOTO semester, to track progress, and once after the EOTO semester, to see if expectations were met. These suggestions align with the steps of program development and could improve the program itself as well as its efficacy (McMillan & Schumacher, 2006; Rossi et al., 2004).

The following recommendations are directed at the different stakeholders of the EOTO program and are therefore outlined separately in the next sections.

5.7.1 CE Department

In order for the parents to be able to make informed suggestions with regards to the EOTO program, they must be informed about the changes within the program. It would be advisable for the CE department to provide the parents of the EOTO learners with letters that explain exactly what the program entails and what will be expected of their child. Such a letter could also give small suggestions as to how the parents can help support their children in their learning and educational experiences. This could range from forming study groups with other students and parents and helping their children with
homework, to encouraging their children to read and write at home. This letter can be made into a standard template that is re-used each semester to decrease workload for the EOTO organisers. Care must be taken to revise these letters as the EOTO program evolves.

Another suggestion that was brought up by the parents during the focus group is that, as much as they are willing to help their children with homework, at times they are not able to. This has to do with different factors, as discussed in Chapter 4, but they did suggest that special classes or information sessions organised by MSA would help them tremendously. It would be regarded positively if MSA organised special parenting classes at the MSA campus that invite the parents or caregivers to participate and utilise their resources. These classes can focus on the importance of education in modern South Africa, followed by practical tips on how to best support their children in their educational endeavours. The emphasis can lie on parental engagement in education and how this has been proven to be a positively reinforcing factor in the academic achievement of learners (Hoover-Dempsey & Sander, 1995, Mistretta, 2013). If the parents are told and shown that their influence can actually have a large impact on their child’s achievements and attitude, this could be a deciding factor for them to get even more involved in their children’s education. The CE department indicated a weak point of the EOTO program is that in the past key volunteers have been trained and then not taken up responsibility when they needed to. If this is a known problem, they should play a stronger coordination role within the EOTO program to select and train new key volunteers to take over leadership roles within the EOTO program.

Security arrangements must be made in order to stop non-EOTO learners from coming to MSA. This could happen at different levels, focusing on prevention of non-EOTO learners from walking to MSA of their own accord, to not accepting these learners at the MSA gate. Strict regulations and non-acceptance could then deter learners from trying to access the MSA campus. Otherwise, more secure arrangements must be made for the learners to be escorted to and from MSA.
Lastly, the CE department could organise for the MSA volunteers to receive formal training in facilitation skills and teaching techniques. This training can be provided by experienced MSA academic staff, or external organisations, and will provide the MSA volunteers with the necessary skills to run the EOTO program. They could receive recognition for this training or the workshops, which could enhance the CVs and future employability of the MSA volunteers.

5.7.2 MSA Volunteers

When looking at what the teachers think the MSA volunteers can learn from them, they spoke of patience and love for the learners. This could be a focal point for the MSA volunteers to actively realise where these learners come from and how that could be different from their childhood experiences. If the volunteers understood the living situation the EOTO learners are in, this would increase the level of empathy during the EOTO classes. It could also help the EOTO learners to bond with and trust their MSA volunteer, which in turn could lead to a better learning environment. As discussed in Chapter 3, it has been proven that higher confidence levels can lead to more effective learning, to asking for help earlier, as well as to actual higher academic scores (Doğan & Çeli, 2014). A stronger bond between MSA volunteers and EOTO learners could influence and increase those levels of confidence, therefore ultimately leading to better performance. Such a strong bond can be fostered by persistence and dedication on the part of the MSA volunteers. If they are consistent with their participation and dedication towards the EOTO learner they are guiding, then the EOTO learner will feel more inclined to rely on and open up to the MSA volunteer.

Another point raised was that many of the teachers and principals do not exactly know how the MSA volunteers interact with the EOTO learners and can therefore not comment on what they can learn from each other. Due to the fact that MSA does not yet offer a Bachelor of Education, none of the MSA volunteers are currently enrolled to become qualified teachers. They could learn a lot from the schools’ teachers who have earned their qualifications. It
would thus be recommended that the MSA volunteers periodically observe some of the classes taught at the schools involved in the EOTO program. This can give them an idea of how the teachers teach, what their techniques are, but also how the EOTO learners and their peers behave in class. This can be valuable information that can translate in better teaching during the EOTO classes. An information session with a selection of parents, at least one teacher from each school, the CE manager and as many MSA volunteers as possible can be held before the start of each EOTO semester. This session can help convey the needs of the learners, their context and background, as well as their educational challenges. Such sessions will allow all parties involved to focus on the efficacy of the EOTO program for its learners.

