



**UNIVERSITY OF  
ZULULAND**

**THE EFFECTS OF THE NO FEES SCHOOLS POLICY (NFSP) ON PRIMARY  
SCHOOLS ENROLMENT: THE CASE OF THE METRO SOUTH EDUCATION  
DISTRICT, WESTERN CAPE**

**By**

**Moses Bonginkosi Mncwabe**

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Anthropology at the University of Zululand

Supervisor: Mr. SS Nhlabathi

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## ORIGINALITY DECLARATION

Full Names and Surname	Moses Bonginkosi Mncwabe
Student number	201330465
Title of dissertation	The No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape

I acknowledge that I have read and understood the University's policies and rules applicable to postgraduate research, and I certify that I have, to the best of my knowledge and belief, complied with the requirements.

I confirm that I had obtained an ethical clearance certificate for my research (Certificate Number UZREC 171110-030 PGM 2015/150) and that I have complied with the conditions set out in that certificate.

I further certify that this dissertation is original, and that the material has not been published elsewhere, or submitted, either in a whole or in part, for a degree at this or any other university.

I declare that this research dissertation is, save for the supervisory guidance received, the product of my own work effort. I have, to the best of my knowledge and beliefs, complied with the University's Plagiarism Policy and acknowledged all sources of information in line with normal conventions.

I have subjected most of the chapters of the document to the University's text-matching and/or similarity checking procedure.

Candidate's signature	MB Mncwabe
Date	14/11/2015



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## ABBREVIATIONS

ACCESS	:	Alliance for Children's Entitlement to Social Security
ANC	:	African National Congress
CDE	:	Convention against Discrimination in Education
CEDAW	:	Council for Elimination of all Forms of Discrimination against Women
CRC	:	Convention on the Rights of the Child
CRWAC	:	Charter on the Rights and Welfare of the African Child
DFA	:	Dakar Framework for Action
ELRC	:	Education Labour Relations Council
ETP	:	Education and Training Policy
FPT	:	Free primary education
GDP	:	Gross domestic product
GER	:	Gross enrolment ratio
GCE	:	Global Campaign for Education
LTSM	:	Learner and teacher support material
MEC	:	Member of the Executive Council
MDGs	:	Millennium Development Goals
MP	:	Member of Parliament
MPL	:	Members of Provincial Legislatures
NDoBE	:	National Department of Basic Education
NFS	:	No fee schools
NFSP	:	No fee school policy
PED	:	Provincial Education Department
PTR	:	Pupil-teacher ratio
RSA	:	Republic of South Africa
SAPS	:	South African Police Services
SASA	:	South African Schools Act No. 84 of 1996
SFAP	:	School Fee Abolition Policy
SGB	:	School governing body
UBE	:	Universal basic education
UDHR	:	Universal Declaration of Human Rights
UN	:	United Nations
UNDP	:	United Nations Development Programme
UPE	:	Universal Primary Education
UNESCO	:	United Nations Education and Scientific Organisation
WCED	:	Western Cape Education Department
WEF	:	World Education Forum
WCPSEA	:	Western Cape Provincial School Education Act

## **ABSTRACT**

In 2006, the National Department of Basic Education (Department of Education then) put on gazette the 'No Fees Schools Policy' (NFSP) as a demonstration and of its commitment to improving South Africa's primary education system, and envisioning an inclusive society with reduced socio-economic discrepancy. Following its publication on the government gazette, the NFSP was implemented in 2007. However, the backdrop of the No Fees Schools Policy is the UN Millennium Development Goals (MDGs). Given that South Africa is a member state to UN and a signatory to the MDGs, it domesticated the MDGs into the South African context to address the South Africa's problems. NFSP was also implemented to correct the negative legacy of the past. This is the backdrop against which this study was formulated. The study explored the no fees schools policy (NFSP) and its impact to primary schools enrolment in the Metro South Education District of the Western Cape.

The study focused on the Metro South Education District of the Western Cape, purposely selecting forty-three participants from ten primary schools consisting of principals, chairpersons of school governing bodies from the schools and children in the identified schools. Senior Circuit personnel were also included in the study. The study used one-on-one interview with principals, chairpersons of school governing bodies, and senior circuit personnel while it used survey questionnaire for parents. Following data analysis, the study determined that though the Western Cape has relatively low level of poverty as compared to other provinces, access and enrolment to primary education has increased specifically because of the additional policy intervention of providing nutritious food at public ordinary schools in quintile 1, 2, and 3. It also found the following as challenges namely the impact of crime, drugs, alcohol and violence in communities around no fee schools, and overpriced school uniforms as a possibility to deter children from attaining primary education.

In respect to the phenomenon of crime, drugs, alcohol and violence in communities around no fee schools the study recommended that the District and WCED should consider facilitating a forum with its stakeholders namely the South African Police Services on crime prevention and safety of schools, learners and educators. In

reference to overpriced school uniforms as a possibility to deter children from attaining primary education, the recommendation is for both the district and the head office of the WCED to consider an urgent investigation into this concern. The purpose of the investigation should be multipronged including verification of the existence of this practice, providing corrective measures that prosecutes the perpetrators and safeguards parents from being coerced into this unethical practice.

### **Key terms**

SASA, WCED, free primary education, no fee school, inclusive education, development, no fee school policy (NFSP), primary schools, Metro South District, identified schools, quintile, stakeholders.

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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### 1.1 Introduction and background

The advent of democracy in 1994 in South Africa signalled a shift from a political system of apartheid which espoused segregation between races towards an inclusive system. According to Rakometsi (2008: 22-23) the Bantu Education Act (No 47 of 1953) entrenched a superior white education to the disadvantage of the majority of black South Africans. During the first term of the democratic dispensation in 1994 to 1999 the Government of National Unity (GNU) faced challenges of reforming a fragmented education system run primarily on the basis of race. One of the measures taken as a redress of the problems of the past was to introduce the No Fees School Policy (NFSP) (Department of Basic Education, n.d.4). The NFSP was put on the gazette in 2006 and implemented nationally in January 2007 to ensure that primary education was made accessible and compulsory for all South African children, especially black children, as the previous government had not prioritised all members of the population (Republic of South Africa, 2006:1-2).

In 1994, the United Nations (UN) General Assembly readmitted South Africa by recalling Resolution 48/258 A (United Nations, n.d.13). The UN is a global organisation of sovereign countries established in 1945, post Second World War (WW II), to promote peace, international cooperation and security. The re-admission of South Africa to this international body drew to a close South Africa's international isolation. It also meant that South Africa was required to domesticate or ratify UN declarations and commitments for ease of implementation and monitoring. In 2000, the UN met in New York to declare the Millennium Development Goals (MDGs) propelled by among other things the alarming levels of poverty and inequality among nationalities and geopolitical borders (Hulme, 2009: 4). The UN premised the MDGs on eight critical economic and social developmental targets to be achieved by 2015 (UN General Assembly: 2000: 5). Furthermore, a high level meeting in 2008 was attended by world leaders who committed

themselves and their respective governments to a global agenda for change and development (UN, 2008: 2). As one of the eight MDGs, the second goal calls for achieving universal primary education by 2015 which this paper will address by investigating the effect of NFSP in South Africa. It is against this international backdrop that this study seeks to consider the role of the no fees school policy in terms of access to primary education in South Africa.

## **1.2 The area of the study**

The area of the study is briefly described below.

### **1.2.1 The socio-economic status of the study area**

The Metro South Education District of the Western Cape is situated around City of Cape Town. It has many areas that fall outside the urban border of the City and as such – they are compromised with social ills. The general population of the study area is estimated at about 3.82 million according to the City of Cape Town's 2011 report. Another distinguishing factor for the study area is that the areas such as Ebenezer, Helderberg, Hillstar, Khayelitsha, Gugulethu, Nyanga, Langa, Mitchell's Plain, Northern Panorama, Masiphumelele, Atlantis, Mannerberg, Fishhoek, and Imizamoeyethu, have significant social ills including compromised schools. In this regard, some of the challenges that are common in almost all of these areas are spread of Human Immune Virus and Acquired Immunodeficiency Syndrome (AIDS) in as well as poverty and unemployment. Bromfield (2006:126) lists urbanisation, risky behaviour, inadequate services, sexual violence and rape, economic exclusion of women, illiteracy and low levels of education as key drivers for most of the social ills confronting these areas. The Human Immunodeficiency Virus (HIV) in the jurisdiction of the City of Cape Town has increased from 17.0% in 2005 to 18.2% in 2009. This is slightly higher than that of the Western Cape Province which was at 16.8% by the same year. As a result of the higher HIV prevalence, the number of people enrolled in antiretroviral treatments (ARTs) increased from around 17,646 in December 2006 to over 52,141 in December 2009. The demand for ARTs led to an increase in the



number of public health facilities rendering ART services within the city's jurisdiction (City of Cape Town Statistics, 2011:32-33). On the other hand, the health status of most communities in these informal settlements is significantly low compared to the formal areas and is mostly characterised by alcoholism, high levels of illiteracy, and other social ills like crime (City of Cape Town Statistics, 2011:32-33). Overcrowding in most of these areas is noted as migration patterns show a steady inward of people from peripheral areas and mostly from the Eastern Cape. Given the income disparity between communities, the schools for quintiles 1 – 5 are there to cater for the communities across the board. However, when considering the expansion of informal settlements, the schools are not adequate to ensure that all children are able to get the space in the existing schools. This is also aggravated by the reality that not all parents are wealthy to be able to take their children good public schools or private schools.

### **1.2.2 The geography of the study area**

The physical location of the study site is in the Western Cape Province in the south-eastern corner of South Africa. The total land area is about 2 461 km<sup>2</sup> and is by the coastline covering about 294 kilometres (City of Cape Town Statistics, 2011:46). In 2012, the total number of public schools in the Western Cape was about 1 453, while the total learner population was around 991 685. By 2014 academic year, the number of no fee schools in the same province was estimated at 690, while learners in these school was estimated at 416 044. As the study investigates No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape, the success or failure in number of learners and the number of schools would be discussed in 4<sup>th</sup> and 5<sup>th</sup> chapters.

### **1.3 Statement of the problem**

Ramoketsi (2008: 21) suggests that socio-economic and political reasons undermine the execution of NFSP. To this end, the implementation of NFSP in South Africa is a mechanism to respond to the call by the international community of making primary

education free and compulsory. The NFSP is considered a basis of sound economic and political emancipation of any country. Primary education is also considered as key in overcoming various intertwined challenges such as poverty, inequality, unemployment, gender inequality and illiteracy. In reference to the study area - the Metro South Education District of the Western Cape, which is characterised by inequality and some areas confronted by social ills namely sporadic violence which contributes to lack of access to school by children in fear of instability. The increase of population due to migration towards the informal settlement contributes to the discomfort with the approved ratio of teacher learner for effective schooling environment. This ratio is somewhat compromised due to inadequate learner-space hence the quality of education offered to pupils is less quality.

Given that NFSP is a national policy, the situation in the study area is not peculiar to other parts of the country as it is the legacy of the past, however, the level of difficulties with service delivery, access to basic needs varies from area to area. This is partly because the previous regime did not elevate education as an economic impetus for the country. The new democratic dispensation in South Africa underscores primary education as one of the human rights defiled by the apartheid regime. According to the Department of Justice and Constitution Development (1996), Section 29 of the South African Constitution (No. 108 of 1996) affirms that everyone has the right to a basic education, including adult basic education, and to further education which the state, through reasonable measures, *must* make available and accessible. This imposes a positive obligation on the state to promote and provide education by establishing infrastructure and human resources, including maintaining an educational system, which is responsive to the needs of the country. Based on the aforementioned, this study explores the effect of the NFSP on enrolment in primary education, specifically in regard to the Metro South Education District of the Western Cape.

## **1.4 Research questions**

The study divides questions into primary and secondary research questions which are presented below.

### **1.4.1 Primary research question**

Has the NFSP resulted in an increase in primary school enrolment in the in Metro South Education District of the Western Cape Province?

### **1.4.2 Secondary research questions**

- Which schools have introduced the NFSP?
- How has the NFSP assisted the gender representation in line with MDG 2?
- How have schools dealt with challenges of implementation of the NSFP, if there are any challenges?
- Has the NFSP brought about any other consequences to the schools other than increase in primary school enrolment figures?

## **1.5 Aim and objectives of the study**

### **1.5.1 Aim of the study**

The study aim was to explore whether the NFSP has resulted in an increase in primary school enrolment in the Metro South Education District of the Western Cape.

### **1.5.2 Objectives of the study**

The objectives of the study were:

- Find out which schools have implemented the NFSP.

- Assess if primary schools enrolment numbers have changed as a result of the introduction of the NFSP the Metro South Education District of the Western Cape.
- Explore if the NFSP has assisted the gender representation in line with MDG 2.
- Find out if there have been challenges in the implementation of the NFSP.
- Investigate how the schools have dealt with the challenges of implementation of the NFSP, if there are any challenges.
- Examine if the NFSP has brought about any other consequences to the schools other than increase in primary school enrolment figures.

## 1.6 Definition of terms

- *Access to primary school* refers to removal of financial and distance barriers to stimulate parents' faith in schools, thus making enrolment and schooling accessible. The study assesses whether or not the NFSP has been able achieve this objective.
- *Increase in primary school enrolment* refers to proliferation of the number of registered scholars enrolled in government schools (Awan *et al.* 2011: 21). In this study, the phrase indicates the impact of the NFSP which states categorically that primary schooling in South Africa is compulsory for children between the ages of seven and 15 years.
- *No fee schools (NFS)* refer to the public and ordinary schools which are classified or granted permission by the Department of Basic Education to not levy a compulsory school fee and to receive grants from the Department in substitution of these school fees (Department of Education, 2006: 42-43).
- *No fee school policy (NFSP)* is defined as the legal and political pronouncement on the abolishment of school fees in quintiles 1, 2, and 3 which are largely in socio-economic deprived areas, most frequently, in peripheral and semi-urban areas (Setoaba, 2011:32). Moreover, the consideration of a school as a no fee school

depends on evaluation of various factors, including the number of children who depend on government sponsored aid such as social grants, and the economic viability of the area.

- *Public primary school* refers to a public and ordinary school which renders education to children enrolled in grade R to grade 7.
- *Quintile* is a poverty ranking indicator set by the national government according to the levels of poverty in the community surrounding the school. The quintile indicator is created mainly for allocation of financial resources to the poorest schools. In other words, quintile ranking assists the government in determining the amount of funding the school receives annually and in ascertaining whether the school can charge fees or not. Quintile 1 refers to poorest school while quintile 5 refers to the wealthiest school. Accordingly, schools in quintiles 1, 2 and 3 have been declared no fee schools, while those in quintiles 4 and 5 are fee paying schools with minimal government funding.

### **1.7 Importance of the study**

There are numerous compelling reasons that justify this study. The following four critical reasons summarising the importance of the study:

- This study will be beneficial to policy makers, decision makers, bureaucrats and education lobbyist with regards to the execution of NFSP.
- This study will evaluate the effectiveness of the NFSP, specifically with regard to access to primary education and increased enrolment
- This study will demonstrate how South Africa has implemented MDGs, in particular goal number 2, which calls for achieving universal primary education by 2015.
- This study will be beneficial to communities in terms of knowing to which school to send their children.

## **1.8 Organisation of the study**

Chapter 1	Introduces the problem statement and describes the context necessitating the implementation of NFSP in relation to MDGs goal number 2 to achieve universal primary education by 2015.
Chapter 2	Presents a review of literature and relevant research associated with the problem addressed in this study.
Chapter 3	Presents the methodology and procedures for data collection and analysis.
Chapter 4	Presents an analysis of the data and outlines the results.
Chapter 5	Presents a summary and discussion of the researcher's findings and recommendations for future research.

## **1.9 Intellectual property**

The study is conducted through the University of Zululand and this assumes that any intellectual property rights that arise from this research are well taken care of; however, the researcher maintains ownership of this study.

## **1.10 Knowledge dissemination**

The researcher intends to disseminate the findings in various ways, namely through providing a copy of the thesis to the Head of Research responsible for the Metro South Education district in the Western Cape Department of Education. Further, the researcher hopes to attend and present the findings to at least two conferences, one of which will be the SABC African Edu-week conference held annually during the months of June-July. Various journals offer platforms for publication of new findings and so the researcher

intends to publish the findings in both the South African Journal of Education and the Perspectives in Education Journal.

### **1.11 Conclusion**

This chapter discussed in detail the essential pillars of the study more specifically the population and socio-economic status of the area where the study was to be conducted. In its discussion of the study population, the chapter highlights Human Immunodeficiency Virus (HIV), inequality, wealth, crime, shortage of housing as characteristics of the study population. It concludes by discussing cogent arguments linking the access to primary education and socio-economic opportunities that are attainable when one is armed with education.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The previous chapter introduced the study of No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape. It also highlighted the geography of where the study was conducted. This chapter presents the origin of the no fee school policy (NFSP) also known as free primary and compulsory quality education. UNESCO (2008:9) asserts that national policies concerning no fee primary education are an expression of a global campaign intended to make primary education free, compulsory and quality-based. Furthermore, UNESCO's (2008:9) Right to Education Project (2011:34) and Save the Children UK (2013:7-8) state that free primary and compulsory quality education is paramount from the perspective of development because this serves as a benchmark for national policies which aim to produce individuals who are equal to current and future challenges. In this regard, this chapter provides a literature review pertaining to the problem of the study. The subsequent sub-themes discussed include the background to no fee primary and compulsory quality education, the international overview of no fee primary education, the Millennium Development Goals (MDGs), the pattern of the implementation of NFSP, the effects of NFSP in the realisation of international commitments, and the NFSP in the Western Cape Province.

#### **2.2 Background to the concept of NFSP**

Various international entities and civil society organisations such as the World Bank, UNESCO, United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP) including Education for All, Global Campaign for Education and 1 Goal Education for All are among the major proponents of universal primary and quality education that have championed and advocated for countries specifically in the developing regions to make primary education a reality (UNESCO, 2000:29-29).

Kaliamoorthi and Mangayarkarasu (2013:214) maintain that the following four factors serve as a basis for lobbying and advocating for universal primary and quality education: mass illiteracy, dwindling economic growth, poverty and socio-cultural practices. On the basis of the above, free primary and compulsory quality education was advocated for as an essential intervention to redress many challenges facing humanity. Moreover, the international community considers free primary and quality compulsory education as a fundamental human right.

Kaliamoorthi and Mangayarkarasu (2013:214) argue that other rationale for the call for free primary education has been the realisation that political freedom is in vain without quality education to improve the living conditions and social and economic conditions, particularly in developing countries like the Sub-Saharan region. Kaliamoorthi and Mangayarkarasu assert that skills accrued from primary education empower a student with an ability to overcome pressing socio-economic challenges. It also stems from the realisation that in addition to the gifts of wisdom, education provides people with specific skills that are only learned at school, and that countries and individuals without education are somewhat a burden to the international community.

The other important contributing factor to the call for universal primary education was the recognition of the strength that education has over social and economic issues, as it improves the state of vulnerable people, encourages self-sufficiency over dependency, offers hope over hopelessness, enhances equity over favouritism and encourages gender mainstreaming over patriarchal system (Kaliamoorthi & Mangayarkarasu, 2013: 214-215). Furthermore, the call was supported by the reality that post the proclamation of Universal Declaration on Human Rights in 1948 still millions of children of school age were still not attending school due to, among other things, lack of political will, human rights abuse and mandatory school fees. By 1999, an estimated 800 million adults globally were considered illiterate, while nearly 100 million children eligible for primary education were not in school by the same period and therefore destined to perpetuate this illiteracy (UNESCO, 2000:29).

In light of this and various other advocacy issues, many developing countries have implemented policies for free primary education to stimulate enrolment in primary school by thousands. Globally, this improvement in enrolment would have not happened without the international community have withdrawn from its responsibility. However, according to Paton-Ash (2012: 1) though this development is applauded, unfortunate challenges still persist in many countries where millions of children are still not accessing universal primary and quality education due to issues such as inadequate infrastructure, poor and questionable sanitation, absent amenities, no running water, zero laboratories, insufficient to zero computers, as well as shortage of educators and insufficient numbers of textbooks for pupils (Paton-Ash, 2012:1).

In remote areas in South Africa such as in Limpopo, KwaZulu Natal, and Eastern Cape, this problem is compounded by schools which are not well maintained, and which are in most cases three to four kilometres away from pupils' homes. The implication of aging schools is that parents tend to not encourage their children to go to school in fear of school falling on their children. It also makes a certain proportion of the community to assume that government does not value education because the infrastructure is aging. In some instances the schools are not easily accessible either because of rivers or bushy roads (Equal Educational, 2013:1). Another major contributing set of factors emphasising the need for NFSP are the socio-economic challenges which are outside the educational sphere but which still have a direct impact on primary education: poverty, civil wars, gender inequalities and natural disasters like drought and floods. Turrent and Oketch (2008:356) add that the challenge worsening the success of Universal Primary Education (UPE) specifically in fragile states is the inability to mobilise domestic resources to finance national education policies; hence they rely on international partners for the implementation of free primary and compulsory quality education. According to UN-Foundation (2013:13-14), an estimated 1.4 billion people live on less than USD 1.25 a day, severely impacting household poverty, which is one of the strongest and most constant factors contributing to educational marginalisation.

Poverty is a determined barrier to reaching the Millennium Development Goals (MDG) 2 and other objectives of Education for All (EFA). Given that the effects of poverty are manifested through social and economic exclusion, like the poor being unable to attain primary schooling, the international community recognised this and called for free primary education. Gender inequality constitutes the most difficult barrier and depressing effects on education, particularly when combined with other factors such as culture and language (UNICEF, 2013:1). It is argued that in Turkey, which is an emerging economy but with better infrastructure and in close proximity with the developed region has an estimated 43% of Kurdish-speaking girls from the poorest households which have fewer than two years of education, while the national average is 6%. On the other hand, in Nigeria, which is in the Sub-Saharan region, 97% of poor Hausa-speaking girls have fewer than two years of education (World Bank Group, 2013:24-25). Furthermore, by 2004 an estimated 166 million children globally between five and 14 were involved in various forms of labour, against *all* international laws (UNICEF, 2013:1). The introduction of no fee school in primary levels was aimed at mitigating these ills. It was also aimed at ensuring that not only a boy child has access to education but a girl child as well. Judging from the global organisations that have and continue to advocate for universal primary education, one gets the idea that the international community considers education as a gateway to quality of life and a solution to social ills such as teenage pregnancy and social upheaval. In the early 1970s, the international community conceded that UPE was and is a universal human right as education is a major determinant of economic growth for individuals, for countries and for the international community. However, during the same time, the question that engaged scholars concerned what came first: aid for education or education for development. The debate raged on until the emphasis was placed on government to honour the international and national obligations of providing universal primary education (d'Aiglepiere & Wagner 2013:95).

Considering the above, it is clear that child labour is one of the barriers for children to access education. This ill-practice is perpetuated by greed, inhumanity, poverty and inept law enforcement (Johansson, 2009:11). Furthermore, group-based identities such as culture, race, language and ethnicity are some of the underlining challenges that impact

on children accessing primary education as they are mostly reflected in human geography. For example, those living in communities like shanty towns or informal settlements and peripheral areas including war zones are among the forgotten and most vulnerable in any societies.

Fundamental human rights such as shelter, roads, water, electricity, sanitation, food, security and most importantly primary education are not always provided. Even when these basic needs are effected by governments, there is lack of monitoring to ascertain the state of accessibility; hence people in war zones, drought-stricken areas, shanty towns and peripheral areas are vulnerable groups who are often neglected and forgotten (Johansson, 2009:12). Given this backdrop the conceptualisation of NFS is a global call, which NFSP is a national intervention intending to respond to the call and ensure that adequate resources are made available for primary education to be accessible. According to d'Aiglepierre & Wagner (2013:95) free primary education is premised on enabling the society to be independent and less dependent on the state to provide social support. It is also intended to discourage influx of people from remote areas to the urban areas solely for accessing opportunities and better education.

