A Process Evaluation of the Academic Component of the Hope Scholars Programme (HSP)

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Compulsory Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in this dissertation from the work, or works of other people has been attributed, cited and referenced.

Signature: Signed by candidate Date: 2019.07.12

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List of Acronyms

ASP	After-School Programme
ASPs	After-School Programmes
CAPS	Curriculum and Assessment Policy Statement
CPC	Child-Parent Centres
CSP	Citizen Schools Programme
DSD	Department of Social Development
ECD	Early Childhood Development
FET	Future Education Training
GDP	Gross Domestic Product
GQI	Generic Qualitive Inquiry
HSP	Hope Scholars Programme
IES	Institute for Education Science
LA's BEST	Los Angeles Better Educated Students for Tomorrow
NCLB	No Child Left Behind
NGOs	Non-Governmental Organisations
NWREL	Northwest Regional Educational Laboratory
QOP	Quantum Opportunities Programme
SAEP	South African Education and Environment Project
SEL	Social and Emotional Learning
UCT	University of Cape Town
USA	United States of America
VSAIEDC	Variation, Specification, Abstraction, Internal verification, External verification, Demonstration and Conclusion

Abstract

The Hope Scholars Programme (HSP) is an after-school programme implemented by the South African Education and Environment Project (SAEP) in Cape Town, South Africa. After-school programmes (ASPs) are widely described as programmes that are implemented independently of the school day and are aimed at improving the learning outcomes and advancement of kindergarten and high school learners. The HSP began in 1998 with a goal to equip HSP learners with foundational literacy and numeracy skills for the future education and training (FET) phase and subsequent education. HSP activities are implemented under four broad service areas: (a) academic tutoring sessions; (b) experiential learning; (c) psychosocial support services; and (d) community engagement. The scope of this evaluation was the academic component under which the programme offers intensive tutoring in mathematics, natural science and English literacy. The objective of the evaluation was to assess the implementation fidelity of the academic component for programme quality and effectiveness improvement purposes. A conceptual framework for measuring implementation fidelity by Carroll, Patterson, Wood, Booth, Rick and Balain (2007) was used to guide this evaluation. Using the logic model for the programme, the evaluation focused on examining whether the HSP sessions were implemented with the intended process mechanisms through which the programme was designed to lead to its desired academic outcomes. Both primary and secondary data were used to conduct the evaluation. Primary data were collected through one-on-one in-depth interviews with HSP staff members and the volunteer tutor and focus group interviews with the HSP learners. Secondary data were obtained through the review of the HSP documents. An inductive content analysis was employed to analyse the data. The results indicated that the academic component of the HSP was implemented with limited fidelity and poor quality. Programme implementation challenges identified need to be resolved to enhance the quality of the HSP services and programme effectiveness. This evaluation contributes to the literature on: (a) the duration and frequency of the tutorial sessions; (b) the extent to which learners attend; and (c) dropout from the programmes and causes for dropping out in the context of after-school programmes. Among the contributing factors of learner dropout from the HSP, influences that were found unique to the South African context were mistrust between the learners and their parents (mistrust at home) and sweeping of classrooms.

Key words: exploratory, process evaluation, after-school programme, academic component.

Chapter One: Introduction

This dissertation presents results from a formative process evaluation of the academic component of the Hope Scholars Programme (HSP). The Hope Scholars Programme is an after-school programme that is implemented by the South African Education and Environment Project (SAEP) in Cape Town. The programme offers intensive tutoring in mathematics, natural science, English literacy and life skills. Psychosocial support and community engagement activities are also provided to the Grade 8 learners until the end of their Grade 9 at three no-fee government schools in Philippi. The objective of this evaluation was to assess the implementation fidelity of the academic component of the HSP. This evaluation aimed to gain a deep understanding of how well the academic component was implemented as planned.

This chapter begins with a synopsis of a situational analysis of the need for the HSP and ASPs in general in South Africa. This is followed by an explanation of what after-school programmes are, after which the description of the HSP, the implementing organisation, the programme theory for the HSP and its plausibility are provided based on a review of evaluation literature on ASPs. What comes after these sections is a demonstration of the evaluator's understanding of programme evaluation with regards to identifying the appropriate evaluation type, from different types of programme evaluations based on the evaluation needs of the client and how process evaluations are conducted. This chapter is concluded with the objective and research questions of the evaluation.

Evidence of the need for the Hope Scholars Programme

This section gives a situational analysis of the need for after-school programmes (ASPs) in the South African context, in other words, what led to the existence of the HSP. The need for ASPs that target high school learners in South Africa is directed by the poor performance of the Grade 8 and Grade 9 learners in mathematics, English and science which leads to grade repetition and dropout of schools in Grades 10 and 11 (Branson, Hofmeyr, & Lam, 2014). A need for the HSP was determined when some of the learners from Sinethemba high school in Philippi requested SAEP to provide academic support in natural science, mathematics and English literacy.

Research shows that since 1994, South Africa has performed poorly on learning outcomes. Provided that tests and matric examinations in South Africa are set in English, learners from socioeconomically deprived families and low resourced no-fee government schools, whose first language is not English, are the most affected (Spaull, 2013). The majority

of the Grade 8 and Grade 9 learners lack suitable grade computation, reading and writing skills (Spaull & Kotze, 2015), which are deemed imperative to schooling advancement, access to college and university training (Ramnarain, 2014). The learners however, progress to the future education training (FET) phase without prerequisite grade skills, and consequently they either repeat grades, fail or dropout of schools in Grades 10 and 11 (Branson et al., 2014).

Resultantly, school progression among the poorest learners has been worryingly low, with high rates of high school grade repetition and dropouts. For example, the study of the pattern of school progression in South Africa from Grade 1 through to Grade 12 by Branson et al. (2014) revealed that only about 35% of the total learners who were in Grade 11 in 2008 completed matric examinations by 2010, whilst about 40% had dropped out of school and around 24% had repeated a grade. Other studies have indicated that of 100 pupils that enrol in Grade 1 in South Africa, only 50 would make it to Grade 12, 40 would pass and only 12 would qualify for university entry (Modisaotsile, 2012; Spaull, 2013).

Independent assessments of learner performance show that "with the exception of a wealthy minority, the majority South African pupils cannot read, write and compute at grade-appropriate levels, with large proportions being functionally illiterate and innumerate" (Spaull, 2013, p. 10). In this regard, the international mathematics and science studies for the period 1995 to 2002 showed that there has been no improvement in mathematics and science achievements for the South African Grade 8 and Grade 9 learners (Reddy, Prinsloo, Arends, Visser, Winnaar, Feza, & Mthethwa, 2012). For instance, about 76% of Grade 9 learners in 2011 lacked a basic understanding of whole numbers, decimals and operations. During the period between 2008 and 2011, the proportion of learners taking mathematics compared with those taking mathematics literacy decreased from 56% to 45% as more learners would choose the easier mathematics literacy (Reddy et al., 2012).

Research reveals that learning deficiencies emanate as early as Grade 3 and tend to worsen per additional grade. For example, a study by Spaull & Kotze (2015) reported that only 16% of Grade 3 learners in South Africa had proficient grade suitable mathematics skills. The study also posited that the impoverished 60% of Grade 3 learners fell behind the richest 20% learners by three years, whilst the gap increased to four years by Grade 9 (Spaull & Kotze, 2015).

Despite the South Africa's poor performance on learning outcomes, there is considerable investment in the education sector compared with other countries in the region that perform better than South Africa. To illustrate, the education sector accounted for around 20% of the total government expenses, which approximated to 6.5% of the gross domestic

product (GDP) in 2013 and 2014, while a total of ZAR 204 billion was devoted to basic education (Benkenstein, 2017). Despite this significant budgeted amount for education compared to other developing countries in the region, South Africa ranks among the lowest on education outcomes and quality of education in the annual international mathematics and science panel studies. A recent study pointed out that about 14% of learners and only 1% of the Grade 9 and Grade 8 learners for mathematics and physical science achieved the advanced, high or intermediate international benchmark level compared with 54% of the learners achieving the advanced level for Singapore (Spaull & Kotze, 2015). Thus, South Africa continues to rank low internationally as demonstrated in Figure 1 below. For instance, a study

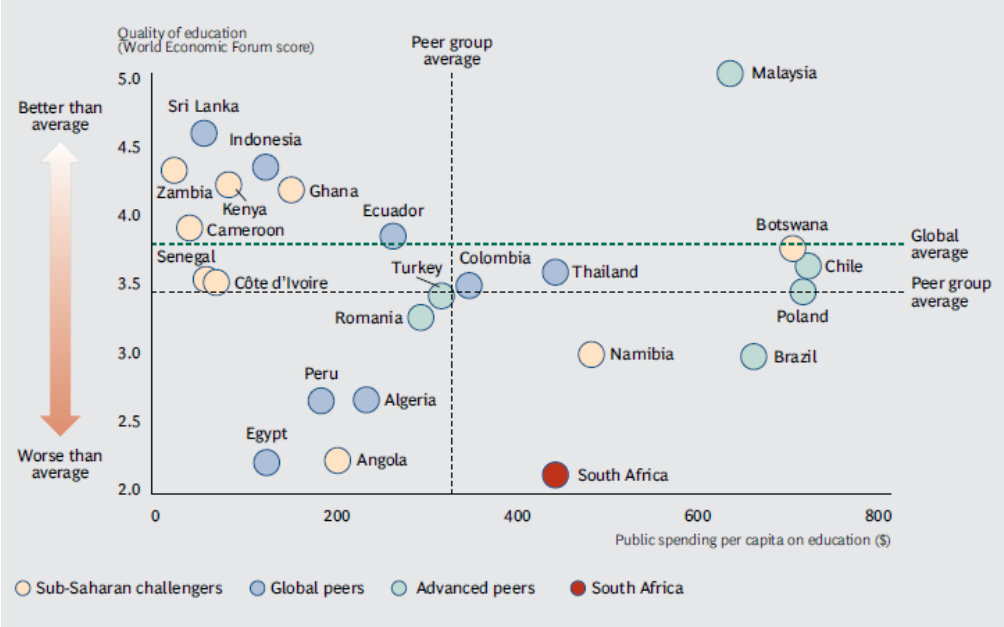

Figure 1. South Africa's educational outcomes against public investment in relation to peer countries. Note. Adapted from (Benkenstein, 2017, p. 2; Ikdal, Koschitzky, Michiels, Yogeswaran, Spanjaard, & Zanazo, 2015).

in 2014 which involved 144 countries ranked South Africa last on quality of science education and mathematics (Bilbao-Osorio, Dutta, & Lanvin, 2014).

Research on the determinants of education achievement reveals two categories of factors that impact on educational outcomes of the learners: (a) family; and (b) school factors. Family factors include income, and education levels of the parents, whilst school factors encompass smaller class sizes and teacher-to-learner ratio, higher teacher salaries and greater school length (Lee & Barro, 2001). Conceptually, the more income the family has, the more likely its demand for education services and ability to provide nutrition requirements for their children would be, which would in turn enhance their cognitive development (Pollitt, 1990). It

is argued that parents with higher education levels are more likely to furnish their children with more school materials and related learning ventures compared to parents with low education levels (Psacharopoulos, 1985). The teacher-to-learner ratio is negatively correlated with learner performance. The rationale is that, learners can master quickly through having more constant interactions with their teachers in smaller classes. The education level and salary of the teacher are said to be indicators of the teacher's quality. Arguably, higher salaries are much likely to entice more competent and productive teachers who can contribute more effectively to improving the learners' academic performance (Lee & Barro, 2001).

According to other studies, the South African learners' low performance on education outcomes is caused by a combination of the following family and school factors: (a) poverty inequality that could be linked to income and education levels of parents; (b) poor English knowledge among learners due to the excessive amount of local official languages; (c) large class sizes; (d) less teaching contact time due to teacher absenteeism; and (e) low levels of basic new curriculum content knowledge of mathematics and physical science teachers (Abeberese, Kumler, & Linden, 2014; Ramnarain, 2014; Spaull, 2013; Van der Berg, Taylor, Gustafsson, Spaull, & Armstrong, 2011).

To improve the education quality and learner performance, the government of the Republic of South Africa put different measures in place to address the forgoing challenges. These involve: (a) improving parent engagement in the school systems; (b) improving the understanding of English for the learners, in addition to policies that allow learners to use any of the official languages as medium of instruction until they are ready to switch to English as language of instruction and learning; (e) improving the quality of early childhood development facilities; (f) improving management for institutional leadership; and (g) developing the capacity of teachers to broaden the teacher content knowledge in the new curriculum for mathematics and physical science, through the expansion of the Lushaka Bursaries and incentivised development programmes for teachers (Van der Berg et al., 2011).

In addition to the above measures the government put in place, local non-governmental organisations (NGOs) began working in the education sector between the 1970s and 1980s to contribute to improving the education quality and outcomes for all South African learners (Morrow & Chisholm, 2004). Following the transition to democracy in the mid-1990s, the South African government acknowledged the role of education NGOs in enhancing the education outcomes of the less privileged learners. Education NGOs have generally been

accepted as implementing partners of the national education policy and not advocates for different strategies (Benkenstein, 2017; Morrow & Chisholm, 2004). This implies that education NGOs are required to work within the education policy implementation frameworks. In this regard, some of the key requirements for the HSP as indicated in the programme description section include the alignment of the programme curriculum to the national curriculum and assessment policy statement (CAPS) and the tutorial sessions to school day learning. Further, the HSP sessions were designed to be instructed in English to enhance the understanding of English for the learners.

Explaining after-school programmes

After school tutoring programmes according to accessible evaluation literature are commonly referred to as after-school programmes (ASPs). After-school programmes are widely described as programmes implemented independently of the school day that are aimed at improving the learning outcomes and advancement of kindergarten and high school learners (Beckett, Borman, Capizzano, Parsley, Ross, Schirm, & Taylor, 2009; Rhea, 2013). It is argued that, with this targeted focus on the learners' academic needs, ASPs can meaningfully contribute to enhancing academic performance. Therefore, after-school programmes are "an opportunity to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom" (Beckett et al., 2009, p. 1). If effectively implemented, ASPs can help in discontinuing the widening gap between the moderate and high achieving learners (Beckett et al., 2009).

The structure of after-school programmes

Rhea (2013) states that ASPs are usually administered for two to three hours during school days, after school hours, during the weekends, and/or during school holidays. ASPs may be divided into three thematic areas: (a) academic; (b) social or emotional development; and (c) prevention or behavioural programmes depending on the core outcomes they seek to impact on, as presented in Table 1. However, other programmes may have a combination of two or all the three thematic areas.

Table 1

ASPs implementation thematic areas and core outcomes

Academic	Social/Emotional Development	Prevention
• More positive attitudes toward school • Improved school attendance • Deeper engagement in learning • Higher homework completion • Improved academic performance (scores and grades) • Reduced learner school drop-out	• Increased self-confidence and self-esteem • Increased social, communication, and leadership skills • Greater community involvement, desire to help others, and respect for diversity • Reduced chance of being anxious or depressed	• Fewer incidents of delinquent and criminal behaviour • Gains in knowledge about safe sex • Avoidance of sexual activity and alcohol or drug use

Note. Adapted from (Rhea, 2013, p. 3).

Regarding the design of the most effective ASPs, evaluation literature indicates that successful ASPs have the following elements: (a) a clear vision; (b) flexibility to erratic and varying needs of the participants; (c) high quality staff; (d) tutor-to-learner ratio ranging from 1:6, 1:10 to 1:16 (e) a duration of about 45 hours; (f) ensure active and regular learner attendance; and (g) maintain good partnerships with schools, families and communities (Elbaum, Vaughn, Tejero Hughes, & Watson Moody, 2000; Fashola, 1998; Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006; Redd, Cochran, Hair, & Moore, 2002; Rhea, 2013).

The United States Institute for Education Science (IES) provides five recommendations for structuring effective ASPs to improve academic performance. The recommendations relate to the design, instruction and evaluation of the programmes, as outlined in Table 2.

Table 2

Recommendations for desiging after-school programmes

Design	Instruction	Evaluation
Align the programme academically with the school day learning	Adapt instruction to individual and small group needs	Assess programme performance and use the results to improve the quality of the programme
Maximise learner participation and attendance	Provide engaging learning experiences	

Note. Adapted from Beckett et al. (2009).

The Hope Scholars Programme (HSP), the evaluand, is an after-school programme that was designed following the above presented ASP framework, as discussed in the subsequent section.

The programme description of the Hope Scholars Programme

This section provides a detailed description of the evaluand. The HSP has been in operation for more than 15 years since 1998. It is financially supported by the CISCO Foundation Charitable Trust, Campbell Foundation, EXEO Civil Engineering Construction, Oregon Community Foundation and donations from individuals.

The programme offers intensive after-school tutoring in mathematics, natural science, English literacy and life skills. Psychosocial support and community engagement activities are also provided. The HSP targets Grade 8 learners at Somphumelela, Zisukhanyo and Intsebenziswano no-fee government schools in Philippi who lack grade appropriate literacy and numeracy skills. Initially, the programme was targeted at Grades 11–12 learners until 2013, when research revealed that literacy and numeracy gaps in South Africa were more pronounced among the Grade 8 and Grade 9 learners and built up in the subsequent future education and training (FET) grades (Spaull, 2013; Ramnarain, 2014). Hence, the programme shifted to working with the Grade 8 and Grade 9 learners in 2014 more intensively to prepare them for the FET phase.

Annually, the HSP recruits 80 Grade 8 learners across the three schools. The learners remain on the programme for a period of two years until the end of Grade 9. All interested Grade 8 learners from the target schools apply to the programme and write a standardised mathematics test as an entry requirement. Only the learners scoring within 0% to 49% range are invited to join the HSP. The learners who score 50% and above are neither included in nor given any support by the programme due to financial constraints. Recruited learners also write pre-post tests for all the subjects in addition to the standardised mathematics test.

The goal of the programme is to equip HSP learners with foundational literacy and numeracy skills for the FET phase and subsequent education. The HSP also aims to ensure that the HSP alumni matriculate and access tertiary education. The programme has since 1998 served over 1000 learners (Garth, 2017). The operational objectives of the programme are:

(a) To equip learners with literacy and numeracy skills, for them to thrive in their FET phase
(b) To decrease school dropout rates amongst HSP alumni
(c) To equip learners with life skills for FET and subsequent education
(d) To ensure that parents are actively engaged in their children's scholastic lives.

Programme activities

According to the structure of after-school programmes outlined in the previous section, the thematic areas of ASPs may be divided into academic, social and prevention. This implies that an ASP may focus on any of the above thematic areas or may have a combination of two or all three thematic areas. In this regard, the HSP activities are implemented under four broad service areas: (a) academic tutoring sessions; (b) experiential learning; (c) psychosocial support services; and (d) community engagement. Below is the full description of the activities under each service component.

Academic tutoring sessions

The subjects of focus are mathematics, natural science, English literacy and, to a lesser extent, life skills. Unlike the ASP framework, which indicates that the duration of ASPs sessions ranges from two to three hours, the HSP learners participate in a one-hour tutorial session following a conventional classroom instruction per subject per week after school hours with the tutor-to-learner ratio of 1:15. Life skills sessions are conducted on a bimonthly basis. Like the ASPs framework, the HSP sessions are aligned to the national curriculum and

classroom or school day learning to support the learners in the work being done in the classroom.

In addition to the weekly tutorial sessions conducted during the school days, the HSP also runs three-week long holiday workshops during the first, second and third term school holidays annually. At holiday workshops, motivational speakers are hosted, three academic and enrichment modules consisting of new content are taught, revisions are done, and life skills and leadership development are discussed. An excursion is also undertaken for a smaller proportion of the learners on the last day of each holiday programme. The holiday workshops are designed to do things differently from the classroom set-up to enable the learners understand key foundational knowledge.

The sessions are administered by HSP staff members and unsalaried volunteer tutors trained in the tutoring methodology of the programme. The volunteer tutors are mainly college or university students and receive a transport stipend of R50 on days they attend. Each volunteer tutor runs one or two sessions per week with a tutor to learner ratio of 1:15. The sessions are planned to be instructed in English to enhance the understanding of English for the learners.

Experiential learning

Before exiting the programme, each learner attends at least one to two education excursions which may include hikes, beach visits and camps. The excursions are aligned to the natural science curriculum to help the learners experience the things they learn in the classroom in the real world. The excursion activities also aim to instill a sense of environmental responsibility and an awareness of the risks associated with unsustainable environmental practices. During the excursions, learners are taught how to positively affect their surroundings through discussions on topics ranging from recycling, biodiversity and renewable energy to careers in environment conservation.

Psychosocial support

The psychosocial support services are targeted at learners who come from poorer households and may lack books, pens, food and clothing. The HSP has a designated social worker who provides responsive referrals and psychosocial support services to the learners when need be. Learners that need more specialised interventions and support are referred to external partners and the Department of Social Development (DSD). The learners are also informed of various support networks that exist in their area/in the country. This service

component is also designed to assist programme alumni and their families to continue accessing the support they could require.

Community engagement

Under this service component, the programme facilitates four meetings for partner school teachers and parents separately on a quarterly basis. Meetings with partner school teachers are aimed at aligning the HSP curriculum to CAPS and the tutorial sessions to classroom learning. This is to ensure that learners are supported with the work being done in the classroom (during the school day), and that transparency, trust and cooperation is built between the school teachers and the programme. The objective of the parent meetings is to ensure that parents encourage learners to attend the programme activities to contribute to increasing the learner retention.

Tracking of performance

In addition to the baseline standardised mathematics test written by the learners as a recruitment requirement, pre-intervention and post-intervention tests are written in English literacy and natural science at the beginning of Grade 8 and in all the subjects at the end of Grade 9. Furthermore, the schools submit the end of term school results for all the learners in the form of an excel spread sheet. The learner attendance target is 75% over the intended 48 sessions annually per subject and is tracked per session, while the desired improvement in academic performance is 5% per subject. The next section presents a description of the setting in which the HSP is implemented.

Understanding the implementation setting of the HSP

The HSP is implemented at the Somphumelela, Zisukhanyo and Intsebenziswano no-fee government schools located in Philippi, Cape Town. These schools are under-resourced, and learners generally perform poorly. Research indicates that factors leading to the poor academic performance of Grade 8 and Grade 9 learners in mathematics and science in South Africa are connected to family, school and community environmental issues. The best performing learners are those attending independent schools, seconded by fee-paying government schools, which are in turn followed by learners attending no-fee government schools who are the lowest performing and most affected learners. Most of the learners from no-fee government schools express lack of confidence in mathematics and science (Spaull & Kotze, 2015). However, the learners from these schools are subjected to the same matric examinations as the schools that have all the required resources. Consequently, they continue

to perform poorly and become disengaged from science subjects. This leads to low uptake of physical science and pure mathematics in Grade 10 (Reddy et al., 2012).

Philippi is one of the biggest townships in Cape Town. According to a profiling study conducted in 2009, its population is around 110,321 people, of which 94.7% are blacks while about 5–6% are coloureds (Anderson, Azari, & Wyk, 2009). Therefore, Philippi is predominantly a township for black people, and like many townships in South Africa, it has high poverty levels and is burdened by inadequate informal housing, dense population and low levels of education. The study further revealed that, of the total population, around 17% had attained Grade 6, 9% had completed Grade 7, while about 43.34% had reached Grade 11 and 17% had completed Grade 12, whilst only about less than 1% had a bachelors' degree (Anderson et al., 2009). The following section describes SAEP, the HSP implementing organisation.

The implementing organisation

SAEP was founded in 1994 by an environmental lawyer, Norton Tennille, who is passionate about education. Then its areas of focus were the provision of environmental awareness, nature conservation, the improvement of urban environments, and environmental career opportunity services. In 1998, SAEP shifted its focus to providing academic support in science, mathematics and English literacy as well as mentoring and coaching extra-curricular activities. The shift was a response to the academic needs of students from Sinethemba High School in Philippi who requested educational support in the subjects indicated above, as explained earlier. SAEP has since 1998 continued providing education, life skills and psycho-social support programmes. The programmes are targeted at child, youth and education service providers in the Cape Town's severely under-resourced townships. Currently, SAEP is implementing five programmes: (a) the Early Childhood Development (ECD); (b) Siyakhathala Primary Project; (c) Bridging Year; (d) Tertiary Support; and (e) the Hope Scholars Programme – the evaluand described in the previous section (Obtained from Jane, K. (2016). [SAEP Annual Report]. SAEP. South Africa. Unpublished raw data).

Programme theory for the Hope Scholars Programme

A programme theory is defined as a "plausible and sensible model of how a programme is supposed to work" (Bickman, 1987, p. 5). A programme theory can also be understood as the description of assumptions about how programme resources and its activities can produce desired outcomes (Newcomer, Hatry, & Wholey, 2015). In other words, the programme theory elucidates the pathways in which activities are expected to bring about intended outcomes

(Fraser, Richman, Galinsky, & Day, 2009). Figure 2 is the programme theory for the HSP showing the pathways through which the programme is anticipated to lead to the desired outcomes.

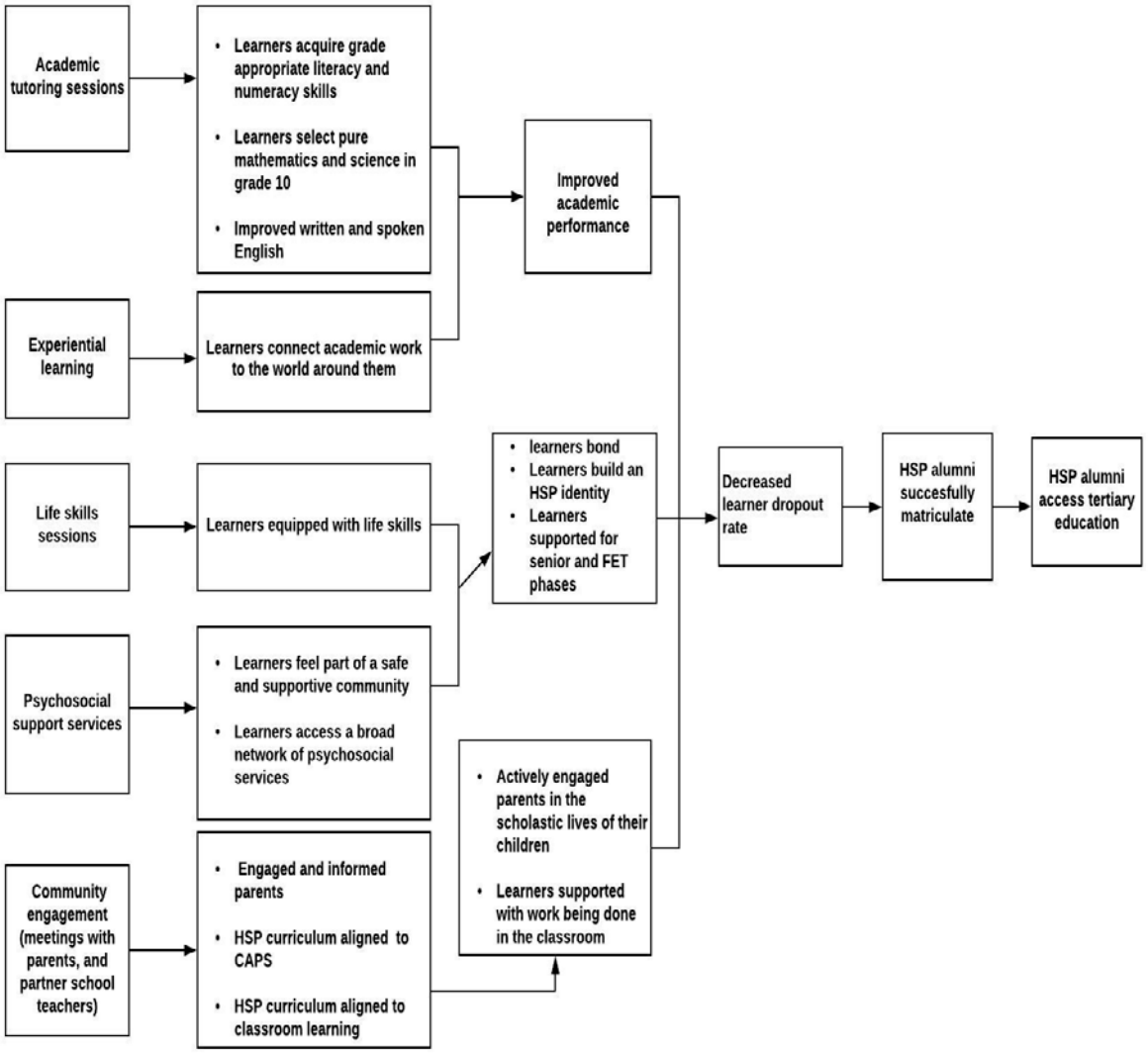

Figure 2. Programme Theory for the Hope Scholars Programme

In line with the ASP framework, the HSP works with the assumptions that programme activities would improve academic performance and decrease learner dropout rates, which in turn would enhance the livelihoods of the HSP learners matriculating and accessing tertiary education. The presumed specific pathways are that:

- Academic tutoring and experiential learning will lead to improved academic performance and decrease high school dropout rate;

- Acquisition of life skills and psychosocial support services will help learners bond, build an HSP identify and lead to decreased learner dropout rate;
- Actively engaged parents in the scholastic lives of their children will contribute to decreasing learner dropout rate.