5.7.3 School Principals

Earlier the possibility of having EOTO stakeholder meetings was discussed, including all parties involved in the EOTO program. It can be the responsibility of the principals at the schools to communicate the findings and solutions from such meetings with the parents of the EOTO learners. This will inform them about any changes within the EOTO program. If the schools adequately communicate this with the parents, then this could also be a platform for the parents to make suggestions concerning the EOTO program. Such suggestions can then be communicated to the MSA stakeholders at the next EOTO meeting.

The principals could also regularly check in with their teachers about how the EOTO learners are performing and whether or not they have noticed any changes in in-class behaviour. In that way they can assist the teachers in becoming more vigilant when it comes to observing and monitoring the progress of their learners. If any problems are identified that could be assisted by the EOTO program, then it becomes the responsibility of the principals to call a meeting, or to discuss any issues or suggestions with the other EOTO stakeholders. The principals could also play a role in finding ways to ensure a safe environment for the learners. They can help to strategise on the issue of non-EOTO learners walking to MSA of their own accord, and how to best solve this problem.
5.7.4 School Teachers
It would be advisable for the school teachers to become more actively involved in the EOTO program. They can approach their principal should they have any questions about the program, as well as attend the proposed EOTO meetings. The teachers could make an effort to get to know some of the MSA volunteers so that they can exchange information on teaching methods that yield results for their particular group of learners.

It has been shown that the more clearly teachers communicate with their learners, the higher the chance is that the learners will take their teachers’ suggestions on board. This clear communication can be reached by communicating with students on a more personal level (Quigley, 2000). This is not always possible in classrooms where teachers are responsible for over 50 learners, so it might be beneficial for the teachers to visit the EOTO program more regularly. This could give them an idea of how spending a few minutes with individual students could have an impact on their learning. It is in fact the responsibility of the teachers to communicate with the parents what the actual homework requirements are, so that the parents become fully informed on how to assist their children.

5.7.5 Parents
As stated earlier, as well as in Chapter 3, parental involvement in their children’s education is pivotal. The parents could therefore take a more active approach to obtaining more information about their children’s in-class behaviour and results. The more support they show for their children and their schoolwork, the more likely it is that their children will perform better (De Boer et al., 2010; Riley & Callwood-Brathwaite, 2011).

This means that attending the suggested parenting classes taught by MSA would be very important, but it is also recommended that the interest in their children’s education be motivated by themselves. They have the option to visit the schools and ask to see their children’s work, rather than passively waiting for their children to return things to them. The more pro-active the parents are,
the more their children will see the value in education as more than an obligation (Hoover-Dempsey & Sander, 1995, Mistretta, 2013).

5.7.6 Last General Recommendations

These last recommendations are points that can be focused on by all EOTO stakeholders, rather than one stakeholder in particular. The first suggestion would be to delve more into developing and utilising the cultural strengths that the learners exhibit. A positive approach to cultural differences ensures that the learners can express themselves in ways they feel comfortable with, often through storytelling and play (Bourdieu, 2011; Yosso, 2005). Considering that these are the ways of learning and engaging that the children are comfortable with, they could be incorporated into the EOTO program as well as into regular classes during school hours.

The importance of nutrition and physical activity in the learning process has been discussed in Chapter 3. The EOTO program incorporates both by feeding the EOTO learners a nutritious breakfast and lunch, as well as promoting sports and recreational activities during their sessions. Such an approach can also be supported by the community. Good nutrition particularly will ensure better learning, and will ensure that physical activity during the day is possible (Pucher et al., 2013). It is important that the learners are fed sufficient nutritious food that allows them to concentrate in school. Financial restrictions could be a reason that the children are not always fed three meals a day. Due to the large amount of activity and concentration required of the learners during the day, it would therefore be advised that the most nutritious and largest meal would be served to the learners for breakfast. This will allow them to participate in all learning activities to the fullest. This knowledge can become part of the parenting class taught by MSA, so that all parties involved become aware of the importance of nutrition.

Lastly, the EOTO program could do with more monitoring and evaluation. This can be done by all parties involved, including the EOTO learners themselves. Opinions can be asked of the learners involved, as to what they think of the
program and what they enjoy most. Then the MSA volunteers can monitor their academic and confidence progress more closely, while the teachers can have a closer look at changes in their in-class behaviour and academic performance. The findings of the different parties can then be discussed in the proposed EOTO meetings. The CE department and the MSA volunteers could even work on templates for monitoring and evaluation so that all EOTO stakeholders bring back comparable information that can be used to design alternative or improved versions of the EOTO program.