### **2.3 International campaign on no fee primary and compulsory quality education**

In envisioning the prosperous and just future, the international community recognised that the trajectory to be embarked upon was that of correcting the social, political and economic ills that have proven to have enormous implications on individuals, households, communities, countries and the international community. In its pursuit, the global community convened at numerous conventions, fostering agreements on a range of international human rights instruments including calling for all countries to implement universal primary and quality education (Sightsavers, 2011:1).

The rationale for the international community to encourage countries to consider and implement universal primary and quality education is to ensure that citizens have sound basis for leading a productive lives and ensuring world peace (Sightsavers, 2011:1). This

same author maintains that the absence and denial of free primary and compulsory quality education was considered a worse form of exclusion and deprivation from which not only individuals and families have suffered but even nations and the global community were affected. This led to the adoption of the Universal Declaration of Human Rights which states that everyone has the right to education and that elementary and fundamental education shall be free, and that elementary education shall be compulsory (Education for All 1, 1990:3-4). The declaration further states that 'every person child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs' (Education for All 1, 1990:3-4).

Kenny (2003:1) reports that calls and lobbying for free primary education commenced centuries ago. He argues that by 1830, universal primary education was limited to only a few states in the United States, while the majority of the world's children received no formal education at all. By 1870, between 12% and 23% of the world's children aged five to fourteen were enrolled in a primary school and by 1950 this figure had increased to an estimated 47% (World Bank Group, 2013, 24-25). Likewise, Kenny (2003:2-3) explains that the idea of no fee primary education stretches back at least as far as the Reformation era where Protestants focused on lay-reading of the Bible. By 1561 in Scotland strong arguments in favour of NFSP were as follows: virtuous education and godly upbringing of children and youth for this Realm; the involvement of schoolmasters appointed to every church to ensure that basic knowledge of the Bible reading is enhanced and is accessible in the Church and at school. This is feasible and a noble act for poor children who could not afford the basic education on their own but only through free basic education, while children from the rich families would access education by their parents' contributions for their primary education (Knox in Kenny, 2003:2-3). However, it was only in 1872 that compulsory free primary and quality education was introduced in Scotland, demonstrating the strength of the Church and the international community working in unity towards universal free primary education.

By 1948 onward, the international community reached a consensus on various human rights issues, held different conferences, forums and symposiums where it impressed on



governments the need to execute universal primary and compulsory quality education. The global community used the conferences to advocate, lobby and plead for justice and actualisation of human rights through expression of free primary education for children, particularly from compromising and vulnerable backgrounds. The international community held conferences on human rights and education which registered profound declarations and recommendations that resonated with the aspirations of global leaders in many countries. In addition, countries and regions ratified and compiled their national policies in accordance with convention content to ensure the realisation of free primary and compulsory quality education. It is estimated that between 1990 and 1999 there were 14 international conferences held in various major cities on different continents including Africa, Asia, Europe, North America and South America (UNESCO, 2000:75).

The international community, in its pursuit to ensure that governments implement no fee primary and quality education as a basic human right, monitored various recommendations from different conferences held both regionally and globally, such as one held in 1990 in Jomtien in Thailand. When shortcomings during implementation were discussed in later conferences, the international community hastened to reduce the challenges and to incorporate additional steps for increasing access and enrolment to free primary and quality education.

### **2.3.1 The Dakar Declaration: The Six Goals**

In April 2000, the World Education Forum converged in Dakar, Senegal, to recommit itself to ensuring the attainment of primary education for all eligible school aged children by 2015. Importantly, this conference preceded the United Nations Millennium Summit attended by 189 heads of states in New York which set eight MDGs for attainment by 2015. The Dakar Convention argued for the expansion and improvement of comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. The second argument was that discrimination is harmful and costly, particularly when directed against women and girls; hence the call for countries to ensure that by 2015 all children, particularly girls and children in difficult circumstances



and those belonging to ethnic minorities, had access to and complete free primary and compulsory quality education.

The Convention further argued for resource mobilisation, particularly by developing countries, to ensure that the learning needs of all young people and adults were met through equitable access to appropriate learning and life skills programmes. The emphasis was also on 50% improvement in levels of adult literacy by 2015, specifically for women, and equitable access to basic and continuing education for all adults (UNESCO, 2012:3).

The Convention underscored the urgency for stakeholders in education, particularly countries, to eliminate gender disparities in primary and secondary education by 2005, and to achieve gender equality in education by 2015, with a focus on ensuring full and equal access to and achievement in basic education of good quality for girls. It concluded by underlining that free primary and compulsory quality education was an internationally recognised human right for which *all* countries had to do *all* they could to make education a reality, including improving *all* aspects of the quality of education and ensuring excellence for *all*, so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO, 2012:3).

## **2.4 Millennium Development Goals (MDGs)**

As a follow up to the Dakar Conference, the United Nations Millennium Summit was held in 2000 in New York to deliberate and declare the intertwined MDGs with a set target date of 2015. Included in the MDGs is Goal Number 2 concerning the achievement of universal primary education to which many countries have responded, though challenges still persist (UN, 2013:13-15). World Bank Online (2011:1) purports that solving most health and social ills depended on numerous interventions, but most importantly, on making universal primary education accessible and compulsory, particularly for girl children. Education had the enormous ability to transform the future of children from a state of despair to that of hope and purpose. It was education that could eradicate traditional

practices which favour a boy child over a girl child. For example, in peripheral areas in China, tradition had long valued male children more highly than female children (Chyi & Zhou, 2014:106).

The Ministry of Education in China introduced the 'tuition of primary school policy' which, though not ideal, transformed the tradition of favouring male children over female children. The tuition of primary school policy slashed exorbitant school fees and cut the additional fees to allow families in remote areas in China to send children to school. The introduction of this policy made significant progress in helping the country move towards an inclusive and developmental agenda.

The World Bank Online (2011:1) asserts that education improves one's thinking and inculcates a sense of reason and responsibility. It is argued that a girl child with a 5<sup>th</sup> grade education was more likely to marry at a later age, choose her life partner rather than having him imposed on her, have fewer children, and even educate her own children. Again, education was established as the vehicle for improving such socio-economic conditions (World Bank Online, 2013:1).

World Bank Online (2013:1) maintains that quality primary education makes irreversible gains. For example, an 11 year old girl is likely to decrease her chances of being infected with sexually transmitted infections (STIs) including Human Immune Virus (HIV) compared to her peer who has no primary education. World Bank Online (2013:1) further underscores that the same 11 year old girl at 5<sup>th</sup> grade has a great potential to find employment later in life, including voting in her community when grown up, as well as accessing credit later in her life due to access to primary quality education. Finally, with access to primary quality education, she is better equipped to seek medical care in cases of ill-health, compared to her peers who had no access to quality primary education (World Bank Online, 2013:1).

In fact, UNICEF (2009:37-41) declares that MDG 2, which calls for the realisation of universal primary and quality education, is key to all other goals because with it comes

self-actualisation, better health, financial stimulation and social responsibility. Furthermore, quality of life is realised when a human right is met with a responsibility where, for example, government provides universal quality education with all resources in place and parents ensure that the child is at school, and the school ensures that the child receives and appreciates education.

Several conventions highlight the attainment of free primary education as a basic human right that children of the world should not be denied. For example, the United Nations Educational, Scientific and Cultural Organization's Convention against Discrimination in Education insisted on this fact in 1960, while the International Covenant on Economic, Social and Cultural Rights in 1966 accentuated the concept, further emphasised by the United Nations Convention on the Rights of the Child in 1989 (UNESCO, 2007:xi-xiii).

## **2.5 The pattern of the implementation of NFSP**

Many countries have acceded to countless international and regional declarations that advocate for no fee primary and compulsory quality education. This is so because declarations on human rights and education are explicitly and exceptionally clear as to what government should do in terms of making primary education of high quality and accessible at no fee. Sadly some countries still offer education only for a fee (Tomaševski, 2012:1-4). Tomaševski maintains that though efforts have been made to make primary education free and accessible globally, there are apparent hindrances that are difficult to comprehend: in some countries, for example, there are uneven budget allocations between education and military. In many instances, military allocations surpass that of education, with the ratio estimated at 150 soldiers for every 100 teachers in the world. Tomaševski (2012:4) explains that the uneven allocation is a demonstration that some countries have not realised the investment in education, proving that conventions remain theory when not expressed in national fiscal policies. He further asserts that an estimated 2% of educational funds are derived from the international aid fund which yields less value as compared to the demand of millions of eligible children for primary school but not

because of socio-economic pressures. This demonstrates that financial institutions have not prioritised primary education (Tomaševski, 2012:4).

In some countries, children who cannot afford primary education fees are compelled to first generate capital to pay for the education which actually should be free. In other words, they must work before they can receive an education. This is unfortunate, hypocritical and intolerable because these countries (India, South Africa, Brazil, Chile, Singapore) participate in human rights forums globally, but at the national level, fail to translate the recommendations into policies (Tomaševski, 2012:1-4). In so doing, these countries perpetuate a vicious cycle of dependency, poverty, poor health and economic stagnation.

To the contrary, some countries which have implemented no fee school policy show advantages in many areas, specifically in reducing the levels of illiteracy, increasing conflict resolution skills, and most importantly, making young people independent. Birdsall, Levina and Ibrahim (2005:339) together with Nsapato and Chikopela (2007:2) and Setoaba (2011:42-43) maintain that many countries have succeeded in building credible education systems premised on universal primary education and considerably more. For example China, Chile, Cuba, the Republic of Korea, Singapore, the Slovak Republic, Sri Lanka, Tunisia including Ghana and Uruguay have improved access, enrolment and quality of teaching and learning. The same authors emphatically agree that NFSP brings enormous benefits like increased enrolment of children at primary school level, increased skill levels and improvement on the economic and health profile of the society.

In addition, Sadruddin (ND) reminds us that the benefits of education are countless. For example, education is the base of every society, enhancing children's ability to contribute to their wellbeing and that of the future. This is because the value of education is priceless, particularly formal schooling, as it stimulates literacy together with cognitive and emotional stability. Education also encourages social development, breaking community silos and elevating social inclusion and empowering children as part of the broader

society. As such, education is the solid foundation for any child upon which to pursue opportunities in every walk of life (Sadrudin, nd: 55).

In 1997, Uganda introduced Universal Primary Education (UPE) which removed fees at the primary level. This policy led to a dramatic increase in enrolment proving that the direct and indirect costs of schooling constituted a huge obstacle to more widespread primary school attendance by the poor. Even so, Obinna (2002:103-104) cautions the hastening of embracement of UPE in Nigeria where the transfer from a fee paying system to UPE was without rigorous analysis and interrogation of the country's needs, prompting curricular reform to produce the quality education system that competes with global education systems.

Obinna also warns developing countries not to adopt any innovation from developed countries without juxtaposing it with the context of the country to which innovation is transferred. Consequently, Nigeria replaced UPE with Universal Basic Education (UBE), a combination of making primary education accessible and the needs-based assessment to improve not only the enrolment but the quality as well (Obinna, 2002:103-104). In addition, Tooley *et al.* (2007:540) state that when the Indian Government failed to accommodate the impending surge of enrolment as a result of NFSP implementation, there was a resultant mushrooming of privately managed unregulated primary schools in Kolkata servicing urban centres and rural areas located adjacent to government schools. They also concede that though government schools fell short of offering quality education in a stable environment, even the privately managed unregulated primary schools offered the poor children an inferior quality education, restricting children's future opportunities as compared to education rendered by regulated private schools. Lincove (2012:801) argues that the mushrooming of overnight schools luring and enticing parents is a direct result of government failure to do the right thing. Lincove uses the mathematical argument that any policy shift has financial implications which warrant serious homework for both political and administrators to factor adequate resources for efficient implementation of NFSP (2012:801).

However, many countries have noted surging enrolment, especially for girls, whose uptake has significantly increased owing to the introduction of UPE (Deininger, 2003:292). Moreover, countries that have had NFSP for many years have observed its nationalities demonstrating an increased affinity to the state. Chapman, Burton and Werner (2009:78) state that in support of UPE, Uganda, for example, did not just stop with the provision of primary education but also implemented a universal free secondary education policy which anchored on competencies of head teachers as pillars for driving knowledge and transferring skills.

The other argument for NFSP is that countries that have agreed to this form of investment tend to have an increased number of expatriates in other countries, demonstrating the country's economic social and political leadership. In many countries in sub-Saharan Africa, Middle East and South and West Asian regions, there are noted traditional and cultural practices that advantage boys over girls. These traditional and cultural practices encourage gender inequality and entrench an unjust society premised on biological features. However, countries in these regions that have implemented NFSP have seen the reversal of these discrimination practices and many advantages for *both* boys and girls (Nsapato & Chikopela, 2007:2-3).

## **2.6 Progress in human development in developing countries as per the replacement of mandatory school fees with no fee school system**

The replacement of mandatory fees in developing countries with NFSP is one of the most undisputed socio-economic investment decisions to enhance human development. The common theme in many of these countries that have implemented this policy — the United States of America, the United Kingdom, Singapore, Japan, Thailand, Netherlands and Spain — is that the investment in human capital is incomparable to challenges encountered during the first few years of implementation. Takyi-Amoako (2008:201-202) concedes that the effects of free primary and compulsory quality education have greatly impacted the speed of realisation of international commitments such as MDGs, specifically goal 3: promoting gender equality and empowering women. Below is an



overview of the impact of NFSP on various aspects of human development in developing countries as NFSP replaces the previous mandatory fee system, making the fundamental human right of primary education accessible by the majority of children who come from financially deprived backgrounds.

### **2.6.1 Improved learner uptake**

The preceding sub-sections discussed the challenges regarding the implementation of NFSP; however, since its introduction, many regions have noticed progress regarding access to primary education and gender parity between boys and girls. Amin and Chandrasekhar (2012:25) assert that in the 1980s, the Bangladesh government intensified interventions and incentives to address gender disparity among the pupils at primary level. The incentives implemented included groceries and money provided to families for sending their girl children to school. Moreover, parents were urged to pledge that their children, particularly the girls, would not be lured into early marriage until they completed secondary school and were beyond the age of 18 (Amin & Chandrasekhar, 2012:25). Unlike in many developing countries, NFSP has been limited to primary schools though in Bangladesh, it has been widely implemented beyond primary school into secondary school level.

Takyi-Amoako (2008:202) informs that the surge in learner enrolment is attributed to NFSP, which when implemented by some countries, showed positive results. Takyi-Amoako further claims that countries which heeded the call for policy shift are reaping benefits in many areas: decrease in incidence of STIs among their young population, fewer burdens on public health, increased access to knowledge, more secure livelihoods and increased sense of community participation in political and social spheres. The Millennium Development Goals Report (2013:13-15) claims that learner enrolment in selected world regions in 1990 shot up as a result of NFSP implementation. In 1990, the learner enrolment in six world regions — Eastern Asia, Northern Africa, South-Eastern Asia, Western Asia, Latin America and the Caribbean — ranged between 80% and 97%,

while the Sub-Saharan African region only registered 53% of all school-aged children (Millennium Development Goals Report, 2013:13-15).

In 2000, the improvement in learner enrolment surged up in the six regions, with Sub-Saharan Africa increasing its coverage to 60%. Even so, while the Sub-Saharan region improved from 53% in 1990 to 60% in 2000, it remained behind with at least 37% from levelling the scale with the developed regions which registered 97% in 2000. This notable increase coincided with the Dakar Conference on Education for All and the declaration of MDGs by the United Nations Millennium Summit respectively in 2000 (Millennium Development Goals Report, 2013:13-15).

### **2.6.2 Learner surging versus quality education**

In 2011, the learner enrolment increased drastically in six regions to 92% in Western Asia and 98% in Eastern Asia, while Sub-Saharan Africa only achieved 77%. At the same time, Sub-Saharan Africa trailed behind by 21% compared to Eastern Asia in terms of prioritising the attainment of universal free primary and compulsory quality education by 2015. The Millennium Development Goals Report (2013:13-15) claimed that an estimated 57 million children of primary school age were out of school, which decreased from 102 million in 2000.

Furthermore, and sadly, during this time half of these out-of-school children were inhabitants of Sub-Saharan Africa. The same report concludes that in 2012 an estimated 123 million youth globally (aged 15 to 24) lacked basic reading and writing skills, and of these, 61% were young women. Dembele and Lefoka (2007:533) attribute this deficiency to the over-emphasis on access to primary education with a lack of consideration of the capacity of the teaching force. They purport that as early as 2002, studies demonstrated that for true and ethical primary education to be a reality, and the target year of 2015 to be met, Sub-Saharan Africa would need 1,361,000<sup>1</sup> new teachers between 2000 and 2015, or an average annual increase of 3% compared with 2% between 1985 and 2000. Specific countries like Chad and Niger were regarded as having an even more serious



shortage of teacher; they would need to quadruple the size of their teaching force to efficiently provide universal primary education of an acceptable quality standard (Dembele & Lefoka, 2007:533).

## **2.7 The impact of NFSP in the realisation of international commitments**

The ability of some countries to develop and effectively execute NFSP was challenging but is an extremely essential blueprint, for a number of reasons, to augment the national, regional and international human rights aspirations. UN (2013:20) informs that while the extent of gender inequalities has diminished globally, in developing countries it remains unacceptably wide and intolerable. Discrimination against women is manifested in prescribing to women on the basis of gender (on what to do and what not to do) including discouraging young girls from attaining primary and secondary education. This form of discrimination limits women's potential and perpetuates the same status quo of exclusion of women, entrenching patriarchal ethos over women (UN, 2013:20).

The introduction of NFSP in many countries has been hailed and supported by many scholars who consider it to be one of the most effective and indispensable mechanisms for global improvement to be implemented. This is because the implementation of NFSP encourages countries, whether coincidentally or consciously, to influence the realisation of regional and international human rights commitments. Hereunder is the handful of regional and international declarations that have been facilitated as a result of NFSP.

### **2.7.1 Convention on the Rights of the Child (CRC)-1989**

In 1993, South Africa ratified this convention, serving as an undertaking to ensure that the objectives of this convention find expression in national legislations, to guarantee South African children access to free primary education. Sivasubramaniam (2008:67) claims that countries which have implemented NFSP do so for many reasons, such as bonding among children particularly boys and girls, bridging social divide, and learning new information that could not be attained anywhere but in school. Sivasubramaniam also

maintains that some countries use this policy as a dashboard to gauge their national obligation in providing free primary and compulsory quality education, as Article 28 and 29 state that State Parties should recognise the right of the child to education with a view to achieving this right progressively and on the basis of equal opportunity by, among other things, making primary education compulsory and available, free for all (Convention on the Rights of the Child, 1989, Articles 28 and 29:22).

### **2.7.2 Universal Declaration of Human Rights (UDHR) - 1948**

Article 26 of the aforementioned declaration calls for parents to take full responsibility for determining the type of education they prefer for their children, while at the same time the article puts emphasis on government to provide free primary and compulsory quality education. UDHR discourages biased traditional practices which favour boy children over girl children. It underscores equality for both boys and girls. Hence Johansson (2009:16-17) argues that NFSP is decisive, directive and facilitates the process of removing deeply engraved practices of discrimination against women and girls. Johansson further claims that countries which have hesitated to embrace and execute NFSP have not fully eradicated barriers prohibiting vulnerable people from accessing education, even though this is declared internationally as basic human right. For example, UDHR (1948, Article 26:6) insists that the right to education is an internationally recognised human right, to which women and girls are just as much entitled as men and boys. Inspired by the Universal Declaration, various international human rights conventions prohibit any discrimination based on sex or gender. Access to free, compulsory quality primary education is an inalienable right of every child - boys and girls alike - under all such conventions.

### **2.7.3 Charter on the Rights and Welfare of the African Child (CRWAC) - 1990**

Article 11 calls for signatories of the charter to ensure that every child has the right to an education in order to develop his or her personality, talents and mental and physical abilities to their fullest potential. This education also includes the preservation and

strengthening of positive African morals, traditional values and cultures. Governments should also take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community (Organisation of African Unity-CRWAC, 1990, Article 11:1). Besides, Tomasevski (2003:31-32) concludes that the majority of African countries have conceded to the CRWAC, ratifying it, incorporating it into national legislation, increasing international partnership to cushion the national budget and making primary education free and a national priority.

Sivasubramaniam (2008:67-69), on the other hand, argues that many African countries post-colonial rule omitted their obligation to maintain the inherited infrastructure leading to dilapidation; now, therefore, they are facing only dwindling capital to rectify the situation. Moreover, the dilapidating infrastructure is one which many African countries label as a 'challenge' that then discourages attempts the continent is making in galvanising all countries to realise the rights and welfare of the child through proper health and free primary and quality compulsory education. Though challenges are encountered and discussed in this paper, countries like Algeria, Egypt, Kenya, Malawi, South Africa, Rwanda, Tanzania, Uganda and Zambia attribute the surge of learner enrolment of children to the integration of international and regional declarations into the fabrication of national law (Johansson, 2009:17).

#### **2.7.4 Convention on the Elimination of All forms of Discrimination against Women (CEDAW) - 2009**

This convention instructs member countries to implement *all* appropriate measures to mitigate *all* forms and practices of discrimination against women, specifically young girls, to guarantee that both men and women have equal rights. Therefore, governments should remove cultural practices that continue to discriminate against girl children. Patriarchal communities, for example, idolise boy children over girl children, going so far as to ban girl children from pursuing secondary and tertiary education merely because she is female (Takyi-Amoako, 2008:203-204). Takyi-Amoako maintains that the effects of the

implementation of NFSP in many countries have been visible by the sharp increase in girl enrolment in particular since the introduction of free primary and compulsory quality education. As access to primary education is considered a building block to human development, the CEDAW finds expression in many countries — namely Kenya, Malawi, South Africa, Tanzania, Uganda and Zambia — in their strategies to execute NFSP and support poor families through financial grants, food parcels and vouchers, encouraging them to send their children, particularly girls, to school (Takyi-Amoako, 2008:204).

### **2.7.5 Convention against Discrimination in Education (CDE) - 1960**

Article 4 directs State Parties to formulate, develop and apply a national policy which will promote equality of opportunity and of treatment and in particular, to make primary education free and compulsory. Fennell and Arnot (2008:12) say NFSP is an example of how countries with free primary education have heeded to the international and regional commitments like the CDE of 1960. The rationale for Europe and the American regions to succeed and be respective leaders in various fields is because of their proactive and aggressive national legal frameworks which complement the various conventions, particularly the Convention against Discrimination in Education (1960:12). Unfortunately, developing and the previously colonised countries regard the conventions with scepticism; hence the delay in embracing the conventions and creating an environment conducive to the successful implementation of no fee school policy.

### **2.8 South Africa's trajectory on NFSP**

South Africa held its first democratic elections in 1994, ushering in a new democratic dispensation. As part of the renewal process, the National Department of Education (NDoE) issued a White Paper on Organisation, Governance and Funding of Schools in 1996 (NDoE, 1996) to stimulate democratic institutional management at school level. The White Paper paved the way for the South African Schools Act (Act No 84 of 1996) which was thereafter implemented in 1997 (NDoE, 1996).

In South Africa, no fee primary and compulsory quality education is a basic right. The South African Constitution's section 29 (1) (a) categorically states that everyone has the right to a basic education, including adult basic education. Furthermore, the South African Schools Act (SASA) of 1996 (Act No 84 of 1996) of the National Department of Basic Education has made accessing free primary and compulsory quality education for children aged seven to 15 a human right depending on SASA's set criteria. SASA ensures that free primary and compulsory quality education places an obligation on both parents and caregivers to send their children to school and for government to warrant that schools are accessible and conducive for effective learning.