Plausibility of the programme theory for the Hope Scholars Programme

To assess the plausibility of the assumptions outlined in the section above, a literature review of published evaluation research on the impacts of ASPs was conducted to answer the following questions:

(a) Would the programme improve learner academic performance, leading to matriculating and access to tertiary education?
(b) Would the programme decrease high school dropout rate?
(c) Would the programme enhance the personal and social skills of the learners such as bonding or positive relationships for the FET phase?
(d) Would parent engagement contribute to decreasing learner dropout rates?

The findings are presented below divided into four sections: (a) improving academic performance, that lead to matriculating and access to tertiary education; (b) decreasing high school dropout rate; (c) enhancing personal and social skills; and (d) parent involvement and learner high school dropout.

Improving academic performance, that lead to matriculating and access to tertiary education

Hahn (1994) conducted an outcome evaluation of the Quantum Opportunities Programme (QOP) in America. QOP was an after-school programme which was implemented in five sites (Philadelphia, Oklahoma City, San Antonio, Saginaw, and Milwaukee) by community-based organisations to enhance social competence, academic achievement, the probability of high school completion and enrolment in post-high school training. The programme was targeted at disadvantaged Grade 9 learners in the inner-city and rural communities from households obtaining national support. The QOP provided educational, developmental and community services. Educational activities included tutoring in reading and mathematics, one-on-one computer-based instruction and help in completing homework. Developmental activities incorporated learning life and family skills, college and job planning, while community services encompassed assistance with public events and regular jobs. Unlike the HSP which provides services for the learners for

a period of two years from Grades 8–9, the QOP learners received 250 hours of service annually from the ninth-grade through to Grade 12 (school graduation). Furthermore, contrary to the HSP, both the QOP learners and staff were provided with financial incentives to achieve programme participation targets. Learners for instance, "received small stipends for participating in approved services, as well as bonus payments for completing segments of programme activities. They also received a matching amount of funds in an accrual account which could be used for an approved activity in the post-high school period" (Hahn, 1994, p. 6). Using a random experimental design, Hahn (1994) assessed the impact of the programme on high school academic performance, dropout, school completion and enrolment in post-secondary training in year one and two.

After one year of implementation, the evaluation revealed a decrease in test scores for both the experimental and control groups, with a slightly higher score for the treatment group. The evaluation indicated a statistically significant increase of 27% in average test scores for the treatment group, compared to a 14% increase for the control group in the second year. Analysis of the data from the follow up survey showed statistically significant effects of the programme on decreasing learner dropout rate, increasing high school graduation and enrolment in post-high school training. On average, 23% of the treatment group learners had dropped out of school, compared to 50% of the control group learners. On average, 63% of the treatment group learners had graduated from high school, compared to 42% of the control group learners. Furthermore, 42% of the treatment group learners were enrolled in some sort of post-high school training in comparison to 16% of the control group learners (Hahn, 1994).

Of the five programme sites, Philadelphia had the most outstanding performance. Philadelphia programme administrators were successful in creating a group identity and providing substantial programme services and support to QOP learners throughout their high school years. Even though other sites did not operate the programme like in Philadelphia, results were achieved using a case management approach. Programme coordinators showed care and often contacted the learners on a weekly base throughout their high school years. Therefore, the study concluded that the youth can have substantial benefits even in cases where moderate formal group learning activities are given (Hahn, 1994).

The other random assignment evaluation of the QOP asssesed the impact of the programme on high school performance, graduation and post-high school training. The authors evaluated the programme by undertaking two surveys, administering achievement tests in reading and mathematics, and collecting high school transcripts for "youth enrolled in QOP and a group of statistically identical youth, the control group who were not allowed to

participate in QOP at the start of the programme by randomly assigning each of the nearly 1,100 youth eligible for the programme to one group or the other'' (Maxfield, Schirm, & Rodriguez-Planas, 2003, p. 9).

Contrary with the findings reported by Hahn (1994), this study indicated that the QOP neither improved test scores nor the overall high school academic performance of the learners. However, corresponding results were found on high school graduation and post high school training. The programme significantly increased high school graduation rates by 7% and enhanced the prospects of alumni enrolling in post high school training (Maxfield et al., 2003).

Dynarski, James-Burdumy, Moore, Rosenberg, Deke, & Mansfield (2004) evaluated the twenty-first Century Community Learning Centres programme in the United States that was serving both the elementary and middle inner-city and rural low performing schools. To be more relevant to the HSP, the review of this evaluation focused on the centres that were serving middle schools, as these may contain Grades 6–8, as opposed to the elementary schools that only contain Grades 1–6. The centres were being funded by the federal government through the "No Child Left Behind" (NCLB) 2001 Act of the United States.

The purpose of the twenty-first century centres was to enhance the learners' academic performance and serve as a safe place for unlooked after learners after school hours. This was because of the increase in working mothers and an insistence on low performing districts and schools to improve the academic attainment of the learners. Like the Quantum Opportunities Programme (QOP), the centres provided academic, recreational and developmental services. Academic activities involved assistance in reading, writing, and/or mathematics following a small-group instruction (with the teacher-to-learner ratio ranging from 1:7 to 1:13, compared with the HSP tutor-to-learner ratio of 1:15) with a teacher working with a group of students from the same grade on a subject matter or skills development exercises. Other centres focused on helping learners prepare for state assessment tests through the revision of practice tests and identifying areas in which learners required more support. Recreational activities included mastering a game or skill such as tennis, martial arts, basketball and/or board games. Developmental activities consisted of fostering interpersonal student behaviour and their relationships with others (Dynarski et al., 2004).

Employing a propensity score matched comparison group design, the evaluation examined the intent-to-treat effects of the centres on academic performance and homework completion. Data were collected from a sample of 1782 treatment group learners matched to 2482 comparison students on demographic characteristics, indicators of student social development, academic performance and student behaviour. Despite the propensity score

matching, evidence of differences between the two groups were observed, but reduced to being statistically insignificant after applying regression statistical controls. For example, treatment group learners had a lower average academic performance, less-regular homework completion habits and more discipline problems compared to the comparison group learners. A total of 61 centres serving 32 middle school districts participated in the evaluation. Findings on academic performance showed a significant difference (effect size of 0.14) for social studies scores, with treatment group learners achieving an average of 82% compared with 80% for the comparison group learners. No statistical differences between the two groups were observed, however, for mathematics, science and English. The same applies to the results on homework completion and time spent working on homework (Dynarski et al., 2004).

Decreasing high school dropout rate

Using a matched control group design, an evaluation of the long-term outcomes of the Los Angeles Better Educated Students for Tomorrow (LA's BEST) programme in California on school dropout rate was conducted. The programme was targeted at low academic performing elementary school learners from low income and high crime communities. Compared to the other ASPs, the LA's BEST programme aimed to provide academic, recreational and community services as well as to serve as a safe environment for the learners to be after school hours. The LA's BEST programme also incorporated parent involvement activities. Academic activities encompassed assistance in completing homework and tutoring in reading, writing, mathematics, science and computer services (Huang, Kim, Marshall, & Perez, 2005).

Like the HSP programme, the LA's BEST programme had a psychosocial component designed to equip learners with life skills and conflict-resolution skills. Recreational activities involved arts and crafts, cooking (health and nutrition), games, holiday activities and sports such as aerobics, karate and team sports. Community services required learners participating in community and cultural celebration days. Similar to the HSP, parent involvement activities included parent workshops and parent teacher meetings. Other LA's BEST programme activities not implemented by the HSP include parent participation in Halloween Kidfest, Community Jam and Awards Days celebrations, parent volunteering for some activities and attending field monitoring trips (Huang, Leon, La Torre, & Mostafavi, 2008).

The evaluators examined school progression of both the treatment and control group learners in the sixth to ninth grades in the 1998–1999 academic year. The learners were tracked through their 10th to 12th grades in the 2002–2003 academic year. Results from the chi-square

statistical and Cox survival analyses showed that the LA's BEST programme significantly contributed to decreasing the dropout rate of the ninth-grade learners who had attended the programme for a period of two years. A statistically significant difference of about 14% in dropout rate between the treatment and control group learners was evident. The results revealed statistically significant differences between the two groups in learner dropout rates through all the academic years (1999–2003) included in the evaluation. This evaluation concluded that frequent learner programme attendance would lead to a more significant decrease in the likelihood of dropping out of school (Huang et al., 2005).

An impact evaluation of the Citizen Schools Programme (CSP) in Boston on school graduation rate was conducted using a quasi-experimental design. Like all ASPs guided by the No Child Left Behind Act of the United States, the CSP provided after-school academic enrichment and community services. The programme was targeted at the sixth to eighth grade learners from low income families to foster their long-term academic, social, career and civic achievements. The programme learners were provided with career exposure, high school and college preparation, and academic enrichment services. Like the HSP learners, the CSP Grade 8 learners received training in leadership and social skills such as decision-making. The CSP further furnished the target learner families with information and resources on high schools in Boston and the high school application process. Unique to this programme was the CSP alumni component designed to assist the Grade 8 alumni learners and their families throughout the high school years. The alumni programme allowed the learners to remain connected with their former classmates and to continue accessing additional college materials, career and enrichment opportunities (Arcaira, Vile, & Reisner, 2010).

Applying a matched control group on demographic characteristics and test scores, the evaluation analysed the impact of the CSP on high school graduation by tracking the academic trajectories of the two study groups from their eighth to the last grade in high school within a period of four years. The evaluation found that the programme improved high school graduation for the alumni learners by 12% ($p<.05$, ESCox=.32). According to the evaluation, 71% of the CSO alumni learners, compared to 59% of the matched control group learners graduated within four years (Arcaira et al., 2010). Plausible threats to internal validity of the design include selection and attrition of evaluation participants. This is because programme enrolment was voluntary and hence the impact of the CSP might have been overestimated. The authors acknowledged these threats by pointing to the fact that the results should be interpreted with caution (Arcaira et al., 2010).

Enhancing personal and social skills

Most of the ASP evaluations focus on assessing the impact on test scores, which leads to limited literature on the effects of the social components of these programmes. Hence, the impact of ASPs on personal and social outcomes has been ignored (Durlak & Weissberg, 2007). A meta-analysis was conducted by Durlak & Weissberg (2007) to close this knowledge gap by evaluating the impact of ASPs that also aim to improve the youth's personal and social skills besides enhancing academic achievement. The study also examined the type and effect sizes of outcomes for such programmes as well as essential elements that determine their effectiveness. Based on 73 programmes that included a counterfactual, the review analysis, among others, explored the effects of ASPs on the following personal and social development outcomes: (a) child self-perceptions; (b) bonding to school; (c) positive interactions with others; (d) performance on tests; (e) school attendance; (f) self-esteem; (g) self-concept; (h) self-efficacy; and (i) leadership.

The outcomes for the evaluand relating to this review under the life skills and psychosocial component services are to ensure that learners bond and build an HSP identity (positive social behaviour). The study found a significant increase in the learners' self-perceptions and bonding to school, their positive social behaviours. Significant differences were substantial between programmes that employed evidence-based techniques for skill training and those that did not, with those that did, having significant mean effect sizes ranging from a 0.24 to a 0.35 improvement on all the outcomes. Based on these findings, the evaluators recommended that ASPs that attempt to foster personal and social skills should consider adopting the evidence-based approach. This approach requires the training procedures to be sequential and active, and the training content to be focused and explicit (Durlak & Weissberg, 2007).

Another meta-analysis by Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan (2008) gives a synopsis of evaluation findings of the impact of social and emotional learning (SEL) programmes on elementary and middle-school grades K-eight students, implemented both during school time and after school hours through ASPs. SEL is understood as "the process through which children and adults acquire the knowledge, attitudes, and skills to: (a) recognise and manage their emotions; (b) set and achieve positive goals; (c) demonstrate caring and concern for others; (d) establish and maintain positive relationships; (e) make responsible decisions; and (f) handle interpersonal situations effectively" (Payton et al., 2008, pp. 5-6). This review involved 57 studies and 34,989 students. Programmes included had the

goal of improving one or more of the following personal and social skills: (a) self-awareness; (b) self-management; (c) social awareness; (d) relationship; and (e) responsible decision-making. Definitions of these skills can be found on p. 6 of the review report. In consistence with the review conducted by Durlak & Weissberg, (2007), this meta-analysis established that in comparison with control group learners, participants in the after-school SEL programmes encountered a significant increase in the mean effects on all five skills outlined above ranging from "a 0.08 effect size for increased academic performance to 0.22 for attitudes toward self and others, and positive social behaviours" (Payton et al., 2008, p. 14).

Parent involvement and learner high school dropout rate

Parent involvement has been widely conceptualised to include traditional measures of parent involvement within and outside the school setting. Research on parent involvement mainly adapt a six-level framework by Epstein & Connors, (1992), which includes: (a) parenting; (b) learning at home; (c) communicating with the school; (d) volunteering at school; (e) decision making in the school; and (f) collaborating with the community (Epstein & Connors, 1992). Most of the evaluations that have studied the impact of parent involvement services of ASPs have focused on investigating the effect of parent involvement on learner academic performance, and not on dropout rate and high school graduation as framed/conceived by the evaluand. To this effect, only one study was found relevant to the HSP.

Barnard (2004) carried out a longitutional study of the Child-Parent Centres (CPC) programme in Chicago to explore the long-term effects of parent involvement in the elementary school of their children on school dropout and high school graduation. Although the CPC programme targeted elementary school learners, its evaluation provides valuable insights to the HSP, as the study tracked the learners from the age of three to nine years in 1996 to 2000 when the learners where on average 20 years old and were expected to have graduated from high school (Barnard, 2004). The programme presented several activities to the parents for participant learners that incorporated: (a) a parent resource room in each centre and a parent-resource teacher who coordinated parent activities; (b) learning developmental activities for their children; (c) learning methods of improving their relationships with their children; (d) learning on available community resources; (e) sitting on the school advisory council, assisting in the design and implementation of educational programmes; and (f) home visits (Reynolds, 2000).

Logistical regression analysis results of the study showed that the teacher ratings of parent involvement in elementary school was significantly associated with lower rates of child school dropout (*P*-0.001). For each year the teacher rated a parent as participating average or better, there was a 21% lower likelihood that the child would dropout from school. Parent involvement was also a significant predictor of high school child gradation (*P*-0.01). A child whose parent was rated as being participating on average or better for three years, that child had a 96% greater likelihood of graduating from high school than a child whose parent was never rated as being participating on average or better (Barnard, 2004).

From the review of literature presented in the forgoing sections, evaluations of ASPs provide conflicting results making it difficult to conclude whether it is apparent that ASPs yield positive academic, personal and social outcomes for the learners. A substantial number of reviews and programme evaluations show insiginfcant outcomes, while various other studies too report positive significant outcomes. For instance, a meta-analysis which involved 69 evaluation reports of ASPs that used randomised designs and validated outcome measures reported an overall positive and statistically significant effect of ASPs on standardised test scores of 0.31 standard deviations in the United States (Durlak, Weissberg, & Pachan, 2010).

It has been established that the mixed results emanate from methodological constraints that limit the precision and interpretation of the evaluation results. These relate to selection bias built in the evaluation designs or programme designs and selection bias that emerge from the high participant dropout and low levels of intervention uptake (Fashola, 1998). There is also non-representativeness of evaluated programmes. Although ASPs may differ in terms of their focus and duration, the diversity of ASPs has been overlooked and considered as though the same services and service delivery approaches to the participants are used and as if the same outcomes are sought (Fashola, 1998; Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006; Redd et al., 2002; Rhea, 2013; Weisman & Gottfredson, 2001).

Selection bias which is built in the evaluation designs is because of the voluntary nature of participation in various ASPs. In the case of the evaluand, for example, the parents need to give permission for their children to participate, while the learners need to show interest by completing an application form and indicating their motivation for wanting to join the programme. As such, differences may exist between learners that could be more highly motivated compared to the learners that could be less motivated. These variations might thus

show themselves in the form of better outcomes on programme effectiveness measures for the learners that are highly motivated (Fashola, 1998).

While high participant dropout and low attendance have been recognised as the major ASP implementation challenges, Lauer et al. (2006) posited that many evaluations lack information on the extent to which the learners attend and drop out from the programmes, as well as reasons for the dropout. Therefore, selection bias that arise from high participant dropout and low attendance concerns the fact that evaluations of ASPs may include only data on the learners that regularly attend the programmes and those that choose to remain on the programmes. Consequently, a high participant dropout and low attendance are uncounted for in many ASP evaluations. For example, several evaluations compare the performance of the learners that volunteer themselves into the programmes or regular attenders with that of the learners who choose not to enrol in the programmes. This may imply that evaluations that report better outcomes for after-school programme participants generally fail to adjust programme effects for learner selection bias. This might have led to the over-estimation of the after-school programme effects (Fashola, 1998).

Regarding the differences in service delivery approaches, literature shows that while some programmes use one-on-one and small group instruction, others employ the classroom approach or simply ask the learners to work independently on homework (Kane, 2004). Despite this diversity in the instruction approaches, a review by Lauer et al. (2006) which examined the impact of ASPs on reading and mathematics skills of at-risk youth, showed a small but significant impact on both reading and mathematics achievement across studies, with programmes employing one-on-one tutoring having larger effect sizes. Consistent with this finding, evaluation literature indicates that programmes which recruit teachers and paid volunteers as tutors, and apply a one-on-one tutoring approach yield more significant improvements in test scores compared with all other forms of tutoring (Baker, Gersten, & Keating, 2000; Durlak, Weissberg, & Pachan, 2010).

Finally, the other factors not considered by the ASP evaluations relate to ecological determinants of learner development. The ecological systems theory stipulates a holistic approach to learners' development, which needs to take into consideration contextual factors relating to families, social institutions, society and culture (Bronfenbrenner, 1992: Benkenstein, 2017). For example, ASPs would supplement government interventions designed to enhance academic outcomes, but would not completely address family,

community and school factors that could impact on the education outcomes and quality of education in South Africa (Benkenstein, 2017). The subsequent sections demonstrate the researcher's understanding of programme evaluation.

Understanding programme evaluation

Programme evaluation can be defined as "the systematic collection of information about the activities, characteristics and outcomes of programmes to make judgements about the programme, improve programme effectiveness, and/or inform decisions about future programming" (Patton, 1997, p. 23). Programme evaluation is also understood as "the systematic assessment of the operation and/or the outcomes of a programme or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the programme or policy" (Weiss, 1998, p. 4).

This dissertation uses the definition of programme evaluation by Weiss (1998), as it is further elaborated. Weiss (1998) unpacks the definition into five elements: (a) systematic assessment; (b) operation of a programme or policy; (c) outcomes of a programme or policy; (d) standards; and (e) purpose.

Systematic assessment relates to the nature of the evaluation research, whether it takes the qualitative or quantitative approach or a mixture of both according to accepted social science research principles. The second and third elements direct to the focus of the evaluation, which can either be the investigation of the process or outcomes of the programme against some standard. Studying the process allows one to determine the way a programme is implemented or what could be going on in a programme, while a focus on outcomes of the programme allows an evaluator to examine its results which may be intended or unintended. The fourth element, standard, refers to the benchmarks or expectations against which the evidence of the merit of the process and outcomes of the programme can be assessed. The last element, purpose, relates to the cause for which an evaluation is conducted, which is to contribute to the improvement of the process/implementation or outcomes of the programme (Weiss, 1998; Chen, 2005). Four of the above definition elements, apart from "outcomes of a programme", guided the planning of this dissertation. The third element was not applicable, as the evaluation focused on exploring the process or implementation and not assessing the outcomes of the academic components of the HSP.

From the above definitions, it is understood that programme evaluation seeks to explore the operation/implementation/processes and results/outcomes of programmes by employing social research methodologies. Programme evaluation aims to generate evidence-based

knowledge to guide the decision-making undertakings on what can be done to improve the quality of implementation and/or effectiveness of programmes, within their respective political and organisational contexts. In other words, programme evaluators "investigate how well the programme is delivered to its target audience, which programme components are working and which are not, as well as how the design of the programme can be improved" (Duffy, 2009, p. 6). The section that follows presents five possible different types of programme evaluations.

Types of programme evaluations

Recent literature point out to five different types of programme evaluation research that can be undertaken (Rossi, Lipsey, & Freeman, 2004), which all as one make an evaluation hierarchy whereby each depend on the other as presented in Figure 3 below.

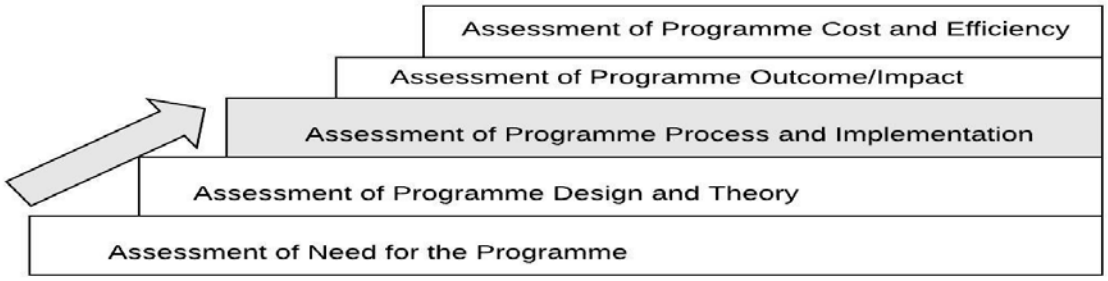

Figure 3. Evaluation hierarchy (Rossi et al., 2004, p. 80)

The hierarchy is read from bottom to top. Each type assesses a specific aspect of the programme. According to Rossi et al. (2004), the evaluation can focus on assessing the need for the programme, the underlying design or theory, the process/operation/implementation and quality of service delivery, its outcomes or impact and efficiency. For example, an evaluator can assess: (a) "whether the need for the programme was correctly identified; whether the programme's design is consistent and plausible, aligned to experts' knowledge and prior research in that particular subject area" (Costner, 1991; Duffy, 2009, p. 7); (b) whether the programme was implemented with fidelity (Carroll et al., 2007); (c) whether the programme achieved its short-term, medium-term and long-term outcomes (Rossi et al., 2004); and (d) whether the programme yielded more benefits/desired outcomes compared with its cost of operation (Levin, McEwan, Belfield, Bowden, & Shand, 2017). The evaluator can therefore identify the type of an evaluation to conduct based on the need (s) of the client. The evaluation needs of the client, SAEP, that guided the choice of a process evaluation are explained in the section below.

The evaluation needs of SAEP

SAEP's need for the evaluation was to assess how well the academic component of the HSP was being implemented as planned from the perspectives of HSP staff members, volunteer tutors and the learners. The request for an evaluation was done through the UCT Knowledge Co-ops following the 2017 outcome evaluation of the HSP by Garth (2017) which revealed that HSP learners achieved an average of 22.3% on an external standardised mathematics examination. Although the HSP has existed since 1998, the evaluation by Garth (2017) showed that HSP learners failed, indicating that the programme was affecting the learners in an undesired manner. This led to SAEP wanting to understand what was going on in the programme. Based on this need and the understanding of the five types of evaluations, Rossi et al. (2004) outline, a process or implementation evaluation elaborated in the next section was singled out as meeting SAEP's evaluation needs.

Programme process evaluation

In the evaluation literature, process evaluation and implementation evaluation are often used interchangeably (Fox, Grimm, & Caldeira, 2017). Process evaluation is defined as the type of "evaluation designed to describe how a programme is operating and assess how well it operates its intended functions" (Rossi et al., 2004, p. 199). It involves determining and comparing how the actual operation or implementation of the programme is or is not as planned. In other words, process evaluation assesses implementation fidelity (Newcomer et al., 2015). Implementation fidelity is described as "the degree to which an intervention or programme is delivered as intended" (Carroll et al., 2007, p. 1), by the programme developers (Dusenbury, Brannigan, Falco, & Hansen, 2003).

The main purpose of a process evaluation is to describe and understand how a programme is being implemented and identify factors that may aid or impede its effectiveness. As such, process evaluations seek to give the more elaborated description required to inform programme quality and effectiveness improvement decisions, as well as an understanding of how and why certain programme implementation decisions are made (Fox et al., 2017). In other words, process or implementation evaluations investigate how well the intended programme plan or design is implemented, the problems that are encountered and how they could be resolved (Krathwohl, 1998). In line with the SAEP evaluation needs, a process evaluation answers the how and what is going on questions about the programme (Fox et al., 2017).

Patton (1987) outlines different situations when a process evaluation can be conducted. Among the conditions Patton (1987) presents, appropriate ones to the HSP evaluation include when there is need to: (a) determine the extent to which the programme is operating the way it is supposed to be operating; (b) use the evaluation findings to understand the dynamics of programme operation; and (c) reveal areas in which the programme can be improved. With the above understanding and based on the conditions specified by Patton (1987), a process evaluation was found to appropriately correspond to the evaluation needs of SAEP presented in the previous section.

Conducting process evaluations

Although it is widely understood that a process evaluation is often undertaken in simultaneous with an outcome evaluation to explicate how and why a programme is or is not effective (Fox et al., 2017; Newcomer et al., 2015; Rossi et al., 2004), it can also be conducted independently of an outcome evaluation to provide "a detailed description of the implementation process or an official view of what should be happening in a programme" (Fox et al., 2017, p. 11). Given this clarity, a stand-alone process evaluation of the academic component of the HSP was undertaken.

A precondition for a process evaluation of good quality is a clear description of the intended programme in the form of a logic model underpinning the programme (Moore, Audrey, Barker, Bond, Bonell, Hardeman, & Wight, 2015). A logic model is defined as a plausible and practical framework of how a programme is expected to work under given conditions to address identified problems. The components of a logic model include resources/inputs, activities, outputs, short-term outcomes, intermediate outcomes, long-term outcomes and contextual factors. As such, a logic model is descriptive, presenting a feasible and sequential order of intervening steps from inputs through activities to outputs, outcomes and impacts (Patton, 2015).

Therefore, a logic model is an explicit representation of the intended programme design (Moore et al., 2014). In other words, logic models clearly outline the programme as intended in a way that presents an implementation plan or design for what the programme is presumed to do and how (Rossi et al., 2004). Thus, a logic model can be utilised as a conceptual framework for conducting a process evaluation to reach conclusions about the how and what processes by which programme services are delivered to the beneficiaries (Weiss, 1998). Figure 4 shows a logic model for the HSP.