Essentially all these recommendations work towards a common goal of establishing communities of practice that share the same passion or goals and work together in order to obtain them (Au et al., 2002; Eckert, 2006; Waghid, 2002). By combining ideas, communicating, and sharing the same aims and goals, the EOTO program can become its own community of practice, aiming to benefit all its stakeholders.

5.8 Future Research

Aside from the aforementioned recommendations that follow from this research, more research areas have been identified. After this exploratory study, future research could do a quantitative analysis on the ANA results, or those of other standardised tests, of non-EOTO learners and EOTO learners before and after a semester of intervention. This could indicate whether or not there is a significant difference in results between EOTO and non-EOTO learners, measured over the same time period. Results of such analyses can give more insight into the efficacy of the EOTO program.

Another suggestion would be to run a pilot study where the EOTO program is run at different schools in conjunction with other South African universities. This could determine whether or not this program can make a difference in other South African areas, and thus have a bigger impact in South Africa for school children. From there, smaller projects can determine whether or not each area needs slight adjustments to the EOTO program and what would work best for
their particular communities. This also allows for the efficacy of the program to be measured from the start. The EOTO program at MSA has been running for a few years, but introducing the program to new communities provides an opportunity for efficacy research from the onset of the program. It would allow for the steps of program development to be followed from the first moment, rather than retrospectively. If other communities identify different educational problem areas, then their EOTO programs can be focused on those rather than only literacy and numeracy.

Lastly, this research has touched on the subject of cultural strengths, but it may be useful to explore this concept further. As mentioned by the principals and teachers, the EOTO learners have a lot of cultural strengths that range from learning through song and storytelling to practical skills. Future research could explore in a more detailed way what these cultural strengths are. It can also look at the cultural strengths not only of the EOTO learners, but also of all stakeholders involved in the EOTO program. From there it could explore what the impact of such cultural strengths is on learning and how this can be utilised in the most effective way. This could empower all parties involved and change teaching techniques in order to best accommodate all parties involved and ensure the best learning outcomes for the EOTO learners. In fact, such knowledge can be used by any school and teachers in the communities involved, or even in other South African communities, as it is a country with such cultural diversity. Once this diversity is acknowledged, the strengths that everyone brings to the table can be focused on and developed.

5.9 Conclusion

In conclusion, this chapter has provided more insight into the results of this study as compared with previous research. It outlined these insights within the program development framework to describe and identify problem areas within each step of the development of the EOTO program. It then concluded with a statement on how the EOTO program is currently not an example of an authentic partnership, with some aspects of the program needing revision and
the inclusion of opinions of all the EOTO stakeholders. This led to a discussion of the limitations of the research, followed by recommendations for the EOTO program. These recommendations were outlined per EOTO stakeholder group so that they give a step-by-step guide on how each EOTO stakeholder group can contribute to an emerging authentic partnership between MSA and the community through the EOTO program. Lastly, some suggestions were put forward with regard to future research and how a pilot study of the EOTO program for more regions in South Africa could result in a widespread increase in literacy and numeracy scores in South Africa. Such a pilot study would ensure that the program could be monitored from its initiation, by following the steps of program development from its conception in other regions.

The research added to the knowledge database on CE programs and programs run at MSA. The EOTO program was started with the best intentions, and this research provides clear recommendations in order to improve it. It has become clear that not all expectations or requirements from the EOTO stakeholders, mostly regarding communication and information sharing, have been met; thus this research provides a tool to align the expectations of the stakeholders involved.
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Navsaria, I., Pascoe, M. & Kathard, H. 2011. 'It’s not just the learner, it's the system!' Teachers’ perspectives on written language difficulties: Implications for speech-language therapy.


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Appendix A

Monash University Human Research Ethics Committee (MUHREC) 
Research Office 

Human Ethics Certificate of Approval 

This is to certify that the project below was considered by the Monash University Human Research Ethics Committee. The Committee was satisfied that the proposal meets the requirements of the National Statement on Ethical Conduct in Human Research and has granted approval.