A sizeable proportion of South Africans live in poverty, which is characterised by numerous issues such as single parenting, absent parents, non-existent amenities, a and lack of disposable cash for decent meals, lack of full school uniform and lack of fees (Ann Foundation, 2013: 3) and (Equal Education, 2013:1). Dieltiens and Meny-Gibert (2007:141) assert that poverty remains a critical phenomenon hamstringing the majority of South Africans from reaching their full economic potential. The impact of this is evident with the additional fees required for children to access education — for school uniforms, lunch boxes and bus or taxi fares — which many parents simply do not have. Sadly, as a result, these onerous extra financial burdens contribute to school drop-out and counter the pro-poor policies that government has instituted (Dieltiens & Meny-Gibert, 2007:141). Post 1994, the new South Africa government formed a Constitution that recognises these social ills, giving rise to the promulgation of two important legislations, that is, the School Fee Exemption Policy; and secondly, the NFSP which this study assesses.

In conceptualisation of NFSP, the government wanted to increase access to primary education as per the dictates and aspirations of the Freedom Charter (1955:1) as well as international declarations as reflected above. In implementing this policy, the government's initial goal was aimed at ensuring that at least 60% of all South African public schools offer free primary education. However, this figure has increased to above 80%. By 2012, it was reported that almost 70% of South African learners were in public schools classified as 'no fee schools' because of their socio-economic geography which

allowed for the waiving of school fees (South African Institute of Race Relations, 2012:450).

Bernstein (2014:37-37) asserts that the educational system in South Africa has transformed and made notable achievements, specifically in mainstreaming basic and early childhood development; however, challenges still persist. The quality of South Africa's education, for example, remains inferior to other developing countries. This is apparent when assessing SA education against international measures such as the International Mathematics and Science Study (TIMSS) which reveals that South African children perform poorly in mathematics and numeracy (Bernstein, 2014:37-37). Moreover, in 2011, the National Planning Commission (NPC) released the Diagnostic Overview presenting the complete status quo of the education system in South Africa. The findings revealed that efforts to raise the quality of education for poor children have largely failed. Apart from a small minority of black children who attend former white schools and a small minority of schools performing well in largely black areas, the overall quality of public education remains poor.

Literacy and numeracy test scores are low by both African and global standards, despite the fact that government spends about 6% of GDP on education and South Africa's teachers are among the highest paid in the world in reference to the 2010/11 purchasing power parity terms. Learners in historically white schools perform better, and their scores improve with successive years of schooling. In contrast, in the majority of schools with black learners, the learner scores start off lower and show relatively little improvement between grades 3 and 5. While there have been some improvements as measured by the pass rate of those who sat the 2010 matriculation exam (67.8%) this hides the fact that only 15% achieved an average mark of 40% or more. This means that roughly 7% of the cohort of children born between 1990 and 1994 achieved this standard (National Planning Commission, 2011:12-16).



## **2.9 The effects of NFSP in South Africa**

Subsequent to the publication of White Paper and SASA, respectively, in 1996, the Department of Basic Education, previously known as the Department of Education, began consultation with various stakeholders resulting in the implementation of NFSP in all nine provinces in January 1997. The primary schools which fell under quintiles 1 and 2 as per the requirements of NFSP were included in the initial rollout in all provinces: the Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West and Western Cape. Moreover, post 1994, South Africa moved away from racial segregation to progressive factual indicators for policy consideration. For example, the implementation of NFSP is underpinned on four indicators: poverty, household income, unemployment rates and education level of the community for its expansion. The combination of these factors weighted together help to assign a poverty score for the community and for the school to be granted a 'no fee school' status to ultimately benefit children and relieve parents of the financial burden of school fees (Western Cape Government Provincial Treasury, 2013:23).

Veriava and Wilson (2010:32) assert that over and above the international obligation for South Africa to accede to declarations and commitments on human rights and education, one of the key contributing factors that propelled South Africa to implement NFSP is findings by civil society organisations such as the Education Law Project of the Centre for Applied Legal Studies, Alliance for Children's Entitlement to Social Security (ACCESS) and Global Campaign for Education including Media. These organisations found that children who attend fee charging schools were harassed when parents failed to pay school fees, harassment which included discrimination by having year reports and transfer reports unlawfully withheld. Depending on the school management, some schools prevented defaulting children from writing internal and external examinations. In some cases, parents were sued by the schools for outstanding fees, occasionally leading to household goods being attached as per debt owed to school (Veriava & Wilson, 2010:32). As a result of these practises, parents and children would succumb to embarrassment and

harassment by either the child dropping out or parents withdrawing the child from the school.

Setoaba (2011:43-44) underscores that the push factor for South Africa to implement NFSP was necessitated by the legacy of colonialism, apartheid, abject poverty and the alignment of South African law with the international law. The implementation of NFSP is referred to as *policy shift* because it abandons or replaces certain policy with another. Different authors describe *policy shift* differently. For example, Tomaševski (2012:9) views policy shift as intervention that revolves around its application as a course of action carrying out authoritative public policy intended for improvement. Paton-Ash (2012:33), on the other hand, regards policy shift as an essential and constitutionally aligned directive brought about to correct previous discrepancies with a broader scope of care and decisiveness for public gain.

Hereunder are key considerations for warranting the successful execution of policy directive such as NFSP. This sub-section discusses the following points: planning, managing change to foster quality, legality and international conformity, political direction and multi-stakeholder partnerships. These are the building blocks to guarantee the successful implementation of policy shift. Paton-Ash (2012:33-34) says these points propel a well-contemplated policy shift, yielding the desired end-results.

### **2.9.1 Planning and NSFP**

Tomaševski (2012:9-11) asserts that meticulous planning must precede any intervention and claims that any form of change of great scale requires prior situational analysis to determine shortcomings and alterations to best inform the intervention required. In meeting the objectives of NFSP and correcting the deficiencies brought about by mandatory school fees, careful planning is critical to ensure that related policies give way to successful execution. Unfortunately, in South Africa this exercise was not properly thought through because almost simultaneous to the introduction of NFSP the education



colleges were being closed down. This has had an enormous detrimental impact on the teacher-learner ratio.

UNICEF (2009:45) reports that between 2004 and 2009, the Southern African region trailed behind to the rest of the world with an average teacher-learner ratios of 1-44 compared to 1-13 for North America and Western Europe regions. This failure to groom an adequate number of teachers is attributed to the legacy of colonialism, the lack of political will, and more importantly, the failure to plan properly by governments in the region to ensure that human resources and infrastructure equal the projected demand of surging enrolment due to the NFSP shift enhancing access to universal primary and compulsory quality education.

### **2.9.2 Managing change to foster quality**

Setoaba (2011:44) argues that change is a threat because it moves people and institutions from comfort zones to new terrains, sometimes of insecurity and sometimes of hope. Setoaba argues that the success of NFSP implementation depends on managing change from a usual and normal situation to an ideal situation, but this requires adequate resources, both human and material, to ensure that quality is not compromised. Sifuna (2007:688) asserts that the critical objectives of free primary and quality education are to increase access and to increase enrolment, both of which require strategic planning for the anticipated influx of learners. Setoaba claims that the introduction of UPE in Kenya and Tanzania during the 1970s compromised the quality of primary education because the transition from fee paying to no fee was not accommodated adequately. As a result, the quality indicators for attrition and completion rates and examination scores stagnated. Ssewamala *et al.* (2010:472) confirm that many Sub-Saharan countries prioritised implementation of NFSP and yet ignored the quality of education. Provision of free primary and quality education, curricula reform, increased human resource, financial allocation and proper policy change are all within the ambit of government to implement and manage change. Another intervention according to Paton-Ash (2012:31) is that managing change includes lobbying stakeholders to buy into the policy change and device

incentives to reward positive contribution specifically by schools that manage transition from a fee system to a no fee school.

This is manifested in various shortcomings including shortages of teachers, shortages of learner-aid material and shortages of funding necessary to ensure the provision of essential services and unquestionable infrastructure for sufficient and efficient teaching and learning environment. It is essential for the world regions to carefully balance the increase of enrolment with educational quality because having more children in mud schools with no sanitation and too few properly trained educators is tantamount to an abuse of human rights and a waste of time and resources (Paton-Ash, 2012:31).

### **2.9.3 Legality and international conformity**

Kenny (2003:3-4) insists that it should be a norm for countries to juxtapose their policies with international law to ensure that human and economic development as globally agreed find expression in the crafting of national policies. While NFSP is what the international community has been advocating and still yearns for, many countries continue to ignore it. Kenny further maintains that countries should repeal their national legislations that make primary education inaccessible to vulnerable children through fees. Nsapato and Chikopela (2007:24-5) and Setoaba (2011:46) are in agreement that primary education is the springboard for any child en-route to realising his potential. And education further contributes to stability of families, communities and nations. The same authors regard NFSP as a gateway to harnessing human abilities over vertical and horizontal challenges, whether natural or human made.

Pursuant to the above, Macfarlane *et al.* (2007:3-4) argue that countries should refrain from using their sovereignty status to propagate national laws which contradict international law and restrict children from attaining free primary and compulsory quality education. These researchers recommend that national laws be in sync with regional and international laws. In other words, countries should use the international law as a yardstick to benchmark their national policies in order to ensure that fundamental human

rights such as access to free primary and compulsory quality education are respected. Macfarlane *et al.* (2007:4) suggest that countries concede to the notion that children are global citizens and education enhances good neighbourliness and brighter futures.

#### **2.9.4 Leadership and NFSP**

Winter and O’Raw (2010:61-64) believe that leadership is core to the successful improvement of the educational landscape in any country. Through political command or leadership, national spheres of government champion the objectives of the realisation of denied fundamental human rights, including for example, the right of primary education. Absent political command in respect to directing resources for a successful implementation of NFSP is disadvantageous to the country’s future and a contravention of human rights. Winter and O’Raw underline that politicians are somehow custodians of thriving economies premised on sound accessible education which is why a failure for them to realise their apparent responsibility means failure by the state to cease and reverse poverty, illiteracy and abuses of human rights (2010:61-64). Furthermore, Macfarlane *et al.* (2007:3-4) assert that it is within the terrain of political office — whether at cabinet, president, minister, member of provincial executive or at any other level — to direct resources towards legislation or policy implementation that seeks to benefit the nation such as NFSP. They also argue that without political command, any policy is in vain because in a democratic dispensation, political authority is placed by a democratic process to nominated people to carry out constitutional or parliamentary obligation in the interest of its citizenry.

The political leadership in Sub-Saharan Africa has not equalled the task at hand, specifically for prioritising primary education and making resources available. Most countries in the region have their education budget mainly responded to by the international partners. For example, Kenya had US\$616 million on hand and intended to borrow US\$80 million from the International Development Association (IDA) and another US\$388 million from unidentified bilateral donors for the period of 2007–2010.

Unfortunately, even with these added funds, Kenya still had a deficit of US\$277 million for its educational sector budget (Omwami & Keller, 2010: 5).

#### **2.9.5 Multi-stakeholder partnerships**

According to Ssewamala *et al.* (2010:472) and (Patrick & Chimombo, 2005:154-155) it is government's responsibility to maintain, provide and improve education; however, it is impossible for government alone to meet this obligation. Therefore, multi-stakeholder engagement is vital to meeting this objective. In South Africa, the African National Congress (ANC) was the political party in charge of government during the 2009 national elections – its manifesto was themed as 'following together we can do more' (ANC, 2009:1). The same slogan is officially used by the government to indicate its recognition that partnerships are essential for meeting the nation's core needs, education being a significant one of these. SASA 1996 (Act No. 84 of 1996) discusses the roles that stakeholders should play in ensuring that NFSP happens efficiently. Because education is a competing priority when governments omit stakeholder partnerships, they are likely to encounter resistance, including interruption, especially when the will of the people is not considered. As captured, SASA encourages periodical engagement between and among stakeholders including parents, educators, communities, unions, development partners, education administrators and legislators. In this regard, multi-stakeholder partnerships are vital for enhancing policy objectives, demonstrating that policy is an outcome of diverse role-players (UNDP, 2012:26-33).

#### **2.10 The performance of NFSP as discovered by scientific studies**

There have been various studies conducted to determine the strengths and weaknesses of free primary and compulsory quality education in many countries. These studies have revealed challenges associated with execution of free primary education in the following countries: Australia, Ghana, Kenya, Mozambique, Singapore, South Africa, Thailand and the United Kingdom. A number of the experiences from other countries are discussed below.

## **2.11 Lack of monitoring and evaluation of the policy implementation**

Subsequent to the World Conference on Education in 1990 held in Jomtien in Thailand, Malawi became one of the first African countries to respond to the recommendations, calling for governments to fund the universal primary and quality education. In 1994, the Malawi Government introduced Free Primary Education (FPE) and encouraged parents to send their children to school (Patrick & Chimombo, 2005:155). Furthermore, the early start of Malawi in making primary education available translated into learner enrolment increase. However, challenges were encountered during the implementation of this policy. Prior to the activation of the policy, schools had been poorly resourced, resulting in an imbalance: too few schools and too many learners. Due to this mishap, FPE in Malawi was undermined. In addition, overcrowding worsened the situation contributing to a large number of pupils dropping out of school (Patrick & Chimombo, 2005:154-155).

The findings of free primary education (FPT) in Kenya are contradictory to other countries. In 2003 when FPT was introduced, the expectations were that the burdens on poor households in financing primary education would be substantially reduced. One of the objectives of the policy was to increase access and enrolment in public schools, particularly for children in shantytowns and economically depressed areas. However, the results have not been as anticipated: a large number of households in urban slums continued to enrol their children in pro-poor fee charging informal schools. The reasons to explain this phenomenon are speculative, perhaps that government did not involve and market the advantages of FPT adequately. The other speculation is that the pro-poor fee charging informal schools offered quality education so parents found it difficult to cut ties with those schools (Oketch, Mutisya & Sagwe, 2012:3).

In South Africa, the findings of the study by Nsapato and Chikopela (2007:13-14) reveal that the Department of Basic Education did not have adequate human resources at district level to monitor the transition from mandatory system to free system resulting in some schools abusing parents by continuing to charge school fees even when declared 'no fee' schools. Due to poor monitoring of the NFSP, some schools charged unnecessary fees

such as for fencing, building, textbooks and uniform. Subsequently, this oversight by the Department of Basic Education led to this unlawful additional financial obligation imposed on parents who were ultimately robbed, many children losing their education as parents could not afford these additional fees imposed by schools. The findings inform that some school governing bodies (SGBs) in peripheral areas lacked the contents of the White Paper of 1996, SASA and NFSP which allowed some principals and acting principals to abuse the system. Macfarlane *et al.* (2007:4-5) appeal to education activists, unions, tertiary students, parents and even the church to be watchful of schools that charge additional unlawful fees, as these are detrimental to the future of children and a burden to parents. They also appeal to communities — particularly political bearers like ward based structures, councillors, Members of Provincial Legislatures (MPL) and Members of Parliaments (MPs) who have constituencies — to continuously supervise, inspect and monitor the execution of this policy to detect and eradicate any form of abuse.

## **2.12 Human resources and quality of education**

In Australia, Singapore and the United Kingdom, the prioritisation and preparedness for the implementation of free primary quality and compulsory education was prolonged until the system was ready to cope with the transition. In the United Kingdom, for example, the shortage of educators due to the surge of enrolment prompted the government to increase salaries, benefits and professionalise the education profession, thus enticing other competent professionals to segue into involvement in teaching enticed by government promised incentives. Furthermore, the United Kingdom lured competent and experienced educators from its former colonies to ply their skills in United Kingdom with the promise that they would be granted work permits and, depending on their length of stay, given a consideration of national status equivalent to the United Kingdom's citizens. This political undertaking benefitted the United Kingdom but strained the developing former colonies because the experienced educators were lured by the financially strong United Kingdom (Johansson, 2009:11-13). In contrast, Singapore's experience has been ideal because of its accentuation on human capital which is grounded on incentivising



parents to bring their children to no fee schools for an uncompromised high quality of primary education (Johansson, 2009:16).

### **2.13 Space shortage and overcrowding**

In Ghana, Kenya and Mozambique the effects of no fee school system were manifested in the spike in learner enrolment which happened after the scrapping of mandatory school fee. The demand in these countries, particularly in Kenya, outstripped the school infrastructure leading to space shortages and excessive overcrowding. The overcrowding then compromised the quality of education, as well as the safety and wellness of both educators and pupils (Nsapato & Chikopela 2007:2-3). Manzo (2006:10), Nsapato and Chikopela (2007:2) and Setoaba (2011:39-42) maintain that space shortage and overcrowding are an indication to government and private sector to hasten public private partnerships (PPP) for deriving short to long-term permanent facilities to improve the access and quality of free primary education.

### **2.14 Learner-aid material and teacher ratio**

Immediately after 1994, the South African Government shut down most of the teacher colleges, only to realise more recently that this decision was premature. This realisation was prompted by the rise of learner-enrolment and the inability of the education system to provide acceptable teacher-pupil ratios. World Bank Online (2011:1) associates the learner surge to the introduction of NFSP in South Africa and further claims that the effects are manifested in the shortage of learner-aid material including learner transport, school maintenance and equipment. For example, KwaZulu Natal and Limpopo provinces have both reported incidences of shortages in learner-aid support material such as textbooks and non-personnel costs necessary to keep the school efficiently functional. Amin and Chandrasekhar (2012:25) state that making learner materials available freely to children prior to the education calendar has proven to be one of the building blocks in the thriving universal primary education in Bangladesh.

Post-independence of Bangladesh in 1971, the government has more recently been commended for its prioritisation and implementation of mandatory universal primary education to mitigate illiteracy, the exclusion of girls in education, and most importantly, eradicating poverty. Furthermore, the Bangladesh Government has supplemented the teacher shortage with one-room school house programmes which enrol 30 students or less and are led by the national non-governmental organisation (NGO) in about 35,000 villages across the country. These one-room school house programmes are less formal but more efficient as they prioritise girl pupils over boys to combat cultural practices which have previously preferred boys to girls. The one-room school house programme is another mechanism of the Bangladesh Government, in partnership with the national non-government organisation, to balance teacher-learner ratio and improve the efficiency of universal primary education in Bangladesh (Amin & Chandrasekhar, 2012:25).

#### **2.15 The Western Cape Province and the transition from the previous era to the democratic dispensation**

During the previous government dispensation, the educational system in South Africa was compartmentalised and made to benefit the few creating inequality and poverty which NFSP is trying to correct. At that time, the Western Cape was called Cape Province and the Education Department of the Cape Provincial Administration was responsible for schools admitting white students. The House of Representatives Education Department was responsible for Coloured schools, while the Department of Education and Training administered schools for black students. The integration of the schools had partially occurred prior to the years of democracy, but with no change in administration. Post the 1994 democratic elections, however, the Interim Constitution of South Africa came into force and replaced the previous demarcation system with the establishment of nine provinces (Interim South African Constitution, 1994). During the change, the new Western Cape Education Department inherited all the schools within the Western Cape jurisdiction which had been administered by different departments in the previous dispensation. Among the nine provinces in South Africa, the Western Cape is the fourth largest in terms of land area and is located in the southern-western tip of the country.



## **2.16 NFSP in the Province of the Western Cape**

Pursuant to the implementation of SASA (Act No 84 of 1996) which serves as a roadmap for a non-racial unitary educational system for all racial groups in South Africa, the Western Cape Department of Education, as per constitutional obligation, passed the Western Cape Provincial School Education Act (Act No 12 of 1997) which calls for the interest of the learner and the needs of the country, and appropriate guidance shall be available to learners as far as is reasonably practicable. The Western Cape Provincial School Education Act (Act No 12 of 1997) accentuates that every learner shall have the right to receive religious education insofar as it is reasonably practicable and education be provided in accordance with needs, ability and aptitude, and further calls for every learner's right to be entitled to ordinary education at his or her nearest ordinary public school, insofar as it is reasonably practicable. The Act underlines that every learner shall be entitled to equal access to public schools (Western Cape Provincial School Education Act - Act No 12 of 1997:7).

The major objective of the aforementioned Act is to equalise budget allocation in terms of need for universal primary and compulsory quality education including addressing issues like class size, teacher-learner ratio, and parental involvement, quality of educators as well as availability of learner-materials. Block (2007:1) claims that the introduction of various policies, directives and legislations were the attempts by the democratic government to transform various apartheid and Bantustan education systems into unified single national machinery with clearly demarcated national and provincial responsibilities. Post the gazette of White Paper in 1996 and passing SASA and NFSP at national level, the province also passed the referenced Act in line with the aforementioned legislative and policy changes (Block, 2007:1).

For purposes of managing education and advancing constitutional obligation, the Western Cape Department of Education (WCDE) is divided into eight education districts. These include four rural districts which correlate to one or more district municipalities in the

province: the Cape Winelands, West Coast, Overberg and Eden and Central Karoo. The other four are located within the urban boundary of the City of Cape Town: Metro Central, Metro East, Metro North and Metro South.

There are clear distinctions of responsibilities between the role players within the department. The Head Office is accountable for policy and planning while the districts are tasked with the management of education including coordination on curriculum and education for learners with special needs. Furthermore, each district is divided into circuits and the main responsibility of each is to provide advice and support and take accountability of specialised facilities depending on the need of the school or schools within the jurisdiction of the circuit (WCDE, 2013:1). According to the organogram of the WCDE, the circuit is lowest and closest to schools and consists of various specialists to enhance the performance of the school.

Block (2007:1-2) insists that the strength of circuits is multiplication of skills to propel the schools within their jurisdiction to thrive in rendering quality education. The expertise found in circuits is comprised of general education and training, school psychologists, school administrators, and learning support advisors including curriculum advisors (WCDE, 2013:1). Despite these human resource support mechanisms, the NFSP in Western Cape Department of Education has encountered challenges such as the decline of quality of education as a result of increased enrolment. This appears common in countries that have implemented free primary education.

#### **2.16.1 Impact of NFSP on budget allocation between 1998/99 and 2013/14**

The importance of education and access to it is underscored by various scholars such as Phakathi (2013:1) and Block (2007:1-2) who both state that NFSP is important for a prosperous South Africa. According to Mandela (1993:2) it is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine that a child of farm workers can become the president of a great nation. By 1982 onwards, this seemed an impossible dream because when juxtaposing

the budget allocation to education per child then and now, it becomes apparent that education was engraved into racial divide; hence the budget was immoral and unjust. In 1982 the education's expenditure per child was grossly uneven. A White child was allocated R1200 and the Indian child R790, while Coloured and Black were allocated R150 and R180 respectively (Equal Educational, 2013:1).

However, since the unification of the education system post the 1994 democratic elections, including the passing of human rights legislations which are pro-human and pro-development, the education budget allocation has increased. As testament to this, the government's bold and progressive budget allocation to education in the Western Cape increased exponentially from R4 billion in 1998/99 to R16 billion in 2013/14 (Western Cape Department of Education Annual Reports, 1990/00 and 201/13).

## **2.17 Metro South District of Education**

The Metro South District falls within the demarcation of the City of Cape Town, which makes it one of the four urban districts in the WCDE. In comparison with other urban districts, the Metro South District has a higher fraction of its population living above the poverty line. Because of this level of income, the district has the fewest schools in quintiles 1, 2 and 3 as compared to other districts. In 2012, various schools were classified as no fee schools in urban districts. Metro South, for example, added 29 while Metro East added 67 and Metro North and Metro South Central added 50 and 37 respectively (WCDE, 2012:1).