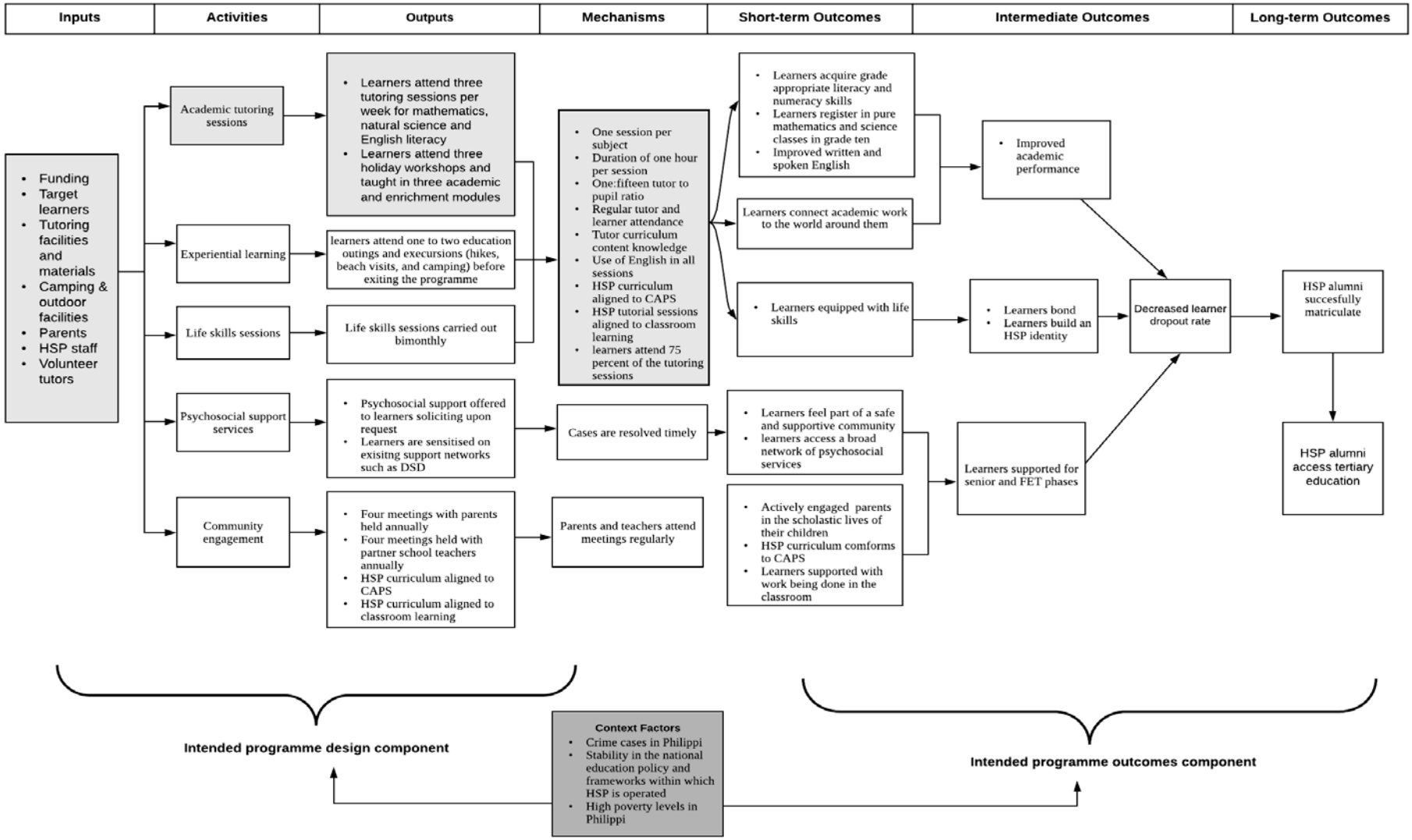

Figure 4. Logic Model for the Hope Scholars Programme

The inputs refer to the required human, financial, tutoring and outdoor facilities and materials as well as other resources to support the effective implementation of the HSP. Activities are the necessary action steps that need to be implemented by the HSP to produce programme outputs. The outputs are the services that the HSP need to render to the programme learners, their parents and teachers (Newcomer et al., 2015). Closely examined, outputs specify the frequency or dosage with which the programme beneficiaries are to receive the services. The mechanisms are the mediating steps or process variables through which the programme inputs are expected to be used to produce intended outcomes (Moore et al., 2015). In other words, the mechanisms are intended processes by which the HSP services are to be implemented or delivered to the beneficiaries to generate desired outcomes. The inputs, activities, outputs and mechanisms therefore depict the intended HSP design, whilst the context factors refer to aspects external to the programme that might either negatively or positively impact on the implementation of the programme as planned (Moore et al., 2015). The intended programme design component and the context factors thus become the focus of process evaluations. The shaded boxes in Figure 4 highlight the scope of this dissertation, the academic component of the HSP that was evaluated.

Outcomes are the desired expected changes or benefits to participants exposed to the HSP activities and outputs. The programme has various successive outcomes that are divided into short-term, intermediate and long-term outcomes, which together are referred to as the intended programme outcomes component. The short-term outcomes are changes effected by the programme's outputs. Intermediate outcomes are those anticipated to result from the short-term outcomes, while the long-term outcomes, also known as impacts, are envisioned to spring from changes or benefits resulting from the intermediate outcomes (Newcomer et al., 2015). Based on this understanding, the intended programme outcomes component was not applicable, as this evaluation focused on investigating the process and not the outcomes of the academic component of the HSP. The HSP's logic model, particularly the shaded mechanisms in Figure 4 above and the process evaluation framework discussed in the subsequent section, were used to identify the academic component's fidelity features and standards that were examined by this evaluation.

Process evaluation frameworks

Different evaluation theorists present various frameworks for measuring implementation fidelity. Two frameworks, one by Rossi et al. (2004) and the other by Carroll et al. (2007) were consulted to guide the HSP evaluation. Rossi et al. (2004) outline that

implementation fidelity can be measured using three programme performance domains of a programme: (a) service delivery; (b) service utilisation; and (c) organisational support.

Assessment of service delivery examines whether service delivery or operation is consistent with the intended programme design standards. Assessment of service utilisation determines the extent to which the intended target group receives the programme. In other words, it examines the extent to which participation of the intended beneficiaries reaches the level stipulated in the programme design. Assessment of organisational support examines whether resources, facilities and funding are sufficient to ensure effective programme implementation (Rossi et al., 2004).

According to a conceptual framework by Carroll et al. (2007), implementation fidelity can be measured using the following five domains: (a) adherence to an intervention; (b) exposure or dosage; (c) quality of delivery; (d) participant responsiveness; and (e) component differentiation. Table 3 presents the definitions of each implementation fidelity domain measure.

Table 3

Implementation fidelity domain measures and definitions

Domain	**Definition**
Adherence to an intervention	Assesses whether the programme components are being delivered as planned.
Exposure	Measures dosage, how much of the intervention has been delivered to the intended target beneficiaries. It determines whether the frequency, and duration of the intervention is as full as prescribed. For example, the number of tutorial sessions implemented, duration of each session and frequency of the sessions.
Quality of delivery	Assesses the way in which the programme is delivered by service providers such as teachers, volunteers, or staff members. In other words, it assesses service provider skills and competences against the planned service delivery mechanisms as stipulated in the programme manual, training or logic model.
Participant responsiveness	Measures the extent to which participants respond to or are engaged by the programme. In other words, it assesses beneficiary participation in (uptake of) programme activities and their perceptions about the relevance or content of the programme.
Component differentiation	Aims to establish critical features of different components of the programme, minus which, desired outcomes would not be attainable. It thus seeks to identify and understand the processes by which intended programme outcomes are produced by the programme.

Note. Sourced from Carroll et al. (2007, pp. 2-3) and Mihalic (2004, p. 2).

When we closely analyse the two frameworks, the four fidelity measure domains, except component differentiation outlined by Carroll et al. (2007), correspond with the three domains indicated by Rossi et al. (2004). For example, adherence; exposure and participant responsiveness; and quality of delivery as defined by Carroll et al. (2007), are consistent with the service delivery, service utilisation and organisational support domains respectively, as explained by Rossi et al. (2004). Therefore, an evaluator could use any of the two frameworks to assess programme implementation fidelity.

The conceptual framework by Carroll et al. (2007), except the component differentiation domain was adapted to guide this study. The component differentiation domain was inappropriate to this evaluation because the scope of this study was the academic component of the HSP. This study was thus not focused on establishing how the different components of the HSP contributed to achieving the intended outcomes, but to understand whether the academic component was implemented with fidelity.

The Carroll et al. (2007) framework was favoured over the Rossi et al. (2004) one because the definitions of its domain measures corresponded well with the process mechanisms of the academic component of the HSP that were assessed, such as exposure (the duration and frequency of the tutorial sessions), quality of delivery (the curriculum content knowledge of the volunteer tutors) and participant responsiveness (attendance). Therefore, the four domains following the mechanism standards of the academic component of the HSP were used to guide the tailoring of the evaluation questions outlined in the next section.

Evaluation objective and questions

The objective of this evaluation was to assess the implementation fidelity of the academic component of the HSP. This evaluation aimed to gain a deep understanding of how well the academic component was implemented as planned. The questions that guided this evaluation were as displayed under the selected fidelity domain measures below.

Adherence to an intervention

1. Was the HSP serving the intended target learners?
2. Were the HSP tutorial sessions being implemented as intended?
   a. The tutor-to-learner ratio

   b. Alignment to CAPS and classroom learning

   d. English used as the instruction language in all the sessions

3. Was adequate training provided to programme staff and volunteer tutors on how to implement the programme?

Exposure

4. Were the tutorial sessions administered with the intended duration?
5. Were the tutorial sessions conducted with the intended frequency?

Quality of delivery

6. What were the HSP staff's perceptions of volunteer tutors' curriculum content knowledge?
7. Were the volunteer tutors regularly available to administer the tutorial sessions?
8. Did the programme have adequate funding to effectively implement the academic component?

Participant responsiveness

9. How did the learners perceive the benefits of the HSP sessions on academic performance?
10. What was the level of learner attendance in the tutorial sessions?
11. Were there any drop out cases, and if yes, what were the contributing factors?

In the next chapter, Chapter Two of this dissertation, the method that was employed to conduct this evaluation is described, while in Chapter Three, the results from this evaluation are presented which are then discussed with suggestions for improvement in Chapter Four.

Chapter Two: Method

The objective of the evaluation was to assess implementation fidelity of the academic component of the HSP. It aimed to gain a deep understanding of how well the academic component was implemented as planned during the period 2017–2018. In this chapter, the research design, the research framework, data sources and study procedures that were used to collect and analyse the data for this evaluation are discussed. These sections are presented in the order as given above. Thereafter, a conclusion of the chapter is provided.

Research design

There are possibly three methodological approaches that are commonly used in evaluation research. These include: (a) quantitative; (b) qualitative; and (c) mixed methods (Fox et al., 2017). These approaches are explained below.

Quantitative evaluation designs collect data that are in a numerical form and follow statistical analyses to determine the significance of programme-outcomes relationships (Weiss, 1998; Patton, 2015). Qualitative evaluation designs gather data that are in the form of words or visual images (Patton, 2015) and use non-preconceived measures such that the analysis and reporting of findings take the narrative format (Weiss, 1998). The mixed methods evaluation designs incorporate both quantitative and qualitative data collection techniques, as such, they collect both numerical and narrative data (Newcomer et al., 2015). Mixed methods are used in evaluations that assess both the process and outcomes or effectiveness of the programme (Weiss, 1998).

An evaluation design can take either a formative or summative focus. A formative evaluation aims at providing information to improve programme effectiveness and the quality of service delivery (Patton, 2015), while a summative evaluation examines programme effectiveness (Newcomer et al., 2015) to inform decisions regarding the programme's continuation, termination or scaling up to other sites (Weiss, 1998). Formative evaluation studies are conducted in the form of programme evaluability and process studies among other forms, whereas summative evaluation studies are executed in form of outcome or impact studies (Newcomer et al., 2015).

Based on the above understanding of the different design approaches, focuses and forms of evaluation studies, a qualitative exploratory evaluation design was utilised to conduct a process evaluation of the academic component of the HSP, and its focus was formative. Exploratory research is defined as a study that aims to learn all that is essential about the subject

of study. The study subject may include a group, activity or process (Stebbins, 2001). Exploratory evaluations particularly seek to gain a detailed understanding of what could be happening in the programme (Patton, 1987). In the case of the HSP, an exploratory design was considered the best approach. It enabled the investigator to gain a deep understanding of the participants' perceptions of how well the implementation process of the academic component of the HSP was executed as planned. Provided that this evaluation did not seek to assess the outcomes of the academic component of the evaluand, but to determine whether the component was implemented as intended, a qualitative approach was employed. The rationale for selecting a qualitative approach over the other methods is provided below.

Patton (1987) states that qualitative data collection approaches are common practice in exploration evaluations when adequate data are not available to enable the use of quantitative approaches to data collection. In view of this, the evaluand was struggling with maintaining administrative records. The attendance registers were incomplete, and a substantial number of learners did not have records. Rossi et al. (2004) posit that, although programme records can be used to assess whether the programme is serving the intended beneficiaries, partcipant attendance and dropout, the data are unreliable if records are incomplete or unavailable. For this reason, incomplete HSP administrative records were regarded as unreliable and could not be used.

Patton (1987) provides a checklist of situations under which a qualitative evaluation would be preferred. Circumstances corresponding to the evaluand situations include: (a) when there is need to determine in detail what is happening in the programme; (b) when there is a likelihood that the programme is producing undesired outcomes measured against the officially expected outcomes; (c) when the evaluation is exploratory; and (d) when the focus is on exploring how participants and staff perceive the programme. The HSP management communicated that the HSP was not achieving the desired academic outcomes and required more insight on how well the academic component was being implemented as planned from the perspectives of the learners and staff.

In addition to the criteria indicated by Patton (1987), participants' perceptions of the process of a programme would normally differ. Their experiences, responsiveness and perceptions concerning their experiences and engagement with the programme are required to be understood in their own words, which could not be objectively measured quantitatively

(Patton, 2015). Besides, unlike qualitative approaches, quantitative methods are restrictive in responding to questions regarding the processes of social programmes (Fox et al., 2017).

Based on the programme data issues, the criteria outlined by Patton (1987) and the information presented in the sections above, a qualitative approach was considered the most appropriate for this evaluation. It enabled the evaluator to gain a deep understanding of: (a) how well the academic component was implemented as planned; (b) the factors that could have influenced deviations from or adherence to the original plan; and (c) how the challenges could be resolved to improve the effectiveness and quality of service delivery of the evaluand.

Research framework

Patton (2015) outlines two qualitative research frameworks that can be used in programme evaluation: (a) the pragmatism; and (b) the generic frameworks. These frameworks seek to answer questions relating to practical outcomes and implementation of programmes. The pragmatism framework states that the "truth of a statement consists of its practical consequences, particularly the statement's agreement with experience. These practical consequences form standards by which concepts are analysed and their validity determined" (Patton, 2015, p. 154). The pragmatism framework aligns itself to establishing causality. Its focus is on studying outcomes produced by a programme (Patton, 2015), making the framework more relevant to mixed methods evaluations (Creswell, 2009).

A generic qualitative inquiry (GQI) framework was thus used to guide this study. It is defined as a practical framework that "involves skilfully asking open-ended questions and observing matters of interest in the real world to solve problems, improve programmes or develop policies" (Patton, 2015, p. 154). A GQI framework is descriptive and endeavours to explore a process or phenomenon under study from the participants' point of view (Persson, 2006), which was the focus of this study. Conditions that may warrant use of a GQI framework, among which correspond with the evaluand situations include: (a) when there is priori understanding of the study subject which requires more exploration, which in this case was the knowledge of the HSP achieving unanticipated results; and (b) when the objective of the study is to describe a process, which is consistent with the aim of this evaluation (Persson, 2006). The framework allows a researcher to use descriptive statistics in a practical and straight forward manner to learn what is going on in a programme (Patton, 2015). Based on the definition of a GQI framework by Patton (2015) and the criteria outlined by Persson (2006), a

GQI framework was considered suitable. The framework aligned well with the purpose and design of the study as presented in the previous section.

Data sources

The evaluation used both primary and secondary data sources. These are discussed below.

Primary data sources

Process evaluations involve detailed description of programme operation from the perspective of programme staff, service administrators and beneficiaries (Patton, 1987). Therefore, the primary data providers for the evaluation were HSP staff members, volunteer tutors and the learners.

Demographic details of primary data sources

The HSP staff members were four, of which, all were women. Of the four staff members, one was in management and three were instructional staff that administered tutorial sessions to the learners. In addition to the three instructional staff members, one male volunteer tutor, who also delivered sessions to the learners, participated in the evaluation. Two of the three instructional HSP staff members were part-time and one was a former full-time HSP staff member (these were also referred to as subject head tutors), all of whom, including the volunteer tutor were trained teachers (bachelors' degree level) with more than two years of practicing experience. All the three subjects in which the learners received sessions: (a) mathematics; (b) natural science; and (c) English literacy were represented. The HSP used the same staff members and volunteer tutors to deliver sessions across the schools.

The learners were the direct HSP beneficiaries. They included 35 learners, of which, 11 were in Grade 8 and 24 were in Grade 9, aged from 13–15 years, from three South African no fee-paying government schools. Of these learners, 10 were male and 25 were female. The majority of the HSP beneficiaries were female adolescents, hence the greater gap between the female and male learner participants. Table 4 presents the distribution of the learners who participated across the three schools.

Table 4

Learner participant distribution by school and sex

School	Sex		Total
	Male	Female	
Somphumelela	1	10	11
Zisukhanyo	5	7	12
Intsebenziswano	4	8	12
Total	**10**	**25**	**35**

Secondary data sources

The following official organisational and programme documents were used as sources of evaluation data:

- SAEP annual report 2016
- The HSP external evaluation report by Garth (2017)
- The HSP internal evaluation report 2018
- Minutes of the HSP end of year staff meeting 2018

The 2016 SAEP annual report enabled the extraction and integration of relevant information that was used to describe the evaluand as intended, as well as the changes that had been made to the programme. Data from the internal and external evaluation reports, and the minutes were employed to answer the evaluation questions relating to the tutor-to-learner ratio, the frequency of HSP sessions, the level of learner attendance and dropout.

Study procedures

The procedures that were followed in conducting this evaluation are discussed in the sections that follow.

Sampling method

A non-probability purposive sampling strategy was employed to select evaluation participants. This sampling method is mainly used in exploratory evaluation research (Patton, 2015). Unlike the quantitative evaluation approaches that use statistically equivalent random samples to determine a sample representing the study population, the

power of a purposive sample depends on the selection of information-rich participants (Patton, 1987). Purposive sampling thus enabled the evaluator to select information-rich primary data sources on the implementation of the academic component of the HSP. The evaluation required identifying participants that had experienced the implementation process of the HSP to determine how they perceived their experiences of the academic component. The following criteria were used to identify HSP staff and volunteer tutor participants:

- Staff responsible for guiding the HSP implementation
- Was available during the study, volunteered and consented to participate in the interview
- Had tutored for at least six months by the time of the evaluation

The learner participants were identified based on the outlined criteria below:

- Current Grade 8 or Grade 9 learner enrolled on the programme
- Had participated in the HSP sessions
- Attended HSP sessions during data collection
- Had obtained consent from parents and volunteered to participate in the focus group interview.

Sample size

The sample size for the evaluation was determined using the redundancy approach during actual data collection. A redundancy approach is defined as a method where a "researcher continues interviewing until no new insights are presented" (Newcomer et al., 2015, p. 515) on the study subject. The redundancy approach is also referred to as the saturation programmatic approach to qualitative research by other theorists and is defined in the same way (Fox et al., 2017). This method enabled the evaluator to collect data until no more experiences and insights emerged from each participant group on the implementation fidelity standards explored. Data redundancy or saturation was achieved when the sample size reached 40 participants, as at this point no more new or relevant insights could be elicited by evaluation participants. The 40 participants included 35 learners, four HSP staff members and one volunteer tutor, as described in the preceding section.

Study period

Even though the HSP began in 1998 the implementation period that was investigated in this evaluation research was 2017–2018. This was because each year the HSP recruits a new cohort of learners that may experience the programme differently. Therefore, only the 2017 and 2018 cohorts who were the current programme beneficiaries participated in the evaluation. Secondly, the longest serving current HSP staff members (subjects' head tutors) were recruited in 2017. Staff members who worked with the programme prior to 2017 had all left the HSP by the time of the evaluation.

Ethical considerations

Before commencing the evaluation, the proposal was presented to the Faculty of Commerce's Ethics in Research Committee for approval on 20 September 2018. The proposal described the evaluand, the plausibility of the HSP theory and the methodology that would be used to conduct the evaluation. Before the proposal was presented to the Faculty of Commerce's Ethics in Research Committee, the evaluator sought permission from SAEP to evaluate the HSP (see Appendix A). Once the Committee was convinced that the proposed evaluation was in accordance with the principles of the evaluation practice, and that the researcher had the required skills, resources and permission to evaluate the HSP, the study was approved (see Appendix B). This evaluation study was a collaborative project between SAEP and the University of Cape Town and was facilitated by the UCT Knowledge Co-op. Appendix C is the memorandum of agreement between SAEP and the UCT Knowledge Co-op which stipulated the responsibilities of SAEP and the evaluator in the execution of this study.

The participants' rights were upheld in conducting this evaluation. The evaluation research principles that relate to the primary data sources' rights include: (a) informed consent; (b) voluntary participation; (c) confidentiality; and (d) anonymity (Fox et al., 2017). A discussion on how these fundamentals were upheld to ensure that no risk or harm was posed to the learners and their schools, staff members and their jobs is provided below.

Consent forms were presented on the cover page of all the interview guides. HSP staff members and a volunteer tutor were requested to read and sign consent letters before starting the interview process (see Appendix D). Consent for the learners to participate in the study was sought from their parents (see Appendix E). In addition to the parental consent, verbal consent from the learners to participate was acquired by the evaluator at the beginning of each focus group interview. All the consent forms clearly stated the purpose

of the study, described the evaluator and the intended use of the interviews data, as well as the approximated duration of each interview. This allowed the participants to get involved willingly.

Participants were told that participation was voluntary and permission to record the interviews was requested before doing so. Eligible participants that did not avail themselves or were not willing to participate were excused from taking part in the study. These included one HSP staff member and about four volunteer tutors. Of the five HSP staff members who were eligible to participate, one staff member did not show interest and never availed him/herself for the interview. Several arrangements were made for this staff member to be interviewed, but to no avail. In the similar manner, of about five eligible volunteer tutors, only one turned up for the interview. In addition, participants that opted to withdraw during the interviews did so. To this effect, five learners from school B withdrew from the interview group discussion after participating for about 30 minutes. They requested permission to go to the library to prepare for their examinations.

At the beginning of the interviews, participants were informed that there were no risks associated with deciding to opt in or out of the study, as well as opting not to respond to the questions that they were not comfortable to answer. For instance, when the evaluator asked follow-up questions to one learner at school B who raised a divergent view from the rest of the group, the learner preferred not to answer. The learner's preference was respected by the evaluator.

Regarding confidentiality and anonymity, the report has not identified any respondents by their names or positions. Aggregate findings are reported. Thus, confidentiality and anonymity are guaranteed. For example, possible identifying words from quotations have been edited, but not to the level that distorts the original meaning of the statements. The names of the schools have been replaced by letters A to C, while the names and positions of the interviewees in the results and discussion chapters are denoted by numbers one to four. The evaluator kept a key and randomly assigned letters A, B and C to the three schools that participated in the study. In the same way, the evaluator kept a key and randomly assigned numbers one, two, three, and four to HSP staff members that participated in the study. Finally, the data collected were stored on a password secured laptop and external hard drive accessible to the researcher and supervisor only.

Data collection methods

The three possible data collection methods that are used by studies conducted following the GQI framework are: (a) field work observations; (b) in-depth interviews; and (c) documents review (Patton, 2015). These are described below.

Field work observations

Field work observations require the evaluator to visit the programme sites to monitor programme activities first-hand. Although observations allow the evaluator to learn more insights about the programme context and perspective which could not be acquired from interviews (Patton, 1987), they are time costly and the validity of the observations data are questioned. Literature on evaluation designs indicates that field observations are time-demanding and the validity of data is compromised, as observations tend to distort the normal actual delivery of the programme, at least during the evaluation period (Audrey, Holliday, Parry-Langdon, & Campbell, 2006). Despite the fact that the evaluator had an opportunity to visit programme sites, for the reasons presented above and the limited time within which the evaluation was to be concluded, the evaluator opted not to use field observations to collect data. The evaluation thus used in-depth interviews to gather data from the primary participants and the review of programme documents to collect secondary data.

In-depth interviews

The interview guides used to collect data from the HSP staff members, volunteer tutor and learners are Appendices F–H respectively. The general interview guide approach was employed to conduct the interviews with all the study participants. This approach is particularly suitable for carrying out both one-on-one and focus group interviews. The interview guides for all the distinguished participants had a list of questions under each fidelity domain measures that were discussed during the interviews. This permitted the investigator to keep the discussions focused in a more systematic and comprehensive way (Weiss, 1998). In-depth interviewing involved “asking open-ended questions, listening to and recording answers, and then following up with additional relevant questions” (Patton, 1987, p. 108) on the implementation fidelity standards explored. Interviewing enabled the investigator to understand participants’ perceptions (Abeberese et al., 2014) about the implementation process of the academic component of the evaluand.

The interviews were guided by the principles of the GQI framework. In line with the data collection methods, the GQI framework incorporates skilful in-depth interviews

(Patton, 2015; Persson, 2006). This enabled the evaluator to explore the HSP's academic component from the perspective of the participants, to learn about their experiences, challenges that were encountered in the implementation process and how the programme could be improved.

Development of the data collection tools

The development of the interview guides was directed by the process mechanisms of the academic component of the HSP and the programme implementation fidelity domain measures that were assessed.

Validity of the data collection tools

To ensure that the interview guides were valid, the out-of-school time evaluation staff focus group interview guide and the student focus group interview guide, which were designed by the Northwest Regional Educational Laboratory (NWREL) were adapted to the local context and the evaluand's implementation fidelity features that were explored by this evaluation. The NWREL tools have been tested and re-evaluated to ensure that they are reliable and comprehensible to their respective audiences (Geiger & Britsch, 2006).

The NWREL interview guides were designed to assess staff and learner perceptions of: (a) the benefits of ASPs; (b) their quality of operation; (c) effective collaboration among stakeholders; (d) and overall service delivery support of ASPs whose academic component requires aligning to school-day learning (Geiger & Britsch, 2006). The HSP fidelity standard associated with domain (d) highlighted above includes alignment of HSP sessions to the national curricula and classroom learning, and the requirement to conduct quarterly planning meetings with the subjects' teachers from the collaborating schools. The objective of the meetings is to align the HSP curriculum to classroom learning and CAPS. This corresponds with element (c) above. Other fidelity domain measures that were assessed by this evaluation which are in line with the elements the NWREL tools were intended to analyse are: (i) participant responsiveness, which seeks to assess the level of participation and participant perceptions about the benefits of the programme, which coincides with domain (a) above; and (ii) quality of delivery under which volunteer tutor curriculum content knowledge and availability as well as programme funding were assessed. This measure accords with element (b) above. Therefore, the NWREL tools were considered valid and suitable in this regard.

Data collection

One-on-one and focus group interviewing strategies were used to collect data from the HSP staff members, the volunteer tutor and learners respectively. These are described in the next sections.

One-on-one interviews with the HSP staff members and the volunteer tutor

One-on-one interviews were aimed at obtaining the individual perceptions of the operation of the academic component of the evaluand from the HSP staff members and the volunteer tutor. The one-on-one interviews were appropriate for these participant groups because they were associated with hierarchical duty relations (Weiss, 1998). Differences in positions could lead to varying experiences and perceptions (Fox et al., 2017). For instance, the volunteer tutors worked under the direct supervision of the HSP staff members, while each HSP staff member served as head of a subject. A total of five one-on-one interviews were conducted, four with HSP staff members and one with a volunteer tutor. Four interviews were conducted in December 2018 and one in February 2019.

The SAEP monitoring and evaluation coordinator (MEC) served as the contact person between the researcher and the participants. The MEC consulted the participants, prepared the schedules and made all arrangements for the interviews. Each time the interviewees confirmed their participation and the time they would be available, the MEC informed the evaluator. Staff and volunteer tutor interviews were held at the SAEP head offices. The interviews took place in the afternoon around 2 pm, except for the February 2019 interview which was conducted around 11 am. Transportation for the HSP staff members who were based at Philippi offices and the volunteer tutor was provided by the head office. The interviews lasted between 40 minutes and one hour and 15 minutes.

Focus group interviews with the learners

Three focus group interviews with the learners, one per school, which incorporated discussions with a group of not more than 12 learners, were conducted. Interviews were conducted during the end of year examination period because of the ethics clearance which could not be obtained before the commencement of the examinations. During this period, many of the learners were inaccessible, as they were either released by the schools early or preferred to study on their own. Consequently, the Grade 8 and Grade 9 learners were combined at two schools, while at one school only Grade 9 learners could be interviewed.

The focus group interviews were held in the classrooms at the three implementing schools during HSP sessions. The learners were informed that instead of having a session, a researcher would have a discussion with them concerning their experiences with the programme. The MEC, in collaboration with the HSP staff members arranged for the learner focus group discussions. Once a staff member confirmed the availability of the learners and the allocation of the focus group discussions on their schedules, the evaluator travelled to the schools to conduct the interviews. Each discussion lasted between 40 minutes and 40 minutes and 52 seconds.

Data Analysis

The inductive content analysis approach was used to analyse the data from the interviews, and the review of programme documents was employed to extract data from programme documents. These approaches are discussed below.

Analysis of data from interviews with the HSP staff members, volunteer tutor and learner focus groups

According to Patton (2015), exploratory qualitative evaluations follow an inductive content analysis approach to data analysis. The inductive content analysis method entails "identifying, coding, categorising, classifying, and labelling the primary patterns in the data" (Patton, 2015, p. 553). In an inductive approach, the evaluator thus allows the patterns, themes and categories of analysis to come from the collected data. This method was considered appropriate, as it was consistent with the evaluation design and the data collection methods used to carry out the evaluation.

A total of eight interviews (four HSP staff member interviews, one volunteer tutor interview, and three learner focus group interviews) were transcribed and the content analysed inductively by the researcher to gain an understanding of the participants' experiences and perceptions of the implementation process of the academic component of the HSP. This involved manually searching transcribed data for and counting reoccurring words or themes where relevant. The unit of data analysis was by individual participant for HSP staff members and the volunteer tutor, and by school for the learners. Data from all eight interview transcripts were organised according to the research questions, implementation fidelity domains and standards assessed. The transcripts were then formatted and printed out, after which the evaluator read each transcript three times, line by line to search for subthemes.