Project Number: CF14/3082 - 2014001699

Project Title: The Efficacy of the Monash Each One Teach One (EOTO) Saturday School Program: An Evaluation of the Meeting of Community Expectations

Chief Investigator: Dr Rika Swanzen

Approved: From: 17 October 2014 To: 17 October 2019

Terms of approval - Failure to comply with the terms below is in breach of your approval and the Australian Code for the Responsible Conduct of Research.

1. The Chief investigator is responsible for ensuring that permission letters are obtained, if relevant, before any data collection can occur at the specified organisation.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash University letterhead and the Monash University complaints clause must include your project number.
6. Amendments to the approved project (including changes in personnel): Require the submission of a Request for Amendment form to MUHREC and must not begin without written approval from MUHREC. Substantial variations may require a new application.
7. Future correspondence: Please quote the project number and project title above in any further correspondence.
8. Annual reports: Continued approval of this project is dependent on the submission of an Annual Report. This is determined by the date of your letter of approval.
9. Final report: A Final Report should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected date of completion.
10. Monitoring: Projects may be subject to an audit or any other form of monitoring by MUHREC at any time.
11. Retention and storage of data: The Chief Investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.

Professor Nip Thomson
Chair, MUHREC

cc: Ms Debbie Lees, Ms Tamar Roos Annemarie Boddé

Postal – Monash University, Vic 3800, Australia 
Building 3E, Room 111, Clayton Campus, Wellington Road, Clayton 

ABN 12 377 814 012 CRICOS Provider #00008C
EXPLANATORY STATEMENT

General

Project: The Efficacy of the Monash Each One Teach One (EOTO) Saturday School Program: An Evaluation of the Meeting of Community Expectations

Dr Rika Swanzen
School of Social Sciences

Tamar Boddé

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

What does the research involve?

The primary aim of this research is to determine whether or not the implementation and outcomes of the EOTO program meet the expectations of the community from which the EOTO participants are chosen and whether the program is effective in increasing the confidence of its participants, so that they can learn more in their classroom settings. As this program originated from a Community Engagement (CE) perspective it is important to keep the communication between the community and the university open in order to improve relationships and partnership outcomes. An authentic partnership in CE programmes refers to the inclusion of mutual respect, inclusive participation of all parties involved, equity, and mutual benefit within the collaborative initiative. This study will explore this authentic partnership by investigating whether good community engagement practice was used in developing the program and whether the community’s participation has been incorporated properly in order to create a potentially better version of the EOTO that meets the expectations of both Monash South Africa (MSA) and the communities it engages with.

You will be asked to participate in a 30 minute semi-structured interview during business hours, early 2015. The questions that will be asked will pertain to your views on the aims of the EOTO programme, the expectations of the programme, as well as the communication between yourself and the other EOTO stakeholders.

Consenting to participate in the project and withdrawing from the research

By signing and returning the consent form to the student researcher, you consent to partaking in this research. You are able to withdraw from participation at any point until July 2015, when all results will have been collected, transcribed, and analysed. If you decide to
withdraw, your answers in the semi-structured interviews and questionnaire will not be included in the research, which means your voice will not be heard in the potential restructuring of the EOTO programme.

Possible benefits and risks to participants

Participation in this research could benefit Monash South Africa, the EOTO programme, and the communities Monash South Africa works with, by providing an overview of what all parties involved in the EOTO programme think of the programme and how it could be improved. Such research could then lead to the expansion of the EOTO programme or the introduction thereof to other universities in South Africa.

The questions asked are not of a health-related or personal nature, thus are unlikely to cause any discomfort to the participants. Every possible measure will be taken to keep your community, school, and name anonymous. The research will not name any of them, thus it is unlikely you will be recognised as a participant in the research. However, if this does occur, it would be easy for others to ascribe any shortcomings of the EOTO programme to you and your name will be linked to the programme in both positive and negative ways.

Should you at any point feel exposed, or should any of the questions make you feel uncomfortable, please contact the chief supervisor whose contact details are mentioned at the top of this explanatory statement.

Confidentiality

The data will be coded and written up anonymously, thus your name will not appear in the research. The only form that has your name on it is the consent form, which will be stored safely by the chief investigator.

The research will be published in the form of a thesis, and potentially as a journal article and conference presentation. During these publications you will remain anonymous, and your response could be coded as: “Teacher A”, rather than using your actual name.