## **2.18 Conclusion**

The chapter addressed the origin of no fee schools at the international level and further discussed the ability of the no fee school policy to enhance the attainment of international commitments at national level. It also highlighted the challenges many countries encountered when implementing the NFSP: poor planning, lack of consultation of role players and absence of political command. It confirms the findings by Macfarlane (2007:

4), Nsapato and Chikopela (2007:45), Takyi-Amoako (2008:204-205) and Setoaba (2011:46-47) that poor management of NFSP implementation leads to corruption whereby non-existent and fabricated fees are levied on unsuspecting parents. However, the chapter concludes by demonstrating that many countries, including South Africa, have been able to increase access to primary schools of children from compromised backgrounds. The next chapter discusses research methodology in detail.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter presented a review of literature for this study. The background and theory of the concept of the study, that is, no fee school policy was discussed. This chapter details the process of data collection and analysis which was followed in the study. The chapter is organised in this fashion, the first part is a presentation of the approach followed in designing this study. Following the presentation of the research design is a discussion of the methods of the study. The study adopted a mixed method of research. The rest of the chapter gives details with regards to how the study was conducted. The chapter also covers issues like ethical considerations and issues of quality assurance and data verification.

#### **3.2 Research design**

Various authors namely (Reddy & Acharyulu, 2009:33) and Cooper (2014:1) agree that empirical research requires research design to qualify it as a scientific exercise, yielding tested recommendations to the fore. Below is the definition of the research study.

Research design is a framework or blueprint for conducting a scientific study to reach a particular conclusion. It details the procedures necessary for obtaining the information needed to structure and or solve the research problem (Reddy & Acharyulu, 2009:33). Moreover, Cooper (2014:1) states that research design is a roadmap that provides a step by step approach to an investigative exercise. Cooper further claims that research design assists the scientist in allocation of limited resources by guiding the researcher to pose appropriate questions. According to Robson (2002:214), research design is the plan that provides the structure and strategy of the envisioned study to find answers to the identified problem and also to control variances. For Berg (2009:215) it is a comprehensive plan and execution of how the study is to unfold, encompassing important aspects of the entire

process which details data collection, specific tools employed and utilisation of tools. Leech (2005:87), though, states that research design is the determination and statement of the general research approach to be followed for specific task.

According to Brink *et al.* (2012:19-21) research design is the specification of techniques and processes for obtaining the information required for the problem statement. It is the overall operational pattern or framework of the project which dictates what data is to be gathered from which source and by what process or processes. Moreover, Ali (n.d:4) says research design is an overall plan for connecting the conceptual research problems to the pertinent and achievable empirical question. Lastly, Dyslex (2011.1) defines research design as a plan for collecting and utilising data for obtaining specific information for a specific intervention to enhance the correct status quo. Building from these definitions, this study uses the known environment to scientifically find the answer to the research question. In addition, the study takes into consideration the role of multi-stakeholders namely the chairpersons for school governing body, parents, principals, and the department as they all contribute to the success and or failure of NFSP.

### **3.2.1 Mixed method research**

In pursuit of finding scientific understanding to the research question, the study, throughout this chapter, demonstrates the process of finding the answers. Research design serves as a frame of the study whereby study methods encompassing sampling procedures and data collection including data analysis techniques are clearly defined and explained. For example, Babbie and Mouton (2001: 270) define research methodology as a trajectory that indicates how the study unfolds. To this end, the research design and methods answer common yet critical questions such as 'what', 'how', 'why' and 'to what extent' for the study. Therefore, this study uses both qualitative and quantitative research methods particularly because these methods complement each other. The rationale for using both research methods is primarily because the research question explores the extent to which the NFSP has been able to yield the desired impact, while on the other hand it examines the numerical effect of the policy implementation. Consequently, this

chapter defines, explains and demonstrates essential steps in research methodology, namely research design, qualitative data collection and qualitative data analysis including quantitative data collection, quantitative data analysis as well as mixed method research including discussion of its data collection and analysis.

Johnson and Onwuegbuzie (2004:17-18) point out that mixed research method is a combination of qualitative and quantitative research methods. As stated above, these methods are commonly used against each other making the one stronger, while mixed method research uses them complementarily. Moreover, Johnson and Turner (2003:1266-127) assert that using both research methods is vital and recommendable when approaching a study that has long term effects and can affect socio-economic phenomenon. Teddlie and Tashakkori (2009: 31) claim that the benefits of using both methods are worthwhile because this combination reaches beyond the limitations of each respective research method separately. They assert that two is better than one, specifically because they encompass a broader scope and provide better insight, which neither of the two methods would be sufficient if applied independently.

Teddlie and Tashakkori (2009: 31) further state that the roots of mixed methods are typically traced to the multi-trait, multi-method approach of mixed methods. In addition, Johnson and Turner (2003:127) say the principle of mixed methods research is that multiple kinds of carefully captured data are collected using appropriately considered methods to foster complementary strengths of both methods, which this particular study aims to do in pursuit of unpacking the status quo as far as the main question about NFSP is concerned. Johnson and Onwuegbuzie (2004:17-18) underscores that this form of data collection and analysis is highly rated because it incorporates diverse techniques, methods, approaches and concepts into a single study, a fairly uncommon approach in the previous few years. One other strength of mixed method research is that it is creative and non-rigid.

Different authors namely Richards (2005:183) and Teddlie and Tashakkori (2009: 31) use different phrases and wording to define mixed method research but agree that it adds



value to the study. For example Johnson, *et al* (2007: 214) define mixed method research as the type of research in which a researcher combines elements of qualitative and quantitative approaches by using segments of qualitative and quantitative viewpoints for data collection, analysis and inference techniques with the purpose of breadth and depth of understanding and corroboration. Richards (2005:183) defines mixed method research as a flexible and broader scope in procedure for collecting, analysing and mixing both quantitative and qualitative research methods into a single study to understand a research problem. Figure 3.1 demonstrates data collection and data analysis.

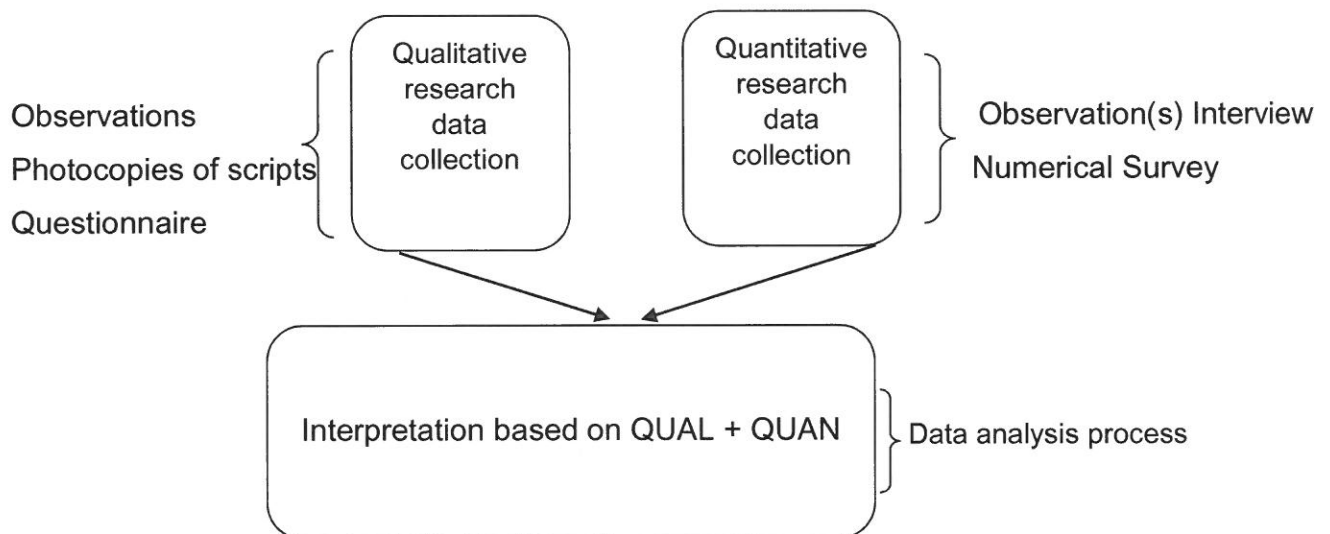


Figure 3.1: Mixed research method representation

### 3.2.2 Triangulation and objectivity

Triangulation according to Thomas (2010: 308) is the multiplicity of data collection from different sources and different contexts. Leacock *et al.* (2009:139) maintain that triangulation applies to the extent of using different respondents to solicit data and employing different analytical methods to elucidate it. In This study used different instruments to collect data from different respondents or participants (see section 3.6.1). On the other hand, Maxwell (2005: 38-39) says objectivity is critical in making the researcher earn respect with his or her work; hence the focus should always be on the



study subject and not the investigator. Maxwell (2005: 39) further states that the study should not reveal the emotions of the researcher even if the study is sensitive, because that leads to bias, the opposite to objectivity. The application of triangulation in this study has been through data collection from different sources and settings. It has also been through scrutiny of the same data by applying different analytical techniques. As mentioned, the study used semi-structured one-on-one interviews and documentation to get data, which was then analysed by applying data reduction and coding to ensure that the focus is on data to get the answer to the research question.

### **3.3 Study population and sampling**

Mack and Woodsong (2005: 2) as well as Leech (2005: 1-4) assert that a study population is a targeted population for which the investigation is to be conducted. They further state that a study population may refer to the universe and survey population as sampling frame. Bogdan and Biklen (2006: 122-123) add that sample population in qualitative research is purposeful because it involves logic and coherence. According to Mouton (1996:132), the essence of sampling in socio-economic studies is to construct representative selections of a population from which to learn and recommend positive interventions. To this end, the study universe as per Mack and Woodsong (2005: 2) and Leech's (2005: 4) description refers to the following according to this study:

- In 2012, the total number of public primary schools in the Western Cape was about 926.
- In the same year, the total learner population in the Western Cape was estimated at 991 685.
- By the 2014 academic year, the no fee schools in the Western Cape were estimated at 690.
- In the same period, the estimated number of learners in no fee schools was estimated at 416 044 (WCED, 2015:1).

In this context, McMillan and Schumacher (2006: 120) concur with Mack and Woodsong (2005: 2) in that study population and sampling methods permit the researcher to choose specific elements to examine which are representative and or symbolic of the subject in question. Therefore, the researcher will choose only ten no fee schools across the district. The one-on-one interviews with the principals will be labelled as M1P to M10P=10 principals. And the one-on-one interviews with chairpersons of SGBs will be labelled as M1C to M10C=10. This will ensure that the identified schools are safeguarded for professional and ethical consideration. In addition a selection of three (that is  $3 \times 10 = 30$ ) learners per no fee school will be asked to participate in the survey.

### **3.4 Population sample for qualitative research**

Qualitative research has specific attributes with regards to population sample. For example, Yin (2009:73) states that the research question and the research method serve as guiding pillars for population selection. In this regard, Patton (2002: 512-513) explains that the sampling strategy used in qualitative research is known as criterion-based selection or purposeful sampling. These terms are used interchangeably and refer to the identified population for the study. However, there are different factors that affect the selection of the sample, for instance the availability of the potential participants, the logistical costs and the recruiting process. The researcher is cognizant of all these variables as they impact on merits and quality of the study. To safeguard, the researcher purposely chose the population as referenced in section 3.4. In selecting the population, the researcher was guided by the poor socio-economic outlook of the schools and communities where NFSP is implemented in the district. The selection of the population for this study is amenable with the qualitative research.

On the basis of the study universe of all no-fees schools in the Western Cape of about 926 in 2012, the researcher applied purposeful non-probability or non-randomisation sampling technique to identify schools to participate in the study. This non-randomisation technique enabled the researcher to identify 10 schools from the study universe of 926 no-fee school in the mentioned province. This technique also enhanced the researcher's

ability to identify representative of information-rich no-fee primary schools to ensure that the study acknowledges governance and social-ills as they influence the right of children to learn. Patton (2002: 512-513) points-out that purposeful sampling technique allows the researcher to identify particular aspects that have strong implications to the research question. In light of this the researcher was mindful of the dichotomy of the socio-economic outlook of the Metro South Education District of the Western Cape, hence the schools selected comprised quintiles 1, 2 and 3.

#### **3.4.1 Population sample for quantitative research**

According to Burmeister (2012:3), population sample refers to sufficient sample size comprised of participants required to answer the study questions locally for broader population. However, Mack and Woodsong (2005:13) state that choosing a population for the study differ in methods used for research. Descriptive surveys, for example, work well with the probability method. According to Denzin and Lincoln (2005:235), the commonly used type of probability is convenience sampling, which refers to choosing participants who are not difficult to recruit for the study and are deemed appropriate for the research question. According to Mack and Woodsong (2005:13) the selection of study population for quantitative scientific exercise is dependent on the type of methods the researcher will apply and the scale of the study. In a mixed research method, Mack and Woodsong suggest that a survey questionnaire for discovering specific information about the study question is recommended and the participants may not be aware that the study itself uses mixed research methods. In this regard, the sample population for this research study, particularly for quantitative methods, is guided by an explorative factor which seeks to solicit parents' and guardians' experiences with the NFSP in terms of access, affordability and increase in enrolment of children in schools.

#### **3.5 Qualitative research instruments**

According to Bogdan and Biklen (2006:121), the semi-structured interviews involve structured questionnaires which link directly to the research question, but they also have

an unplanned component which allows the researcher to ask for clarity on issues participants do not fully explain. To this end, the researcher uses reliable instruments for the data collection process to ensure that the quality of data solicited is not compromised. Mack and Woodsong (2005:1-2) feel that audio and portable recording machines are credible instruments for qualitative research. They state that portable recording machines are sophisticated tools which ensure data accuracy, reliability and uninterrupted quality of data collected. Tasir (2003: 3-4) defines the use of portable recording machines or audio recording instruments in formal studies as a convergence of human-technology for optimum data collection and problem-free data analysis. Tasir (2003: 3-4) further asserts that in the scientific study, the usage of this instrument during data collection is pertinent because it helps the researcher to get the authentic and complete original data with which to commence analysis. Other tools that were used in this study are the photocopies of specific records of identified schools, and specifically from the Metro South District. Furthermore, Mack and Woodsong (2005:1-2) suggest that field notes in a social science research study are central because they give the researcher added impetus. Bogdan and Biklen (2006:121-122) accentuate the blend of data from fieldwork with literature and relevant reports. In getting a balanced view the researcher consulted the government reports and juxtapose them with literature as well as field-notes from participants.

### **3.6 Qualitative data collection**

Mack and Woodsong (2005:1-2) suggest that the structured group and one-on-one interview provide both the researcher and participants ease and non-rigidity which stimulates rapport between the researcher and participants. According to Maxwell (2008:214-215), the use of structured interviews enables the researcher to follow up on thematic and recurring topics exposed by the participants. Based on the advantages and strengths of qualitative research, this study employed two methods regarding data collection: one-on-one structured interviews and records or document review.

Maxwell (2008:214-215) states that the critical aspect not to be ignored with a one-on-one research approach is using open-ended questions together with probing or follow-up

questions when respondents provide responses that are too shallow to be adequate. In this regard, the researcher aims at elucidating as much information from participants as possible. The interview is scheduled to afford the respondents adequate time to engage with what is required. Furthermore, the consideration of classified and non-classified school records or documents for comprehensive data collection is underscored through permission. For this, interviews were conducted within school buildings, as these are central to all stakeholders. The indicator which the researcher used in data collection is saturation point. This is reached, according to Denzin and Lincoln (2005:236-237), when the information given in the form of one-on-one setting is repetitive, signalling the end point where no new information is revealed which needs to be explored. This is also cardinal because it links to data analysis which will be discussed in the next section.

### **3.7 Qualitative data analysis**

Data analysis is regarded as the building block of scientific research. According to Ary et al. (2006:489-490), data analysis entails various aspects which enhance the scrutiny of data such as synthesising, comparing and organising the data. McMillan and Schumacher (2006: 363-365) suggest that data analysis is a process embedded into a qualitative research method serving as a base for data reporting and interpretation. Furthermore, Leacock et al. (2009:134) assert that data analysis helps to discover answers to problem questions which are the course for action. The data analysis process entails structuring collected data into manageable amounts in an organised format of coding.

Leacock *et al.* (2009:134-135) further explain that the process of breaking down data into structured patterns according to repetitive themes makes coding a fitting method for qualitative data analysis. The process of exploring repetitive themes consists of carefully observing key words, phrases and common practices reported on completed questionnaires and specifically in the one-on-one sessions. Babbie and Mouton (2001:492) maintain that data analysis involves data reduction and interpretation which requires six critical steps for an empirical study to yield uncontested conclusions, which is of course what the researcher aims at.

### 3.7.1 Six features of qualitative data analysis employed in the study

Pursuant to the discussion above, this section highlights five steps associated with qualitative data analysis. First, the level of analysis required for better appreciation of the question being investigated with qualitative data analysis, according to Babbie and Mouton (2001:492-493), involves careful consideration of key words, phrases and common practices emanating from various sources of data collection such as one-on-one sessions and audio tape recorders. Secondly, Babbie and Mouton (2001:492-493) suggest that another critical factor to consider is the frequency of concepts and repetitive themes. This process entails categorisation of themes for coding to enable data interpretation. Given that these steps are critical and interrelated, *coding*, the third step, refers to the identification of different concepts in relation to key words and phrases arising from participants. This step is vital to the process because it confirms the set coding of concepts. Babbie and Mouton (2001: 493) explain that though careful consideration is given to anticipate the data needed, there is always the possibility of an over-supply of information, which in most cases is then outside the scope of what is required. Since there is no tool to check the information before it is given, the researcher will rely on the interview schedule to guide the information required and that which is unrelated to the subject will be parked and revisited later. If no relevance is found, it will be carefully discarded, the fourth step. Further, Leacock *et al.* (2009:135) maintain that coding of texts is important because it refers to the establishment of frames of reference as well as categorisation of chunks of information into manageable data. They assert that without coding the process of analysing, the fifth step, is impaired because it impacts on the degree to which texts provided for is properly identified for analysis and for meaning to be derived. Leacock *et al.* (2009:135) maintain that upon the completion of data collection and analysis, the study is informed of the conclusion guided by each theme and or category.



### 3.7.2 Quantitative data collection

Abeyasekera (n.d: 214) states that whereas quantitative research is usually linked to the notion of science as objective truth or fact, qualitative research is more often identified with the view that science is a lived experience and therefore subjectively determined. Abeyasekera also mentions that quantitative research usually begins with pre-specified objectives focused on testing preconceived outcomes. Like qualitative research which has specific research methods to define the stream of research method being conducted, the quantitative research has sub-streams of research methods which define the trajectory of the study. For instance, one of the methods is descriptive since it aims at establishing relations or associations between variables. This method also depends on the size of the population within the study for ease of generalisation of results to the broader community. Abeyasekera (n.d: 214) argues that this particular aspect of sizeable study population is one that makes this research method less favourable: it requires more time and more resources. The significant feature for quantitative research is that a researcher sets aside his or her experiences, perceptions and biases to ensure objectivity in the conduct of the study, including conclusions drawn. The other strength for quantitative studies is the usage of instruments such as tests or surveys for data collection, and reliance on prospect theory to examine the statistical response to the hypotheses under scrutiny. In quantitative data collection as referenced above, data collection is in the format of numbers and statistics as this is the strength of the method. Its conclusion has broader implications over and above the actual population studied. It also predicts future results or investigates causal relationships.

However, like any study method, quantitative research has its shortcomings as well, such as being unable to study in detail the contexts where the study is conducted. Sibanda (2009:3) argues that one of the limitations of quantitative research is that the development of standard questions by researchers is likely to lead to structural bias and false representation, so much so that the data actually reflects the view of the researcher instead of the main question. Given the limitations of quantitative research, the study

chooses not to rely solely on this method but rather in combination with qualitative research.

### **3.7.3 Quantitative research instruments**

In qualitative research, Tasir (2003: 3-4) suggests four known instruments used for data collection: 1) web-based survey, 2) email, and 3) social networking sites such as Facebook, Twitter, Google Plus and Yahoo Messenger, and 4) discussion tools like forum, and Skype. However, Tasir underscores the fact that the use of these instruments is determined by the research question and the scale of the study, including the available budget. Given that the study used both research methods — qualitative (largely) and quantitative (less so) — the researcher chose to use a survey questionnaire with specifically selected parents, to assess their attitude and overall appreciation, or lack thereof, of the NFSP. The reason for using this tool is because it is user-friendly. The questionnaire was explained to parents for ease of completion. The opportunity for parents to ask for clarity on how to interact with the questionnaire was given to ensure that everybody understood what was expected of them. Bogdan and Biklen, (2006: 121-122) argue that the use of any particular tool or instrument for data collection depends not only on the instrument itself but also on the researcher's preparedness and understanding of how to use the tools. To this end, the researcher prepared himself adequately to ensure that the interfaced with third persons for data collection purposes to enhance the study objective. In addition, the researcher built rapport with the possible respondents in a manner that exhibits professionalism, encouraging potential respondents to contribute comfortably to the exercise.

### **3.7.4 Quantitative data analysis**

Johnson and Turner (2003:128-129) explain that quantitative data analysis links with the quantitative data collection. For effective analysis of data or to attain the anticipated conclusion, data collection is premised on the type of analysis that will be done once collected. Furthermore, Cohen *et al.* (2000:123) suggest that the quality of analysis is



dependent on the quality of data collected corresponding to the specific method of analysis. In this regard, there must be a measurement level corresponding to the subject of focus to ensure that if errors do occur, these are minimal and easily detectable. Johnson and Turner (2003:130) add that due diligence and ethical consideration must be upheld in the data analysis process and limitations be highlighted.

Johnson and Onwuegbuzie (2004:17-18) maintain that quantitative analysis is particularly essential when the qualitative information has been collected in a structured way, then followed by the quantitative research method to build on the process for mathematical analysis. Further, Cohen *et al.* (2000:123) argue that there are a few main types of research questions where quantitative research is particularly suited, such as determining the answer to how many students have benefitted from the policy? The second type of question where quantitative data analysis method works is on assessing the numerical-related questions such as this: considering the status of the numbers of students in the public primary education level, is it rising or dwindling? The most common and reliable kind of question where quantitative analysis is most suited is the testing of hypotheses. To this end, it is important to define the hypotheses because this study uses them as part of the analysis.

In a sentence, a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation for either confirming or refuting. However, Johnson and Turner (2003:129) support the assertion made by Johnson and Onwuegbuzie (2004:18) that methods of quantitative data analysis fall short of exploring the problem in depth; hence, this study combines both methods: qualitative (given much scope) and quantitative (given lesser scope). The reason this study incorporates the quantitative research method is because one of the tools it employs is surveys, and these are quite appropriate for this study. The following section defines and discusses the hypothesis because the study uses surveys as one of the data collection tools to statistically ascertain learner responses to the execution of NFSP, particularly in terms of access and enrolment.

### **3.8 Feasibility of the study**

The study is feasible and cardinal, particularly because the Head of Research Directorate within the Metro South District of the Western Cape Department of Education has approved the request to conduct this study in the identified schools. Without her approval, the study would be extremely difficult, if not impossible, because her approval opens doors for interviewing educators, senior department officials, chairpersons of SGBs and parents. Moreover, as the literature surrounding this subject is moderately available but not coherent, this further reinforces the essential nature of this study.

#### **3.8.1 Sources of data collection**

The instruments used to collect data consisted of questionnaire, filled when conducting one-on-one interviews with principals, chairpersons of SGBs and senior circuit officials. The interviews were one-on-one in the principals' offices and at the work place of the chairperson. Some interviews were conducted in the offices of the respective senior circuit officials. Voice recording gadgets made the analysis of the information easier to work with. The experiences of parents are also noted in this chapter as their interaction with the policy was expressed through questionnaire surveys and informal interactions.