The main themes were denoted by the HSP fidelity standards each evaluation question explored, while the subthemes were the themes or patterns of data that arose from the interview transcripts. Using Microsoft Word, the evaluator manually created tables presenting the themes that emerged from each interview transcript and attached illustrative quotes to each theme that were offering evidence referring to the theme. Once this process was concluded, the researcher conducted a constant cross-participant and cross-document analysis to identify consistencies, differences, relationships and linkages by question or fidelity standards assessed (Patton, 1987; Renner & Taylor-Powell, 2003; Thomas, 2006). The data analysis model described below was used to guide the analysis process.

Qualitative inductive analysis framework

The (i) Variation, (ii) Specification, (iii) Abstraction, (iv) Internal verification, (v) External verification, (vi) Demonstration and (vii) Conclusion (VSAIEDC) model developed by Persson (2006) was used to code and analyse the data. The VSAIEDC is an explicit generic cognition-based analysis model for qualitative data involving seven steps represented by its acronym as outlined above (Kennedy, 2016; Persson, 2006). The model was considered appropriate for the study because it was consistent with the GQI framework. Kennedy (2016) for instance, states that the model presents a prescriptive approach to generic data analysis. This makes the model relevant to analysing data from GQI studies.

The validity of the VSAIEDC model

According to Persson (2006), the VSAIEDC model works with the assumption that all data analytical approaches are cognition-based on a comparison of recurring patterns. Persson (2006), argues that the validity and rigorousness of the model is embedded in the seven steps involved which are interactive. The whole process therefore permits a complete exhaustion of information (data redundancy or saturation), thereby enhancing significant rigour and validation of the data. The model's validity is also unquestionable: like any other qualitative analysis approaches, the model incorporates cognition-based fundamentals (Persson, 2006). Based on its established validity, the VSAIEDC model was identified as the best approach for analysing the evaluation interviews data. The seven steps of the model were applied to each of the eight interview transcripts in analysing and interpreting the data. Table 5 presents the description of the seven steps of the model and corresponding steps of the pragmatic analytic lens that were strictly followed to analyse the data. The pragmatic analytic lens is described in the next section.

Table 5

Seven steps of the VSAIEDC generic qualitative data analysis model and the analytic lens

Step	Step name	Step definition/description	Pragmatic (Analytic lens)
1	Variation	An overview of what is immediately known from the data, what is the same and what is different (variation within the data).	Scan the interviews/data for immediate perceptions of what is the same and what is different within the data
2	Specification	Grouping of data based on a set of recurring patterns. A process where characteristics within groups of are identified (constant comparison analysis).	The pragmatist begins with an end in mind, typically solving a problem or creating an action plan. Align data into pre-determined categories (what fits-what doesn't) or create categories which align practical application of the research.
3	Abstraction	Labelling or coding of like data through frequency analysis. A process where commonalities are drawn out from the data (externalised) and depicted by coding within specific data groups.	Identify words, descriptions, and phrases and evaluate them for resolvability and to assist in furthering the study's purpose; transform the words and phrases to align with the study's intent.
4	Internal verification	Is a comparison process to determine if the codes are logical and feasible based on the knowledge of the researcher's interaction with the data. A fit between the larger emerging data and any priori knowledge.	Negotiate with self in determining if the representations are logical and feasible-the end categories would result in supporting the proposition (the researcher's impetus for the study and beliefs regarding action for resolvability) - examine reasoning for personal bias.
5	External verification	Involves exploration, that is visual overview of the reduced data in search of frequency related regularities or irregularities. Steps 4 and 5 require moving back and forth between each data set in constant comparison or analysing how the data verify existing published research.	Findings are relevant to practitioner issues and have support in practice; relevance and rigor co-exist with precise defined published or created data and useful application.
6	Demonstration	Involves conceptualizing frequencies and irregularities in a graphical or charted form. In other words, it is inclusive of word frequency analysis and co-occurrence analysis between themes.	Demonstration of the analysis of findings in a pragmatic approach reflect actionable circumstances in an attempt to resolve the research and practical problem; demonstrations may include chatted or graphed demographic data, word frequency analysis, co-occurrence analysis, cross - comparison analysis and explanatory analysis or modelling.
7	Conclusion	Entails reaching a point of data saturation, coming to an end point of abstraction. A point where nothing more can be drawn from the continual interactive levels of analysis and the formation of the perceived results of the study.	Evaluate the performed analysis and its result - determine if analysis and findings arc relevant and resolvable or if additional analysis or quantitative analysis is needed to support action steps

Note. Obtained from Kennedy (2016) and Persson (2006).

The pragmatic analytic lens

The analytic lens refers to "how the researcher interacts with the data" (Kennedy, 2016, p. 1372). The pragmatic analytic lens was deemed appropriate for this evaluation. This is because pragmatism forms a basis for interviewing programme evaluation participants and is based on practical results of perceptions or operation of the programme (Patton, 2015). It permits the use of different methods of data collection. Some of these which were used by this evaluation include interviewing and document review to explore useful perceptions of the study subject across data sources to inform action (Patton, 2015). The pragmatic lens was consistent with the GQI framework and supported the need for evidence and an extensive understanding, and not just the description of the realities in a programme (Kennedy, 2016). This enabled the evaluator to provide a detailed description of any deviations from the intended plan of the academic component of the HSP and causes, divergent participant perceptions and support for the findings to ensure they were relevant to the HSP and the SAEP as an organisation to inform component improvement decisions.

To address any bias that might have occurred in analysing and interpreting the results: (a) constant cross-participant analysis (internal verification) in the results chapter to present the results; (b) external verification under the discussion chapter, that is, steps four and five of the VSAIEDC data analysis model; and (c) programme document analysis were employed to validate the findings from this evaluation.

Review of programme documents

The analysis of programme documents involved the evaluator reading relevant official documents to search for and extract narratives (Patton, 2015) that directly provided supplemental data to specific evaluation questions. The obtained data allowed the evaluator to triangulate (Cooper & Endacott, 2007) the data obtained from interviews with the HSP staff members, the volunteer tutor and learners. This involved comparing results from interview transcripts and HSP official documents to enhance the validity of the findings.

Conclusion

To gain a deep understanding of how well the academic component was implemented as planned, a qualitative exploratory evaluation design was utilised to conduct a process evaluation of the academic component of the HSP with a formative focus. The study followed a GQI framework. The primary data providers were selected using purposive sampling to identity information-rich participants and these included four HSP staff members, one

volunteer tutor and 35 learners. Sources of secondary data were the HSP-relevant documents. Data collection methods incorporated in-depth one-on-one interviews with HSP staff members and the volunteer tutor, focus group interviews with the learners and the review of relevant programme documents. A total of eight interviews: (a) four with HSP staff members; (b) one with a volunteer; and (c) three learner focus group interviews provided primary data for the evaluation. The data were analysed using an inductive content analysis approach following a rigorous generic cognition-based VSAIEDC qualitative data analysis model which involves seven interactive steps that ensured data exhaustion and validity of the findings. The following chapter presents the results from this evaluation which are discussed in Chapter Four.

Chapter Three: Results

The objective of this evaluation was to assess the implementation fidelity of the academic component of the HSP. It aimed to gain a deep understanding of how well the academic component was implemented as planned during the period 2017 to 2018 from the perspectives of the HSP staff members, volunteer tutors and the learners. A qualitative exploratory process evaluation with a formative focus was conducted. In-depth one-on-one interviews with four HSP staff members and one volunteer tutor, and three focus group interviews with the learners provided primary data for the evaluation. In this chapter, the evaluation results are presented which were obtained using an inductive content analysis of the data following an interactive and rigorous cognition-based VSAIEDC model. The analysis of relevant programme documents was also employed to triangulate the interviews data.

Once the analysis was concluded, the themes and sub-themes displayed in Table 6 emerged. These are discussed in the subsequent sections. The themes or results are reported according to the HSP process fidelity mechanisms each evaluation question sought to assess. Under each section, firstly, the themes from primary data on each standard or domain are presented, and evidence provided in form of direct illustrative quotes from participants and supporting data extracted from programme documents are integrated where applicable. The chapter concludes with a summary of the findings.

The numbers attached to each sub-theme in this chapter where applicable refer to the frequency with which the theme was mentioned by the respective participant groups, in which case the themes are reported in a progressive order starting with the most frequently and ending with the least mentioned theme by study participants.

Table 6

Themes and sub-themes that emerged from an inductive content analysis of the interviews data

S/N	Theme	Sub-themes
1	The learner recruitment criteria	• Completion of an application form • Self-selection • Mathematics test • Submission of the school report form
2	The tutor-to-learner ratio	• Over-enrolment • Inadequate staffing • Volunteer tutor incompetency
3	The programme curriculum	• Initiating informal relationships • Use of the schools' syllabus plans for the term
4	The instruction language	• Mixture of English and Isixhosa
5	Staff and volunteer tutor training	• Lack of HSP staff training • Inadequate or ineffective volunteer tutor training
6	The duration of sessions	• One hour • One and half hour
7	The frequency of sessions	• Poor communication by the schools • Site disturbances • Irregular volunteer tutor attendance • Inadequate transport
8	Volunteer tutors' curriculum content knowledge	• Experienced volunteer tutors • Inexperienced volunteer tutors
9	Volunteer tutor availability	• Irregular volunteer tutor attendance • Inadequate volunteer tutors
10	Programme funding	• Inadequate funding
11	Learner perceptions of the benefits of the HSP on academic performance	• Improved academic performance
12	Level of learner attendance	• Irregular learner attendance
13	Learner dropout and causes	• Lack of food • Lack of learner commitment • Sweeping of classrooms • Transport • Favouritism • Home responsibilities • Mistrust at home • Negative tutor attitude • Lack of improvement in academic performance • Lengthy sessions

The sections that follow present detailed evaluation findings which are organised according to the HSP process fidelity mechanisms each evaluation question sought to investigate.

Theme one: The learner recruitment criteria

To assess whether the HSP was serving the target learners, the selection criteria that was used to recruit learners into the HSP was investigated. According to the HSP intended design, all interested Grade 8 learners from the target schools were required to apply to the programme and write a standardised mathematics test as a selection requirement. The themes presented in Table 7 below show four different means through which the learners joined the HSP across the three schools: (a) completion of an application form; (b) self-selection; (c) mathematics test; and (d) submission of the school report form. Grade 9 learners from school A (2017 cohort) filled the HSP application form and wrote a standardised mathematics test, while other learners only completed the HSP application form, but did not write the mathematics test. This was found true for all the schools. Across all three schools, the HSP application form was the usual tool, while self-selection was another common way used to recruit learners into the programme.

An explanation of how the application form was used to select learners was sought from staff members interviewed. Staff four explained that the form had a segment where the learners were required to indicate their motivation for wanting to join the programme. The form requested their background and school subjects' performance details which served as a basis for recruitment. The quotation confirming this information is provided below.

> "Uhm, with the basic assessment understanding why they want to join, you know, uhm, something about their background and their subjects and yeah, that's how we selected. So we had an assessment form and we took them based on that. Their writing skills, what their grades were. So we took the average. sometimes it was a mixture but mainly the average, the in between" (Staff four).

Completion of an application form and self-selection were supported by data from both the learner and staff interviewees, as demonstrated in Table 7. In addition to completing the HSP application form, learners from school C reported that they submitted their school report forms. Table 7 below displays the four sub-themes that emerged, describing how the learners were recruited or joined the HSP across the three schools from the learner and staff perspectives.

Table 7

The learner recruitment criteria

Sub-theme	Description	Illustrative quotes
Completion of an application form [10]	This theme refers to the HSP application form which all interested Grade 8 learners were required to fill or complete at the three schools as a recruitment requirement.	"And HSP came here and gave us the forms to fill in and told us that we will be having natural science, maths, English and life orientation. So I had a problem in maths, so I wanted to join the programme" (School A learner). "A staff came at school to give us the forms" (School B learner). "We were given the forms by the teacher to fill, and then we gave back to the teacher and then the teacher told us what's the next steps" (School C learner). "And when they understood, we would tell them this is the day we are going to come with our forms, and if you want to join us, come to this point at that time after school and you can apply, then we would have a form for them to fill" (Staff four).
Self-selection [8]	The theme refers to the learners volunteering themselves to participate in the HSP.	"I was invited by my older siblings before I came to this school. They were here... So they were also part of the programme and they did well in Grade 9. So they really advised me to join and I joined…and since they had told me before, I decided to join" (School A learner). "So the time I decided to join, I heard from the learners that HSP is a great programme, so I was eager to join. So I went to HSP classes after school, then I managed to tell one staff that I wanted to join HSP and the staff accepted" (School B learner). "uhm..uhm..uhm I didn't sign the form, uhm.. I saw my friends joining HSP and then their marks were approved. So mine were the...oh..were the lowest one from my friends. So in term two last year, I joined HSP because of that. I saw my marks were down" (School C learner). "And in some situations, if I may add, we usually get siblings. For instance, learners who have already left the programme, their younger brothers or sisters would also be part of the programme" (Staff two).
Mathematics test [5]	This theme refers to the standardised mathematics test which all learners interested to join the HSP were supposed to write as entry requirement.	"…Then on Friday, we were told we were going to a class where we were going to write a test. I went to write the test…" (School A learner). "… So I had a problem in maths, so I wanted to join the programme. Then we wrote a test, there after we wrote the test uhm…Those who joined at Grade 8" (School A learner).
Submission of the school report form [1]	This theme refers to the learners' school report form.	"We brought our report forms" (School C learner).

The learner self-selection processes

The evaluation revealed that learners were motivated to volunteer (self-select) into the programme in three ways: (a) referred to the HSP by a sibling or parent; (b) hearing from a friend; and (c) seeing improvement in friends' academic performance. The quotations describing these three self-selection processes from the learner and staff perspectives are presented in Table 8 below.

Table 8

The learner self-selection processes

Self-selection process	Illustrative quotes
Referred to the HSP by a sibling or parent	"I was invited by my older siblings before I came to Somphumelela secondary school. They were here... So they were also part of the programme and they did well in Grade 9. So they really advised me to join and I joined…and since they had told me before, I decided to join" (School A learner).
	"And in some situations, if I may add, we usually get siblings. For instance, learners who have already left the programme, their younger brothers or sisters would also be part of the programme. Somehow, I would feel for us that is a plus. That shows us that what we do is a good thing. That's why the parents want all their children to be part of our programme" (Staff two).
Hearing from a friend	"So the time I decided to join, I heard from the learners that HSP is a great programme, so I was eager to join. So I went to HSP classes after school, then I managed to tell one staff that I wanted to join HSP and the staff accepted" (School B learner).
Seeing improvement in friends' academic performance	"uhm..uhm..uhm I didn't sign the form, uhm.. I saw my friends joining HSP and then their marks were approved. So mine were the...oh..were the lowest one from my friends. So in term two last year, I joined HSP because of that. I saw my marks were down" (School C learner).

Theme two: The tutor-to-learner ratio

This theme relates to whether the HSP sessions were administered with the intended tutor-to-learner ratio of 1:15. The data from the HSP 2018 internal evaluation report and staff interviews showed mixed results. Data from the report indicate that the HSP sessions for all the subjects (English literacy, mathematics and natural science) across the schools were implemented with the average tutor-to-learner ratio ranging from 1:6 to 1:13, as outlined in Figure 5 below. School A recorded the highest ratio for mathematics, followed by school B for English literacy and then school C for mathematics sessions.

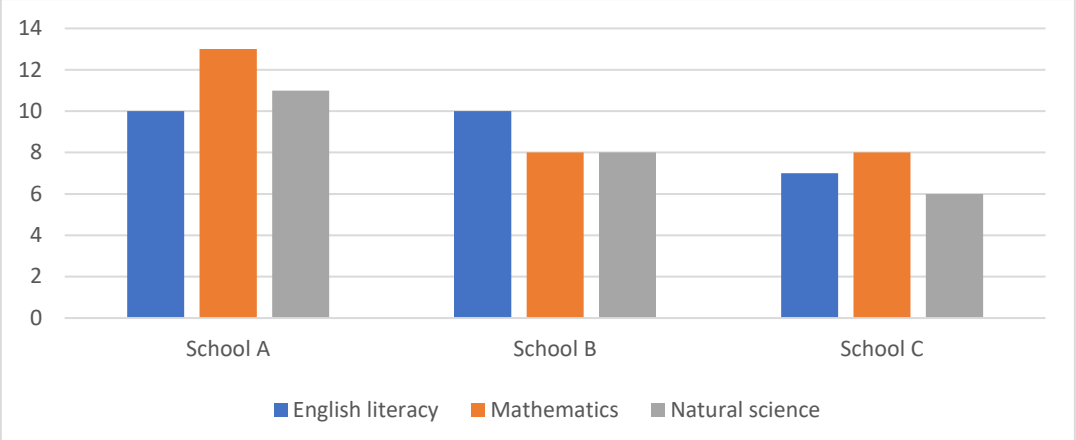

Figure 5. The average tutor-to-learner ratio by school and subject (Extracted from Appollis, T. (2018). [HSP internal evaluation report]. SAEP. South Africa. Unpublished raw data).

The data from staff interviews show that staff members perceived that the planned ratio was not adhered to. Three sub-themes arose from the staff interviews data that explained why staff members perceived that the HSP sessions were not implemented in accordance with the intended tutor-to-learner ratio. These were: (a) over-enrolment; (b) inadequate staffing; and (c) volunteer tutor incompetency. These themes are discussed below.

Over-enrolment

According to the programme design, 80 learners were targeted to be recruited annually collectively across the three schools. Table 9 below presents quotations from staff interviews and the extracted statistics from the 2018 HSP internal evaluation report, confirming over-enrolment to have contributed to non-adherence to the planned ratio.

Table 9

Confirmation of over-enrolment as cause of non-adherence to the intended tutor-to-learner ratio

Sub-theme	Illustrative quotes	Number of learners enrolled			
		School	2017	2018	Total
Over-enrolment	"…the programme always make sure that when they are recruiting, they are taking extra learners. For example, if we need 321, we recruit maybe 340…" (Staff one)	A	48	99	147
		B	25	45	70
		C	26	34	60
	"Well, I don't think we've got the capacity to work with them in the way we want to. I mean the most simple thing this year was the conception of numbers. So we're so few staff and we have 300 children, and there's no way that we could have the kind of very personal interaction. I mean, we literally just had too many kids, not enough adults. That would be my simplest... And it was literally just... I don't know how to teach a class of over 100 kids in one go" (Staff three).	**Total**	**99**	**178**	**277**

Note. Quantitative data extracted from Appollis, T. (2018). [HSP internal evaluation report]. SAEP. South Africa. Unpublished raw data.

The data from the report show that the programme had over-enrolled by 23.75% in 2017 and by 122.5% in 2018. The number of both Grade 8 and Grade 9 learners per school ranged from 60–147. School A had the highest number of learners, seconded by school B and then school C. Over-enrolment compromised the quality of HSP session delivery. For instance, staff three reported that the programme did not have adequate staff to effectively teach the learners that were recruited. This led to having larger than planned groups of learners per tutor which limited the tutor to learner interactions.

Inadequate staffing and volunteer tutor incompetency

It was evident that inadequate staffing and volunteer tutor incompetency resulted in combining Grade 8 and Grade 9 sessions which led to having larger than planned groups of learners per tutor. For example, staff one reported that some volunteer tutors were reluctant to be given a class. This resulted in combining Grade 8 and Grade 9 sessions which were conducted in the same class at the same time. Staff three explained that, because of not having enough volunteer tutors, staff members ended up putting together the classes which were planned to be taught separately. Table 10 below provides the quotations from staff interviews

supporting inadequate staffing and volunteer tutor incompetency as reasons for non-adherence to the intended tutor-to-learner ratio.

Table 10

Confirmation of inadequate staffing and volunteer tutor incompetency as reasons for non-adherence to the intended tutor-to-learner ratio

Sub-theme	Illustrative quotes
Inadequate staffing	"Well, I don't think we've got the capacity to work with them in the way we want to. I mean the most simple thing this year was the conception of numbers. So we're so few staff and we have 300 children, and there's no way that we could have the kind of very personal interaction. I mean, we literally just had too many kids, not enough adults. That would be my simplest... And it was literally just... I don't know how to teach a class of over 100 kids in one go… And I'm supposed to have tutors that cover these, but often, it was kind of... If for many reasons, there weren't enough tutors**, I'd have to just lump them together**" (Staff three). "And having one person…as a coordinator with two senior tutors part time as a team, whilst previously in the Hope Scholars Programme used to be two coordinators and some of the volunteers working throughout the year as senior tutors. Sometimes we had four to five people" (Staff four).
Volunteer tutor incompetency	"At first, they happen according as I planned them but I had challenges of tutors not feeling comfortable to be placed on a certain grade. So I can't be on Grade 8 on the same day and on the same hour with Grade 9. So I have to place a tutor for Grade 8, I sit with Grade 9 and deliver the lesson. So then I had that challenge and so **I ended up combining Grade 8 and Grade 9 putting them in same class** and make sure I deliver some days the same topic, other days I make sure…So I have to do the hard job" (Staff one).

Theme three: The programme curriculum

According to the programme design, the HSP curriculum required aligning to the school day classroom learning and CAPS (the national curricula) to support the learners with the work being done in the classroom. The results show that the quarterly planning meetings with the subjects' school teachers (from the target schools) and volunteer tutors that were aimed at facilitating alignment of HSP sessions to classroom learning and CAPS were not implemented during the period 2017–2018. Some of the staff members were unaware of the meetings.

Two themes emerged describing how the HSP staff worked to align the HSP sessions to classroom learning and CAPS in lieu of the quarterly meetings. These include: (a) initiating informal relationships; and (b) use of the schools' syllabus plans for the term. For instance, staff two and three reported to have independently initiated informal relationships with the subjects' teachers from the implementing schools through which they consulted the content of

the classroom lessons and the likely focus of the examinations. This formed a basis for guiding the planning of the HSP sessions. In addition to initiating informal relationships, staff two and three explained that they used the schools' syllabus plans for the term as a guide to align the HSP sessions to classroom learning and CAPS. Examples of quotations from staff participants supporting non-implementation of the quarterly planning meetings, initiation of informal relationships, and use of the schools' syllabus plans for the term are presented in Table 11 below.

Table 11

Alignment of HSP sessions to classroom learning and CAPS

Sub-theme	**Illustrative quotes**
Non-implementation of quarterly planning meetings with schools' subjects' teachers and volunteer tutors	"Uhm mentioning teachers, no, there has never been quarterly meetings where we ask teachers to come and join us. It's just the parents, we inform the parents, the learners to meet us. We have never invited the teachers" (Staff one).
	"…I don't know about them..." (Staff three).
	"I didn't have the opportunity. There is only one teacher I think who used to come to the sessions at one of the schools and I think that teacher was explaining to some of the students who wanted to withdraw from the programme because of that food and transport item. I think it was only that one I had an opportunity to share ideas with" (Volunteer tutor).
Initiating informal relationships	"So just because we did not have the meeting doesn't mean we didn't do what we were supposed to do pertaining to us meeting the teachers at a school. I'm talking about me now" (Staff two).
	"What I do in lieu of that is I make friends. I'm friends with teachers at the schools. We get together. I might sort of swop worksheets. I find out what's going to be in the kids' exams. We talk about the children, such...That's what I do instead. I've developed an informal relationship" (Staff three).
Use of the schools' syllabus plans for the term	"Secondly, we also have what we call a term plan of the school. The term plan tells us week one this is what is being covered. Week two this is what is being covered and so on" (Staff two).
	"We do a particular thing on whatever they're doing in class this term or this week. I try and match it" (Staff three).

Staff participants reported that HSP sessions were aligned to classroom learning and CAPS. For example, staff two explained that all the head of the subjects (HSP staff) were trained teachers, whilst staff four indicated that staff ensured that the lesson plans were in accordance with what the school teachers were complying with within the classroom. Staff perceptions were supported by data from the learner focus group interviews. Learners reported that the HSP lessons were usually aligned to the school syllabus, although HSP lessons were often behind or ahead of the classroom learning, while the HSP natural science sessions would have additional content at times. Some of the learners from schools B and C

had a divergent view regarding English sessions. They reported that the HSP English lessons were not aligned to classroom learning, whereas others generally explained that their friends left the HSP because they felt that the programme was teaching content from grade R. Examples of quotations from staff and learner participants verifying these findings are outlined in Table 12 below.

Table 12

Confirmation of alignment of HSP sessions to classroom learning and CAPS

Sub-theme	Illustrative quotes
Confirmation of alignment of HSP sessions to classroom learning and CAPS	"I know what CAPS needs the teachers to do in order to equip the learners. So am familiar with that and I have been teaching two and half years before I came in the programme. So I know, whatever I am planning, I don't plan not focusing on what CAPs wants" (Staff one).
	"Yes, definitely because all the Heads of the subjects are teachers. That's first and foremost" (Staff two).
	"They did that, they did, the staff would ensure that the lesson plans would be in accordance with what the teacher was complying within the classroom" (Staff four).
	"If it's not, a topic maybe, like science has one class per week then maybe every week we've got a science class, so maybe we might be taught what we were taught last week in class in HSP or what we gonna be taught the following week" (School A learner).
	"No, they teach us like fast, like they teach us fast before we are taught in class" (School C learner).
Additional content in natural science	"The usual thing is that we don't usually learn what we learn in class because sometimes our tutor, we tell our tutor what we learn in class, so the tutor adds more things to that thing. The tutor adds more to what we are learning" (School B learner).
(divergent views)	"English, things are too many here we don't learn in class" (School C learner).
	"Others say that because HSP teaches things from grade R" (School B learner).

One of the potential explanations for the divergent views was evident in the staff interviews data. Staff three reported that the schools were not following the entire CAPS schedule and would not cover half of the content of the subjects' syllabus. The interviewee described that:

> The other thing is the schools don't follow the entire CAPS curriculum… Or I mean you prepare lessons and they haven't done it in class yet which is actually really sad because they've got, as far as you're concerned, the CAPS curriculum. They don't do half of that stuff. They don't test them on it.
>
> (Staff three)

Theme four: The instruction language

HSP sessions were designed to be instructed in English to enhance the understanding of English for the learners. All study perspectives reported that the HSP sessions in all the

subjects, were being instructed using a mixture of English and Isixhosa. This was done to ensure that the learners understood the content of the sessions. Quotations verifying this finding are given in Table 13 below.

Table 13

The instruction language

Sub-theme	Illustrative quotes
Mixture of English and Isixhosa	"Not English, most of the time they use Isixhosa. It is usually mixed" (School A learner).
	"They use Isixhosa, they mix to help us understand more" (School B learner)
	"They mix English and Xhosa to help us understand" (School C learner).
	"Actually, it's both, English and Isixhosa. I could switch,…I use Isixhosa sometimes because like really even if you tell a learner an English work, you need to also say it in Isixhosa this is the the…" (Staff one).
	"We are using both English and Isixhosa for most of the lessons if for instance one tutor was explaining in English, for instance…maybe one would explain that in Isixhosa so that they all fully understand all of them" (Volunteer tutor).

The evaluator inquired on the language in which the learners understood better. Learners from school A reported that they understood better when sessions were instructed in Isixhosa, whilst learners from schools B and C explained that they understood better when sessions were taught using both English and Isixhosa as per illustrative quotes displayed in Table 14 below.

Table 14

The language in which learners understood the sessions better

Sub-theme	Illustrative quotes
Isixhosa	"Isixhosa, the mother tongue" (School A learner).
Mixture of English and Isixhosa	"Both, mixed languages" (School B learner)
	"Both, mixed English and Isixhosa" (School C learner).

Theme five: Staff and volunteer tutor training

This theme related to the staff and volunteer tutor perceptions of whether adequate training was provided. The findings on staff training and volunteer training are described separately below.

Volunteer tutor training

The results show that volunteer tutors received training through regular meetings with staff members and quarterly volunteer tutor workshops. Staff members and the volunteer tutor reported that tutor trainings were being rendered to the volunteer tutors in the form of regular volunteer tutor meetings. For instance, staff four explained that volunteer tutor trainings were provided through regular meetings with staff members daily before going out to the schools. The volunteer tutor reported having had a session with one staff member who explained how they were expected to deliver the sessions. Staff two described the training that was being provided to the volunteer tutors as crash training where volunteer tutors would be told what the programme was doing and how the sessions were to be delivered. In addition to the regular meetings with staff members, staff three reported that quarterly volunteer tutor workshops were being conducted during which staff members and volunteer tutors would share their experiences, the dos and don'ts regarding student tutoring.