Storage of data

The audio data of the semi-structured interviews will be stored electronically, as well as transcribed into typed documents immediately. The answers of your questionnaires will be immediately transcribed into electronic documents, and the paper version will be locked away in the chief investigator’s office. The electronic documents will be managed by the student research and chief investigator on their respective computers. These files will all be password protected, thus cannot be accessed by others. This data will be kept safely by the chief investigator and destroyed 5 years after the research has been completed, after which nobody will have access to the data.
Use of data for other purposes
The data collected in this research can be used in future Monash South Africa projects if this is relevant to their studies. However this data will be given to them in a de-identified form and may only be used by projects who have been granted the appropriate ethics approval.

Results
The results of the study will be made available to you in April 2016, in summarized form, and will be sent to your school by the student researcher, where you can obtain a copy if you so please.

Complaints
Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Hester Stols:

Hester Stols
Research Coordinator
Office of the DPVC Research
Monash South Africa
144 Peter Road, Ruimsig

Project nr: CF14/3082-2014001699

Thank you,

Dr Rika Swanzen & Tamar Boddé
Appendix C

Semi-Structured Interview MSA Volunteers

During the interview, I would like to discuss the following topics: The Each One Teach One program and its development.

Each One Teach One Program

Introductory Closed questions:

1. I know exactly what the EOTO program entails Y/N
2. I have been involved in developing the EOTO program Y/N
3. I think the children benefit from the EOTO program Y/N
4. Communication between parties involved in the EOTO program is good Y/N
5. Do you think the program is effective? Y/N
Why?

Semi-Structured Interview Questions

<table>
<thead>
<tr>
<th>Main Questions</th>
<th>Additional Questions</th>
<th>Clarifying Questions</th>
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<tbody>
<tr>
<td>1. Can you tell me about the Each One Teach One program?</td>
<td>2. How did the EOTO program develop?</td>
<td>Could you expand a little more on this?</td>
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<td>3. What was its initial aim? Is that aim being met?</td>
<td>Can you tell me anything else?</td>
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<td>4. How involved were you in the development?</td>
<td>Can you give me an example?</td>
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<td>5. How has the EOTO program changed over the years?</td>
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<td>6. What are the strengths &amp; weaknesses of the EOTO program?</td>
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<td>Question</td>
<td>Follow-up Questions</td>
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<td>7. Have you ever received feedback from other parties involved in the EOTO program? (Other parties e.g. MSA volunteers or EOTO children, parents etc).</td>
<td>Could you expand a little more on this? Can you tell me anything else? Can you give me an example?</td>
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<td>8. What kind of feedback? And from who?</td>
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<td>9. What has been done with that feedback?</td>
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<td>10. Generally speaking, are you satisfied with the program?</td>
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<td>11. If not, what are the main things that need to change?</td>
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**Conclusion of Interview**

12. Are there any other aspects of the EOTO program that we haven’t discussed? OR Would you like to add anything about the EOTO program?

**Name**

**Gender**

**Age**

**Extra Questions for Data Checking**
Appendix D

Semi-Structured Interview MSA CE Department

During the interview, I would like to discuss the following topics: The Each One Teach One program and its development.

Each One Teach One Program

Introductory Closed questions:

1. I know exactly what the EOTO program entails Y/N
2. I have been involved in developing the EOTO program Y/N
3. I think the children benefit from the EOTO program Y/N
4. Communication between parties involved in the EOTO program is good Y/N
5. Do you think the program is effective? Y/N

Why?

Semi-Structured Interview Questions

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<td>4. How involved were you in the development?</td>
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<td>5. How has the EOTO program changed over the years?</td>
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<td>6. What are the strengths &amp; weaknesses of the EOTO program?</td>
<td>Could you expand a little more on this?</td>
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7. Have you ever received feedback from other parties involved in the EOTO program? (Other parties e.g. MSA volunteers or EOTO children, parents etc).

8. What kind of feedback? And from who?

9. What has been done with that feedback?

10. Generally speaking, are you satisfied with the program?

11. If not, what are the main things that need to change?

**Conclusion of Interview**

12. Are there any other aspects of the EOTO program that we haven’t discussed?

OR

Would you like to add anything about the EOTO program?

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<td>Name</td>
<td>Gender</td>
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**Extra Questions for Data Checking**
**Appendix E**

**Semi-Structured Interview Principals**

Age:  
Gender:  
Home Language:  

During the interview, I would like to discuss the following topics: The Each One Teach One program and its development.

**Each One Teach One Program**

**Introductory Closed questions:**

1. I know exactly what the EOTO program entails Y/N
2. I have been involved in developing the EOTO program Y/N
3. I think the children benefit from the EOTO program Y/N
4. Communication between parties involved in the EOTO program is good Y/N
5. Do you think the program is effective? Y/N

Why?