### **3.9 Ethical considerations**

The strengths of the qualitative research approach depend on the researcher's interpersonal acumen because the essence of the study is information gathering, a process which involves engaging with different stakeholders (Marshall & Rossman, 2006:64). This is crucial particularly because it entails initiating short and long term relations with professionals and practitioners in the field. It is also important because it encourages the researcher to develop skills to maintain rapport, to engender mutual respect, and to consider matters as sensitive. As a result the researcher will ensure that ethical and professional conduct is upheld, seeking informed consent for participants and assuring anonymity to conceal identities. Mack and Woodsong (2005: 2) specify that the

study that involves interviews has a significant drawback—respondents having to reveal their identity to the interviewer. Given the shortcoming of this method, the researcher had to emphasise to the participants that the information presented would not prejudice them in anyway because their identity will only be known to him and no third person. Furthermore, the researcher endeavoured to present himself professionally, building trust and rapport with all participants.

Again, the researcher spent time assuring participants that ethical considerations would not be infringed upon regarding their identities. This was further accentuated by clearly stating the objective of the study, their involvement and their responses. In conducting the study with integrity and winning the participants' trust, the researcher employed topical coding instead of their identities and their schools. Schulze (2002:18) and Mason (2002:118) assert that the same courtesy afforded to participants should be imbedded in the researcher throughout, particularly when handling information contained in school records. The rationale for this approach is because in many instances, institutions classify documents for different reasons and handling them require meticulousness. Schulze (2002:34-35), states that the credibility of empirical study is dependent on the volition of respondents' participation in the study. The willingness of respondents to partake in the study without duress is a clear demonstration of an understanding of the study's purpose and an eagerness to shape the status quo.

### **3.9.1 Confidentiality and informed consent**

Strydom (2011:119) defines right to privacy as keeping the privileged information to oneself, with no exposure to unintended persons. In line with ethical considerations discussed above, confidentiality is critical specifically when participants indicate that the information shared is done so in confidence. As such, Bogdan and Biklen (2006: 122-123) assert that informed consent is extremely important because it forms the basis of trust between the researcher and participant. As a result, Bogdan and Biklen (2006: 122-123) point out that the responsibility lies with the researcher to reaffirm the participants of the importance of the study and the extent to which the information and data collection

instruments will ensure that privacy is adhered to. In embarking on this exercise, the researcher will ensure that these two aspects are embedded, not only in data collection and interfacing with role players, but throughout his professional career. Again, the researcher will ensure that the tools and instruments for the purposes of this study are in a locked safe to which no one has access other than the researcher himself.

### **3.9.2 Safety of respondents**

Ary *et al.* (2006:149) explain that there are various aspects requiring ethical safety for participants: noise, work at height, electricity, fire, high pressure, and strong or vulgar language, for example. To mitigate these risks, the researcher chose a problem statement that does not relate to any of the aforementioned risks. Furthermore, the researcher will ensure that interfacing with all participants will be in English as a common denominator and simple for all to understand. Moreover, Bell (2013:36) asserts that controversial, contentious, sensitive, embarrassing and upsetting subject matter is likely to interfere with the ethical safety of participants. In this regard, the researcher undertakes to be objective, respectful and professional, fully mitigating the possibility of harming the integrity of the participants.

### **3.10 Reliability and validity**

One of the researcher's duties in an empirical exercise is to demonstrate that the study is non-biased. Ary *et al.* (2006:504) state that the researcher should aim at producing a product that depicts a clear reality of the nature of the investigation. Bowling (2005:283) maintains that the challenges that cause a study to lack reliability are the characteristics of the researcher, the respondents and the vagueness of questionnaire. To navigate this challenge, McMillan and Schumacher (2006:325-326) suggest that the researcher provide an interview schedule comprising a pre-compiled questionnaire in the language that is familiar to the respondents or interviewees for ease of flow and authenticity of respondents.

Thomas (2010:301) states that such a method minimises errors, uncertainties and possibilities of varied interpretations from participants' responses. To ensure that there is no room for doubt in terms of the findings and to ensure reliability of data capturing and interpretation, the study considered important mechanisms such as participants' familiar language and usage of verbatim through an audio tape recorder. The other intervention to warrant reliability is that the researcher will carefully use direct quotes from the respondents to verify and validate the accuracy of what was said in respect to the study questions. In addition, the researcher will himself participate in the data collecting process to ensure that single description of activities and interface with parties involved are maintained and guess work is minimised during analysis.

### **3.10.1 Dependability of results**

Thomas (2010:301-302) indicates that dependability has to do with an investigation which provides a reader with facts or substance of the study being conducted. Dependability also refers to confirming that the facts provided could be replicated with similar respondents in the same context with the outcome being the same. Babbie and Mouton (2001:277-278) claim that the significance of dependability is that it makes the entire study logical, argumentative and includes various points demonstrating the researcher's objectivity, increasing believability. Consequently, the completed product of this research will have adequate addendums to augment and validate that the study incorporated various stakeholders' experiences of the execution of NFSP.

### **3.11 Data management**

According to Leacock, Warrican and Rose (2009:133-134) data management is one of the critical factors of empirical studies to adhere to because there is considerable time between data collection and data analysis; hence data management is highly recommended. Thomas (2010:301-302) states that the key in delivering a credible and ethical paper is also dependent on the researcher's execution of diligence with data collection including the assurance of maximum data security. This results in the collected

data being carefully tagged for ease in the data analysis process. Furthermore, data will be arranged for coding (see section 3.7). In summary, this sub-section highlights the importance of treating data with utmost respect, including the people rendering the information requested. The process relates to data analysis as a continuous cycle which does not prejudice the respondents.

### **3.12 Elucidation and reporting**

Marshall and Rossman (2006:161) assert that the elucidation process brings meaning to the coding process which entails data categorisation and coding. Moreover, the elucidation process enhances understanding and forms connection between the problem statement and the conclusion. According to McMillan and Schumacher (2006:328) and Thomas (2010:301-302), qualitative research provides researchers with a flexible scope consisting of a combination of explanation mechanisms such as naturalistic, generalisation and thorough description to simplify complex matters. With this in mind, this study employed an elucidation method to explain coding and concepts arising from data collection from identified schools. In addition, Thomas (2010:301-302) lists the following as the highlighted advantages for the elucidation method, guiding the researcher to zoom into the problem of NFSP in relation to its objectives. It also guides in terms of generalisations about the problem raised with regard to the printed data versus scientific findings. In addition, elucidation further aids the researcher in making careful generalisations among the no fee primary schools in Metro South Education District in the Western Cape.

### **3.13 Confirmability and comparison**

Confirmability is often confused with conformability, while in essence, according to Marshall and Rossman (2006: 161), it refers to sincerity and trustworthiness of the text upon which analysis and conclusion of the investigation are premised. It is against this backdrop that the study employed the two special and highly recommended attributes — confirmability and comparison — for ensuring objectivity. According to Ary *et al.*



(2006:511), confirmability is used to alienate researcher bias. It helps the study depend on the processes and procedures to present the solution. Moreover, De Vos (2007:345-346) underscores that confirmability removes the researcher as the focal point so data and its interpretation are the centre of focus. As a result, the authenticity of the study is strengthened. The literature review plays a critical role in assuring that the researcher understands the rationale for NFSP and its association with the MGDs goal number 2 to achieve universal primary education by 2015. The literature review also assists in understanding both the challenges and advantages regarding the implementation of NFSP.

The study uses comparison to confirm the findings of different schools. This is advantageous in that the study interrogates experiences of different schools in different locations and in different socio-economic contexts to determine the access and the enrolment as per the NFSP. At the end, data analysis of the study will be compared deliberately with areas of similarity to find variance among them. It is therefore hoped that the usage of instruments will be significant during the analysis, as the re-reading of text and numbers to double-check specific themes will demonstrate the factuality of the information. According to Marshall and Rossman (2006: 161-162), comparison warrants the reliability of the study as it considers different viewpoints surrounding a subject.

### **3.14 Study limitations**

Richards (2005:145) explains that every empirical study has limitations that are likely to weaken the study, unless the researcher acknowledges and overcomes them. Therefore, the ability to acknowledge and manage limitations is an inherent ability of the researcher because the outcome of the study depends on strength shown to resolve or bypass these limitations for increased credibility of the study. Schulze (2002:119) states that discussing limitations of the study indicates that the researcher is conscious of their existence and works through them to ensure that the anticipated results are not compromised. To this end, there are few challenges that served as limitations to this particular study.



The first is that data collection occurred largely on weekdays during working hours, making it difficult to secure appointments with SGB chairpersons as some are working and therefore were unavailable during the mentioned time. The second limitation to the study was time. There was always inadequate time for further engagement as principals and chairpersons of SGBs were busy with other competing priorities. A third limitation to the study was ill-health, as this led to one principal being excluded in the study. A fourth limitation to this study was that it coincided with the SGB election period, requiring more time to engage with previous SGB chairpersons on weekends.

Another constraint was the delay in returning the survey questionnaires by some of the parents. In resolving or overcoming these limitations, the researcher used the cellular telephone to remind parents to complete the survey and indicate convenient specific locations for the researcher to fetch survey questionnaires from them. This was followed by increased trips to meet the participants for an interview, especially the SGBs, as some were available on weekends, and some during the elections of new SGBs, which also occurred on weekends.

Some chairpersons were unavailable on weekends due to elections of new SGBs but indicated their willingness to participate in the study provided the researcher meet them at their respective workplaces during lunch times. In overcoming this challenge, the researcher welcomed each chairperson's willingness to participate and confirmed appointments with them telephonically, forging rapport with them by acknowledging the importance of the study and sharing their experiences. With regards to inadequate time, the researcher proposed to the participants that he is willing to meet them on Sunday afternoons at convenient locations, which was appreciated by two parents and one chairperson. A final potential limitation to the study was that of non-trusting respondents which is discussed in details below.

### **3.14.1 Time Constraints**

Awan *et al.* (2011: 12-13) and Babbie and Mouton (2001: 231) clarify that any study will have limitations, particularly in regard to time. The time constraints in this specific study relate to the interaction with the stakeholders as these must be within certain times; for example, the fourth quarter is non-negotiable because the learners are preparing for examination. The other significant aspect with regard to time is dependent on the research methodology chosen, as quantitative methods require more time and resources. To overcome these, the researcher chose to conduct his interviews with identified stakeholders during the time prescribed by the department and during working hours. In addition, the researcher largely uses qualitative research methodology to ensure that the time of both the researcher and the participants is efficiently used.

### **3.15 Conclusion**

This chapter has discussed in detail the essential pillars of research methodology which entail the following: the problem statement, research method, research design and definition of hypothesis, including data collection mechanism. It also highlighted the importance of using appropriate instruments for data collection, so tools and instruments were discussed, including population and sampling for the study. The chapter underscored the relevance of key points, especially in the empirical exercise which requires data analysis, ethical considerations, confidentiality and informed consent. Following Chapter 1, this chapter has added more data for further understanding into pertinent questions raised, findings and recommendations. The next chapter discusses data analysis, outlining the results and concerns of the implementation of NFSP in relation to access and enrolment, including MDGs goal number 2 to achieve universal primary education by 2015.

## **CHAPTER 4**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The previous chapter discussed in detail the techniques for data collection, analysis and verification. This chapter presents the analyses and interpretation of the data collected through scheduled interviews and survey questionnaires from various respondents including principals, chairpersons of school governing bodies, parents and senior circuit officials. Importantly, all the participants in the study contributed objectively to this study.

#### **4.2 Geographical area of the study**

The Metro South Education District is situated along the coastline of the Atlantic Ocean and shares its border with Metro North on the north-west, Metro Central on its central north border, and Metro East in the eastern part of the district. As mentioned in chapter 1, the socio-economic conditions for the population of the geographical study area including City of Cape Town and surrounding areas was in 2011, estimated at 3.82 million. Between 1996 and 2010, the City of Cape Town which had largely remained untransformed saw a significant increase of Black South Africans other than in the apartheid regime. Inequality and unemployment are some of the characteristics that define the geographical study area as a significant youth and adults are presently unemployed. While this is a reality, another proportion of community in this study area is rich and have access to variety of opportunities including taking children to private and fee government schools. Refer to figure 4.1 below.

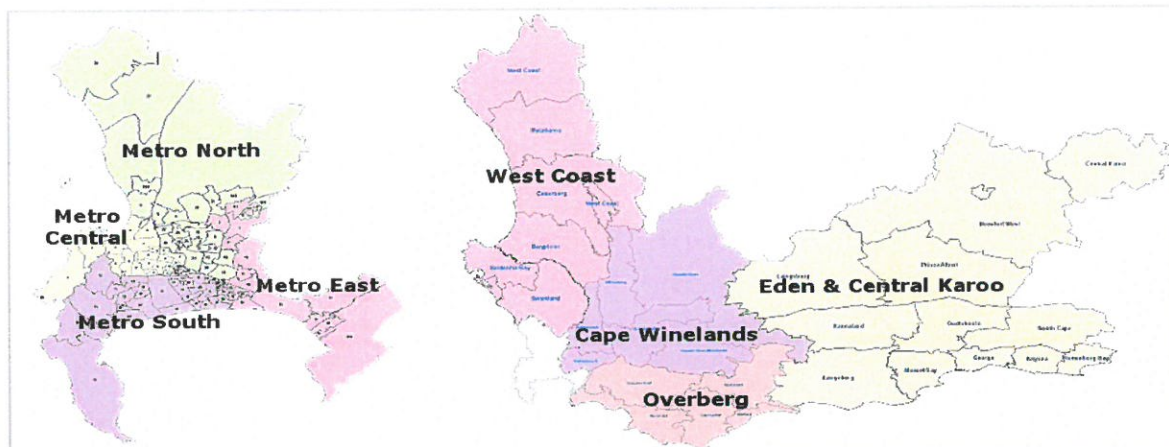


Figure 4.1: Map showing location of the study area relative to other areas. Source: WCED, (2013)

About 30% of the schools purposely selected for this study are within the vicinity of the City of Cape Town, while 70% of them are about 120 to 180 kilometres away from the City of Cape Town. Given that the majority of the schools identified were in far flung informal areas, the researcher was exposed to both perspectives — urban and periphery — with regards to the performance of NFSP. Figure 4.1 above shows the location of the study area.

### 4.3 Assurance of schools' participation in the study

One of the important aims of research, according to Schulze (2002:34), is to understand the role-players in the empirical study such as the community setting, the persons, the governance and the government as these all have an effect on the research question. In addition, Strydom and Delport (2007:27-28) maintain that qualitative studies are particularly important because they explore literature and compare what it says with experiences of carefully identified participants. Participation of schools in this study brought to the fore the experiences of parents, principals, chairpersons of school governing bodies and senior managers from the Western Cape Department of Education. It is in this context that qualitative research method is commendable because it fuses both literature review and oral experiences of the affected people. Therefore, assurance of

purposefully selected schools to participate in the study is important as it helps the researcher to discover the answer to the research question.

#### **4.4 Analysis of survey data**

In accordance with Chapter 3, the study employed three mechanisms to collect data on the performance of NFSP in selected schools with respect to access and enrolment. One of the core stakeholders of education is parents who shared their time and expertise in this study. Sections 4.6.2 through to 4.6.3 below discuss and present analyses of the feelings and experiences of parents in relation to NFSP's objective to increase access and enrolment. In addition, this chapter uses one of the important tools for data analysis, Excel spreadsheets, specifically to design graphs for better appreciation of the study findings, as suggested by Silverman and Patterson (2015:28-29).

They also caution that although software and technological tools are critical for qualitative research analysis, the primary instrument that ought not to be overlooked is the researcher's ability to apply his or her skills in presenting data and interpreting it correctly. To this end, this chapter includes six graphs depicting the status of NFSP in relation to the main research objective as an investigation into the effect of NFSP on access to primary education and increased enrolment to primary education, specifically in regard to the Metro South Education District of the Western Cape.

#### **4.5 Recruitment plan**

Given that the data collection process coincided with the election of school governing bodies in most of the schools, the researcher was given a slot at the end of the formal meetings to make a brief presentation regarding the objective of the study and the anticipated role of the participants. In addition, the researcher also used the cellular telephone for setting up appointments with the identified participants, but not to gather data through. It was also used to get the maximum number of participants to bolster the



credibility of the study. As a result of this strategy, parents were encouraged to volunteer to partake in the study as rapport was fostered between the researcher and respondents.

Participants in socioeconomic and scientific studies are regarded as cornerstone of the study. According to McMillan and Schumacher (2006:63) the interface or one-on-one interviews with participants is advantageous for the researcher to drive the information he wants, while at the same time give satisfaction to the respondent for providing the experiences to the questions asked. Moreover, Strydom and Delport (2007:26-27) state that purposeful sampling empowers the researcher to identify special features about the topic that are shared in the selected environment for deeper understanding of the phenomenon, such as the ability and or inability of NFSP to meet its intended objective.

#### 4.5.1 Demographic characteristics of parent respondents

The following sub-section provides an overview of the total number of parents who participated in the study. The survey questionnaires were allocated to twenty parents although only sixteen chose to complete and return them. Table 4.1 below shows the coding of respondents, the intended number of respondents and the actual number of respondents. Table 4.1 is significant because it demonstrates the intent of the study in terms of broadening to solicit a wide array of experiences:

Table 4.1: Demographic characteristics of parents

<b>Coding of respondents</b>	<b>Intended number of respondents</b>	<b>Actual number of respondents</b>
M1PS – M20PS (Parents of learners at identified schools)	Twenty (20)	Sixteen (16)
<b>Total number of participants</b>	<b>Sixteen (16)</b>	

Furthermore, Figure 4.2 sheds light on the rationale of implementing NFSP as the majority of people surveyed are women as compared to men. With the standard of living continuing to increase, thereby putting more pressure on the poor, Figure 4.2 shows that NFSP

relieves parents from depressed financial positions, especially women, by ensuring that their children are enrolled and the government pays for their schooling. Figure 4.2 shows gender representation of parents who participated in the study.

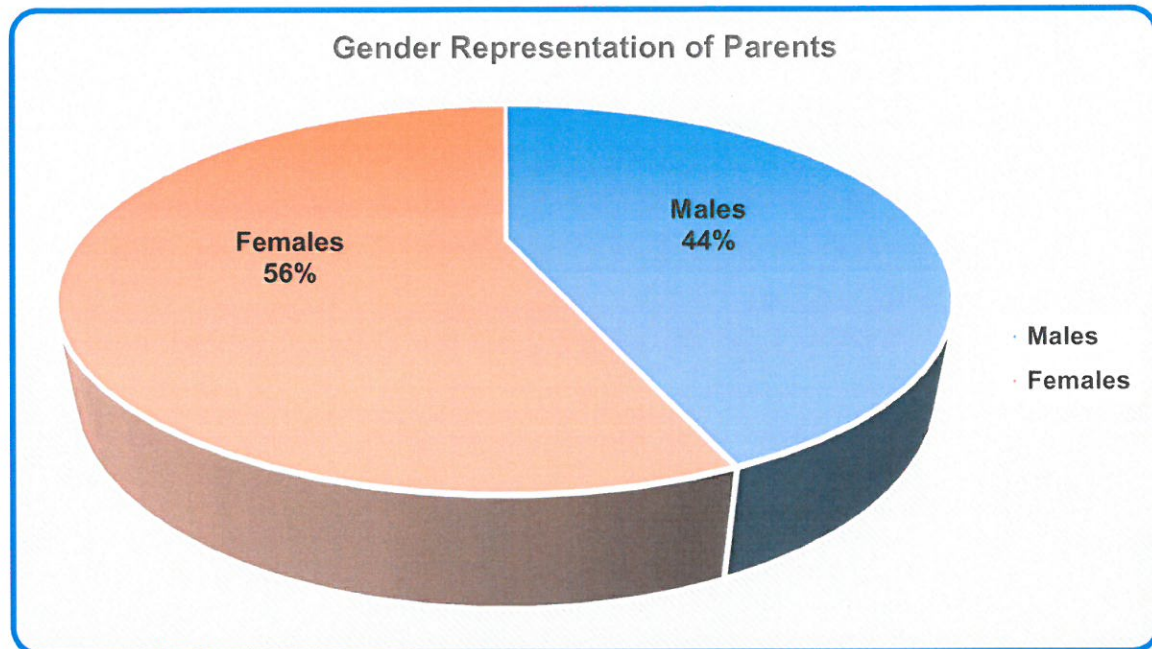


Figure 4.2: Gender representation of parents as respondents. Source: Survey Questionnaire (2015)

#### 4.5.2 Parents' experiences of NFSP

Literature has provided persuasive arguments augmenting the undisputed role that parents ought to play in education, particularly in their child's early stages of learning. Accordingly, SASA (Act 84 of 1996) states that "...all children between the ages of 7 and 15 should attend school. All parents and guardians must make sure that all learners of this age are registered to go to school". This excerpt is premised on the understanding that the parent or guardian's relationship with the school commences the day the decision to register the child with a particular school is confirmed. This relationship ought to be mutual in that the school and parent and or guardian must both work diligently for the child's uncompromised right to quality primary education. This is the basis for the role of



parents in supporting their children at school, including supporting the functioning of the school itself.

The following sub-section discusses parents' experiences with NFSP. To discover these experiences, the questions posed to parents are reconstructed into sub-topics to critically reflect on the issues raised by the parents in relation to this policy.

#### **4.5.3 Parents' perception of NFSP**

Out of 16 parents who completed the questionnaire, 13 of them responded positively concerning their perception of NFSP. They stated that NFSP is positive because it helps their children not only learn but also get free nutritious meal at school, critical to the daily learning and activities. Hence, one parent said, "NFSP is premised on reversing the intentional discrimination based on financial ability to pay for school fee. This policy empowers our children with making them attain primary education and be able to make sound decision as they develop. For example, an adult without primary education is likely to be exposed to preventive diseases compared to an adult with primary education. Therefore, this policy does not only focus on helping our children learn to write their names but to apply their learning on daily challenges that they faces as they grow".

Given the continued difficult standard of living, parents view the policy as an essential government-introduced intervention to assist children of school going age who otherwise might have not been able to attend school due to poverty and the inability of parents to pay school fees. This claim is confirmed by Klasen (nd. 5-6) who states that while governments are expected by global standard to provide free primary and quality education, parents are obligated to send their children to school for their own development and socioeconomic freedom. Given that one of the study objectives is to investigate whether NFSP has been able to increase access and enrolment to primary schools, the factors that impede the probability of this objective are discussed, particularly when participants raise them as a critical concern. To this end, three of the 16 parents indicated their dissatisfaction with the NFSP on the basis of the schools their children

attend. The parents argued that the schools their children attended were far and difficult to reach on foot. As a result, the children were vulnerable to social ills such as crime. Parents also indicated that due to the distance of the schools, they were forced to raise money for transport fare for their children, which they indicated that is difficult as they lack adequate disposable income to meet this additional financial need.

#### **4.6 Access of girl children to primary education**

Access of girl children to primary education is described as one of the key indicators of the success of the NFSP. There is, however, a discrepancy from what the literature attributes to the girl child's access to education than what parents say. According to Statistics South Africa (2013: 42-43), two factors that contribute to access to primary education for both girls and boys, namely food programmes that no fee schools provide to learners, and the mushrooming of informal areas which then swells enrolment.

One of the questions that parents were asked to respond to was "Would you say that the NFSP has improved equity with girl children getting access to primary education?" Responses to this question varied slightly but most respondents pointed-out that NFSP has empowered them to break the cultural practice of focusing on boy child at the expense of the girl child for education. In addition, some parents (who participated in the study) attributed access of girl children to primary education to two significant factors, namely the migratory landscape which draws families from peripheral to urban areas where schools are closer and transport payment is non-issue, and the realisation that life without education, especially for females, is extremely difficult so some parents make it their own mission to encourage their girl children to pursue education in an effort to break the cycle of poverty, dependency on men and unemployment. Coetzee (2014:5-6) states that it is normal for adults to invest in their siblings or parents in their children in pursuit of preventing the recurrence of an undesirable challenge of being disregarded due to illiteracy and ignorance. Coetzee concedes that NFSP plays a significant role in increasing access, not only of the girl child to primary education but of boys as well. According to the same author, parents have a point when attributing NFSP as one of the

factors that encourages them to send their children (both boys and girls) to school without the burden of school fees. The assertion by the significant proportion of parents (who participated) on the study is validated by most principals who claim that since their schools' change in status from being a fee to free school, the interest from parents who send their children to school has drastically increased. Another indicator which concur with the parents experiences is overcrowding in most of the schools that participated in the study.