However, staff one and the volunteer tutor revealed that the regular volunteer tutor meetings were poorly attended. Examples of quotations supporting volunteer tutor training in the form of quarterly workshops and regular meetings with staff and poor attendance of regular meetings are displayed in Table 15 below.

Table 15

Volunteer tutor training

Sub-theme	Illustrative quotes
Quarterly volunteer tutor workshops	"When we get new recruits, we kind of have a crash kind of training on what we do and how we do it but most of the time we used to…We used to get people who've done tutoring before and then what we'd then concentrate on is the how part…and also we would have regular tutors' workshop…The first one I think in each term or three times a year…whereby they would talk about their experiences and the do's and don'ts and everything that they wish to share in the meeting pertaining to tutoring with the learners" (Staff two).
Regular volunteer tutor meetings with HSP staff	"The head tutor provides for the tutors the lesson plan that includes the one-on-one with the… Because you can write everything on paper. It's best like here is the lesson plan on how the lesson is going down" (Staff two).
	"As much as we could. We had regular tutor meetings and also those who turned up for the tutor meetings, uhm, would receive the training. And prior to the holiday programmes I know that it was done quite intensively. Uhm, on the day before going out to the schools, staff would meet with the tutors. Yeah, particularly the young inexperienced ones" (Staff four).
	"Ah I think I just had one session with one staff to explain how we go about the tutoring" (Volunteer tutor).
Poor attendance of regular volunteer tutor meetings	"They don't know what we really want because some they come late, like you tell the person come eleven O clock so that I have an hour with you to brief you on whats gonna happen. The tutor doesn't pitch, just pitch at the school while you are starting the lesson then when you say I was gonna ask you to do this then go to Grade 9 and do this, you tell the person five minutes, the person is not ready" (Staff one).
	"All the weeks but sometimes we would not sit as…tutors collectively to discuss that material…" (Volunteer tutor)

Although there was evidence that training was being provided to the volunteer tutors, staff one, three and four expressed that the volunteer tutor workshops were inadequate or ineffective. Staff two and the volunteer tutor had a divergent perspective that the workshops were adequate. Through constant comparisons of the interviewees' demographic data, it was understood that the interviewees with this divergent perception had an education professional background with more than ten years of experience. Therefore, staff two and the volunteer tutor were highly skilled in terms of curriculum content and teaching methodology. Table 16 below presents quotations illustrating inadequate volunteer tutor training and the divergent view.

Table 16

Confirmation of inadequate volunteer tutor training

Sub-theme	Illustrative quotes
Inadequate or ineffective volunteer tutor training	"uhm no, it's not enough training done to the tutors because head tutors have to tell them how to do the things otherwise they never go through any training, but they do, we do have workshops like we were telling them what is expected of them" (Staff one). "We had workshops, but I think I mean actually having a workshop and it being of any good are different things…We've done these tutor workshops but no one actually kind of looks at the content…but I think what really bothers me is things like those trainings that we did, but I don't think they were actually that effective" (Staff three) "Uhm, sometimes I didn't think with some of them, yeah, I felt sometimes I didn't feel very competent. It was difficult for me to assess that, uhm…whether the children were getting it...With some of the volunteer tutors, they were very good... They didn't need any assistance at all. They would just need quick guidance and what it is of the content they were delivering. The others needed a lot of guidance" (Staff four).
Adequate volunteer tutor training	"uhm I think I just had one session with a staff to explain how to go about the tutoring. I think it was adequate since I have been in the teaching field for over twenty years" (Volunteer tutor). "Yes, it has" (Staff two).

Staff training

Staff one and three reported that no training was being given to HSP staff members upon recruitment or as routine staff development training. This resulted in some of the staff members being uncertain of how the HSP sessions were intended to be delivered, their roles and administrative requirements. Table 17 below outlines illustrative quotes verifying this finding.

Table 17

Confirmation of lack of HSP staff training

Sub-theme	Illustrative quotes
Lack of HSP staff training	"No, I just have a clue because uhm normally we had a one and half hour every afternoon and they only emphasise that our tutoring session must be learner centred. It's the learner who must do the talking, questions, the work. We don't have to do it for them, we can just facilitate and guide, teach where we can, yeah" (Staff one). "Staff, like I said, this year I have been very unclear about actually what my role is. I haven't actually known what's going on…I mean there were a lot of sorts of... You had just assumed... I only started paying attention to how things get done in May, things like the registers and stuff like that" (Staff three).

Theme six: The duration of sessions

The prescribed duration of instruction for the HSP sessions per subject is one hour. Staff and the volunteer tutor reported that the duration of instruction varied from one hour to one and half hours across the schools, depending on the school's time table. For instance, staff one explained that the duration of the sessions at school A was one hour, while at schools B and C the sessions were one and half hour. When asked whether this was the case for all the subjects, staff one explained that learners at schools B and C were being released earlier than the school A learners, thereby allowing the tutors to have thirty minutes additional instruction time. The volunteer tutor indicated that the duration of instruction would be extended when tutors felt the need to explain more, while staff three explained that the starting and ending times of their sessions were flexible especially when having a good time with the learners.

The staff and volunteer tutor perceptions were supported by data from the learner focus group interviews. Learners perceived that the duration of sessions varied from an hour to one and half hours. This indicates that even though the duration of sessions at school A was perceived as prescribed, the sessions were also extended sometimes. In line with staff three's view, school A learners expressed that natural science sessions were normally lengthened when learning an interesting topic. However, they would sometimes lose focus due to hunger. Quotations referring to the variations in the duration of sessions across the schools from the staff and learner perspectives are laid out in Table 18 below.

Table 18

Confirmation of variations in the duration of sessions across the schools

Sub-theme	Illustrative quotes
One hour	"Uhm so it's supposed to be one hour in a certain school and another one is one and half hour" (Staff one)
	"An hour" (School C learner).
One and half hours	"Normally they were about one hour to an hour thirty. Normally they are supposed to be one hour but sometimes because we felt that we needed to explain further, we extended them maybe to one and half hours" (Volunteer tutor).
	"Yes, it's always one and half hours at schools B and C, we've got enough time there because they come out early but school A they come out half past three" (Staff one).
	"So the start times of the lessons are very flexible, as are the ending times, especially if we're having a pretty cool time" (Staff three).
	"The topic can be interesting then the tutor can extend the time" (school A learner).
	"Almost an hour or half an hour. The latest is an hour and half" (School B learner).

Theme seven: The frequency of sessions

This theme concerns staff perceptions of whether the HSP sessions were implemented with the intended frequency. Each cohort per school was required to receive one session per subject per week, implying that in a year, each cohort was to receive a total of 48 sessions per subject.

Non-adherence to the intended frequency of sessions

The HSP 2018 internal evaluation report was reviewed to ascertain whether the HSP sessions were conducted with the intended frequency to the learners. The extracted data on the number of sessions delivered per school and subject as shown in Table 19 below indicate frequency infidelity. For instance, the number of sessions delivered per subject to each cohort in 2018 were below 50% of the annual target of 48 sessions, ranging from 11 to 23 sessions. This means that the learners were underserved, as they did not receive the prescribed number of sessions.

Table 19

Confirmation of non-adherence to the intended frequency of sessions

		Number of sessions delivered per school and subject						
			Mathematics		Natural science		English literacy	
Sub-theme	**Illustrative quotes**	School	Grade 8	Grade 9	Grade 8	Grade 9	Grade 8	Grade 9
Non-adherence to the intended frequency of sessions	"According to the time table yes, except..." (Staff two).	A	19	22	22	22	19	19
	"Mostly, I mean..." (Staff three).	B	13	19	12	23	14	21
	"Most of the time, not all the time" (Staff four).	C	14	17	13	11	15	15

Note. Quantitative data extracted from Appollis, T. (2018). [HSP internal evaluation report]. SAEP. South Africa. Unpublished raw data.

The extracted data from the evaluation report were supported by data from staff interviews. Staff two, three and four reported that the HSP sessions were not always implemented with the planned frequency. Quotations illustrating non-adherence to the intended frequency of sessions are provided in Table 19 above.

Factors that contributed to non-adherence to the intended frequency of sessions

Four themes emerged from data from the three staff member interviews explaining the contextual and programme factors that affected fidelity to the intended frequency. Contextual factors include: (a) poor communication by the schools; and (b) site disturbances. Programme factors were: (a) irregular tutor attendance; and (b) inadequate transport. Quotations supporting these factors are presented in Table 20 below and described in the paragraphs that follow.

Table 20

Confirmation of factors that contributed to non-adherence to the intended frequency of sessions

Sub-theme	Illustrative quotes
Contextual or school factors	
Poor communication by the schools	"According to the time table yes, except: one; If maybe there was no water at that specific school so the school comes out, two; if there is a SADTU meeting at that specific school so the school comes out early, three; if there is any other meeting or training that the school is attending and therefore it won't and then we can try and fit it on a Life Skills session time" (Staff two). "Mostly... I mean there's obviously a lot of the usual times when schools leave early, or we didn't get told about this sort of event…Yes. I mean, for example, the schools are very poor at communicating with us. I mean, individually, I've got individual relationships with the receptionist and various teachers, like what time are the learners being released? But sometimes they just get released early. We don't know about it" (Staff three). "Schools will not let us know when the schools are closing, we would arrive at the school quarter to two, two o'clock, half past two, they've gone at 12 o'clock, schools closed, they've gone at one o'clock. Uhm, you know, and to lose that momentum was the most difficult or something's happening in school, sports or this an alternative thing happening…The communication from the school not happening was the most frustrating…cancellation of sessions, which was beyond our control mainly because of the school not informing us when the kids had to go home early" (Staff four).
Site disturbances	"Two, if there's some maybe in a certain area specifically between Philippi and Samora and then we hear either on the news or wherever that there's some stones being thrown at passing cars and stuff. And then although school is running smoothly but we have difficulty moving to that specific school because of some disturbances in the area" (Staff two).
Programme factors	
Irregular tutor attendance	"Okay for us on our part maybe the unavailability of the tutor in that specific subject. That's one" (Staff two). "Inconsistency of tutors and cancellation of sessions, which was beyond our control…" (Staff four).
Inadequate transport	"That and or maybe there was a time we had less cars and then especially after Hope Scholars office was at Beautiful Gate and the other tutors…are here at the office and then they don't have a car because the person who took the car won't be back by the time they are supposed to go and go to Samora or Philippi" (Staff two). "…you know, transport is such an issue for us to transport tutors, to transport learners…" (Staff four).

Poor communication by the schools was the most frequent factor reported by staff two, three and four. They reported that collaborating schools often could not communicate on days the learners were released early due to various reasons, such as teacher meetings, sports and lack of water at the schools. Poor communication led to the cancellation of the HSP sessions on several occasions. Staff two explained that site disturbances such as protests affected the frequency of sessions. During such occurrences the schools were inaccessible.

One of the process mechanisms through which the HSP was expected to achieve its intended results is regular tutor attendance. It was evident from the interviews with staff two and four that volunteer tutors were inconsistent or regularly unavailable. The irregular attendance of the volunteer tutors affected the delivery of the sessions as planned. Finally, staff two and four described that the programme did not have adequate transport. This at times made it difficult to move staff members to the schools to conduct sessions and to move learners that needed transport after the sessions. Quotations confirming the factors that contributed to non-adherence to the planned frequency of sessions are presented in Table 20 above.

Theme eight: Curriculum content knowledge of volunteer tutors

This theme related to staff perceptions of whether the HSP volunteer tutors had the required curriculum content knowledge. During the interviews, staff four explained that the programme worked with different volunteer tutors in terms of curriculum content knowledge. In support of staff four's perception, supported by data from all the staff members and volunteer tutor interviewed, two categories of volunteer tutors emerged. These are: (a) experienced volunteer tutors; and (b) inexperienced volunteer tutors. Figure 6 below illustrates the two categories of volunteer tutors which are described in the subsequent sections.

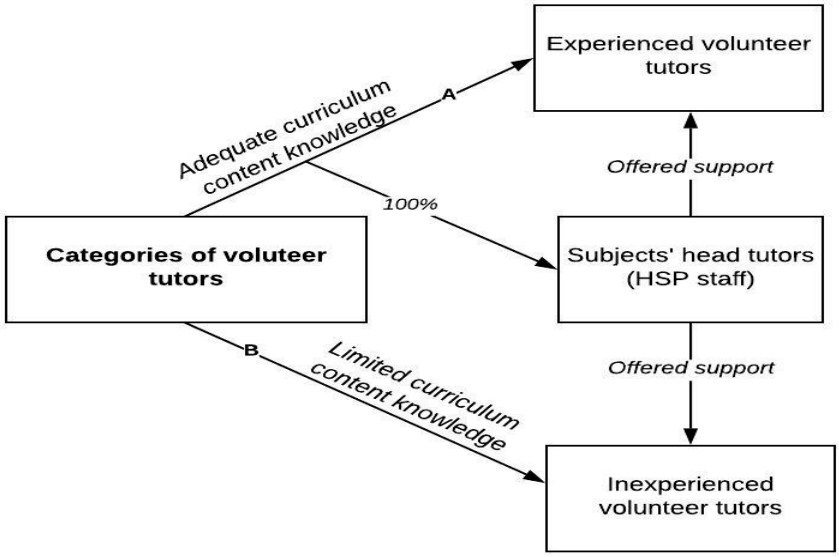

Figure 6. Manually constructed conceptualisation map of the categories of volunteer tutors using data from the HSP staff interviewees.

The experienced volunteer tutors referred to professional teachers or university students studying courses related to the subject they tutored on the HSP, whilst the inexperienced volunteer tutors comprised of Grade 12 school leavers who had either failed matric examinations or were enrolled in a bridging year programme. As shown in Figure 6, the experienced volunteer tutors were perceived by staff members to have adequate curriculum content knowledge, whereas inexperienced volunteer tutors were considered to have had limited curriculum content knowledge. The staff perception that inexperienced volunteers had limited curriculum content knowledge was supported by learners from school A. For instance, the learners reported that although volunteer tutors could be available, they were unable to answer some questions or explain to the learners, in which case, they always consulted the HSP staff members.

Although it was evident that some volunteer tutors had limited knowledge in their subject areas, staff two explained that the HSP staff members (referred to as subjects' head tutors or senior tutors by the interviewees) had a 100% curriculum content knowledge. The HSP staff members as illustrated in Figure 6 above offered support to their respective subjects' volunteer tutors in terms of sharing the knowledge and preparing lesson plans as reported by the volunteer tutor and staff two. Examples of illustrative quotes referring to the HSP staff offering support to the volunteer tutors, and the HSP having worked with experienced and inexperienced volunteer tutors are displayed in Table 21 below.

Table 21

Confirmation of HSP staff offering support and recruitment of experienced and inexperienced volunteer tutors

Sub-theme	Illustrative quotes
HSP staff offering support to the volunteer tutors	"…and also for head tutors it's 100%, do you understand? And therefore, whatever they know they pass it on to the tutors" (Staff two).
	"Normally for maths it was the head tutor who would necessitate, would actually plan what was supposed to be taught during the week" (Volunteer tutor).
Categories of volunteer tutors	
Experienced volunteer tutors	"Usually we use tutors who are studying a course that is related to what the tutor is going to tutor. So because of that…" (Staff two).
	"..Some of them were very good, were doing their masters. For example, the sciences, you know, who were really dynamic and good at it. So we had a mixed bunch" (Staff four).
	"…I remember for the maths group those who were coming for maths most of them were also doing education, specialising maybe in mathematics and other subjects" (Volunteer tutor).
Inexperienced volunteer tutors	"No, noo they don't know anything about CAPs or about teaching. They don't have that, they just, okay they know teaching because they've been at school. They are former Grade 12 who failed Grade 12, some are doing university maybe first or second year but they are doing the different course. They don't deal with CAPs or what, they don't know what CAPs really want, the goals of CAPs…the English tutors are doing tourism, some are doing bridging year, some are just sitting at home. So they don't really know teaching" (Staff one).
	"And we had people coming in who didn't...Oh…tutors who didn't even bloody know the subject..." (Staff three).
	"No, no, some of them they needed, we just, uhm, the volunteer tutors, some of them were very young and inexperienced and really had needed a lot of guidance. We were so desperate for volunteers" (Staff four).
	"And sometimes maybe in science it's like they are not there even if they are there because if you ask some questions and they are not able to answer and explain. If you want something, they always go to the HSP staff because they are not fully aware about the subject" (School A learner).

Theme nine: Volunteer tutor availability

This theme was associated with the staff and learner perceptions of whether the volunteer tutors were regularly available to administer the HSP sessions. One of the process mechanisms through which the HSP was presumed to achieve its intended results was regular tutor attendance. Two sub-themes emerged from the data across all eight interviews

pertaining to this theme. These are: (a) irregular volunteer tutor attendance; and (b) inadequate volunteer tutors. The two themes which are explained in the next paragraphs recurrently occurred together in the learner's interviews data. Quotations verifying irregular volunteer tutor attendance and inadequacy are provided in Table 22 below.

Table 22

Verification of irregular volunteer tutor attendance and inadequacy

Sub-theme	**Illustrative quotes**
Irregular volunteer tutor attendance (absenteeism)	"They are not there every day maybe you see the tutor once a week or once a month" (Staff one). "Inconsistency of tutors…But some were very good. They were there, they were with us and yeah, consistently they would be there but there were challenges, yeah…" (Staff four). "Sometimes I would not be available" (Volunteer tutor).
Inadequate volunteer tutors/ **(Absenteeism)**	"Even I would say I asked one tutor why they are not **enough tutors**, the tutor said, some decide not to come because they say they have a lot of work to do, **so they are absent**. And sometimes especially in maths, she/he is usually so busy to answer all our questions and sometimes she/he asks another learner who understands better to explain to the other learner. That is how it works" (School A learner). "In maths, **the teachers do attend but its only** that we get one tutor which cannot help us both Grade 9 and the Grade 8s. So our last session on Wednesday, **so we got one tutor and the other ones were absent**. So we both had assignments that we needed help to do but were not able to help" (School B learner). "Like they are supposed to be three in class but then there is one" (School C learner). "And I'm supposed to have tutors that cover these, but often, it was kind of... If for many reasons, there weren't enough tutors, I'd have to just lump them together and... So the kids were suffering. Do you know what I mean? That's why I was teaching by myself when you saw me…" (Staff three).

It was clear from the staff interviews data that there was an imbalance in tutor attendance. Staff four explained that tutors were inconsistent in attending; although some tutors attended regularly, others did not. In support of staff four's view, staff one reported that volunteer tutors were seen once a week or once a month, while the volunteer tutor confirmed that they were not always available.

The learner focus group interviews across the three schools revealed that volunteer tutors were inadequate. During the interviews, the learners indicated that mainly only HSP staff

members were regularly available to conduct sessions for both Grade 8 and Grade 9 learners. This was the case for all the subjects and schools. Inadequacy of volunteer tutors compromised the tutor-to-learner ratio and the delivery of sessions. Staff three explained that volunteer tutors were not adequate as such, staff members ended up combining classes that were designed to be taught separately. Descriptive quotations confirming these findings are outlined in Table 22 above.

Reasons for irregular attendance of volunteer tutors

Three reasons that were linked to irregular volunteer tutor attendance were: (a) competing commitments; (b) voluntary attendance; and (c) lack of encouraging incentives. Staff two explained that academic commitments superseded programme interests, and as such, student volunteer tutors were irregularly available. The volunteer tutors reported that family responsibilities overrode the interests of the HSP in terms of remuneration. Given that they worked as volunteers, staff two explained that their attendance was voluntary, implying that they were not obliged to attend. The transport allowance of R50 was not encouraging for volunteers to attend. The volunteer tutor reported that in the mathematics subject, they had two graduate volunteer tutors who stopped tutoring because of the low travel allowance. Illustrative quotes verifying these results are given in Table 23 below.

Table 23

Confirmation of reasons for irregular attendance of volunteer tutors

Sub-theme	Illustrative quotes
Competing commitments	"First and foremost the tutor has to… His or her own studies come first" (Staff two).
	"…Family responsibilities override the interests of HSP in terms of renumerations…" (Volunteer tutor).
Voluntary attendance	"They are voluntary. This is a volunteer thing" (Staff two).
Lack of encouraging incentives	"…therefore, somehow it was something that we used to discuss a lot about because there's no incentives for them to want to..." (Staff two).
	"…we had two other people who were graduates but they left because the allowance they were getting is just too small. Maybe it's just the transport allowance so there are no incentives to encourage maybe people to continue coming. They would rather maybe spend more time doing something else" (Volunteer tutor).
	"…To get quality tutors you have to spend, you have to offer something. So the amount the R50 that has been offered to tutors is also giving that kind of tutors because we don't have something to attract quality tutors..." (Staff one).

Theme ten: Programme funding

This theme related to staff perceptions of whether the HSP had adequate funding to effectively implement the academic component of the programme. Out of the four staff members interviewed, three staff members explained that the HSP did not have adequate funding during the period 2017–2018. Staff four explained that the HSP funding varied from year to year. There were years the HSP used to be well funded and could support other programmes financially, and years during which it was inadequately funded and relied on other programmes to run its activities. The evaluator enquired whether learner academic performance was better during the well-funded years compared to inadequately funded years. Staff four explained that there were no recorded performance differences. The programme was not achieving the intended results, and this, among other reasons, such as poor learner attendance and the cost of the programme, led to a management decision to scale down HSP activities.

Staff members reported that the lack of adequate funding resulted in the introduction of voluntarism, having insufficient teaching resources and staffing changes. Staff two explained that with the change from having paid tutors to voluntarism, the volunteer tutor stipend was reduced from R200 per session to a transport allowance of R50 per day during the evaluation period. This led to a decrease in the number of student volunteer tutors. Staff three reported that the lack of funding limited the programme's capacity to buy teaching resources and led to having only one staff member work on a full-time basis, while two worked as part-time staff members.

Staff one had a divergent view that the HSP had adequate funding to recruit quality tutors and pay a stipend. This staff explained that five volunteer tutors were allocated for the subjects they tutored per day, while daily only two volunteer tutors could attend to facilitate the sessions. Hence, the savings from three volunteer tutors would be enough to hire quality tutors. Quotations confirming these findings are given in Table 24 below.

Table 24

Confirmation of the HSP's lack of adequate funding

Sub-theme	Illustrative quotes
Inadequate funding	"Yes, they were given a stipend of R200 per session. That was when HSP had enough to give them. And then later on, I think in the last two years, it was voluntary. That would be given only a R50 for transport and then we saw a decline of because these are students. They don't' have money. They needed something and unfortunately HSP could not afford to give them" (Staff two). "And I think it's like we're stretched out on a shoestring budget, but I mean to the point of absurdity. The fact we don't have money for teaching resources, I had to use my own money to buy demonstration equipment, for example… No. I mean the fact we had only one full time member of staff, I mean, crazy. The only reason some have not worked full time" (Staff three). "No, it didn't have adequate funding, well there were some years it did and some years it didn't, so some years it depended on other programmes and this is how HSP programmes function sometimes, you know, because other programmes which were well-funded would offer support to another programme. So some years Hope Scholars was well funded and would support other programmes as well, but some years it was hardly funded. So we had to just, you know, uhm make do with what we had" (staff four).
Learner academic performance between adequately and inadequately funded years	"The reason why we had to change in terms of reducing and phasing out HSP because the results were very weak, the attendance was very poor and it was very expensive programme so in terms of costs…We still didn't, we had, for example, we had one tutor who worked really hard at the preparations, that tutor delivered very well. Uhm, the tutor was excellent. The tutor worked with us, uhm, but we still didn't, the results were not. We did the baseline and then we measured that against the whole, we measured it against the whole school, yeah" (Staff four).
Adequate funding **(Divergent view)**	"Uhm okay, okay I think the organisation has got enough funding to get the quality tutors and pay a stipend but the money is spent in so many ways and in other things. Because for example, in some classes on a Monday we are supposed to have five tutors, then one tutor pitch and one HSP staff…so its two. So a day saving, the money that were supposed to be paid for three tutors, so we don't know where that money goes" (Staff one).

Theme eleven: Learner perceptions of the benefits of the HSP on academic performance

One of the expected intermediate outcomes of the HSP is improved learner academic performance. This theme refers to whether the learners perceived that they were doing better in mathematics, natural science and English literacy since they started attending the HSP sessions. Learners reported that they felt that their marks had improved, some in all the

subjects, while some learners from school B indicated to have had a minimal improvement in mathematics and English literacy.

This finding was supported by data from the 2018 end of year staff meeting minutes and staff interviews. It was indicated in the minutes that even though academic performance for a considerable number of learners had improved, they achieved less than 50%, while others had failed in 2018. Staff four explained that, although the programme was not successful in achieving the intended improvement in learner academic performance, the HSP had recorded very positive results with some learners. Additionally, one learner from school C reported that they joined HSP after seeing an improvement in the academic performance of their friends, and that his/her marks improved too after joining the programme. Quotations verifying the perceived improvement in academic performance are presented in Table 25 below.

Table 25

Learners' perceptions of the HSP benefits on academic performance

	Illustrative quotes		
	Learners from school		
Subject	A	B	C
Mathematics	"Yes, mathematics…".	"We are getting there in maths…".	"Maths".
English	"Yeah, it has improved a lot".	"We are getting there in …and English".	"All".
Natural science	"Yes, natural science marks have improved". "Yes…and natural science".	"Yes, they are much much better like in natural science".	"All".

"uhm...uhm I didn't sign the form, uhm… I saw my friends joining HSP and then their marks were approved. So mine were the...oh…were the lowest one from my friends. So in term two last year, I joined HSP because of that. I saw my marks were down…and also my marks improved after I joined HSP" (School C learner).

"…So we looked at other programmes which have been successful with volunteers and all of that but we haven't been able to succeed in what we were trying to achieve…And we also had some really brilliant shining stars who came out of the programme. So it was all not negative, some of it was really very positive" (Staff four).

"Next to the number of improvements, in italics you'll see the number of learners who, despite improving, still achieved less than 50% for Q3. For example, in Grade 8 English at Intsebenziswano – 20 learners showed improvement and of those 20, 2 learners failed, achieved less than 50%" (Appollis, T. [Minutes of the end of year HSP staff meeting, Page 4, Paragraph 8], November 9, 2018). Unpublished raw data.

Theme twelve: Level of learner attendance

This theme relates to whether learners attended HSP sessions regularly. The HSP was designed with the assumption that regular learner attendance of 75% of the total sessions per subject would lead to improved academic performance. Interviews data from three staff interviewees and the volunteer tutor showed that learner attendance was very poor and lower than the target. A perceived regular attendee participated in about 69% of the sessions in a quarter as reported by staff one, while staff four expressed that only about 15% to 20% of the enrolled learners regularly attended because they were enthusiastic to learn, whilst 80 learners rarely attended.

The HSP 2017 external evaluation report was reviewed as a source of additional data to compliment staff interviews data. Table 26 presents staff illustrative quotes referring to irregular learner attendance and the average learner attendance data extracted from Garth, (2017).

Table 26

Verification of irregular learner attendance

		Learner average session attendance by subject in 2017			
			School		
Sub-theme	**Illustrative quotes**	Subject	A	B	C
Irregular learner attendance	"Okay, a regular attendee will attend maybe a minimum of 25 out of 36 sessions in a quarter…I would say for example in school A we've got 111 Grade 8 learners… So half… is gonna attend, is attending then half is not attending" (Staff one).	English literacy	58%	59%	60%
		Mathematics	67%	61%	74%
		Natural science	66%	74%	64%
	"Not very good. I mean you get kids that sort of... Less than 50% most of the time" (Staff three).				
	"Uhm for me it was about my biggest KPI in terms of a good programme is when children are anxiously wanting to be there, we didn't get hundred percent attendance of our enrolled learners…I would say about maybe 15%, 20% of them they were there because they were eager to learn. The rest really would reluctantly be there" (Staff four).				
	"I think the attendance last year was better than it was this year but generally the attendance is not very good. For last year I would say maybe over 50% but by the end of this year it was less than 50%" (Volunteer tutor).				

Note. Quantitative data extracted from Garth, S. S. (2017). [An outcome evaluation of the academic component of the HSP]. SAEP. South Africa. Unpublished raw data.

The data extracted from the evaluation report confirmed that the average learner attendance in all the subjects across all the schools in 2017 was less than the 75% target, as displayed in Table 26 above. Natural science recorded the best attendance, followed by mathematics, while English literacy was the least attended subject. The average learner attendance for natural science was 64% at school C, 66% at school A and 74% at school B, showing a discrepancy of 2–8% across the schools. The average attendance for mathematics was 61% at school B, 67% at school A and 74% at school C, indicating a variance of 6–7% across the schools. The average attendance for English literacy was 58% at school A, 59% at school B and 60% at school C, showing a difference of 1–2% across the schools.