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**Semi-Structured Interview Questions**

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<th>Question</th>
<th>6. What are the strengths &amp; weaknesses of the EOTO program?</th>
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<tr>
<td>7. Do you feel you've received adequate feedback from the MSA CE department and the principal of your school?</td>
<td>8. What kind of feedback would you like to get?</td>
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<td>9. How would you use such feedback?</td>
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<td>10. Do you use any of the teaching methods used in the EOTO program in your own classroom?</td>
<td>11. Do you think the EOTO program and the school curriculum are in line with each other?</td>
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<td>12. What can you learn from the EOTO program?</td>
<td>13. What can the EOTO program and its volunteers learn from you?</td>
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<td>13. Do you believe it is important to be included in decisions around the EOTO program?</td>
<td>14. What kind of decisions would you like to be involved in?</td>
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<td>15. Do you think the EOTO program focuses on the strengths rather than disadvantage of the learners involved?</td>
<td>16. What are the strengths of the EOTO learners?</td>
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<td>17. Are any of these strengths cultural strengths?</td>
<td>18. Generally speaking, are you satisfied with the program?</td>
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<td>19. If not, what are the main things that need to change?</td>
<td>Conclusion of Interview</td>
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<th>20. Are there any other aspects of the EOTO program that we haven’t discussed? OR Would you like to add anything about the EOTO program?</th>
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Appendix F

Semi-Structured Interview Teachers

Age: Gender: Home Language:

Each One Teach One Program

Introductory Closed questions:

1. I know exactly what the EOTO program entails
   Y/N
2. I have been involved in developing the EOTO program
   Y/N
3. I think the children benefit from the EOTO program
   Y/N
4. Communication between parties involved in the EOTO program is good
   Y/N
5. Do you think the program is effective?
   Y/N
Why?

_______________________________________________________________________________
_______________________________________________________________________________

Semi-Structured Interview Questions

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<td>5. How has the EOTO program changed over the years?</td>
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<td>6. What are the strengths &amp; weaknesses of the EOTO program?</td>
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<tr>
<td>7. Do you feel you've received adequate feedback from the MSA</td>
<td>8. What kind of feedback would you like to get?</td>
<td>Could you expand a little more on this?</td>
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<td>CE department and the principal of your school?</td>
<td>9. How would you use such feedback?</td>
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<td>10. Do you use any of the teaching methods used in the EOTO program in your own classroom?</td>
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<tr>
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<td>20. Are there any other aspects of the EOTO program that we haven’t discussed? OR Would you like to add anything about the EOTO program?</td>
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Focus Group Topics Parents

Introductory topic:
What have you heard about the EOTO program? And how do you feel about the EOTO program in general?

1. Has the school or your child spoken about the program? What was said?

2. Is there anything else about the program you would like to know?

3. In what way do you help your child with his/her homework?

4. What type of help with sums and calculations (mathematics) and English reading and writing (literacy) do you think your child needs?

5. In what way has your child's behavior changed since joining the EOTO program?

6. Is there anything you'd like to change about the EOTO program?
Appendix H

Likert Scale Questionnaire Teachers & Principals

Below are a number of statements. Please read each one and indicate to which extent you agree or disagree with each statement, by ticking the right box.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EOTO participants disrupt class more than other students</td>
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<tr>
<td>The EOTO participants speak up in class more than other students</td>
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<tr>
<td>The EOTO participants concentrate harder during class than other students</td>
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<tr>
<td>The EOTO participants have lower marks than their classmates in English and Math</td>
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<tr>
<td>The EOTO participants perform better at Math since joining the EOTO program</td>
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<tr>
<td>The EOTO participants perform worse at English since joining the EOTO programme</td>
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<td>The EOTO participants pay more attention in class than other students</td>
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<tr>
<td>The EOTO participants ask more questions in class than other students</td>
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<td>The EOTO participants are less engaged in class than other students</td>
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<td>The EOTO participants are more noisy than other students in class</td>
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<td>The EOTO participants concentrate harder in class than other students</td>
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<td>The EOTO participants listen more carefully than other students</td>
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<td>The EOTO participants are more easily distracted than other students</td>
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<td>The EOTO participants’ marks have improved after going to EOTO for a semester</td>
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<tr>
<td>The EOTO participants read more in class than other students</td>
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</tbody>
</table>

What recommendations do you have for the EOTO program?