#### **4.7 Challenges with the execution of NFSP**

A small proportion of parents interviewed identified several challenges to NFSP. For example, the overcrowding in some schools and lack of furniture for learners to sit on is attributed to it. Along the same lines, Murtin (2013:48) also concedes that some schools have experienced unintended consequences of NFSP with overcrowding and absent infrastructure for learning, especially in the informal and peripheral areas. The report by the United Nations Children's Fund (2014:134-136) argues that most of the core challenges in countries to meet the MDG target on education is the cost of accessing primary school where free education is provided. For example, the same report highlights that in some countries there have been impressive developments with making primary education accessible; however, in countries such as Angola, Botswana, Swaziland, Lesotho, Democratic Republic of Congo, South Africa and Zimbabwe there are significant numbers of school going-age children that still fall outside the schooling system due to financial implications on transportation as per the distance to reach the school. The majority of parent who participated on the study stated that they were concern about the challenges as mentioned. They further mentioned that they wished for the Education Department of the Western Cape to respond swiftly to ensure that children are not disadvantaged by such.

On the other hand some participated parents argued that though the NFSP is implemented, it is not being enforced to ensure that all children in remote and semi-urban areas benefit from this policy. This is also echoed by Dieltiens and Meny-Gibert

(2012:131-132) who claim that though globally free primary and quality education is advocated, recommended and implemented in most countries for health, economic and mental stimulation, there is, however, a weakness of non-criminalisation of parents who deny their children even state paid quality primary education. To this end, the report of the Department of Basic Education (2013:20) states that the number of children attending primary school has increased compared to the time the NFSP was introduced in 2007, though this is still not ideal.

#### **4.7.1 Social and economic input of NFSP among parents**

A sizeable cohort of participated parents in the study mentioned that since they are confronted by harsh conditions of unemployment, poverty and inequality in the semi-urban and peripheral areas, they appreciate that NFSP assists them in sending their children to school while they attend to other critical business to support the interest of their families. To this end, most of the parents underscored the social impact of NFSP on their children as they are new in the informal area. They credit the NFSP for making it possible for their children to attend school and cultivate friendships with their peers, as this facilitates their integration into the area. Moreover, parents appreciated categorically the economic benefit of NFSP in that they are able to send their children to school with no financial impact on them and at the same time, they are able to look for employment while the children are in a safe learning environment.

Some parents mentioned that though NFSP is in place there is a proportion of parents who do not send their children to school, which is concerning because it defies the legal pronouncement of every-child going age should be at school. In an earlier study, Mncube *et al.* (2013:6-7) found that parents' inactive response to primary education for their children, mainly in social and economically deprived areas, is caused by job hunting or working irregular hours in far-distanced areas. They return home fatigued, only to wake up the following day to the same routine. Mncube explains that some parents have no full understanding of their roles such as encouraging and supporting their children to appreciate an education. This is apparent with the findings of this study.

#### 4.8 Demographic characteristics of principals

The following sub-section provides an overview of gender representation of the principals who participated in the study. The interview scheduled questionnaires were allocated to ten selected principals, of whom only nine were available to participate on the interview sessions. Table 4.2 shows the coding of respondents, the intended number of respondents and the actual number of respondents.

Table 4.2: Demographic characteristics of principals

<b>Coding respondents</b>	<b>Intended number of respondents</b>	<b>Actual number of respondents</b>
M1P – M10P (School Principals)	Ten (10)	Nine (9)
<b>Total number of participants</b>	<b>Nine (9)</b>	

The result of nine actual participants instead of the anticipated ten is because the other principal who had initially agreed to participate in the interview was unfortunately booked off due to ill-health. However, the total participation of principals in the study is 99%, certainly credible for the study.

##### 4.8.1 Gender representation of respondents among principals

As stated in section 4.3.2, school principals play a significant role in the education system. Figure 4.3 describes gender representation of the respondents in this way:



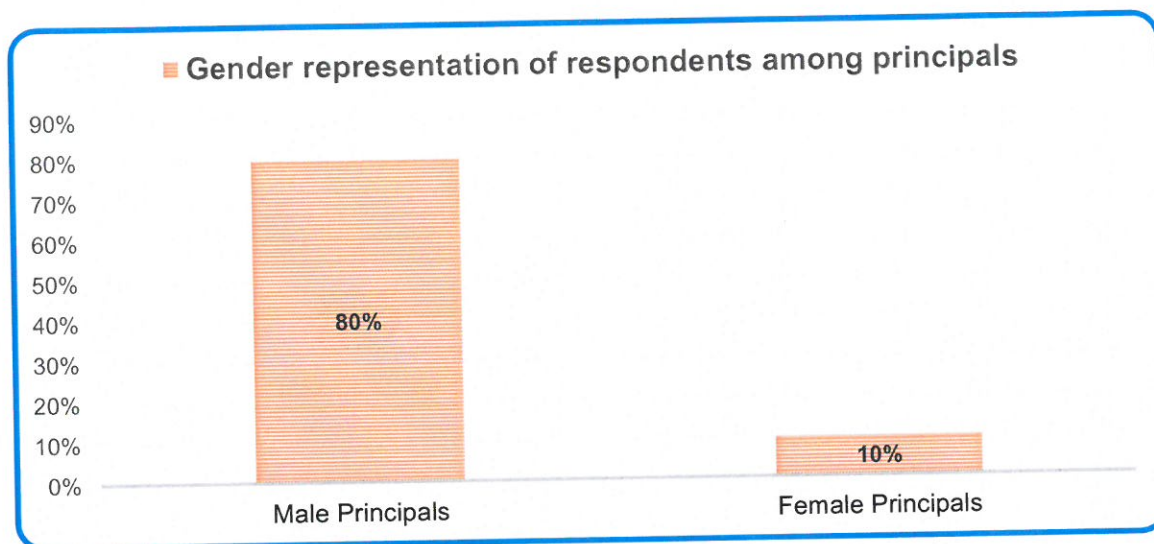


Figure 4.3: Gender representation of participants: primary school principals. Source: Interview Schedule (2015)

With reference to Figure 4.3 above, the number of male principals interviewed is eight as compared to one female principal interviewed. By this comparison, the male-female principal ratio is favourable to men, as Figure 4.3 displays.

#### 4.8.2 Functioning and performance of NFSP

Of the nine principals, six of them stated that the NFSP has performed well with regards to increasing access and enrolment, which were the specific challenges prior to the implementation of the policy. Of the six principals, four also attributed the increase in enrolment to the food nutrition project their schools offer to learners. This assertion is corroborated in literature, especially by Dieltiens and Meny-Gibert (2012:131), who state that social-ills and unfortunate levels of poverty in South Africa contribute to children attending school as this is where many eat their only balanced meal of the day. About 40% of the principals stated that though NFSP is vital and has contributed to the increase in access to primary education as well as enrolment, the issues of quality of education and dedicated educators to help the policy achieve its objective require specific attention. Specifically, principals attributed the growth in enrolment numbers to food programme and hard-work manifested in good results that schools or children get as a draw-card to

enrolment. This is not to say they disregard the role of NFSP, but to say of all the ingredients, they consider the two mentioned factors as key in making children come to school.

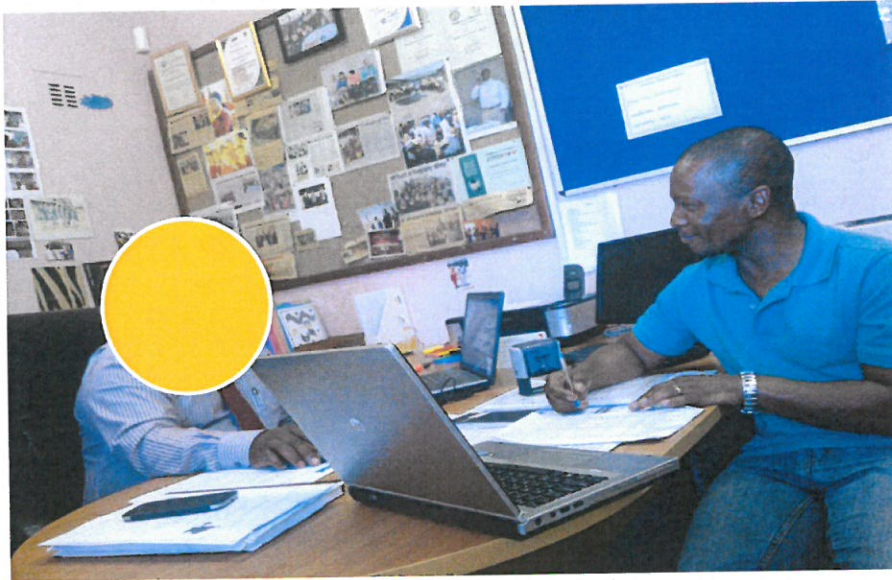


Figure 4.4: Researcher interviewing the principal

Figure 4.4 shows a school principal, coded as M4P, who states that NFSP has relieved parents of the financial burden of their children's education. The same principal also underscored the challenge of overcrowding of some schools as per NFSP, including carefree of parents in relation to the education of their children.

The principal further mentioned the impact of NFSP in his school and the district. According to him as well as the Western Cape Department of Education the numbers of learners in primary school has increased since inauguration of the policy. Table 4.3 below shows the number of no fee schools and learners enrolled in the respective years.



Table 4.3: Number of learners enrolled between 2007 and 2008

Number of no fee schools		Number of learners in no fee schools	Allocation per learner in quintile 1	Allocation per learner in quintile 2
In 2007	406	132 560	R738	R633
In 2008	405	135 067	R775	R711

Source: WCED (2006)

In addition to the numbers reflected in Table 4.3, Phakathi (2013: 1) reports that in 2013 the Western Cape Education Department considered 216 schools for quintiles 1, 2 and 3, which resulted in many parents being relieved of paying school fees and thus encouraged to send their children to no fee schools. By the start of the 2014 academic year, the province had approximately 669 schools implementing NFSP and during the same period, an estimated 371 122 learners were enrolled in no fee schools in the province. Likewise, a new infrastructure plan was launched in 2013/2014 anticipated for completion by 2015/2016, which would result in about 26 newly built schools and 46 schools being refurbished, including the renovation of 124 Grade R classrooms throughout the province.

#### 4.9 Challenges associated with the execution of NFSP

Of the nine principals interviewed, about 40% of them stated that though there is incredible impact attributed to NFSP, there are areas of concern that schools encounter. For example, 40% of the principals said with primary education being made free, they notice that some parents do not pay adequate attention to their children's poor attendance and drop outs. Furthermore, these principals state that contrary to former model C schools where fees are paid parents are keen to support their children with their homework which is not there with regards to free primary school education. Moreover,

principals M1P, M4P and M6P argued that the introduction of NFSP encouraged some parents to abdicate their responsibility to support educators and government.

The tripartite pillars of a sound education system — the learner, the educator and the parent — have been compromised with the execution of NFSP in some schools as some parents expect government to fix all problems their children face at school, even when problems stem from their roles as parents. According to principal identified as M1P, “one of the common challenges attributed to NFSP is that some parents seem to be out of touch with the school programmes and challenges particularly as there are high levels of non-participation in school activities and meetings by some parents”. The same observation was underscored by two principals, identified as M4P and M6P, who pointed out the negative effects of NFSP especially with some parents’ non-participation in the schools’ programmes, particularly in meetings and fund-raising initiatives, cripples the ideals of education and therefore makes it difficult for the educators and the school to render education as expected.

However, despite these concerns and negative experiences some schools encounter with lack of parental participation in the schooling process of their children, there are laudable experiences other schools acknowledge, such as parents’ willingness to fundraise for the school where government grant is inadequate. The above echoes the call by Block (2011: 3-4) that parental involvement in the education system is central and cannot be equated to school fees. Other principal stated that it is government’s constitutional responsibility to implement primary education, however, parents have an unquestionable role to send their children to school and likewise support them throughout their educational journey.

#### **4.9.1 Gender representation and NFSP’s performance in respect to MDG no 2. of achieving universal primary education**

Given the significance of education and its role in improving the societal challenges especially extreme poverty, health and gender inequality, the South African government views NFSP as one of the instrument to mitigate these challenges hence supporting the

aspirations of MDGs. Considering the global and South Africa's intention of gender equality, the study acknowledged this and one of the critical questions posed to principals was: has NFSP been able to meet its objectives in respect to MDG 2 considering that in 2012 one in ten children of school age was still out of school and likewise an estimated 781 million adults and 126 million youth (between 15 and 24 years) worldwide lacked basic reading and writing skills, with sadly more than 60% of them being women? About 30% of the respondents stated that though they do not have the national numbers of NFSP's performance, they accredited the increase in access and enrolment to primary education to multifaceted interventions, one of which is NFSP.

The United Nations (2010:16-17) claims that in 2010 there was 90% enrolment in primary education, an increase from developing regions from 82% in 1999. According to the same source, this increase indicates a substantial performance from developing countries in allowing school age children access and subsequently increased enrolment. This also suggests that globally by 2012, there was a decline in the number of school age children who were out of school. About 60% of the interviewed principals pointed out that the performance of NFSP was pleasing, particularly in terms of enabling parents to save money while their children were attaining education on the government's account.

Figure 4.5 below shows principal coded as M6P who shared that the negative aspect of NFSP is WCED's inability to anticipate the influx of learners with the infrastructure required to accommodate the larger number of learners. This oversight by the WCED, according to M6P, compromises the very same policy objective of ensuring that the public primary education is accessible and increases enrolment, because overcrowding is detrimental to the quality of education and the learner-teacher ratio.



Figure 4.5: Researcher interviewing the principal

#### **4.9.2 Regular tripartite forums inclusive of parents, SGB chairpersons and senior circuit officials**

The emphasis on the literature is that for NFSP to succeed, it is vital for all stakeholders (including parent representatives, principals and circuit representatives). In this context, principals were asked if there were challenges they attribute to the execution of NFSP. Some principals pointed-out that the challenges they face in their respective schools require intervention from all involved, specifically from the circuit and parents. To this end, the study determined that there are no regular or scheduled meetings between the three stakeholders to improve the execution of NFSP. About 40% of principals interviewed mentioned that meetings scheduled by the circuit are mostly to address various developments in the education sector but not specifically for NFSP. The same 40% of principals revealed their dissatisfaction with broken furniture, overcrowding, and poorly functioning school governing bodies, as well as learners' poor attendance and the number of drop-outs which they attribute to non-payment of school fees and ad hoc response by the circuit. Inadequate budget for meeting most of the schools' activities was mentioned

by most principals as well, including vandalism and break-ins as further conundrums that burden principals in their efforts to ensure that learning programmes carry on uninterrupted.

#### 4.9.3 Demographic characteristics of SGB chairpersons

Given that the study solicited the feelings and experiences of selected SGB chairpersons on NFSP, the following sub-section provides an overview of SGB chairpersons' perceptions of the policy. The study intended to interview ten SGB chairpersons while only eight actually participated. Table 4.4 hereunder displays the coding of respondents, the intended number of respondents and the actual number of respondents.

Table 4.4: Demographic characteristics of SGB chairpersons

<b>Coding respondents</b>	<b>Intended number of respondents</b>	<b>Actual number of respondents</b>
M1C – M10C (Chairpersons of SGB)	10 (ten)	8 (eight)

With reference to Table 4.4, the reason for eight participants being the actual number of participants instead of ten was because one participant received full-time employment in a distant town while another was away on business to Johannesburg. Given the non-availability of two SGB chairpersons, the study then had an 80% participation of chairpersons, credible for the study.

#### 4.9.4 Age bracket for SGB chairpersons

Table 4.5 below shows the age bracket of SGB chairpersons who participated in the study. The table below implies that SGB chairpersons are middles aged and that the ratio of females to males seems to balance albeit there a slight skew towards males.



Table 4.5: Age brackets of school governing body chairpersons

Participated SGB Chairpersons	Age bracket for females		Age bracket for males	
	36-46	2	36-46	2
	47-57	1	47-57	2
	58-68	0	58-68	1
8		3		5
Sub total		8		
TOTAL				

#### 4.9.5 SGB's roles in the education system

Prior to 1994, the education system had various systems responsible for different racial groups in South Africa. In 1996, South Africa passed the South African Schools Act (SASA) (Act 84 of 1996) which amongst other things, facilitated access to primary education and further ensured that all learners take full advantage of free and quality primary education without any financial discrimination. The same Act also makes primary education compulsory for children aged seven to 15 years. It provides for a democratic school governance system through SGBs which has been implemented in public schools countrywide. Among other key performance areas, SGBs are to enhance policy formulation, making and adopting the school's constitution, and drafting the school's mission statement and financial policy. Subsequently, the role of the SGB chairperson entails presiding at meetings of the school governing body, calling meetings after consultation with the principal, and determining the agenda of meetings after consultation with the SGB and the principal (SASA) (Act 84 of 1996).

#### 4.9.6 SGB chairpersons' perceptions of the execution of NFSP

The respondents were asked to comment on the execution of NFSP. About 70% of the SGB chairpersons responded by saying that this policy is both ideal and profound, especially because communities in dire economic and social challenges, without

disposable income, will be able to alleviate such predicaments by sending their children to school and supporting them throughout the schooling journey. To this end, the chairperson identified as M2C lauded the government for the implementation of NFSP and further commented that “for South Africa to lead globally, it is required to invest in primary education as it sharpens minds for global challenges”.



Figure 4.6: Researcher interviewing the chairperson in the principal's office

The chairperson in Figure 4.6 praised the policy and pointed out “that though there are challenges at school and circuit levels, the policy is remarkable because it brings education to the poor who might have not attained it due their financial status”. This remark was corroborated by a chairperson who mentioned that “the thought that prior democratic dispensation, the majority of South African children especially Africans were excluded in education is abominable and this policy is commendable because it seeks to redress the imperfection and discrepancies of the apartheid regime”. Importantly, literature confirms the experiences of these chairpersons on the objectives of what free primary and quality education seeks to achieve (Nsapato, 2005:65).



Moreover, the SGB chairpersons considered the implementation of the NFSP as essential, not only in correcting the ills of the past, but also in ensuring that the poverty levels and financial inability for most parents in remote and informal areas are no longer barriers to sending their children to school as they will no longer be confronted by a heavy obligation to pay school fees.

Another perception of NFSP by chairperson M4C was that “we live in an ever changing world owing to new technologies that influence our lives and therefore, without education our children would remain spectators in the development and evolving life. As a result, this policy is in place to make it possible for our children to be active participants of the global village in its evolvement”. This remark is echoed by the United Nations (2011: 8-10) which argues that it is governments’ responsibility to ensure that education is accessible for its citizens to become competent to face life’s challenges.

According to chairperson M3C, the conceptualisation and implementation of NFSP is monumental because apart from redressing the injustices of the apartheid regime, it enables children of the poor in South Africa to attain education and parents to be free from financial and psychosocial effects of being unable to pay the school fees. Moreover, chairperson M3C pointed out that “education is a fundamental mechanism that any human being needs, particularly children, because it answers central questions such as ‘what’, ‘how’ and ‘why’, which without education are complicated to answer....Unlike the pre-democratic dispensation, where race and finance determined access to education, NFSP has opened up and continues to open doors for children to appreciate their surroundings and the world with subjects like history, geography, science, mathematics, theology etc. which is a basic human right that the world over advocate for”.

#### **4.9.6.1 Concerns SGB chairpersons associate with NFSP**

The findings in the study is that the communities in lower brackets of the economy (quintile 1, 2 and 3) (quintile refers to households with difficulties in meeting basic needs by income) have benefited as children from this category of the community have continued

to increased including enrolment. This finding is in line with government's commitment of opening opportunities of learning to more children of school going age as per SASA (Act 84 of 1996) stipulations. However, 70% of the total 80% of the chairpersons interviewed raised a concern with what they referred to as 'government's fixation with increasing numbers of learners in primary education at the expense of quality education and optimal learning and teaching in some of the no fee schools'.

According to chairperson M7C, "the national department of Basic Education and WCED have not successfully engaged parents in the farming and informal areas on the benefits of NFSP and implications on parents who fail to adhere to this policy, hence some children of school going age are not at school... In addition, the National Department of Basic Education and the WCED are not responsive as expected to assist the schools experiencing dilapidating infrastructure, compromised furniture, security for learners and educators for ideal an learning environment to be respected irrespective of the schools being no fee".

Given the role of SGB chairpersons in education system. The question raised with them was what are the challenges they attribute to the introduction of NFSP in their respective schools? Some mentioned that they lack skill-competence to resolve challenges like overcrowding and shortage of educators. In response, some SGB chairperson said "the WCED provides training to SGB chairpersons but there is no formal structure that sustains the induction trainings which involves the circuit and the principals as critical stakeholders in the provision of education in the schools". According to Nsapato (2005:65-67), the gap in the delivery of basic education is attributed to lack of monitoring and evaluation by both the National Department of Basic Education and provincial departments of education to determine the performance of the policy, including troubleshooting stumbling blocks that distract the intended constitutional and policy objectives. The majority of chairpersons interviewed raised a sharp concern, corroborated by principals, that the ad hoc meetings between the circuit, principals and chairpersons to address the issues affecting the NFSP require attention to make the policy yield the intended objectives and resolve the challenges that schools encounter.

#### 4.9.7 Demographic characteristics of senior officials in the circuit office

This sub-section introduces and discusses the fourth layer in the provision of basic education, the senior circuit officials. Securing appointments with the senior circuit officials was difficult but those who were unable to dedicate their time for this study referred the researcher to those who were able to share their role in support of NFSP. Table 4.6 below displays the coding of respondents, the intended number of respondents and the actual number of respondents.

Table 4.6: Breakdown of respondents as per categories (2015)

<b>Coding respondents</b>	<b>Intended number of respondents</b>	<b>Actual number of respondents</b>
M1S – M3S (Senior Circuit Officials)	Three (3)	Three (3)
<b>TOTAL</b>	Three (3)	Three (3)

#### 4.9.8 Description of Metro South District of Education

Metro South District falls within the demarcation of the City of Cape Town, which makes it one of the four urban districts in the WCED. Juxtaposed with other urban districts, the Metro South District has a higher fraction of its population living above the poverty line. Because of this level of income, the district has the fewest number of schools in quintiles 1, 2 and 3 (quintile refers to households with difficulties in meeting basic needs by income) compared to other districts. Figure 4.7 shows the number of no fee schools in the Metro South District in contrast to other districts within Cape Town's jurisdiction.