The HSP recorded a gradual decrease in learner attendance per term (T). Staff four explained that term one had a high attendance which decreased in term two for both Grade 8 and Grade 9 learners as per the illustrative quote displayed in Table 27 below. The HSP 2018 internal evaluation report was reviewed to ascertain the pattern of learner attendance. The learner attendance data extracted from the evaluation report are provided in Table 27 below.

Table 27

Confirmation of gradual decrease in learner attendance

				Percentage of learner attendance by school, grade, subject and term.								
				Subject								
				English literacy			Mathematics			Natural science		
Sub-theme	**Illustrative quotes**	School	Grade	T1	T2	T3	T1	T2	T3	T1	T2	T3
Gradual decrease in learner attendance	"So first term we'd have very high and then, then the second term it dropped, it was very bad attendance" (Staff four).	A	8	71	70	12	100	95	17	75	49	10
			9	57	73	18	90	83	38	46	44	23
		B	8	98	81	23	96	89	37	97	42	24
			9	0	71	29	75	76	36	76	41	24
		C	8	99	87	18	99	86	33	98	64	31
			9	81	82	38	91	88	34	59	54	8

Note. Quantitative data extracted from Appollis, T. (2018). [HSP internal evaluation report]. SAEP. South Africa. Unpublished raw data.

As shown in Table 27, the data extracted from the evaluation report confirmed that term one recorded good attendance, which moderately and drastically declined in term two and three to as low as 8% for natural science, 12% for English literacy and 17% for mathematics. As opposed to the 2017 attendance, mathematics recorded the best attendance, followed by English literacy, while natural science was the least attended subject in 2018. Attendance for mathematics ranged from 17–38%, with school B recording the lowest and highest attendance for Grade 8 and Grade 9. Attendance for English literacy varied from 12–38% and similarly, school B recorded the lowest and highest attendance for Grade 8 and Grade 9. Attendance for natural science ranged from 8–31%, with school C this time recording the lowest attendance for Grade 9 and Grade 8.

Causes of irregular learner attendance

Four sub-themes that explained why learners inconsistently participated in the HSP sessions emerged from the learner interviews data. These were: (a) boredom; (b) subject preference; (c) lessons not aligned to classroom learning; and (d) language barrier. The learner illustrative quotes supporting these sub-themes are given in Table 28 below and described in the sessions that follow.

Table 28

Evidence of causes of irregular learner attendance

Sub-theme	Illustrative quotes
Boredom	"Yeah it's boring, they don't even come, most people don't come, yeah…maybe you get only five learners in class because it's boring. Because others say, ah we know English so why go do English" (School A learner).
	"It's because English…they always have one topic" (School A learner).
Subject preference	"Because I understand English…I don't need help" (School A learner).
	"…they are struggling in maths, so they are only coming in maths most of the time. In English and natural science, they don't come they come in maths" (School B learner).
	"I attend maths only. English and natural science we don't attend" (School C learner).
HSP sessions not aligned to classroom learning	"Others say that because HSP teaches things from grade R" (School B learner).
	"English, things are too many here we don't learn in class" (School C learner).
Language barrier	"Because they don't hear the tutor's English. The tutor's English is too fast" (School C learner).

Learners from school A expressed that they found English literacy sessions boring and that they normally covered the same topic. Across schools A to C the data revealed that some learners only attended sessions for the subjects in which they required assistance, such as mathematics. They rarely participated in English literacy and natural science sessions. Learners from schools B and C reported that English literacy sessions were not aligned to classroom learning and that the HSP sessions covered topics from the lower grade (grade R). Finally, learners from school B explained that their friends infrequently attended natural science sessions because they could not clearly understand some tutors, as presented in Table 28 above.

Theme thirteen: Learner dropout and causes

This theme referred to whether the HSP recorded any dropout cases and reasons for dropping out. Staff members reported that the HSP recorded substantial dropout cases. Staff one described that about 20% of the enrolled learners had dropped out in 2018. The 2017 HSP external evaluation report and the 2018 end of year staff meeting minutes were reviewed as complementary data sources. The illustrative quotes and extracted data from the evaluation report and the minutes are shown in Table 29 below.

Table 29

Confirmation of learner dropout

		2017 learner dropout rate		
		School		
Sub-theme	**Illustrative quotes**	A	B	C
Learner dropout	"Okay I would say out of 100 percent, 20% drop out and the programme always make sure that when they are recruiting, they are taking extra learners. For example, if we need 321, we recruit maybe 340. So we know that that extra 20 is gonna replace that 20 that is gonna drop out" (Staff one). "Historically, there was usually a drop in T3 but it was not as dramatic as it was this year. The issue is that in previous years' learners would decide after the first few weeks in T1 if the programme was for them or not and we'd see a steady number dropping out. That was the rationale behind over-recruiting in 2018 so that by the time the numbers had steadied (end of T1, beginning of T2) we'd still have a decent number of learners remaining in the programme. But instead in 2018 we see that we were able to keep the learners through T1 and T2 so what was the big change that caused such a dramatic drop in T3?" (Appalraju, T. [Minutes of the end of year HSP staff meeting, Page 3, Paragraph 2 and 3], November 9, 2018). SAEP. South Africa. Unpublished raw data.	13.0	30.8	44.3

Note. Quantitative data extracted from Garth, S. S. (2017). [An outcome evaluation of the academic component of the HSP]. SAEP. South Africa. Unpublished raw data.

The data extracted from the minutes and the evaluation report affirmed that the HSP experienced dropouts. The evaluation report revealed differences in learner dropout across the schools. Around 13.0% from school A, 30.8% from school B and 44.3% from school C of the newly enrolled learners left the programme before the year ended in 2017, as displayed in Table 29 above. It was explained in the minutes that historically, HSP would record dropout cases in the third term annually, but not as dramatic as the cases evident in 2018. During the years prior to this study, learners would normally start dropping out within the first term and dropout cases would have stabilised by the second term. To address learner dropout, the programme would over-enroll to ensure that the targeted number of learners remained on the programme, as affirmed by the narrative data presented in Table 29 above.

Causes of learner dropout

Ten sub-themes that explained why learners withdrew from the HSP emerged from the interviews data. These include:

- Lack of food [17]
- Lack of learner commitment [13]
- Sweeping of classes [11]
- Transport [7]
- Favouritism [5]
- Home responsibilities [2]
- Mistrust at home [2]
- Negative tutor attitude [2]
- Lack of improvement in academic performance [1]
- Lengthy sessions [1]

Study participants' explanations referring to the above themes as causes of learner dropout from the HSP are provided in Table 30 below and are described in the next sessions.

Table 30

Confirmation of causes of learner dropout

Sub-theme	Illustrative quotes
Lack of food	"Others say they are hungry; the fruit doesn't make them full" (School A learner).
	"And that is true, they want food, food, because when the project came they said we would eat burgers for lunch" (School C learner).
	"Others they say that, let me say it like this, okay at school we have two famous or two known programmes. It is HSP and GAP Year. GAP Year is a programme which gives fast food and helps the students to eat and gives them transport. So that is why they don't attend our classes, they have gone for those benefits" (School B learner).
	"They would go to other programmes where the food was better…Instead of a fruit they would get a sandwich. Uhm, and then if it was sports or whatever it was, academic, they get solid food there. This is what I understood the reason for it to be…I think it was around the food, children were hungry" (Staff four).
Lack of learner commitment	"Commitment, yes, they're kids so being committed is something that is new to them. They're not used to staying behind for something academic" (Staff two).
	"They're teenage... They don't want to go... Do you know what I mean? They want to bunk off just like everybody else. They're just, you know, spend a day at school. You don't want to stay and do more schoolwork. Just because you're poor doesn't mean you stop being human. They're kids. You remember being 14, 15. Obviously, it's a ridiculous age. You've got your hormones. You start them off, they're kind of like little babies and then by the end of it, they're kind of surly 16-year olds" (Staff three).
Sweeping of classrooms	"It's to clean classes because they are not ours. After the programme, like this so, we have to sweep, no no…even after cleaning our own classes, we have to clean them, that is not a necessary agreement… No, that is not an agreement. The purpose of the class, before we come in, they must sweep their class, clean, leave it clean" (School C learner).
	"There's a whole thing of sweeping, some of the schools where the kids have to clean the classrooms…you can't start the lesson until the classroom's swept out. I mean sometimes you just say: No, just leave the broom. We'll do it when the session's done. But then other times you've got kids say: Oh we can't come. Sorry, we're late, we were sweeping…I mean the sweeping thing is just... It's just annoying" (Staff three).
Transport	"They stopped because of transport. They stay in Phillip. Because they walk from school to home. So they don't what to get late and that is why they stopped" (School A learner).
	"And also I remember there was a time when other students were complaining that they want to leave HSP and go to another programme because it offers goods like food, transport, which HSP was not providing. So, I think maybe those are some of the reasons" (Volunteer tutor).
	"And some of the learners stayed far and we discouraged learners who stay far because it would mean from half past four they have to travel home" (Staff two).

Table 30 Continued

Sub-theme	Illustrative quotes
Favouritism	"A lot, plus 20 because of favourites" (School C learner). "When they go out, they choose… they choose but we attend the lessons…they were not chosen, so they left HSP" (School C learner). "And also when the learners started to join the programme, they were told that they would be taken to camps so when the camps are not happening any more the learners drop… they want camps that are so expensive and that the programme can't offer them" (Staff one). "The last one was very good to HSP and to have that experience as HSP you know, but not all of them. We selected, we always would tell them that if your attendance is good and if you're coming regularly, then you would go on outings as uhm you know, uhm, to attract them to stay on, to be consistent, to attend strictly… it was the best attendance, the best performance, uhm, in the programme" (Staff four).
Home responsibilities	"And because of responsibilities at home" (School C learner). "Washing dishes, cooking and fetching children from school by half past three" (school C learner). "We have learners who have the responsibility of having to fetch their siblings from crèche or from preschool or from…they don't stay long. Some, we ask them okay, just stay for 30 minutes and then after, go. And then some wouldn't…So the kid instead of coming to the session and ask for permission to go home, would rather not come at all" (Staff two).
Mistrust at home	"Like our parents don't trust us when we say we have remained for lessons and we were not reaching fast home" (School C learner).
Negative tutor attitude	"Well, I had stopped because since my friends said that they were not happy and were leaving me, so I was going with them that's why" (school A learner). "My friend said that the tutor was rude and sometimes…if the tutor is in a good mood the tutor is going to be happy and if the tutor in a bad mood and then the tutor would like kick you out" (School A learner). "Yeah.uhm sometimes the character of the tutor. You see this tutor is not friendly to children and sometimes you are scared to give a tutor the learners because you know anything might happen. Maybe a tutor gonna shout at them or handle them in yeah so that is why sometimes I feel uncomfortable to leave the other grades for the tutors" (Staff one).
Lack of improvement in academic performance	"My friend stopped attending because my friend didn't see any improvement in all of the subjects. Because I think my friend needs someone that he/she can talk to like on one-on-one. Because when they are many my friend would be like, like you can see like he/she is bored and then look on the window when the tutor is teaching. So my friend doesn't concentrate in many people but when you talk to him/her on one-on-one, yeah you can see he/she can participate. But when there are many, he/she will just like be bored and look on the window and like you think that he/she is participating but he/she is not getting anything. So my friend thought that he/she must leave and went to another programme" (School A learner).
Lengthy sessions	"They say the lessons take too long" (School C learner)

The reasons for learner dropout from the HSP displayed above are described in the subsequent sections based on the participant narratives outlined in Table 30 above.

Lack of food

The issue of food arose from all study perspectives and across all the schools. Learners from school C expressed that when the HSP was being introduced to them, it was indicated that they would be provided with fast food such as burgers for lunch. Due to financial constraints, three staff interviewees reported that the HSP programme instead provided fruit to each learner. Staff four explained that the learners were hungry and because of wanting more filling food, some learners left the HSP for alternative programmes that provided better food.

Lack of learner commitment

Lack of learner commitment was the second most frequently mentioned reason for learner dropout according to staff participants. Staff two and three explained that being teenagers, it was difficult for the learners to commit to an academic programme. As a result, learners would just bunk off or withdraw from the programme.

Sweeping of classrooms

The sweeping of classroom venues was the third most frequently mentioned reason for learner dropout. Learners from school C explained that after HSP sessions they were expected to clean the classrooms, and this made some learners leave the programme. The learners perceived that it was not necessary, as the owners of the classrooms were required to clean the classrooms before they could be used for HSP sessions. Staff three reported that the sweeping of classrooms was annoying. At some schools, sessions could not begin before classrooms could be swept. Inevitably, some learners could either not attend or report late for sessions.

Transport

Transport was the fourth most frequently mentioned reason for learner dropout and was reported by all study perspectives. Staff two explained that transport hindered learners who stayed very far, from attending sessions. Learners from school A expressed that some of their friends stopped attending HSP sessions because of transport, as they would walk home after sessions. The volunteer tutor indicated that some learners joined alternative programmes that offered transport to the learners. Food which was the most recurrent reason for learner dropout appeared together with transport in the interviews data.

Favouritism

Favouritism was the fifth most frequently mentioned reason for learner dropout. Learners from school C illustrated that some of their friends stopped attending HSP sessions because some staff showed favouritism towards learners. Favouritism was reported in

relation to attending camps and hikes. Learners indicated unfair selection for camps and hikes. For instance, they reported that the same learners would attend camps and hikes even though they (the interviewees) were also attending the sessions.

The learner perception was supported by data from staff interviews. Staff one stated that some learners dropped out of the programme because of camps not being implemented. Upon recruitment, learners were informed that they would be participating in camps. Camps were not conducted in 2018 due to financial constraints. When an enquiry was made on the selection criteria for attending camps and hikes, staff four explained that not all learners would go on camps and hikes. The selection was based on best attendance record and best performance in the programme as a way of encouraging regular learner attendance.

Home responsibilities

School C learners mentioned home responsibilities as a reason for learner dropout. Learners explained that some of their friends stopped attending HSP sessions because they had responsibilities at home, such as washing dishes, cooking and fetching children from school. Even though learners with home responsibilities would be advised by the tutors to participate in the sessions for about 30 minutes, staff two reported that such learners were hesitant to request for permission to leave during the sessions. As a result, some opted to avoid attending HSP sessions.

Mistrust at home

Learners from school C reported mistrust at home as a reason for learner dropout. Learners expressed that some of their friends stopped attending HSP sessions because they were reaching home late. Parents showed a lack of trust in them when HSP sessions were being used as an explanation for reaching home late.

Negative tutor attitude

Learners from school A indicated a negative tutor attitude as a reason for learner dropout. Learners revealed that some of their friends stopped attending HSP sessions because they were saddened by the behaviour of some volunteer tutors or staff members. This learner perception was supported by data from staff members interviewed. Staff one indicated that they were uncomfortable to let some tutors handle classes due to their unfriendly attitude towards the learners.

Lack of improvement in academic performance

One of the HSP outcomes is to improve the academic performance of the targeted learners. Learners from school A reported a lack of improvement in academic performance as a reason for learner dropout. It was explained in relation to the HSP's instructional method. One learner mentioned that their friend stopped attending HSP sessions and joined an alternative programme due to a lack of performance improvement in all the subjects. The learner illustrated that their friend needed a one-on-one instructional method, as the friend expressed a lack of concentration in large groups.

Lengthy sessions

School C learners reported lengthened sessions as a reason for learner dropout. Learners explained that some of their friends stopped attending the sessions because HSP lessons took long to end.

Summary of the results

The presented results from this evaluation have shown that the academic component of the HSP was implemented with limited fidelity because of several challenges the HSP encountered. The implementation problems ranged from having inadequate funding and resources, in terms of HSP staff members, volunteer tutors and teaching materials, through transport and the over-enrolment of learners to recruiting volunteer tutors with limited curriculum content knowledge to tutor the learners. The programme also experienced irregular volunteer tutor and learner attendance as well as substantial learner dropout. The HSP did not provide training to HSP staff members on how to implement the programme. Although the results indicate that volunteer tutors received routine training from HSP staff members in the form of regular meetings and quarterly volunteer tutor workshops, the training provided was perceived by staff participants (non-training facilitators) as inadequate and ineffective. There was limited evidence of adherence to most of the process fidelity mechanisms through which the academic component of the HSP was anticipated to produce the intended results, except the programme curriculum. The alignment of the HSP curriculum to classroom learning and CAPS was achieved through staff alternative mechanisms and not the planned activity. The subsequent chapter provides the discussion of the results presented in this chapter and the suggestions for HSP improvement.

Chapter Four: Discussion

The objective of this evaluation was to assess the implementation fidelity of the academic component of the HSP. It aimed to gain a deep understanding of how well the academic component was implemented as planned during the period 2017–2018. The evaluation used a qualitative exploratory design to gain an understanding of participant perceptions of the implementation fidelity of the academic component of the HSP. The following HSP process fidelity standards were assessed: (a) the learner recruitment criteria; (b) the tutor-to-learner ratio; (c) the programme curriculum; (d) the instruction language; (e) the frequency and duration of sessions; (f) volunteer tutors' curriculum content knowledge; (g) volunteer tutor availability; and (h) level of learner attendance. Other non-HSP standards assessed were: (a) staff and volunteer tutor training; (b) programme funding; (c) learner perceptions of the benefits of the HSP on academic performance; and (d) learner dropout.

This chapter presents a discussion of the results and their implications which are organised according to the fidelity standards assessed. The chapter is outlined as follows: firstly, an overview of the findings is given. This is followed by a discussion of the results and implications and then suggestions for programme improvement are provided. The evidence upon which the suggestions are based is incorporated in the discussion of the results and implications. The chapter ends with the evaluation limitations and the evaluator's reflexivity.

The results from this evaluation revealed that the academic component of the HSP was implemented with poor fidelity during the period 2017–2018. There was evidence of a lack of adherence to the process fidelity mechanisms through which the academic component was planned to produce the intended results.

The learner recruitment criteria

The stipulated recruitment criteria for interested learners into the HSP require the learners to fill the HSP application form and write a standardised mathematics test. The findings from this evaluation indicated that only the 2017 cohort at school A was recruited using the criteria. The deviations from the stipulated HSP recruitment criteria found in the recruitment process of the learners across schools A (2018 cohort), B and C from this evaluation are consistent with evaluation literature. Newcomer et al. (2015) posit that adherence to the planned programme participant selection mechanisms is determined by context factors of the programme sites in a multisite programme. The HSP is a multisite programme implemented in three different schools. Although this evaluation did not establish

the individual school level factors that contributed to deviating from the intended HSP recruitment criteria, according to Newcomer et al. (2015), the results of this evaluation indicate that there were school-specific or context factors that contributed to deviating from the HSP stipulated criteria.

Deviations from the designed programme participant recruitment criteria show bias in the recruitment process and servicing of non-intended programme beneficiaries (Rossi et al., 2004). Based on this evidence and the demonstrated deviations from the set HSP learner recruitment criteria in the learner selection process, the results from this evaluation indicate bias in the recruitment process of the HSP learners and that the HSP was not serving the learners for whom the programme was planned. There is evidence that selection bias such as the ones evident for schools A (2018 cohort), B and C in the learner recruitment process contributes to low participant attendance. Fashola (1998) revealed that the problem of low attendance in ASPs emerges from participant selection bias. This is evident in this evaluation. These findings necessitate HSP management to put mechanisms in place to ensure that the learners targeted to join the HSP are recruited with adherence to the stipulated criteria to ensure that: (a) the programme is enrolling the learners for whom the programme was intended; and (b) the learner selection bias is minimised. This will enhance higher and regular learner participation in programme activities to increase the uptake of the tutorial sessions and the effectiveness of the programme in improving the academic performance of the learners. For example, irregular learner attendance during this study was reported by staff four as one of the major implementation problems the HSP experienced. This indicates programme service dissatisfaction (Rossi et al., 2004) by the learners. Adherence to the stipulated learner recruitment criteria will enable the HSP to attract the learners whose academic needs can be met by the programme. Such learners will be more likely to regularly participate in HSP sessions because they will be satisfied by the services offered by the HSP.

The tutor-to-learner ratio

The programme documents and staff interviews showed contradictory results on whether the HSP sessions were administered to the learners in compliance with the planned tutor-to-learner ratio of 1:15.

Programme documents

The findings from the programme document analysis revealed that HSP sessions were implemented with the average tutor-to-learner ratio ranging from 1:6 to 1:13. This finding indicates that the intended ratio was adhered to. The average tutor-to-learner ratio

of 1:13 found from this evaluation and the HSP initially planned tutor-to-learner ratio of 1:15 were consistent with the ratio that characterise effective ASPs reported from previous evaluations of similar programmes. Rhea (2013) reported that ASPs that use highly qualified staff to deliver sessions with the tutor-to-learner ratio between 1:10 and 1:16 yield positive academic outcomes. The Lauer et al. (2006) review consistently indicated that programmes that employ small group instruction, of about two to six learners per tutor (Elbaum et al., 2000) and one-on-one instruction produce significant improvements in test scores compared with all other forms of tutoring (Lauer et al., 2006). Although the current HSP tutor-to-learner ratio is 1:13, according to the evidence presented by Elbaum et al. (2000) and Lauer et al. (2006), HSP management needs to consider reducing this ratio to accommodate specific learner needs due to school factors such as poor learning facilities and large class sizes. This will improve learner performance. Research has indicated that the factors that contribute to poor learner outcomes in South Africa include limited education facilities and large class sizes (Van der Berg et al., 2011).

Hahn (1994) conducted an impact evaluation of the Quantum Opportunities Programme (QOP) that provided one-on-one computer-based instruction in reading, mathematics and homework assistance, and found a significant increase in average test scores for the treatment group of 27% compared to a 14% increase in average test scores for the control group. Contrary to the findings of this evaluation, an impact evaluation by Dynarski et al. (2004) of the Twenty-first Century Community Learning Centres that offered tutoring following a small-group instruction with the tutor-to-learner ratio of 1:7 had no statistically significant effects for mathematics, science and English, only for social studies. This corresponds with the evidence that one-on-one instruction is the most effective tutoring approach (Lauer et al., 2006). HSP sessions were designed to be implemented as a supplement to classroom learning following the school syllabus and national curricula. Therefore, based on the evaluation reviews of the impact of after-school programmes by Rhea (2013) and Lauer et al. (2006), the results of the current evaluation from programme documents demonstrate that with the tutor-to-learner ratio of 1:13, HSP sessions had the potential to produce significant academic outcomes if the sessions were conducted by well-qualified staff. However, this evaluation found that adherence to the HSP planned ratio was achieved due to irregular learner attendance discussed in the next section.

Irregular learner attendance

This section presents the results from the evaluation on the level of learner attendance which contributed to HSP adherence to the planned ratio, as discussed in the preceding section. The findings from this evaluation indicated that against the programme target of 75% learner participation in the sessions per subject, through which the HSP was projected to improve academic performance, learner participation in the sessions across the schools was poor and below the target. The average regular HSP sessions attendees of 15% to 20% of the enrolled learners and a general decrease in learner attendance per term revealed across the schools from the current evaluation are similar to the level and pattern of learner attendance reported from evaluation reviews of after-school programmes. This is because low learner participation has been pointed out as one of the usual implementation challenges facing ASPs (Kane, 2004; Lauer et al., 2006).

For example, a review by Durlak & Weissberg (2007) reported learner attendance rates which varied from 15% to 26% in 11 programmes, while in three programmes attendance rates ranged from 26% to 50%. An implementation evaluation of a multisite structured reading programme in the USA reported a gradual decrease in learner attendance rates ranging from 89% to 67% (Hartry, Fitzgerald, & Porter, 2008). Compared with the decline in HSP learner attendance rates from 99% in term one to 8% in term three, the learner attendance rates decreased to 67% in a programme evaluated by Hartry et al. (2008). This difference between these programmes shows that learner attendance was a bigger problem in the HSP than in the structured reading programme.This is because the structured reading programme students reported that the programme was more engaging (Hartry et al., 2008), while HSP learners reported boredom as one of the reasons associated with irregular learner attendance. This indicates that some HSP learners found some HSP sessions unattractive, which led to their inconsistent participation. For instance, one learner explained that English was boring because they always learnt the same topic. Previous evaluations of similar programmes have recommended providing engaging learning experiences to the students, without which, positive learning outcomes cannot be gained (Beckett et al., 2009). In addition to boredom, other contributing factors to poor learner participation in HSP sessions learners reported during this evaluation include: (a) subject preference; (c) lessons not aligned to classroom learning; and (d) the language barrier. Although it is clear that participant attendance is a major problem, not only in the HSP, but generally in ASPs, Redd et al. (2002) documented that regular participation is linked to significant academic

outcomes. Based on this evidence, the results of poor learner attendance in HSP sessions found by this evaluation prevented HSP from achieving positive results.

Based on the above discussion of the results from programme documents, the findings from this evaluation point to the need for mechanisms to encourage regular learner participation. This can be done by addressing the factors that the learner participants reported to have contributed to their inconsistent attendance. For instance, while boredom was experienced in some subjects, the evaluation found that some HSP learners had subjects they preferred to attend. This indicates that some learners did not need assistance in all the HSP targeted subjects. The programme should consider engaging the learners at the beginning of each year or term and/or as the need arises to ensure that programme sessions are aligned to the academic needs of the enrolled learners. This will result in improved learner performance. A recent review of the impact of ASPs reported the need for the students to be informed of what they can expect to learn and to align learning to the academic needs of programme participants. Programmes that do not offer services that correspond to the preferences and needs of the targeted students are poorly attended and not successful in achieving anticipated outcomes (Durlak & Weissberg, 2007). The current evaluation found that the language barrier contributed to low attendance of natural science sessions. The programme should ensure that the instructional staff/volunteer tutors can effectively be understood by the students to facilitate learning. This will help the programme to enhance learner attendance and achieve the desired academic outcomes.

Staff interviews

This section presents a discussion of the results from staff interviews on staff perceptions of whether HSP sessions were delivered to the learners with adherence to the intended tutor-to-learner ratio of 1:15 which contradicted the results from programme documents discussed in the previous sections. The results from the analysis of staff interviews data revealed that HSP staff members perceived that the intended tutor-to-learner ratio was not adhered to in conducting HSP sessions due to: (a) over-enrolment; (b) inadequate staffing; and (c) volunteer tutor incompetency. Over-enrolment of the learners against the HSP designed annual target of 80 learners was confirmed by the results from the analysis of programme documents which showed that the programme had over-enrolled by 23.75 % in 2017 and by 122.5% in 2018. The HSP sessions were designed to be administered separately to the Grade 8 and Grade 9 learners. The mixture of Grade 8 and Grade 9 HSP sessions because of factors a, b and c outlined above led to having larger than

planned groups of learners per tutor. This compromised the quality with which the sessions were delivered to the learners in terms of content to achieve the desired academic outcomes. For instance, staff three reported that due to over-enrolment and limited staff capacity, HSP could not achieve the desired change among the learners, while staff one reported that on some days the same lesson content would be provided to both Grade 8 and Grade 9 learners. This demonstrates that during such occurrences, HSP sessions were not meeting the academic needs of one of the graders. This is one of the reasons why some target learners found HSP sessions unengaging or boring. These findings correspond with the research literature which states that the tutor-to-learner ratio is negatively related with learner academic performance. For example, Lee & Barro (2001) posited that smaller classes permit more constant tutor-to-learner interactions, which result in faster learner mastery.

Although the results from the programme document analysis reveal opposing results that the HSP planned ratio was adhered to, some results were consistent with the findings from the analysis of staff interviews data. For example, it was found that there were instances when the ratio reached 20 to 25 learners per tutor. Having discussed the results from programme documents and staff interviews, the findings from this evaluation point to the need for mechanisms to ensure adherence to the HSP intended ratio and to ensure that Grade 8 and Grade 9 sessions are delivered independently as initially designed by well qualified staff. This will foster more constant learner-to-tutor interactions to enhance learner understanding of the lessons (Lee & Barro, 2001). The section that follows discusses the evaluation results on HSP staff perceptions of the volunteer tutors' curriculum content knowledge.

Volunteer tutors' curriculum content knowledge

The HSP worked with the assumption that improved learner academic performance would be achieved by recruiting volunteer tutors with curriculum content knowledge. The results from this evaluation show that HSP worked with experienced and inexperienced volunteer tutors. Staff reported that experienced volunteer tutors had the required knowledge, while inexperienced volunteer tutors had limited knowledge in the subject areas. The results showed that recruitment of experienced volunteer tutors was only evident in mathematics. These included one professional teacher and two college student volunteer tutors. Although the volunteer tutors worked under the direct supervision of the subjects' head tutors (HSP staff), who were qualified teachers, there were only three HSP staff members, of which only one worked full-time. The three HSP staff members were expected

to deliver the sessions at all three schools. These findings were indicative that the HSP relied on inexperienced volunteer tutors to conduct the tutorial sessions. For example, a volunteer tutor interviewee reported that one of the reasons that led to irregular learner attendance was the programme's reliance on the student volunteer tutors. These results agree with findings from a previous implementation evaluation of a similar programme which reported that numerous ASPs face challenges in appointing and maintaining qualified staff (Hartry et al., 2008).

In an implementation evaluation of a multisite structured reading programme, Hartry et al. (2008) found that due to financial constraints, the implementing schools were incapable of recruiting paraprofessional assistants for each classroom as planned. College students who worked as interns served as paraprofessionals teaching some classes. This was found true in the HSP. For example, staff four expressed a lack of confidence in some volunteer tutors in terms of subject content knowledge and explained that the HSP was desperate for volunteers. Learners from school A reported limited subject content knowledge of some volunteer tutors. One learner explained that the availability of some volunteer tutors made no difference because they lacked subject content knowledge. Even though some volunteer tutors were available, they were unable to explain and answer the questions the learners had. This indicates that these volunteer tutors were not equipped in terms of curricula content knowledge and teaching skills to positively engage the students. This confirms that the programme mainly recruited inexperienced volunteer tutors. Despite the acknowledgement of the challenge of appointing qualified staff and volunteers, evaluation literature shows a link between staff or tutor qualifications and learner academic outcomes. A meta-analysis of ASPs by Durlak et al. (2010) reported that improved academic performance can be attained if well-qualified staff are used to deliver learning. Consistently, a synopsis of after-school programme research literature by Rhea (2013) revealed that the use of highly qualified staff in delivering sessions is one of the elements of the most effective programmes in achieving positive academic outcomes. Based on the evidence from Durlak et al. (2010) and Rhea (2013), the current evaluation findings of the HSP working with volunteer tutors who lack subject content knowledge point to the need for HSP management to recruit volunteer tutors that are qualified. This will enable the programme to ensure that the volunteer tutors are able to effectively enhance the students' learning so that programme objectives are achieved, without which the programme will not be successful in achieving its desired academic outcomes.

The programme curriculum

The HSP was designed to align its curriculum to classroom learning and CAPS to support the learners with the work being done in the classroom. The results from this evaluation showed that HSP lessons were aligned to classroom learning and CAPS, but were often behind or ahead of the classroom schedules. The literature review conducted as part of the assessment of the plausibility of the programme theory for the HSP indicated that the HSP curriculum is in accordance with the framework within which ASPs operate. For instance, Beckett et al. (2009) posited that ASPs are intended to offer additional targeted learning from the school day. Although the results from this evaluation indicate that HSP adhered to the programme curriculum which signifies that HSP sessions followed the schools' syllabus and learning objectives, the finding about the content of HSP sessions being either ahead or behind classroom learning content was indicative of a weak alignment to the daily classroom syllabus schedules. Weak alignment of HSP lesson content to daily classroom learning content was associated with irregular learner participation in HSP sessions, as reported by the learners from schools B and C. These findings were inconsistent with recommendations for designing effective ASPs from previous evaluation reviews of after-school programmes. Beckett et al. (2009) recommended aligning the programme academically with the school day learning, whilst Lauer et al. (2006) reported that for an ASP to be effective in improving academic outcomes, it requires a stronger linkage to the school-day learning. The current evaluation finding of a weak link of HSP sessions to the school day syllabus schedules thus direct to the need for the strict alignment of HSP sessions to classroom learning in terms of content. This will foster regular learner participation and enhance the effectiveness of the programme.

The results from this evaluation were that the quarterly planning meetings with partner subjects' school teachers and volunteer tutors that were intended to facilitate aligning the HSP curriculum to classroom learning and CAPS were not conducted in 2017 and 2018. The quarterly planning meetings were also intended to ensure that transparency, trust and cooperation were built between HSP and teachers from the target schools. The finding of the non-implementation of these meetings was indicative of poor collaboration between the HSP and the target schools. This was evident in the poor communication to the programme by the schools reported to have negatively affected the planned frequency of sessions by staff participants. These findings disagree with the components that characterise effective ASPs documented by evaluations of similar programmes. Evidence shows that

sustaining “good partnerships with schools is an essential element to programme success” (Rhea, 2013, p. 1&5). This follows that programmes like the HSP which have poor relationships with the target schools are less successful in achieving their outcomes (Fashola, 1998). Based on this evidence, the results from the current evaluation indicate the requirement of strong collaborative working relationships between the HSP and the implementing schools so that an understanding of the HSP’s work is established with the schools’ administrative staff and subjects’ school teachers. This will enable the schools to understand the support the HSP needs to effectively implement the programme and achieve its objectives.

The instruction language

Instruction for HSP lessons was designed to be in English to enhance the understanding of English for the learners. The results from this evaluation showed no evidence of adherence to the planned instruction language. Across all the schools, it was reported that HSP sessions were instructed using a mixture of English and Isixhosa to help the learners understand the lesson content better. This shows a lack of learner confidence in understanding English. For instance, the learners from school A reported that they understood better when HSP sessions were conducted in Isixhosa, which is their mother tongue. Learners’ lack of confidence in understanding English found in this evaluation accords with the results from Spaull & Kotze (2015) which showed that poor English knowledge among learners is one of the contributing factors to the poor academic performance of South African students. Research reveals that the most affected are students such as the HSP learners from low resourced no-fee government schools whose first language is not English, as examinations are set in English (Spaull, 2013). The findings from this evaluation demonstrate that the lack of confidence in English exhibited by the learners compromised their improvement in academic performance in the HSP target subjects. Improving the understanding of English for the learners is one of the priority measures the government of the Republic of South Africa has put in place aimed at enhancing academic learner performance (Van der Berg et al., 2011). The findings from this evaluation require HSP management to ensure that all the HSP sessions regardless of the subject area are instructed in English as initially planned and to help the learners understand why English literacy as a subject is important if they are to succeed academically. This will encourage the learners to change their attitude toward English as a subject and improve their academic performance in all subjects. For instance, despite the expressed lack of confidence in

understanding English, learner participants reported English literacy as the least attended subject because some learners found the subject boring, whilst others indicated that they did not need help in the subject.

Staff and volunteer tutor training

The findings from this evaluation indicate that HSP staff neither received any start-up training nor routine staff development training on how to implement the programme. Although the results showed that volunteer tutors received routine training in the form of quarterly tutor workshops, staff participants reported that tutor workshops were inadequate and ineffective. The lack of staff training, and ineffective volunteer tutor training showed that both the HSP staff and volunteer tutors were not provided with adequate training to effectively implement the programme. This finding is in disagreement with evaluation research which has reported the need for ASPs to sufficiently train programme instruction staff on how to implement all the components of the programme to achieve positive academic outcomes (Beckett et al., 2009). As a result of the lack of adequate staff and volunteer tutor training, the HSP could not attain the anticipated learning outcomes. Implementation evaluation research of programmes similar to the HSP has revealed that poor training of programme staff leads to poor programme service delivery and ineffectiveness due to implementation failure. In an implementation evaluation of an enhanced after-school multisite programme in the USA, Cross, Gottfredson, Wilson, Rorie, & Connell (2010) found that the sites which were managed by staff who did not receive adequate training were less successful in producing significant learner outcomes and programme experiences than the sites that were managed by staff who received enough training.

Based on the evidence from Beckett et al. (2009) and Cross et al. (2010), the lack of adequate HSP staff and volunteer tutor training found in this evaluation contributed to the HSP being unsuccessful in producing positive learner outcomes and experiences. For instance, poor learner academic performance, irregular learner attendance and dramatic learner dropout cases were evident. The results from this evaluation necessitate the HSP to provide adequate training to all staff members and volunteer tutors to implement all the components of the programme competently. This will improve the quality of delivery, programme effectiveness, regular learner attendance, and reduce learner dropout from the programme.

The frequency and duration of sessions

The planned frequency of HSP sessions was one per week per subject, whilst the intended duration of each session was one hour per cohort of learners at each school. The results from this evaluation show that out of the intended 48 sessions per subject annually, the number of sessions delivered to each cohort per school ranged from 11 to 23 sessions per subject in 2018. This was less than 50% of the planned yearly number of sessions, indicating low fidelity to programme exposure. The factors that contributed to frequency infidelity were: (a) poor communication by the schools; (b) site disturbances; (c) irregular volunteer tutor attendance; and (d) inadequate transport. Consequently, a substantial number of sessions could not be delivered to the learners. The findings from this evaluation indicated that the estimated duration at school A was one hour, whereas at schools B and C it was one and a half hour. The results demonstrated that the perceived duration at all the schools was not consistent. For instance, staff and learner participants reported that sessions would normally be lengthened when learning an interesting topic and the duration was dependant on the time the schools released the students from school day learning. These results demonstrate low fidelity to the planned frequency and duration of sessions. The evaluation results of the HSP having administered sessions ranging from 11 to 23 sessions (equivalent to 11 hours and 23 hours in duration according to the HSP initial design) during the 2018 academic year to each cohort were 51% less than the number of yearly sessions that effective after-school programmes have reported to implement each year from previous evaluations. Evidence shows that ASPs which are implemented for a duration of about 45 hours per subject each year significantly produce better academic outcomes than those that are implemented for less than 45 hours (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2004). This demonstrates that participant exposure to the programme is associated with its effectiveness (Redd et al., 2002). For instance, an examination of the exposure to ASPs in the USA by Lauer et al. (2006) found larger statistically significant effects of programmes that offered more than 45 hours in duration for reading and mathematics than programmes with more than 100 hours. Durlak & Weissberg (2007) documented that for the programme to be effective, the beneficiaries need to receive the adequate dosage of services. Based on the evidence presented by Lauer et al. (2004), Lauer et al. (2006) and Durlak & Weissberg (2007), the results from this evaluation revealed that the HSP learners were underserved and that the programme had a limited opportunity to achieve anticipated outcomes.

The evaluation also established that the extension of HSP sessions beyond the planned one hour at schools B and C contributed to learner withdrawal from the programme.

Learners from school C reported lengthy sessions as one of the reasons that made some learners drop out from the HSP. This is consistent with evaluation research which revealed that prolonged duration of learning demotivates sustained learner participation. Lauer et al. (2006) reported that reading programmes that had more than 210 hours had average effects which were not statistically different from zero. Lauer et al. (2006) concluded that it was more problematic for longer programmes to keep learners motivated to regularly attend. This follows that there was no warranty that lengthening HSP sessions would result in positive academic benefits to the students. Based on the evidence presented by Lauer et al. (2006), the results from this evaluation require programme management staff to ensure that HSP sessions are conducted with adherence to the intended duration, frequency, and quality across all schools in addition to addressing the factors that contributed to infidelity to the planned frequency and duration of the sessions. This will enhance programme effectiveness and help decrease learner dropout from HSP.

Volunteer tutor availability

One of the process mechanisms through which HSP was intended to lead to academic improvement is regular tutor attendance. The evaluation results showed that volunteer tutors were irregularly available to administer sessions. The theme irregular volunteer tutor attendance constantly recurred together with the theme of inadequate volunteer tutors in the interviews data. This indicated that having inadequate volunteer tutors was associated with their irregular attendance (Renner & Taylor-Powell, 2003). Other factors that contributed to the irregular attendance of volunteer tutors included: (a) competing commitments; (b) voluntary attendance; and (c) lack of encouraging incentives. For instance, in the case of student volunteer tutors, staff two explained that academic commitments superseded programme interests. This explains why student volunteer tutors were not available regularly. Due to the low transport allowance, volunteer tutors who were married and had children, saw the need to commit to other income-generating activities to meet family responsibilities. This prevented them from attending consistently to conduct HSP sessions. The transport allowance of R50 was not encouraging for volunteers to attend. For example, a volunteer interviewee explained that in mathematics, they had two graduate volunteer tutors who stopped tutoring because of the low travel allowance. The findings from this evaluation are consistent with the evaluation literature. The reason for the consistency is associated with the lack of motivation in terms of incentives among staff and volunteers which leads to high turnover.

For example, a multisite implementation evaluation of an enhanced after-school programme conducted by Cross et al. (2010) in the USA revealed that competing commitments among staff members at one site contributed to irregular staff attendance. As a result, services were delivered with very poor quality at the site. Unlike the HSP which uses the same staff and volunteer tutors to deliver sessions across all the schools, the programme evaluated by Cross et al. (2010) recruited different staff to serve at different sites. The findings from this evaluation showed that volunteer tutors were not motivated to commit to HSP session delivery due to the low incentive. Staff two, for example, explained that the reduction of the volunteer tutor stipend led to a decrease in volunteer tutors. This demonstrates volunteer tutor inadequacy and irregular attendance due to a lack of motivation. Rossi et al. (2004) report that the lack of commitment of the service delivery staff leads to negligent service delivery and that programme services administered by demotivated staff are likely to be ineffective in achieving outcomes. This is one of the explanations of why HSP was unsuccessful in serving the learners with the planned number of sessions and in contributing to the desired level of improvement in academic learner performance. These results point to the need for HSP management to consider increasing the volunteer tutor incentive or paying the volunteer tutors. This will help to ensure that volunteer tutors are encouraged to commit to the frequency and quality of session delivery. This will, in turn, enhance the likelihood of the programme to attain significant positive academic results. Evaluation literature indicates that programmes which recruit teachers and pay volunteers as tutors yield more significant improvements in test scores compared with programmes that do not (Baker et al., 2000; Durlak et al., 2010).

Programme funding

The results from this evaluation indicate that HSP had inadequate funding during the period 2017–2018. The shortcomings that arose due to inadequate funding included: (a) reduction of the volunteer tutor stipend from R200 per session to R50 per day; (b) insufficient teaching equipment; and (c) two HSP staff working part-time. These challenges compromised the quality of HSP session delivery. Staff three, for instance, reported that the programme had only one set of demonstration equipment which could be used for a class of fifty learners and this made some learners get bored easily. Rossi et al. (2004) state that for a programme to be effective, it needs adequate funding to facilitate successful quality of service delivery. Given the link between adequate funding and programme effectiveness, the findings from this evaluation point to the need for HSP management to pursue alternative sources of financial

support to sustain and enhance the quality of service delivery. Adequate funding will enable the HSP to hire high quality staff and volunteer tutors who can productively contribute to achieving programme outcomes. Research states that the salary of the teacher is an indicator of the teacher's quality and that higher salaries are much likely to attract more qualified and productive teachers that can effectively contribute to improving the learners' academic performance (Lee & Barro, 2001). The programme will also be able to purchase other teaching resources required, such as demonstration equipment. This will motivate staff and volunteer tutors to positively engage the students in learning.

Learner perceptions of the benefits of the HSP on academic performance

The results from this evaluation showed that the learners perceived the HSP to have improved their academic performance. Learners from schools A and C reported improvement in all the subjects, whilst a few learners from school B reported that they had a minimal improvement in mathematics and English literacy. It was established that although a considerable number of learners recorded improved academic performance, the majority failed in 2018. These findings are consistent with the results from an outcome evaluation of the academic component of the HSP by Garth (2017), which revealed that HSP learners achieved an average of 22.3% on an external standardised mathematics examination. Improved academic performance is one of the key desired HSP outcomes by which the effectiveness of the programme can be judged. The results of the current evaluation indicate poor improvement in academic performance among the HSP target learners and necessitate HSP management to put measures in place to address programme implementation challenges that compromised the quality of HSP session delivery. This will enhance programme effectiveness. Rossi et al. (2004) posit that the quality of a programme's implementation is linked to the outcomes of the programme. There is also evidence that poor quality of after-school programme implementation results in failure to gain positive outcomes. Rhea (2013) documented that after-school programmes implemented with high quality are more successful in improving learner academic performance than programmes with poorly provided services. For example, in an implementation evaluation of an enhanced after-school multisite programme in the USA, Cross et al. (2010) found that the sites in which programme activities were implemented with low quality produced less positive learner outcomes than in sites where activities were implemented with high quality.

Level of learner dropout

The findings from this evaluation indicate that approximately 20% of the enrolled learners dropped out of the programme in 2018. In 2017, learner dropout rates from the HSP across the schools ranged from 13.0–44.3% (Garth, 2017). Learner dropout from after-school programmes is common (Kane, 2004). As a result, similar learner withdrawal rates as the ones found in this evaluation are reported from previous ASP evaluations. For instance, an evaluation of eight Maryland after-school programmes by Weisman & Gottfredson (2001) in the USA found similar results. Dropout rates from the programmes that varied from 11–53% were reported. During the 1998–1999 learning year, 33% of the originally enrolled learners had dropped out from the programmes (Weisman & Gottfredson, 2001). This confirms that learner dropout is a major problem, not only in the HSP, but in after-school programmes as reported by Kane (2004). Rossi et al. (2004) present that dropout rates from a programme signify beneficiary dissatisfaction with the programme services and context factors that prevent beneficiaries from being fully engaged in programme activities. The findings from the current evaluation indicated learner dissatisfaction with HSP sessions, as demonstrated by the reasons that caused learner dropout from the HSP. The reasons for learner HSP service dissatisfaction are: (a) lack of food; (b) transport; (c) favouritism; (d) negative tutor or staff attitude; (e) lack of improvement in academic performance; and (f) lengthy sessions. Other causes of learner dropout from the HSP linked to context factors and not learner service dissatisfaction include: (a) sweeping of classrooms; (b) home responsibilities; and (c) mistrust at home. These factors and implications are discussed in the next subsections not in any order, as some are linked to one or two other factors.

Lack of food

The results from this evaluation show that lack of food was a major reason why the learners withdrew from the HSP. When the evaluator sought an explanation from management about the food issue, they indicated that approximately 75% of the enrolled learners on the programme came from food insecure households. Thus, the fruit the programme provided to each learner during the sessions was not filling. For example, staff four stated that, when the programme made an inquiry at the schools about food, the programme was informed that children were hungry. One school reported that there was a group of learners that would report early for school in the morning to have a meal provided by the school feeding programme. This shows that some of the households where the HSP

learners came from were food insecure. This finding is not alarming because of the setting in which the HSP is being implemented. For instance, a profiling study conducted by Anderson et al. (2009) found that Philippi as a township is characterised with high poverty levels. The finding from this evaluation indicated that after-school programmes targeted at learners from more socioeconomically disadvantaged communities in South Africa, but that might not be able to provide more filling food are less likely to keep learners actively involved in the programme.

Lack of learner commitment and favouritism

Staff participants reported that students being adolescents were less likely to commit to an academic programme than to extracurricular activities such as sports or anything fun. From the learner perspective, the cause of learner dropout that was associated with a lack of learner commitment was favouritism. For example, school C learners reported that some of their friends withdrew from the programme because they felt that some staff had favourites as the same learners would attend camps and hikes. This favouritism elicited feelings of not being worthy of such benefits among the students not selected to attend camps and hikes and demotivated them to continue participating in the HSP sessions. The findings from this evaluation about learners being unwilling to commit to an academic programme and the perceived favouritism by the learners due to not being accorded an opportunity to participate in HSP camps and hikes are consistent with evaluation literature which has stressed the need to consider the social or recreational needs when designing after-school programmes targeted at high school learners. For example, a review of ASPs by Lauer et al. (2006) found that high school learners are less motivated to attend programmes than the lower graders. The review concluded that programmes that incorporate a social aspect to academic programming lead to larger significant effects than the ones whose focus is mostly academic. One of the recommendations was that ASPs should include diversified activities to accommodate different needs of the learners of different ages, with more recreational activities for the older ones to foster regular attendance. Based on the evidence presented by Lauer et al. (2006), the results of the current evaluation direct to the need for HSP management to consider identifying recreational activities that are relatively cheaper than hikes and camps in which all learners will have a chance to take part. This will motivate the learners to commit to positive and consistent participation in programme activities which will, in turn, lead to attaining the intended programme outcomes.

Sweeping of classrooms

School C learners reported that they were expected to clean the classrooms after HSP sessions. The schools required all the learners to sweep and clean their classrooms immediately after ending the school day lessons. To avoid starting the HSP sessions late, in instances when the owners of the classrooms where HSP sessions took place delayed sweeping, the tutors/staff would instead request that HSP learners and they themselves clean the classrooms after having the sessions. This made some learners who perceived this arrangement unnecessary, leave the programme. This finding was supported by data from staff interviews. Staff three explained that sessions could not begin before classrooms could be swept, while due to the sweeping rota, some learners either reported late for sessions or could not attend at all. This reduced the time dedicated to the learning sessions. These results showed that staff and volunteer tutors had limited time to positively engage the students in learning to produce the desired improvement in academic performance. This was a unique evaluation finding to South Africa with no documented findings of similar activities reported.

Transport, mistrust at home and home responsibilities

The problem of transport as a reason for learner dropout was reported by all study perspectives. Another cause of dropout associated with the need for transport was mistrust at home, reported by school C learners. The learners from school C reported that some of their friends withdrew from the programme because they were getting home late and their parents did not trust them when they explained that they were attending HSP lessons. The HSP was not designed to provide transport to the learners after sessions. The results from this evaluation indicate that the lack of transport became a hindrance from attending sessions for learners that stayed very far from the schools or required transport after the sessions. Learners who needed transport either stopped attending HSP sessions or joined alternative programmes that offered transport, due to mistrust and security concerns expressed by the learners' parents when the students reached home late. These findings are consistent with the evaluation literature. The reason for the consistency refers to the fact that most of the ASPs do not intend to provide transport to and from the session venues to the target learners as they are designed to be implemented within the school premises. For instance, an evaluation by Weisman & Gottfredson (2001) of eight Maryland after-school programmes in the USA reported that transportation challenges were a major problem for the programmes that did not render transportation to the learners after the sessions. On average,

14% of the learners who partcipated in the evaluation revealed to have withdrawn from the programmes for not having transport after the programmes. The results from the current study point to the need for the HSP to consider offering transport to the learners that may require transport after the sessions. Evidence shows that ASPs designers have a problem in finding ways to maiximise learner participation (Beckett et al., 2009). For this reason, it is recommended that after-school programmes should provide transport when necessary to reduce barriers to learner participation, "especially for the students most in need of programme services and most likely to benefit from them" (Beckett et al., 2009, p. 19).

School C learners reported home responsibilities as another major contributor to learner dropout. For instance, it was explained that some learners left the programme because they had the responsibilities of washing dishes, cooking and fetching children from crèches by half past three. Findings from this evaluation about mistrust at home and home responsibilities are indicative of context or social factors specific to the programme implementation sites which impede the smooth implementation of programmes because of poor collaboration between the programme and the learners' families. Although mistrust at home and home responsibilities are factors that relate to the HSP implementation setting, research has found a link between contextual factors such as family situations, and programme outcomes. Beckett et al. (2009) documented that family context or social status infuences the level of learner attendance in the programme, while Rhea (2013) reported that after-school programmes that develop stronger collaboration with families and communities are more effective than programmes that do not. This follows that, if a programme is not supported by families, it is less likely to achieve its desired results. The findings from the current evaluation necessitate the collaborative participation of learner parents or guardians so that an understanding of programme schedules and activities is established with the parents. This will reduce mistrust. Improved learner performance shared with parents will motivate parent diligence in encouraging their children to participate in HSP sessions to ensure learners benefit fully from the programme and HSP can achieve its objectives.

Negative tutor attitude

Learners from school A reported that some of their friends dropped out from the programme due to the negative behaviour of some volunteer tutors or staff members. This finding was supported by data from the staff interviews. Staff one reported that they were uncomfortable to let some volunteer tutors handle classes due to their unfriendly attitude towards the learners. This finding signifies poor relationships between the volunteer

tutors/staff and the learners. Redd et al. (2002) revealed that high-quality relationships between tutors/teachers and learners yield significant academic outcomes. Although relationship building may depend on the personality of individual volunteer tutors and staff members, the results from this evaluation call for the HSP management to incorporate aspects of how to relate with the learners and build positive relationships in the tutor workshops and staff trainings. This will stimulate quality relationships development between volunteer tutors/staff members and learners and contribute to better student academic outcomes (Redd et al., 2002). Evaluation research shows that helpful and positive tutor/teacher to student relationships foster learner connectedness to the programme and interest in learning among students which lead to better performance (Beckett et al., 2009). Alternatively, as recommended by evaluations of similar programmes, the HSP can consider recruiting staff whose interests match with the learners' to act as models to encourage learners to aim for success (Beckett et al., 2009). This is important, as the learners depend on the volunteer tutors and staff members for academic support and as role models. Continued negative relationships between learners and volunteer tutors/staff members will disengage the affected HSP learners from positive learning and contribute to producing undesired programme outcomes.

Suggestions for HSP improvement

Based on the findings from this evaluation and evidence from evaluation literature and evaluation studies of global education programmes, the following suggestions for programme improvement are provided.

- HSP management should put mechanisms in place to ensure adherence to the prescribed HSP recruitment criteria. This will reduce selection bias and enable the programme to enrol the learners for whom the programme was intended.
- There is a need to ensure strict adherence to the planned tutor-to-learner ratio. This will enhance positive learner engagement and lead to significant improvement in academic performance.
- The quarterly planning meetings with partner subjects' school teachers should be implemented as initially planned to foster strong collaborative relationships with the implementing schools and enhance the effectiveness of the programme.

- The HSP should provide adequate training to both volunteer tutors and staff members equivalent to their expected roles and the planned level of change in programme outcomes. This will enable the programme to achieve its goals and objectives.
- HSP management should ensure that the sessions are conducted with strict adherence to the intended frequency and duration (dosage). This will contribute to improved academic performance of the target learners.
- HSP management should pursue alternative sources of funding to ensure that adequate programme operational resources are in place to sustain and improve the quality of service delivery. This will enable the programme to achieve its intended outcomes.
- There is a need to foster collaborative participation of learner parents or guardians to establish an understanding of programme schedules and activities. This will decrease mistrust between the learners and their parents and motivate parent diligence in encouraging their children to regularly participate in the HSP sessions.

Contribution to knowledge

This evaluation contributes to the literature on exploratory implementation fidelity evaluations with regards to: (a) the duration and frequency of the tutorial sessions; (b) the extent to which learners attend; and (c) dropout from the programmes and causes for dropping out in the context of after-school programmes. Even though learner exposure to the programme is associated with the effectiveness potential of an ASP, very few evaluations have assessed the duration and frequency of the tutorial sessions. In addition, despite the fact that research has demonstrated that low attendance and dropout are usual problems in ASPs, limited studies have examined the extent to which learners participate, dropout from the programmes and reasons for withdrawal (Kane, 2004; Lauer et al., 2006). Particularly, this evaluation provides new knowledge on the implementation challenges that compromised the quality implementation of the HSP and the South African context factors associated with the level of learner participation in and dropout from after-school programmes. Context factors that influenced learner dropout from the HSP and level of participation in the HSP sessions unique to South Africa found in this evaluation were mistrust between the learners and their parents (mistrust at home) and sweeping of classrooms. These will require consideration by the planners and implementers of ASPs targeted at no fee-paying government township high school learners in South Africa to maximise learner participation.

Evaluation limitations

Firstly, this evaluation was cross-sectional in nature. It was conducted as a once-off activity and covered a short evaluation time frame of 2017–2018. The study participants' experiences and perceptions of the implementation of the academic component of the evaluand can change depending on events or changes in programme operation. Example of changes in the programme that can lead to changes in participant perceptions include change in HSP learner beneficiaries as the programme recruits new learners annually, and changes in programme staffing. The findings discussed from this evaluation relate to how the 2017 and 2018 cohort of HSP learners, staff members and volunteer tutors perceived their experiences of the HSP programme. A longitudinal evaluation is required to capture changes in experiences and perceptions over time.

Secondly, the timing of the evaluation was a limitation. The evaluation was conducted in term four during the 2018 end of year examinations. Many of the learners were inaccessible, as they had either been released early by the schools or preferred to study on their own away from the schools. Most of the volunteer tutors were university students, who were also writing examinations at their respective institutions. Consequently, only one volunteer tutor participated in the study. The effect of timing on learner focus group interviews was evident in the depth and level of engagement from the participants (Newcomer et al., 2015). As a result, interviews were rushed, as learners were required to engage in examination preparation revisions.

Finally, the language was a limitation in conducting learner focus group interviews. Some learners were shy to express themselves in English. They occasionally explained in Isixhosa, which the evaluator was not able to speak. Although translation from Isixhosa to English was done by other learners for the evaluator, this might have resulted in omitting or missing the opportunity to probe for more detail or wrong interpretation of certain responses (Persson, 2006). Despite the challenges of timing and language, the evaluator employed cross-participant response and document analysis to triangulate focus group interviews data to ensure the validity of the findings.