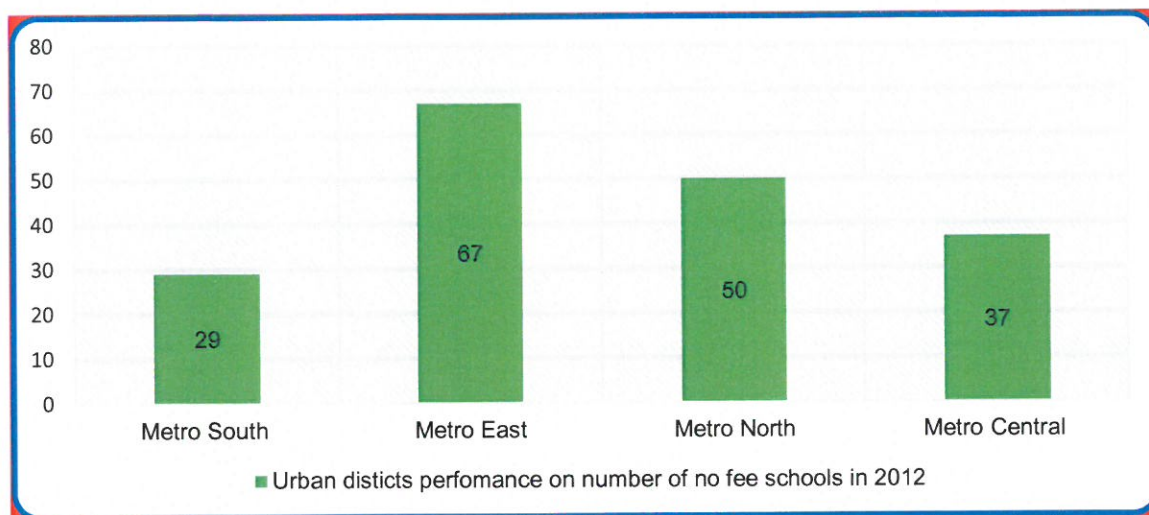


Figure 4.7: Urban districts performance on the number of no fee schools per district by 2012. (Source: WCED, 2012)

#### 4.9.9 District's role to primary education

There are clear distinctions of responsibilities between the role players within the WCED. For example, the Head Office is accountable for policy and planning while the districts are tasked with the management of education, including coordination of curriculum and education for learners with special needs. Furthermore, each district is divided into circuits, the main responsibility of which is to provide advice, support and take accountability of specialised facilities depending on the need of each school within the jurisdiction of the circuit (WCED, 2013:1). According to the organogram of the WCED, the circuit is lowest and closest to the schools and consists of various specialists to enhance the performance of the school. The Equal Education (2008:3) maintains that the strength of circuit is in its multiplication of skills. For example, the circuit consists of specialists (see Figure 4.8) who enhance the capacity of the senior management team and support the teaching and learning.



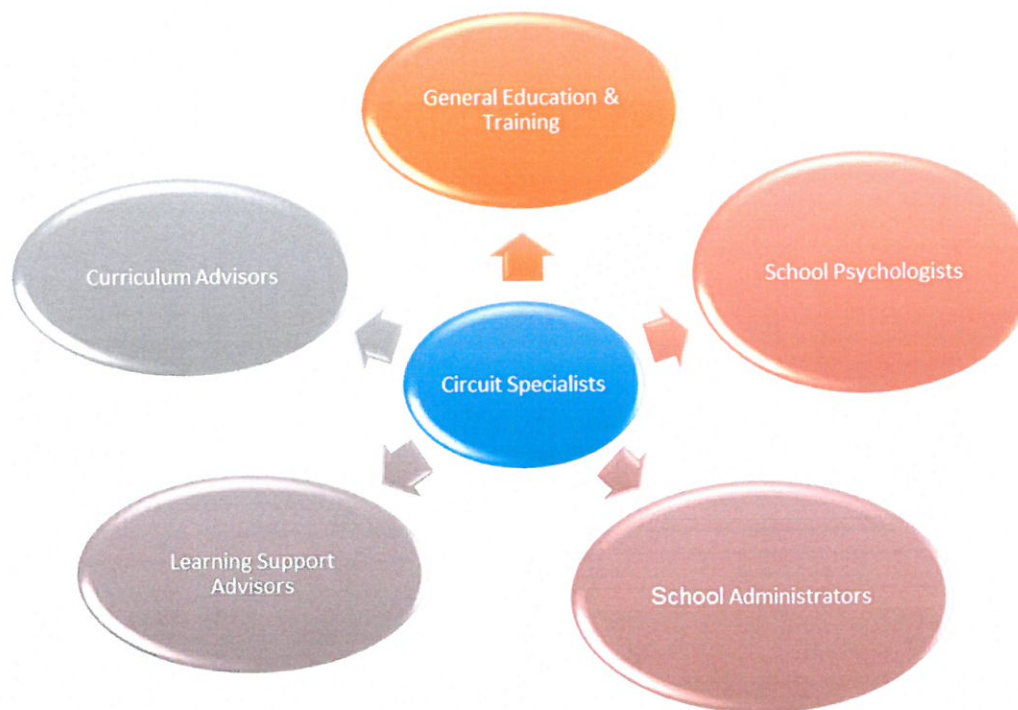


Figure 4.8: Circuit composition. (Source: WCED, 2013)

#### 4.10 Performance of NFSP in farming areas of the Western Cape

Given that one of the objective of this study is to explore the extent of access and increased enrolment in no fee schools in general including those in the farming areas, the following section provides the description of the farming communities as is part of the jurisdiction of where the study took place.

All three sets of data namely literature, the interview schedules and the survey questionnaires ascribed a substantial degree of success to the execution of NFSP in the Western Cape, particularly in terms of access and enrolment. The Equal Education (2008: 3-4) asserts that four out of eight districts in the Western Cape Province are responsible for a vast remote area characterised by the farming community which contributes meaningfully to the national gross domestic product (GDP) for its agricultural products. The geographic set-up of the farming communities is far and apart compared to townships and informal settlements which have close-knit dynamics. In the farmland, there is no infrastructure such as community centres, amenities, clustered stores, reliable

transportation, health care facilities and schools of different grades, quite the opposite to the municipal areas. To this end, the farming communities are not exposed to educational stimulation or conducive to learning. For example, children are exposed to the daily routine of waking up and leaving the farm to trek to school, mostly by foot or tractor or truck or by bus, vehicles which are oftentimes not roadworthy. The farm child returns back from school in the afternoon to a home with parents who lack the time or education to assist the child with homework. These children often do not see the value in education (Ann-Foundation, 2013: 3). According to officials, the challenges faced by the farming communities, especially the children, include having needs not responded to adequately and efficiently by both government and the farm owners. The official further mentioned that due to the complexities regarding non-building of schools in the private land and inadequate budget, the WCED is presently considering scholar transport for farm learners to mitigate risks of school apathy, drop outs, and abduction of learners.

#### **4.10.1 Overview and performance of NFSP**

All three senior officials from the WCED agreed that the implementation of NFSP has enhanced access to the free primary and quality education; hence the enrolment has shot up. They mentioned that facilitation of access to primary education by the National Department of Basic Education is in sync with the South African Constitution and other international and regional policy recommendations. Moreover, they pointed out that public schools which are under the jurisdiction of the state are categorised into five groups, called quintiles, to determine the mechanisms in which education can be provided evenly between the extreme poor and the resourced areas.

The table above depicts that 8.6% of learners in the Western Cape fall into the category of quintile 1 learners, far fewer than the other provinces. This is because the Western Cape has relatively lower levels of poverty as compared to most other provinces in the country, though immigration from other provinces, particularly from the Eastern Cape, contributes to the economy and social pressure, including educational space; hence, overcrowding in some schools is reported (Statistics South Africa, 2011:44).

#### 4.10.2 Number of schools classified as no fee schools

When comparing the Western Cape with other eight provinces nationally, the Western Cape is better resourced and have fewer no fee schools than in any other provinces. Given this context and the economic position and the province as well as the geography of the district without ignoring the pockets of social ills, the district has relative number of schools classified as no fee schools. According to WCED, the National Department of Basic Education allocates the same amount per learner to schools in quintiles 1, 2 and 3. In 2013, the breakdown per learner in all quintiles in the WCED was as elaborated in Table 4.7 below:

Table 4.7: Breakdown per learner in all quintiles in WCED.

<b>Quintiles</b>	<b>Schools</b>	<b>Learners</b>	<b>Funding</b>
NQ1	313	88 168	R1010
NQ2	163	123 692	R1010
NQ3	193	159 262	R1010
NQ4	326	246 249	R505
NQ5	457	319 280	R252
<b>Grand Total</b>	<b>1 452</b>	<b>936 651</b>	<b>R5,796 475 25</b>

Source: WCED (2015)

As reflected in Table 4.7, the National Department of Basic Education recommends an allocation of R174 per learner in quintile 5 schools, and the WCED tops the recommended allocation with an additional R78 to total R252 per learner. The allocations are used for, among other things, paying for municipal services such as water and electricity, stationery and learning support materials such as textbooks. The allocation is also meant to be used for educational equipment, specifically fax machines for administrative purposes. It is also used for maintenance and repairs of various school necessities (WCED, 2012/13:132). As it can be seen on table 4.7 that the allocation per quintiles are not the same especially in quintile 4 and 5. The reason for the disparity is that the schools in these quintiles are classified as rich hence the allocation is significantly low compared to quintile 1, 2 and 3.



The overall allocation for 2015 academic year for no-fee primary education, was slightly over R5.7 billion for 936 651 pupils in 1452 in the province. This is a significant investment that relieves parents of financial responsibility as government fulfils it.

#### **4.10.3 NFSP's impact on budget allocation between 1998/99 and 2013/14**

According to UN-Foundation, (2013:121) the benefits of primary education are huge and exceeds the input. The benefits helps individuals, families, societies and countries to defeat poverty and child mortality. To this end, there has been noticeable financial injection into education since 1994 democratic elections. The total budget allocation to education in the WCED has been increasing substantially from R3.8 billion in 1998/99 to R15.6 billion in 2013/14 (WCED 2012/13:132-133). Testament to this massive financial injection from government to primary education, the access and enrolment to no fee schools has been demonstrated by overcrowding as parents realise the relief they get with government's funding. The number of schools applying for the no fee school status also shows the desire that principals and SGB chairpersons yearn for when funding is not a constraint and children are not chased out of school as per parents' default with fees.

In examining the budget allocation, it is notable that by 1982 onwards, the prioritisation of primary education and its allocation for general population was non-existent because of the political system at the time. Given the despairing discrepancies in budget allocation, it is important however that despite the budgetary challenges, the government has made remarkable strides in making primary education accessible to thousands of children, particularly those in difficult economic backgrounds. During the previous government, the allocation spent per child was uneven and based on racial prejudice. For example, an amount of R1200 was allocated to the White child and R790 spent on an Indian child, while R450 was spent on the Coloured child, with only a meagre of R180 spent on the African child (Equal Education, nd:1).

Two senior circuit officials highlighted the contribution, both at national and provincial levels, the government is making in the education system to respond to the political and

socioeconomic ills remaining from the apartheid regime. According to the senior official coded as M2S, the NFSP is but one attempt to ensure that access to free primary, quality and compulsory education is available for financially compromised families to pursue for a better South Africa. The same respondent further pointed out that “though SASA’s (Act 84 of 1996) main objective is to instil governance in schools, enhance access and enrolment, it is also to ensure that discrimination on the basis of race and financial inability is ceased especially in the education system”.

#### **4.10.4 NFSP in the Province of the Western Cape**

According to the senior official coded as M1S, the WCED has responded positively to the country’s quest for increasing access to primary and quality by ensuring that the number of no fee schools is increased and human resources are in place. M1S further mentioned that upon the proclamation of SASA (Act 84 of 1996), which served as a national policy for a non-racial unitary education system for all racial groups in South Africa, the Western Cape Education Department, in its pursuit to meet its constitutional obligation, passed the Western Cape Provincial School Education Act (Act No 12 of 1997) premised on the following cardinal objectives: “that every learner shall be entitled to ordinary education at his or her nearest ordinary public school, insofar as it is reasonably practicable; that every learner shall be entitled to equal access to public schools; that every learner shall have the right to receive religious education insofar as it is reasonably practicable; and education be provided in accordance with the needs, ability, aptitude and; that the interest of the learner and the needs of the country, and appropriate guidance shall be available to learners as far as it is reasonably practicable” (Western Cape Provincial School Education Act, 1997:07).

Importantly, the core objective of the Western Cape Provincial School Education Act is to equalise budget allocation in terms of need for universal primary and compulsory quality education, including addressing issues like class size, learner-teacher ratio and parental involvement in the education of their children. In managing education and advancing constitutional obligation, the WCED is divided into eight education districts. These include

four rural districts which correlate to one or more district municipalities in the province, while the other four are located in the urban boundary of the City of Cape Town: Metro Central, Metro East, Metro North, Metro South, Cape Winelands, Overberg, West Coast and Eden and Central Karoo.

#### **4.10.5 The identified challenges in respect of NFSP in participating schools**

There is merit in the saying that there are two sides to every coin. While the objectives of NFSP are applauded and the positive contribution is undisputable, there are challenges that have been identified and continue to be encountered by different stakeholders in respect to the implementation of NFSP. The section below discusses the findings that emanate from literature and are confirmed by respondents.

##### **4.10.5.1 Negative impact of NFSP - excess in enrolment and inadequate funding**

In the implementation of the dictates of the international, national and provincial legal frameworks, which call for governments to ensure that every child of school age is not precluded in attaining free public primary education, the WCED plays its part but has encountered unexpected challenges that impact the NFSP (Senior Official coded as M3S). According to M2S, one of the challenge that is attributed to NFSP together with school feeding programme is excess enrolment, which compromises the learner-teacher ratio of 30:1. Some of the schools which participated in the study reported a discrepancy in the learner-teacher ratio of between 49:1 and 52:1 which is partly because of NFSP. M1S pointed-out that though NFSP has had an impact in the excess of enrolment, “the contributing factor to this conundrum is poor service delivery in the Eastern Cape and inadequate job opportunities in that province, which make individuals and families migrate to Western Cape for better opportunities”.

The challenges in the education system, particularly for communities in the peripheral areas, are acknowledged by the national government which claims that “Schools and facilities in poorer communities are not up to standard, learner support material is not

sufficiently available and teachers are often not well-supported and motivated. Poor communities are unable to support their schools and School Governing Bodies (SGBs) to the same extent as in wealthier communities. In many cases resources available are not used effectively because of weak management and accountability systems” (Department of Basic Education, 2014:1-3). Though there was no adequate response on intervention, the WCED at the circuit level is offering to face the challenge of parental withdrawal from school projects such as painting of the school, repairing of broken furniture and being active participants in the running and safety of the schools in the absence of adequate resources.

Adding to the challenge of excess in enrolment, and aging infrastructure the 2015 academic year had a request list to the tune of R15 million which the WCED could not meet as the available budget was only about R1.5 million, demonstrating that the challenge for funding needs to be intensified. It also means that a substantial number of schools with serious needs lists will continue with an infrastructure deficit, while only a fraction of schools will have their needs met. However, besides the aforementioned challenges, the national government does acknowledge the aging and inappropriate infrastructure as a major conundrum impacting on the quality of education. Consequently, the Department of Basic Education plans to refurbish about 200 inappropriate schools, the bulk of which are in the Eastern Cape (132), but also include three in Limpopo, 30 in the Free State, one in the Northern Cape, three in KwaZulu-Natal, one in the North West, five in Mpumalanga, and 25 in the Western Cape. According to the Department of Basic Education’s performance plan for 2013/14, about 25% of long-term school infrastructure projects – comprised of provision of sanitation to an estimated 873 schools, water to about 448 and electricity to at least 369 schools – to mitigate social and economic ills and improve access to education as well as reinvigorate teacher morale were anticipated for completion within the Medium Term Expenditure Framework (MTEF) (South Africa Yearbook, 2012/13: 168-170).

All three senior officials, coded as M1S, M2S and M3S, mentioned that access to free and quality and primary education for South African children eligible for primary education

is central as pronounced in various legal frameworks. For example, the South African Constitution guarantees the right of all South Africans to primary education. While at same time, SASA (Act 84 of 1996) makes schooling compulsory for all learners aged between seven and 15 years. Accordingly, the Constitution and the same Act regard primary education in South Africa as compulsory for the mentioned age group as it intends to give citizens a reasonable start in life and equal opportunities. Senior official named as M3S claimed that in addition to various pieces of legislation, namely the Constitution, Bill of Rights and SASA, South Africa is also a signatory to the Dakar Framework for Action of 2000 including other international agreements discussed in the previous chapters which encourage not only the district of Metro South and the WCED but the entire South Africa to prioritise primary education as a stepping stone to secondary education. Of all the international frameworks, the Dakar Framework for Action of 2000 urges the state parties to commit to combating poverty and uplifting people through the provision of compulsory primary education for all children of school-going age, education of good quality and without financial barrier to the child or parent and or guardian.

#### **4.10.5.2 Performance of NFSP in respect of MDG 2**

According to the official coded as M2S, there has been notable progress in the implementation of NFSP. The same official stated that since the introduction of NFSP the two indicators, access and enrolment, depict clearly the positive impact observed and ascribed to NFSP. Another important factor is that the circuit performance with regards to enrolment feeds to the district, which together with others feed to the province, then to the national numbers, which then demonstrates the upward trajectory of NFSP. Moreover, the performance of NFSP in respect of MDG 2 in South Africa's perspective is regarded as doing very well, with 2015 being the target year of ensuring that *all* children attain universal primary education. According to Department of Basic Education (2014:15-16), NFSP has been hailed as a bedrock in assisting South Africa perform superbly in attracting more children of school age to attend school and encouraging parents and members of the communities to be involved in the governance of the public schools.

The Statistics South Africa (2013:147) claim that the MDG target of universal access for children of primary school age was almost achieved; therefore, more emphasis is now on increasing admission to early child development (ECD) based on the claim that quality ECD results in improved learning outcomes throughout the schooling system. To this end, M3S pointed out that there are rigorous efforts countrywide to not only increase access and enrolment in grade 1 and primary education but to ensure that toddlers have access and enrol for ECD. On the aspect of NFSP, literature confirms that there has been sterling improvement in the number of learners registering and completing the primary level. For example, public schools have shown remarkable progress for Grade R, which increased from 39% in 2002 to 84% in 2011. Furthermore, Statistics South Africa (2013:39-40) claim that South Africa has nearly achieved universal literacy for youth aged 15 to 24 with an overall literacy rate of 92% in 2011. According to Statistics South Africa (2013:39-40), literacy rates were higher for female youth compared to male youth, for the period of 2002 to 2011. During the past 20 years the generational shift has been evident, with female youth surpassing male youth. This youth literacy rate for females increased from 97% in 2003 to 98% in 2011 and for males from 97% in 2003 to 99% in 2011. Based on the investment in primary education, and specifically in NFSP, the adjusted net enrolment rate in primary education by sex between 2003 and 2011 has gradually increased. Table 8.1 illustrates the substantial increase in enrolment.

Table 4.8: Adjusted net enrolment rate in primary education by sex between 2003 and 2011.

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
	In %	In %	In %	In %	In %	In %	In %	In %	In %
<b>Male</b>	97.0	97.8	97.9	98.0	98.1	98.0	98.8	99.0	98.9
<b>Female</b>	97.9	98.5	98.2	98.4	98.8	98.3	99.0	99.1	99.2
<b>National</b>	97.4	98.2	98.1	98.2	98.5	98.1	98.9	99.1	99.0

Source: Statistics South Africa (2013)



With reference to Table 9, there is clearly a positive trajectory showing an increase from 97.9 in enrolment in 2003 to 99.2 in 2011 for girls. On the other hand, the same period notices an increase from 97.0 from 2003 to 98.9 in 2011. The increase in male enrolment is slightly less compared to female enrolment. However, there is greater justification when considering that in South Africa the male-female ratio favours women; thus, the numbers depict a slightly higher enrolment for girls than for boys. In addition, South Africa is the signatory to the Millennium Development Goals Declaration, with goal number 3 calling for accelerated attention to the promotion of gender equity and empowering of women. Therefore, both arguments of ratio and MDG number 3 have merits and serve multiple objectives, primarily ensuring that education is accessible and that girl children are not discriminated on the basis of gender.

#### **4.11 Findings of issues emanating from the study**

This section discusses the research findings in terms of noticeable patterns emanating from both the literature and participants consisting of parents, principals and chairpersons of school governing bodies as well as senior circuit officials.

The issues emanating from the study are categorised into five sub-themes covering the following critical issues: 1) learner absenteeism, 2) walking distance, 3) overpriced school uniforms, 4) migratory patterns, and 5) the impact of social ills such as crime, drugs, alcohol and violence in communities. Each sub-theme is therefore discussed below.

##### **4.11.1 Learner absenteeism**

One of the findings that emanate from this study is the proportion of learner absenteeism in the participating schools. Given the occurrence of absenteeism, a school's general performance is compromised, frustrating educators because they are then coerced into spending more time on lessons of the previous day to accommodate the learners who were previously absent. The majority of principals attribute the absenteeism to the notion that some parents are not 'feeling the pain' so to speak when children miss their classes



because the parents are not paying school fees. Both parents and literature concur that it is the parent or guardian's primary responsibility to encourage the child to be at school. For example, SASA (Act 84 of 1996) states that "every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year". Insertion: To fulfil this Act, at-least three important aspects need to be considered, for example, the Department of Basic Education and the Western Cape Department of Education should inform parents and the public on how much the government has set aside for free primary education at identified public schools. This should be followed with the warning of prosecution if parents fail to take their children to school as specified in the Act. In addition, SGB chairperson as members of the community and partners of government in advancing primary education to the nation – they should be equipped to enable them to inform parents on the significance of education and the responsibilities of parent towards making the child access primary school at government's expense.

#### **4.11.2 Walking distance**

The study learned that the access to public primary and quality education is appreciated by most stakeholders. This is substantiated by the number of learners who have enrolled in the primary school since the introduction of NFSP. However, some principals have expressed concern in their respective schools in respect to late coming which they attribute to longer walking distances that some learners are compelled to endure to get to school. According to the Department of Basic Education, learner transport is provided only when the school is more than five kilometres away from the learner's home. Ideally, every school should have a catchment area with a radius of up to three kilometres which means that a total walking distance to and from school should be about six kilometres. Where there are learners who reside outside the set catchment area, the options are to provide them either with learner transport or hostel accommodation, depending on the nature of the school (Department of Transport, 2014:8-9).

Omwami and Keller (2011: 61) maintain that parents' participation in their children's education is paramount and instances that affect learners and school performance require innovation and response to the challenge by both parents and principals. McMillan and Schumacher (2006:26) maintain that solution-driven participation always yields results. Given their life experiences, parents can contribute immensely towards resolving difficulties impacting on their children's ability to appreciate school as well as arrive on time.

#### **4.11.3 Overpriced school uniforms likely to serve as a deterrent to the objectives of NFSP**

The majority of all parents who participated on the study agreed that the NFSP is a remarkable intervention by the government, especially because unemployment, substance abuse, inequality, delinquency and poverty are the social and economic challenges compromising the parents' inherent responsibility of sending their children to fee schools. Of the 16 parents who took part in the study, 13 mentioned that the school uniforms are very expensive, making it extremely difficult to afford them, while at the same time schools remain adamant that children must wear uniforms when attending school. This negative experience was also reported in IOL news on 14 January 2015, as parents indicated that some schools restrict them from purchasing uniforms elsewhere than in a school-arranged pricey outlet/shop (Pillay, 2015:1).

On 13 November 2014, Fin24, an online publication, reported that the Competition Commission investigated the allegations of price-fixing of school uniforms which involved agreements between schools and uniform suppliers to pressure parents to purchase uniforms from exclusive suppliers at exorbitant prices. According to the publication, the Competition Commission was alerted to the allegation that some schools enter into long-term exclusive agreements with school uniform manufacturers where kickbacks are given to the school principals for bringing business. This allegation is against the provisions of the Competition Act which encourages fair competition among competitors and freedom to choose amongst the patrons. Because of pricey school uniforms, parents claim that

they are tempted to remove their children from school. Though parents welcome the implementation of NFSP, particularly because of significant financial relief it brings, they are concerned that the improvement it has brought thus far might be derailed due to the over-pricing of school uniforms as this is likely to serve as a hindrance to free primary education.

#### **4.11.4 The impact of social ills namely crime, drugs, alcohol and violence in communities around no fee schools**

Most of the schools which participated in the study are in the informal, farming and peripheral areas, while a handful of them are situated in urban areas. The observation in the urban areas is that a person with an educational degree earns respect and is considered a resource to his or her family, including the community in which he or she resides. Unfortunately in the informal and some farming areas, this respect is not fully appreciated. This is because some of the communities visited are characterised by crime, drugs, alcohol and violence which impinge on the objectives of NFSP.