Reflexivity

Reflexivity in the context of qualitative research can be understood as ‘‘sensitivity to the ways the researcher and the research process have shaped the collection of data, including the role of prior assumptions and experience’’ (Mays & Pope, 2000, p. 51). In a generic

qualitative inquiry, reflexivity requires researchers to be aware of the manner in which they could bias the research process, in terms of data collection, analysis and interpretation (Cooper & Endacott, 2007). Qualitative evaluations involve active participation of programme beneficiaries and stakeholders in the evaluation process. Because of the diversity of participants, reflexivity becomes necessary due to the power imbalances that may occur among the participant groups (Nelson, Ochocka, Janzen, Trainor, & Lauzon, 2004). The subjectivity of the investigator and study participants thus arise as part of the study process (Patton, 2015). This calls for researchers to document the values upon which the research was guided and to be "explicit about their own background, their interest in the research subject, and the assumptions, pre-conceptions or biases they have brought to their research" (Spencer, Ritchie, Lewis, & Dillon, 2003, p. 67). This is done to enhance the quality, validity and utilisation of the research findings (Guillemin & Gillam, 2004).

This evaluation was directed by the principles of pragmatism which forms a basis for interviewing programme evaluation participants and is based on practical results of perceptions or operation (Patton, 2015). This permitted the evaluator to objectively ask the evaluation participants practical questions about their perceptions on the implementation process of the academic component of the HSP and to identify areas that needed improvement to enhance the effectiveness of the programme.

Prior to undertaking this evaluation, the researcher served as a member of a Monitoring and Evaluation Technical Working Group at the national level for a period of one year for an education programme comparable with the evaluand with regards to the outcomes and indicators for measuring outcomes. This experience was the main reason for expressing interest in evaluating the HSP among many evaluable programmes that were presented by the UCT Knowledge Co-op. It became an added asset in terms of understanding the HSP concepts (process mechanisms) and the intended programme design upon which the conceptualisation of the evaluation was based.

Before commencing the evaluation, the researcher had a preconceived understanding that the HSP was unsuccessful in attaining the desired improvement in academic performance among the target learners. This informed the SAEP's interest in wanting to understand whether the academic component was being implemented with fidelity. Although the researcher had this priori knowledge which could potentially bias the view of participant perceptions, as an outsider evaluator, the researcher began the evaluation and interacted with the study

participants without awareness of any organisational or programme implementation politics and challenges. This enabled the researcher to remain neutral (non-judgmental) and ethical throughout the evaluation study, and analytical enough to gain and probe on insights as they emerged from different participant groups to inform programme improvement decisions.

Spencer et al. (2004) state that researchers need to reflect on efforts made to systematically address the researcher bias on data collection, analysis and interpretation. Systematic approaches to tackling researcher bias in a GQI may include triangulation, fair dealing and review of process records (Cooper & Endacott, 2007). These were employed by the evaluator. Data triangulation involved comparing interview responses to specific evaluation questions from HSP staff, the learners and the volunteer tutor. Results from all participant interviews and HSP official documents were also compared. This allowed the evaluator to gain a wider perspective on the implementation of the academic component of the HSP and to explain any divergent perceptions, thereby enabling the evaluator to cover all perspectives fairly. During data analysis and writing up of the findings, the evaluator re-examined all the interview transcripts and audio recordings regularly, while the supervisor reviewed the interview transcripts and recordings when scrutinising the evaluator's dissertation (review of process records). In addition, a rigorous cognition-based VSAIEDC qualitative data analysis model (Persson, 2006), which involves seven interactive steps and incorporates the above measures, was used to address any potential participant and evaluator bias to ensure data exhaustion and validity of the evaluation findings.

Conclusion

This evaluation assessed the implementation fidelity of the academic component of the Hope Scholars Programme. Using the logic model for the programme, the evaluation focused on examining whether the HSP sessions were implemented with the intended process mechanisms through which the programme was designed to lead to its desired academic outcomes. The findings from this evaluation indicated that the academic component of the HSP was implemented with limited fidelity during the period 2017–2018, due to various challenges that the programme encountered as presented and discussed in the previous chapter and sections.

There was non-adherence to the stipulated HSP learner recruitment criteria. This signified selection bias in the HSP learner recruitment process and indicated that the programme was not recruiting the intended learners. Mixed results were found on whether the

HSP sessions were conducted with the intended tutor-to-learner ratio of 1:15. The programme document analysis results showed that the ratio was adhered to, but this was due to irregular learner attendance which was associated with factors relating to learner boredom, subject preference, lessons not being aligned to classroom learning, and language barrier. The findings from the analysis of staff interviews data indicated that HSP staff perceived that the intended tutor-to-learner ratio was not adhered to in conducting HSP sessions for reasons which included over-enrolment of the learners, inadequate staffing and volunteer tutor incompetency. These factors compromised the quality with which the sessions were delivered to the learners and the opportunity of the programme to produce positive academic outcomes.

The evaluation results showed that the HSP worked with two categories of volunteer tutors: (a) experienced; and (b) inexperienced volunteer tutors. The experienced volunteers had the required curriculum knowledge, while the inexperienced ones had limited knowledge in their subject areas. The programme mainly depended on inexperienced volunteers to conduct the tutorial sessions. This had a negative impact on the programme's success in achieving its desired academic outcomes. The evaluation found that the quarterly planning meetings with partner subjects' school teachers and volunteer tutors were not implemented in 2017 and 2018, which signified poor collaboration between the HSP and the target schools.

The evaluation established that both the volunteer tutors and staff members were not being adequately trained to effectively implement the programme. Thus, the programme had a limited likelihood to be implemented as planned. The findings of the evaluation showed that the volunteer tutors were not available regularly to administer the sessions. The main reason associated with the volunteer tutors' inconsistent availability was competing commitments because of the low HSP incentive (travel allowance). Learner dropout from the programme was evident. Among the contributing factors of learner dropout from the HSP were influences unique to the South African context, such as mistrust between the learners and their parents (mistrust at home) and sweeping of classrooms. These will require consideration by HSP management, as well as the planners and implementers of ASPs targeted at no fee-paying government township high school learners in South Africa to improve learner participation.

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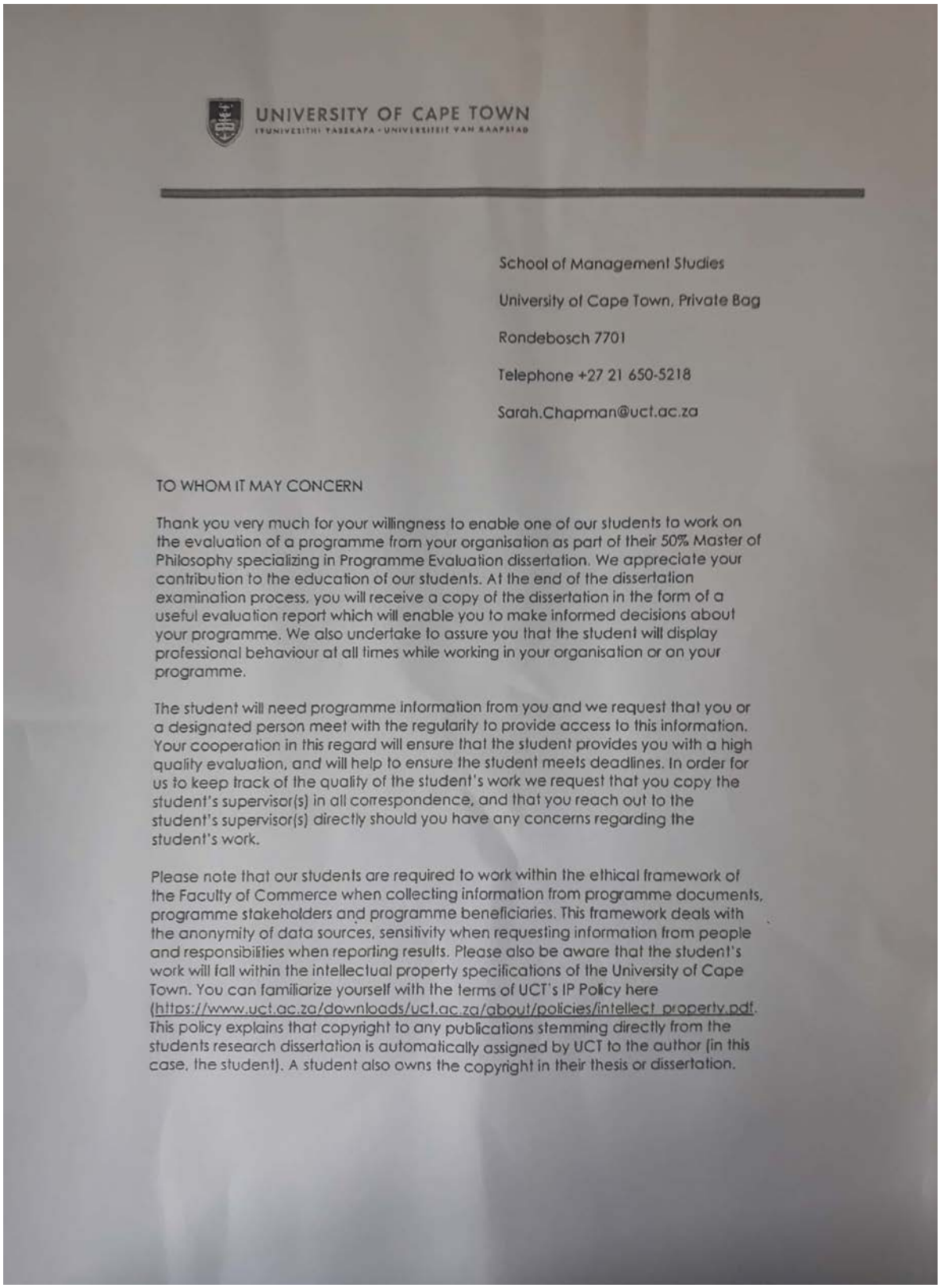
Appendices

Appendix A: Organisational permission letter



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

School of Management Studies

University of Cape Town, Private Bag

Rondebosch 7701

Telephone +27 21 650-5218

Sarah.Chapman@uct.ac.za

TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our students to work on the evaluation of a programme from your organisation as part of their 50% Master of Philosophy specializing in Programme Evaluation dissertation. We appreciate your contribution to the education of our students. At the end of the dissertation examination process, you will receive a copy of the dissertation in the form of a useful evaluation report which will enable you to make informed decisions about your programme. We also undertake to assure you that the student will display professional behaviour at all times while working in your organisation or on your programme.

The student will need programme information from you and we request that you or a designated person meet with the regularity to provide access to this information. Your cooperation in this regard will ensure that the student provides you with a high quality evaluation, and will help to ensure the student meets deadlines. In order for us to keep track of the quality of the student's work we request that you copy the student's supervisor(s) in all correspondence, and that you reach out to the student's supervisor(s) directly should you have any concerns regarding the student's work.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents, programme stakeholders and programme beneficiaries. This framework deals with the anonymity of data sources, sensitivity when requesting information from people and responsibilities when reporting results. Please also be aware that the student's work will fall within the intellectual property specifications of the University of Cape Town. You can familiarize yourself with the terms of UCT's IP Policy here (https://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect_property.pdf. This policy explains that copyright to any publications stemming directly from the students research dissertation is automatically assigned by UCT to the author (in this case, the student). A student also owns the copyright in their thesis or dissertation.

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

In order to comply with the rules of the Faculty of Commerce, we request you sign below to indicate that you are aware of the research / evaluation been undertaken by one of our students in your organisation, and that you will support the student to access programme data, records and recipients if applicable.

Yours sincerely,

Signature Removed

Associate Professor Sarah Chapman

COURSE CONVENOR: MPhil Programme Evaluation and PhD in Programme Evaluation

AGREEMENT FOR STUDENT TO UNDERTAKE RESEARCH AND/OR AN EVALUATION IN YOUR ORGANISATION:

Signature Removed

Signature of Authorised Person	Organisation	Date
	SAEP	23 Aug 2018

Hope Scholars Programme

Name of the programme student will evaluate (if applicable)

23 AUG 2018

Appendix B: Faculty of Commerce's Ethics in Research Committee evaluation approval letter

Faculty of Commerce

Private Bag X3, Rondebosch, 7701
2.26 Leslie Commerce Building, Upper Campus
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369
E-mail: com-faculty@uct.ac.za
Internet: www.uct.ac.za

@Commerce_UCT **UCT Commerce Faculty Office**

29 October 2018

Ms Erwin Miyoba
School of Management Studies
University of Cape Town

REF: REC 2018/010/118

Dear Erwin Miyoba,

A Process Evaluation of the Academic Component of the Hope Scholars Programme (HSP).

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid for 1 year and may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

Modie Sempu
Administrative Assistant
University of Cape Town
Commerce Faculty Office
Room 2.26 | Leslie Commerce Building

Office Telephone: +27 (0)21 650 4375
Office Fax: +27 (0)21 650 4369
E-mail: modie.sempu@uct.ac.za
Website: www.commerce.uct.ac.za<http://www.commerce.uct.ac.za/

Appendix C: Memorandum of agreement between SAEP and the UCT Knowledge Co-op

MEMORANDUM OF AGREEMENT (#371)

University of Cape Town through UCT Knowledge Co-op
a university incorporated in terms of the Higher Education Act, 1997, and the statute of the University of Cape Town, promulgated under Government Notice No. 1199 of 20 September 2002, herein represented by Ms Naseema Sonday in her capacity as Contracts Manager of the University of Cape Town and she being duly authorized thereto, having its principal place of business at Bremner Building, Lower Campus, Lovers' Walk, Rondebosch, 7700

(hereinafter referred to as "UCT")

And

South African Education and Environment Project
NPO registration no 028-310-NPO,
Herein represented by Tracey Appollis, in her capacity as Monitoring & Evaluation Coordinator and she being duly authorized thereto

(hereinafter referred to as "SAEP")

(Hereinafter collectively referred to as the "Parties" and individually as the "Party")

Preamble

Whereas UCT Knowledge Co-op is a unit within UCT which works in partnership with communities to address development challenges. The unit aims to make it easier for community partners to access UCT's skills, resources and professional expertise and works by matching community groups with academic partners in a collaboration that meets the needs for research or practical support identified by the community group.

And Whereas SAEP is a not-for-profit organisation committed to provide education, life skills, and psycho-social support programmes for children, youth, and education providers and have identified the need for a process evaluation of SAEP's Hope Scholars Programme.

And Whereas the Parties now wish to establish an arrangement to govern the relationship between them on the basis of the terms and conditions contained hereinbelow.

1. Definitions

   In this Agreement, unless clearly inconsistent with or otherwise indicated by the context, the definitions set out hereinbelow shall apply:

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1

1.1. "Agreement" shall mean this memorandum of agreement between the Parties captured in this document, together with any annexures, which are incorporated herein by reference.

1.2. "Commencement Date" shall mean 01 June 2018 despite the date of last signature hereto, provided that ethics approval has been obtained where required;

1.3. "Intellectual Property" means intellectual capital relating to the Project in the form of any and all technical or commercial information, including, but not limited to the following: specifications and formulae; data, systems and processes; production methods; trade secrets; undisclosed inventions, financial and marketing information; as well as registered or unregistered intellectual property in the form of patents, trade marks, designs, know- how and copyright in any works, including literary works or computer software programs;

1.4. "Project" shall mean the work to be conducted towards the case study entitled: "A process evaluation of SAEP's Hope Scholars Programme", as set out in more detail Annexure "A";

1.5. Knowledge Co-op Representative: Barbara Schmid

1.6. UCT Academic Supervisor shall mean, Dr Chao Nkhungulu Mulenga of UCT's Department of Organisational Psychology.

2. Purpose

With the support of SAEP, Ms Erwin Miyoba – enrolled for the Master of Philosophy specializing in Programme Evaluation (hereinafter, "the Student") – under the academic supervision of the UCT Academic Supervisor, will conduct research towards the Project.

3. Duration:

The Project will start on the Commencement Date and shall endure until 30 August 2019.

4. Nature of the Partnership

4.1. The use of the term "partner" in this Agreement is not intended in a way that implies the creation of a legal partnership, joint venture or any other kind of legal entity between UCT and NOAH in order to implement the proposed Project. It is rather used to express a partnership in which both Parties have equal status.

4.2. The Parties are entering into this Agreement on the basis that we are equal partners who bring different and yet complementary strengths to the tasks of the Project.

4.3. The Parties commit themselves to the common goal of achieving the objectives of the Project to the standard acceptable in the academic field. Their relationship in implementing this Project will be underpinned by principles of transparency and trust.

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5. **Roles and Responsibilities of the Parties for the Project**

5.1. Student tasks:

- Share the draft research proposal with SAEP for comments.
- Display professional behaviour at all times while working in SAEP or on her programme.
- Conduct field work and write a dissertation. A client report will be negotiated, should SAEP indicate the need for this.
- Share findings with SAEP via the dissertation which will enable SAEP to make informed decisions about its programme. The student may also conduct a presentation on her findings and recommendations to SAEP.

5.2. SAEP tasks:

- Introduce the Student to SAEP staff and assign a designated SAEP employee to provide access to SAEP information.
- Assist with the selection of study participants as required for the Project.
- Assist in obtaining permission for interviews with learners.
- Provide access to secondary data including publications, existing programme implementation documents and reports (as well as the raw data), as needed.
- Provide feedback and comment at times during the research process.
- Copy the Academic supervisor in all correspondence with the Student.

5.3. Knowledge Co-op tasks:

- The Knowledge Co-op Representative will introduce the UCT Academic Supervisor, the Student and SAEP to each other and mediate the process towards completion of the Project.

6. **Finances**

Unless expressly otherwise agreed upon in writing, there shall be no consideration payable by either Party for the performance of work by the other Party under the Project and each Party shall be responsible for procuring its own funding and paying its own costs incurred in respect of the Project.

7. **Confidentiality and disclosure of information**

7.1. Neither Party nor their respective employees, consultants or agents shall disclose, use or make public, any information or material acquired or produced in connection with or by the performance of this Agreement, other than in the performance of their respective obligations under this Agreement, or as required by law, without the prior written approval of the other Party, which may not be unreasonably withheld.

7.2. The Parties intend that the provisions of this clause shall be binding on them and shall survive the termination or expiration of this Agreement.

Signature Removed

7.3. The Parties agree that any person interviewed during the course of the Project will be advised of the nature and consequences of the Project and will thereafter complete and sign an informed consent form before any interviews commence.

8. Intellectual Property and Publication

8.1. Each Party shall retain all rights to existing Intellectual Property owned by it at the commencement of the Project arising under this Agreement. The rights to any Intellectual Property created by the Students during the course of the Project period shall be vested in UCT.

8.2. The Parties agree that any products of this process will be made available to the public on the UCT Knowledge Co-op website under a Creative Commons licence.

9. Dispute Resolution/Arbitration

Any dispute, arising from, or in connection with this Agreement shall first be resolved by the Parties through the process of negotiation or mediation and if the dispute cannot be resolved, then the dispute shall be referred to the Arbitration Foundation of South Africa for resolution.

10. Service of Required Legal Notices

Any notice or communication associated with the performance of this Agreement required to be given under this Agreement shall be deemed made if given by registered or certified mail, postage prepaid, and addressed either to the stipulated legal address given below or to such other address as may hereafter be specified in writing by the Parties:

If to UCT: Attention: The Director
Research Contracts & Innovation
University of Cape Town, Allan Cormack House
2 Rhodes Ave, cnr Main Road
Mowbray, 7700

If to SAEP: Attention: The Director
South African Education & Environment Project
B15 Waverley Court
7 Kotzee Road
Mowbray, 7700

11. GENERAL

11.1. No alteration, variation, addition or agreed cancellation of this Agreement shall be of any force or effect unless reduced to writing as an

Signature Removed

addendum to this Agreement and signed by the Parties or their duly authorized signatories.

11.2. No indulgence, leniency or extension of time which any Party ('the grantor') may grant or show to the other shall in any way prejudice the grantor or preclude the grantor from exercising any of its rights in the future.

11.3. If any clause or term of this Agreement should be invalid, unenforceable or illegal, then the remaining terms and provisions of this Agreement shall remain in full force and effect without the invalid or unenforceable provisions.

THUS DONE AND SIGNED AT SAEP ON THIS 15 DAY OF JANUARY 2019.

for and on behalf of SAEP:

Name: TRACEY APPOLLIS

Signature: Signature Removed

As witnesses:

1) Signature Removed

2) Signature Removed

Read and acknowledged:

Student
Ms Erwin Miyoba — 07/02/2019 — Signature Removed

Academic supervisor
Dr Chao Nkhunguku Mulenga — 19/02/19 (Date) — Signature Removed (Signature)

THUS DONE AND SIGNED AT CAPE TOWN ON THIS 6TH DAY OF DECEMBER 2018.

for and on behalf of University of Cape Town:

Name: NASEEMA SONDAY

Signature: Signature Removed

As witnesses:

1) Signature Removed

2) Signature Removed

NASEEMA SONDAY
Research Contracts & Innovation
University of Cape Town

Annexure A

A Process Evaluation of the Academic Component of the Hope Scholars Programme (HSP)

Student: Erwin Miyoba - MYBERW001
Supervisor: Dr. Chao Mulenga

The study will be conducted as dissertation in partial fulfilment of the requirements for the award of the Degree of Master of Philosophy in Programme Evaluation in the Commerce Faculty of UCT.

The proposal was developed for the proposed process evaluation of the academic component of the Hope Scholars Programme implemented by the South African Education and Environment Project (SAEP).

This evaluation will make use of a descriptive design. Descriptive research seeks to outline or narrate phenomena as they are and not to analyse causality among constructs.

In conducting the evaluation, qualitative secondary and primary sources of data will be used:
Secondary data will be sourced through the review of various programme documents. These will include standardized mathematics baseline test scores, learner recruitment documentation, previous HSP evaluation reports, learner attendance registers, learner feedback forms and SAEP annual reports.
Primary data will include *interviews* with the HSP leadership team, school teachers and school principals as well as *focus group discussions* with the learners and volunteer tutors. All the interviews and focus group discussions will be audio recorded to allow precise transcription for content analysis purposes.

Data will be transcribed and analysed using conventional content analysis.

The proposal was approved by the Faculty of Commerce's Ethics in Research Committee and hence, ethical research conduct rights pertaining to participants are protected. There are no known potential risks to participants.

The evaluation will be conducted during the examination term when the teachers, learners and tutors are likely to be busy preparing for the end of year examinations. Given a short time frame within which the evaluation is to be concluded, less representation of the above participants is presumed. The evaluation may thus not represent a full view of the programme implementation processes.

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Appendix D: Participant consent form

University of Cape Town (UCT)

Faculty of Commerce

Participant Consent Form

Dear participant

I am a student from the University of Cape Town. As you could be aware, I am conducting an evaluation study on the implementation of the Hope Scholars Programme (HSP) being implemented by the South African Education and Environment Project (SAEP).

This research has been approved by the UCT Commerce Faculty Ethics in Research Committee. Due to the nature of the study you will need to provide the researchers with some form of identifiable information. However, all responses will be confidential and used for the purposes of this research only.

The purpose of the research is to assess whether the programme is being implemented as intended, to improve its effectiveness. You are kindly requested to participate in the research process. Participation is voluntary, and you can decide to withdraw at any time if you feel so. Should you have any questions regarding the evaluation, please do not hesitate to contact the evaluator. Erwin Miyoba: erwinmiyoba@gmail.com, and/or the supervisor, Dr. Chao Nkhungulu Mulenga: 021 650 4243

Please sign below to show that you have accepted to participate in the evaluation.

_____

Your Name

_____

Today's Date

_____

Signature

Appendix E: Parent consent form for the learner participants

University of Cape Town (UCT)

Faculty of Commerce

Parent Consent Form for the Learner Participant Focus Group Discussion Guide

Dear parent

Your child has been selected to participate in the study on the implementation process of the Hope Scholars Programme (HSP). The purpose of the study is to assess whether the programme is being implemented as intended, to improve its effectiveness.

This research has been approved by the UCT Commerce Faculty Ethics in Research Committee.

You are kindly requested to help in this process by allowing your child to participate in the focus group discussion with their fellow learners. The discussion will take approximately 40 minutes to complete, to be conducted in November 2018. The children will be asked questions on how they have benefited, and how the programme could be made better.

Participation in this research is voluntary. The child can choose to withdraw from the research at any time.

Should you have any questions regarding the research please feel free to contact the researcher. Erwin Miyoba: +27 74 936 0253 and/or the supervisor, Dr. Chao Nkhungulu Mulenga: 021 650 4243

Please sign below to show that you have allowed the child to participate in the study.

_____ _____

Your Name Child's Name

_____ _____

Today's Date Signature

Appendix F: Staff interview guiding questions

Date of Interview: _____Name of Interviewer: _____

Position of Interviewee: _____

Gender:

1	2	3
Male	Female	Prefer not to answer

How long have you been working with SAEP**?** _____

1. Who are the HSP's intended target learners?
2. How are they recruited?
3. How were HSP sessions planned to be administered to the learners?
4. Do you feel that HSP sessions are being implemented as planned? Please explain your answer.
    - Alignment to classroom learning
    - Alignment to CAPS
5. Is adequate training provided to programme staff and volunteer tutors on how to implement the programme or HSP sessions?
6. How many tutoring sessions are planned for each subject per school weekly?
7. Do all the planned number of HSP sessions take place as scheduled? Please explain your answer.
8. Do you feel the HSP recruits volunteer tutors who have the required curriculum content knowledge? Please explain your answer.
9. Does the programme have adequate funding required to effectively implement the academic component? Please explain your answer.
10. How regularly do teachers and tutoring staff meet to plan the curriculum?
11. Are the volunteer tutors always available to conduct HSP sessions? Please explain your answer.
12. Has the HSP recorded any drop out cases? If yes, what are the established contributing factors?
13. In which areas do you think HSP sessions need improvement?

Appendix G: Volunteer tutor interview guiding questions

1. Do you develop lesson plans for your sessions? If yes, what guides the content of your lesson plans for each session?
2. What language do you use for instruction or delivering your lessons?
3. Have you received any training on how to administer HSP sessions?
4. Do you feel that you have been adequately trained? Please explain your answer.
5. How long do your sessions last?
6. Do your sessions start and end on time? If no, what contributes to not starting and ending on time?
7. Are you always available to facilitate your sessions? If you are not always available, what are the contributing factors?
8. How would you rate the learners' overall attendance of the HSP sessions?

1	2	3	4
Poor	Fair	Good	Excellent

Please explain your answer?

9. Are there any learners from your classes/subjects who had been enrolled on the HSP, but dropped out?
10. If yes, what were the reasons why they stopped attending HSP sessions?
11. In which areas do you think the HSP sessions need improvement?

Appendix H: Learner Participant Focus Group Discussion Guide

University of Cape Town (UCT)

Faculty of Commerce

Learner Participant Focus Group Discussion Guide

Introduction: I am a student from the University of Cape Town. As you could be aware, I am conducting an evaluation study on the implementation of the Hope Scholars Programme (HSP) being implemented by the South African Education and Environment Project (SAEP).

This research has been approved by the UCT Commerce Faculty Ethics in Research Committee.

You are kindly requested to help in this process by participating in this discussion. Consent from your parents for you to participate was obtained and they did allow you. The discussion will take approximately 40 minutes to complete.

The aim of the evaluation is to assess whether the programme is being implemented as planned, and your perceptions about its alignment to classroom learning, whether you find it helpful or not, and how you think it could be made better. Anything you disclose in this meeting will not be shared with anyone, not even programme staff. No names will be mentioned in the report. On the attendance register, do not write your names, only your school name, grade and age should be written. Participation is voluntary, and you can decide to withdraw at any time if you feel like.

The information from this discussion will be used purely for academic and programme improvement purposes.

Verbal consent

Do you have any questions?

Can we begin?

Ice breaker

1. What types of things are there in Philippi for you to do? (What do kids of your age do in Philippi or where you live after school)

Guiding questions

Adherence

2. How did you join the HSP?
3. How many HSP sessions for each subject (natural science, mathematics and English) do you have to attend per week?
4. Do you look forward to attending all the weekly sessions? Please explain your answer.
    - Natural science,
    - Mathematics
    - English
5. Are the HSP sessions similar to what you learn in class during the school day? If not, how are they different?
    - Natural science,
    - Mathematics
    - English
6. How long do HSP sessions per subject last?
7. What language do your tutors use during sessions?
8. In which language do you understand better?

Quality of service delivery

9. Are the tutors always available to teach you?
10. Do you feel comfortable talking to your tutors?
11. Do you feel there is someone available in the programme to help with school or home work when you need it?

Programme Responsiveness

12. Do you think that you are doing better in the three subjects since you started attending HSP sessions? Please explain your answer.
13. Do you regularly attend HSP sessions? Please explain your answer.
    - Natural science,
    - Mathematics
    - English
14. Do you know of any friends who had been enrolled on the programme but stopped coming for HSP sessions? If yes, what do you think are the reasons they stopped coming?
15. Do you have any ideas to make the HSP sessions better?