The responses from parents who participated in the survey questionnaires claim that poor school attendance is also caused by high levels of crime, especially in winter when it spikes and children are quite vulnerable to crime. One of the principals pointed out that in her school community, there has been a proliferation of substance and alcohol abuse which then devalues education, especially among the young learners who regard delinquency as an acceptable norm and consider education as time wasting because of their surroundings. In addition, crime is also considered as threat to educators, learners and the school's infrastructure. Some chairpersons mentioned that they find it difficult to attract educators to their schools because of fear of crime, and they feel overwhelmed to protect learners who report harassment and theft of their cellular telephones and lunch boxes on their way to school.

#### **4.11.5 Migratory patterns**

Movement from one province to the other and moving from periphery to urban also impact the implementation of NFSP. The study found that the increase in enrolment and subsequent overcrowding is to an extent attributed to the unpredictability of migration. As a result of migration, increase in the proportion of urbanisation poses a problem requiring serious consideration for allocation of resources and infrastructure to absorb the influx of people, especially learners. According to Statistics South Africa (2013:142), urbanisation is expected to continue for the foreseeable future, compromising the available of resources to meet the additional demands if no contingency plans are put in motion as of yesterday.

It is claimed that about 53% of South Africa's children live in urban areas which equates to 9.75 million children. However, the increasing number of children living in slums and or informal areas are among the most in need and deprived of the most basic services and amenities: proper shelter, early childhood education, safety, electricity, water and proper sanitation necessary to thrive (UNICEF South Africa: nd.1). Consequently, the children in slums or informal settlements are discriminated by these conditions, robbed of the chance to pursue their full potential. UNICEF South Africa (nd.1) further states that approximately 1.9 million South African households were living in informal dwellings, such as shacks or in backyards in 2010-11. According to Statistics South Africa (2013:139-140), the percentage of households in informal dwellings have gradually increased from 13.0% in 2002 to 13.4% in 2009, particularly in wealthy provinces like Gauteng and the Western Cape. Following the aforementioned, the inflow or urbanisation poses substantial challenges to the full realisation of the NFSP, particularly with regards to space.

#### **4.11.6 Poor or non-communication of government's expenditure to NFS**

The respondents were asked to comment on the parents' appreciation of NFSP and government's investment in no fee schools. Though the responses varied, there was a certain degree of consensus about a deficit of appreciation from some parents concerning

the lack of knowing how much government spends per child in NFS in ensuring that the NFSP is implementable. Most principals and SGB chairpersons interviewed attribute parents' near zero-involvement in the running of the school to various factors, but mainly to poor articulation of total allocation breakdown per child by the WCED. Among the principals interviewed and SGB chairpersons, there was consensus that the government has been very successful in policy formulation, but has failed to get parents on board by realising the amount of money being spent for children to attain primary education. One of the chairpersons said for every parent to value education, it is WCED's responsibility to detail the expenditure using various communication platforms to engage parents and children so that parental apathy, learner absconding, late coming and absenteeism are alleviated and the policy performs to its intended objective.

#### **4.12 Conclusion**

This chapter presented and analysed the collected data solicited through interviews and survey questionnaires from various sources, including literature. In this chapter, the geographical area of the circuit was discussed, including respondents' experiences with the NFSP. Preceding chapters were building up to the findings of how the role players find the policy to be performing in terms of the research question. Towards the end, this chapter discussed in detail key issues emanating from the study, consisting of learner absenteeism, walking distance, overpriced school uniforms, migratory patterns, and the impact of social ills such as crime, drugs, alcohol and violence in communities. Overall, the study revealed that though Metro South District has the smallest population falling under quintiles 1, 2, 3, there has been an increase in access and enrolment to public primary education as per multifaceted interventions, specifically the NFSP.

## **CHAPTER 5**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the study findings, conclusion and recommendations. The preceding four chapters fall under the study summary, while the experiences of the participating primary schools with regards to the effect of NFSP on access and increased enrolment to primary education as per the research question are discussed under the findings. The study shortcomings are discussed under the section sub-headed as limitations. This chapter concludes with recommendations for consideration by the WCED, parents, principals, SGBs and finally by researchers on the impact of NFSP.

#### **5.2 Findings of the study**

Given that the study had specific objectives, the following shows the findings in each of the objectives.

##### **5.2.1 The rationale for the execution of NFSP**

The study found that NFS is the concept of the international community and embraced by UN member countries. In South Africa the reason to implement NFSP is premised on the freedom charter to ensure that all citizens have access to a sound future founded on education. NFSP is also implemented to correct the ills of the previous government. The envisioned new South Africa is the one that is without illiteracy, ill-health, improved economy and zero inequality including critical thinking of all citizens which all these are underpinned in access to free primary education.



### **5.2.2 The link between the NFSP and Millennium Development Goals (MDGs) second goal - to achieve universal primary education by 2015**

The study found that there is a strong link between NFSP and the MDGs specifically goal 2 - to achieve universal primary education by 2015. Given that South Africa was isolated from UN due to its past government. After 1994 democratic dispensation, South Africa was readmitted to UN hence it plays its part in terms of implementing the resolutions agreed upon at the UN forum. The study found consensus from literature and field work that NFSP is performing satisfactory with access and enrolment showing numbers of learners accessing primary education increasing and some parents appreciating the value of education.

### **5.2.3 Access and increased enrolment in no fee schools**

One of the objectives of this study was to ascertain the essence of NFSP which is to increase access and enrolment to primary education. The study found that there has been significant improvement with regards to access. The increase is attributed to key factors namely school infrastructure which has notice a number of schools being built close to the communities thus enabling access to primary education. The second most critical factor is leadership in the district and circuit with regards to distribution of resources to enhance the intended objective of making primary education accessible not only in urban centres but also in townships, shantytowns and peripheral areas. Based on the improvement noticed on the execution of NFSP, there is an intention to advance the access to early child development (ECD) based on the claim that quality ECD results in improved learning outcomes throughout the schooling system.

### **5.2.4 Gender representation of girls in primary education as per NFSP**

In pursuit of the just and free world, the international community recognised that women were not given equal opportunities like their counterparts - men. This phenomenon was not only outside South Africa but in the country as well hence when it became a signatory

to international conventions such as MDGs, it committed to improve gender representation to opportunities starting from ensuring that girl child is not hindered to access primary education on the basis of being a girl. Given this backdrop, the study found that post the implementation of NFSP, there has been conspicuous increase of girl child to primary education. The increase of girl child to primary education is a vehicle towards the National Development Plan's objectives of having a South Africa that is free from gender discrepancy. The claim by the literature is confirmed by participants (principals, parents and SGB chairpersons) that girl child enrolment exceeds slightly by child enrolment.

#### **5.2.5 The challenges the district and the schools have encountered due to the implementation of NFSP**

Despite the noble intention and the improvement observed in the execution of NFSP, there are challenges that this study found which are critical and warrant mentioning. There are discussed in detail in chapter 4. The summary of each is as follows:

#### **5.2.6 Learner absenteeism**

The study found that the degree of learner absenteeism is high and this according the principals was largely but not hundred percent attributed to that parents are not monitoring their children's school work. The study also established that since the some school were classified as NFS, some parents abdicated their responsibility of ensuring that their children attend school. Both principals and literature concur that it is the parent or guardian's primary responsibility to encourage the child to be at school. For example, SASA (Act 84 of 1996) points out that "every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year".

### **5.2.7 The impact of crime, drugs, alcohol and violence in communities around no fee schools**

The study was conducted in the Metro South District of the Western Cape specifically in schools in the informal, farming and peripheral areas. Some of the participating schools were in urban areas. The study found that in the informal and townships there were elements of crime, drug abuse, alcohol and violence which serve as impediment to the objectives of NFSP. Due to this impediment, some children in the interest of safety stay home especially in winter where darkness is longer than daylight. The study also found that crime also threatens educators, learners and the school's infrastructure. To this end, the study established that because of crime, it is difficult to attract educators to some schools. It also found crime reduction is not the competency of the Western Cape Department of Education but of the South African Police Service with other government agencies.

### **5.2.8 Overpriced school uniforms likely to serve as deterrent to the objectives of NFSP**

The study found dissatisfaction from the majority of parents who participated in the study with the overpriced school uniforms. Parents claimed that though the intention of NFSP is lauded and takes the financial burden of their shoulder, the price of school uniforms is concerning. This concern was also reported on the print media. The point underscored was that some schools restrict parents from buying uniforms elsewhere but in a school-arranged pricey outlet/shop, which warrants investigation by the Western Cape Department of Education because this has a negative implication on its ability to achieve its intention particularly with respect to NFSP.

### **5.2.9 Walking distance**

The study found that there is a proportion of learners who travel longer distances to get to school. Some principals raised their concern with the rate learners arriving late at

school particularly in winter due to the distance they walk. Walking distances leading to late coming in school impede on the quality of education and the performance of both the school, and the circuit during the academic year.

### **5.3 Conclusions**

The researcher sought to investigate the effects of NFSP on access to and increase in enrolment to primary education, specifically for the Metro South Education District of the Western Cape. The researcher deliberately used the non-probability sampling method which entailed 36 respondents (SGB chairpersons, school principals, senior circuit officials and parents) from ten selected primary schools. One-on-one interviews were held with principals, SGB chairpersons, and senior circuit officials. Survey questionnaires were disseminated to parents taking their children to the identified primary schools. The data collected was carefully handled, labelled and thoroughly analysed upon validation, cross checked and compared with literature. This included an investigation of photocopied documents from education officials. The study discovered that NFSP has in fact increased access to primary education and together with other policies, particularly the feeding scheme, has been able to increase enrolment.

The study also reveals that the previous regime invested in education according to race, with the intention of depriving the majority of South Africans the basic human right of accessing and experiencing primary education. Since the introduction of NFSP, there has been herculean performance in terms of access and enrolment to primary education. Even though challenges are there as have been discussed, the increase in numbers signals the future that Mandela spoke about when he said "Education is the most powerful weapon which you can use to change the world" (Mandela 1996:13).

The majority of the principals and SGB chairpersons agreed that there is a lack of appreciation of government expenditure to NFS by some parents resulting in poor parental participation in school programmes and activities. This is not ideal. This is attributed to poor or non-communication by government on its expenditure to NFS,

frustrating principals because parents often show little interest in school programmes. Another conclusion of the study is that the context around the school or that of the learners has direct impact on the implementation of NFSP. A typical example expressed by all categories of respondents (principals, parents, senior district officials and SGBs) was that social ills such as localised crime, apparent drug abuse, flagrant alcohol abuse and domestic violence are major obstacles towards meeting the objectives of this policy. Basically, this reveals that the context of some of schools which participated in the study is far from ideal. The aspirational dreams that most people have in urban areas of being respected because of education is not the same in the areas visited; instead, according to the respondents, the pursuit of money through drugs, being the boss, driving expensive cars and owning a gun is what some learners aspire to because of the degradation of their immediate environment.

The study also concluded there is a noticeable lack of parent involvement. This cry was made by SGB chairperson and principals who said they often announce to the children that the school meeting is to be held on a particular date, only to find that the attendance by parents is near zero. Furthermore, some parents, according to some principals, do not encourage or support their children to do homework or even to attend school regularly, clearly demonstrating parental apathy. Chapter 4 underscores the role of parents in education and further states that societies which invest time in the education of its children and volunteer skills have better prospects of social and economic improvements than societies with members reluctant to participate and get involved.

The walking distance to and from school is another challenge this study identified. This requires attention specifically because it impacts on learners arriving late at school and often missing the first period of the day. Learners also risk being mugged as high levels of crime are reported in some areas around the schools. This again requires attention, primarily by the parents and principals, but including the district officials. This study also found that there are concerns of overpriced school uniforms, and this is likely to serve as a deterrent for parents to send their children to school.

The study also found that most participants accepted NFSP and considered it a step in the right direction by the government, because it replaced the norm of mandatory school fees which acted as a barrier between poor families and education. Some parents remarked that the mandatory fees made them and their children feel discriminated and victimised when failing to pay as required. Because of this, they appreciate NFSP as government's demonstration to prioritise education, especially for financially challenged communities.

## **5.4 Recommendations**

The following recommendations are in line with the research question and the objectives for which the study intended to respond to.

With regards to the challenges in respect to the implementation of NFSP, the study found a number of conundrums that hamper the ideals of this policy. One of them was poor or non-communication of government's expenditure to NFS and to counter this, it is recommended that the WCED should inform parents of the total allocation to NFS and detail how much it spends per child per year, including the costs of the feeding scheme. This will hopefully encourage parents to appreciate the lengths government has gone to in making primary education accessible.

Another impediment to the implementation of NFSP, which the study found was that in the informal and townships there were elements of crime, drug abuse, alcohol and violence. The study established that due to this phenomenon, some children were affected by it including the ability to attract educators to some schools. It is therefore recommended that the District and WCED should consider facilitating a forum with its stakeholders namely the South African Police Services on crime prevention and safety of schools, learners and educators.

Given the study's findings of no full appreciation of SASA by some parents, specifically its emphasis of primary education as a compulsory for school children aging 7 to 15 years.



The recommendation therefore, is that the WCED should inform parents that it is criminal to deny their children of this age a primary education.

Another recommendation for the district or the WCED to consider is the concern by parents of the price-fixing of school uniforms. This matter requires urgent intervention so that if it exists, the corrective measures are taken to ensure that parents are not coerced by this unethical practice as the disposable income is compromised with other competitive financial demands.

A significant number of respondents also mentioned that there are no standing meetings between the district with principals and SGB chairpersons to discuss and resolve issues affecting the execution of NFSP. Some SGB chairpersons indicated that the meetings with the districts were ad hoc, making the support required by the SGBs difficult to attain because of the lack of a structured mechanism from the district. Considering that this study coincided with the elections of SGBs in the province, it is recommended that the newly elected SGBs should not only go through induction and training for their respective roles but should have continuously planned engagement to ensure that challenges are anticipated and rectified as quickly as possible.

Some parents also complained of a lack of communication from the school, as this does not keep them in the loop in terms of school challenges and programmes. It is therefore recommended that schools review their communication strategies to ensure that parents are always informed of school activities and school programmes, with parental participation encouraged.

Disbursement of funds to schools was also mentioned by some of the principals as a challenge, especially in the first three months of each new academic year. Some SGB chairpersons pointed out that the delay in disbursing funds by the district is because of different calendar operations. Schools use the January to December calendar while the WCED uses the April to March financial year. The recommendation is for the WCED to

develop a mechanism to address the first three months of the academic year, to alleviate the schools' struggles while awaiting necessary resources.

## **5.5 Chapter by chapter summary**

**Chapter 1** introduces the study and states clearly that it seeks to investigate the effects of no fee schools policy (NFSP) on access to primary education and increased enrolment to primary education, specifically in the Metro South Education District of the Western Cape. The chapter further presents components of scientific study such as the rationale for the investigation and the objectives, including the anticipated limitations which will be briefly discussed in Chapter 5. It also discusses cogent arguments pertaining to the link between access to primary education and socio-economic opportunities that are accessible when the society is armed with education.

**Chapter 2** focuses on the literature review of NFSP globally, continentally, regionally as well as nationally. This chapter found that NFSP is synonymous with free primary and universal primary education. It also established that the concept of no mandatory school fees is a human right acknowledged by the international community such as the World Bank, UNESCO, United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), World Bank including Education for All, Global Campaign for Education and 1 Goal Education for All. Moreover, this chapter determined that the call for the implementation of no fee school policy is premised on ensuring that school age children are enabled to develop thinking skills and communication skills: reading, writing, speaking, listening and calculation. With respect to the South African context, this chapter found that the execution of NFSP in South Africa was premised on multifaceted pillars — namely inclusive society, skill-base enhancement, economic aspiration and political emancipation— to correct the ills of the previous dispensation based on racial preferences and exclusive primary education. Given this context, the chapter discussed the execution of NFSP in Western Cape, particularly in the Metro South District where inequality and poverty are prevalent. This propelled the researcher to closely examine the

purposely identified schools in and around Cape Town from different social and economic brackets in the prism of the implementation of NFSP.

**Chapter 3**, given that this is a scientific study, explains the research methodology the study employed to collect and analyse data. To present and justify the research method most applicable to this study, this chapter discusses various research methods, their strengths and their shortcomings. It argues for a mixed but not equal methodology which combines 80% qualitative research with 20% quantitative research. Moreover, it discusses the tools for data analysis.

**Chapter 4**, presented, analysed and interpreted findings of the study and paying attention to the implementation of NFSP in the identified schools compared to the entire Western Cape Province, which has minimal levels of poverty and only a small percentage (8.6%) of learners who benefit from the no fee schools. This chapter found that the problem with overcrowding is partly because of school age children arriving into the district from other provinces as parents migrate for economic opportunities. This impacts increased enrolment of learners, specifically in quintiles 1, 2 and 3. This chapter also determines that the NFSP has increased access and enrolment of learners in no fee schools. Chapter 4 also found that the national government allocates R174 per learner in quintile 5 schools nationally, while the WCED supplements this with another R78 to a total amount of R252 per learner, appreciated by schools in this category. The chapter also specifies that the usage of these allocations is prescribed for, among others things, paying for municipal services, which includes water and electricity, as well as stationery and learning support materials such as textbooks. Fixing or procuring of furniture and equipment such as fax machines are also considered for this allocation.

## **5.6 Conclusion**

Though the impact NFSP is established and confirmed by respondents, equally noted are the challenges that require further urgent attention, the noticeable excess in enrolment and inadequate funding, for example. The study found that some schools have an

abnormal learner-teacher ratio associated with NFSP and new school feeding schemes. The excess in enrolment compromises the delivery of lessons and robs learners of the privilege of ideal teacher-learner attention. The study also found that funding allocation to schools is inadequate resulting in a burden on principals and SGB chairpersons to solicit more sponsorship from corporates in order to supplement the shortfall.

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DEPARTMENT OF DEVELOPMENT STUDIES AND ANTHROPOLOGY

Contact: SS Nhlabathi

E-mail: [NhlabathiS@unizulu.ac.za](mailto:NhlabathiS@unizulu.ac.za)

Phone: 0359026076

Date: 2013/08/22

To whom it may concern

This serves to state that Mncwabe Moses Bonginkosi, student number 201330465 is a student of the above mentioned university. He is currently registered for a Masters Degree in Development Studies. He is presently doing a research project which bears the title *An investigation into the effect of No Fee Schools Policy (NFSP) on access and enrolment in Primary Schools: The case of Metro South Education District of the Western Cape Province*. This research project is part of the requirements for completion of a degree in Development Studies. We shall be grateful if you could give him access to conduct <sup>his</sup> research.

Issued by

A handwritten signature in black ink, appearing to read "Sibonakaliso S Nhlabathi", written over a horizontal line.

Sibonakaliso S Nhlabathi

Supervisor: University of Zululand



## APPENDIX B

Cnr. Ottery & Tyrone Rd  
Flat No. 20  
Wynberg, 7800  
Western Cape  
South Africa

30 August 2013

Mr. Andile Siyengo  
Director: Research (DRS)  
Western Cape Department of Basic Education  
Private Bag 9114  
Cape Town  
Western Cape  
8000

Tel: 021 467 2023

Dear Mr. Siyengo

### APPLICATION FOR PERMISSION TO CONDUCT EMPIRICAL RESEARCH

I am a student at the University of Zululand studying towards a Masters Degree in Development Studies and requests for permission to conduct an empirical research study *on the effect of No Fee Schools Policy (NFSP) on access to primary education and increase enrolment in primary education: The case of Metro South Education District of the Western Cape.*

Hereunder are critical questions the research study will investigate in relation to the introduction of NFSP:

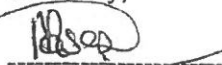
- Examine the rationale for the execution of NFSP,
- Examine the link between the NFSP and Millennium Development Goals (MDGs) second goal - to achieve universal primary education by 2015,
- Determine the extent of access and increase enrolment in no fee schools
- Determine the mechanisms the Western Cape Department of Basic Education employ to inform primary schools of their status as no fee schools, and
- Determine the challenges and success the district and the schools have encountered due to the implementation of NFSP.

In light of the above, your permission is requested for me to conduct this research at the identified no-fee primary and secondary schools in the Metro South Education District by interviewing the Circuit Team Managers, principals/vice principals or HOD, chairpersons of school governing bodies and treasurers including survey questionnaire of pupils in grade 4, 6, 7 and 10. As stated in the attached form, the period requested to interface with the Western Cape Department of Education including pupils and parents is 03 February 2014 to 30 April 2014.

Attached for your perusal are the following:

- a) Completed Revised Research Request Form
- b) Questionnaire and the scheduled interview questions
- c) Letter from the University confirming studentship

Sincerely,



Moses Mncwabe (UNIZUL Student No: 201330465)  
Mobile No. 072 249 9172)





**REFERENCE:** 20130903-16784

**ENQUIRIES:** Dr A T Wyngaard

Mr Moses Mncwabe  
20 Ottery Road  
Flat No 20  
Wynberg  
7800

**Dear Mr Moses Mncwabe**

**RESEARCH PROPOSAL: AN INVESTIGATION INTO THE EFFECT OF NO FEE SCHOOLS POLICY (INFSP) SPECIFICALLY WITH REGARDS TO ACCESS TO PRIMARY EDUCATION AND INCREASE ENROLMENT: THE CASE OF METRO SOUTH EDUCATION DISTRICT IN THE WESTERN CAPE**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **28 January 2015 till 31 March 2015**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

**Directorate: Research**

**DATE: 15 January 2015**

**Interview schedule for School Governing Body Chairperson**

Research Topic: An investigation into the effects of No Fee Schools Policy (NFSP) on primary schools enrolment: the case of Metro South Education District of the Western Cape.

**Researcher** : **MB Mncwabe**  
**Supervisor** : **Mr. SS Nhlabathi**  
**School/Programme** : **Department of Anthropology and  
Development Studies**  
**University** : **University of Zululand**

**Note to participants/respondents:**

- We need your help to understand the effect of No Fee Schools Policy (NFSP) in relation to access to primary education and increase and or decline in enrolment.
- Although we would like you to help us, you are **not compelled** to take part in this research
- Your identity will **ONLY BE KNOWN** to the researcher, as such the information shared will not reveal who you are.

**How to respond to the interview?**

- Please answer the questions as truthfully as you can
- If you do not feel comfortable answering a question, you can indicate that you do not want to answer. For questions that you answer, your responses will be kept confidential

***Thanking you in advance for your time and participation***

## SECTION A – DETAIL OF THE RESPONDENT

Kindly put an X on the box that best describes you.

## 1. Gender

Male ☐ 01

Female ☐ 02

## 2. Race

African ☐ 01

White ☐ 02

Indian ☐ 03

Coloured ☐ 04

## 3. Age bracket

Between 25-35 ☐ 01

Between 36-46 ☐ 02

Between 47-57 ☐ 03

Between 58-68 ☐ 04

## 4. Income

R0 - R1000 ☐ 01

R5001 - R8000 ☐ 02

R8001 - R10 000 ☐ 03

R10 001 + ☐ 04

## 5. Level of Education

Primary ☐ 01

Secondary ☐ 02

Tertiary ☐ 03

Other ☐ 04

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**SECTION B**

**Open Ended Interview Schedule**

1. South African Schools Act (of 1996) states that School Governing Bodies (SGBs) particularly the chairpersons have a specific role to play in ensuring efficiency of the school. Has the school or district equipped you to support the school to render education that it is ought to as a no fee school?

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2. In your view, what are the challenges associated with the execution/implementation of NFSP in your school?

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3. As Chairperson, do you think the NFSP has been able to increase access to primary education and increase enrolment in your school? If so how?

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4. As the Chairperson, what interventions have you made to reduce drop-outs in your school?

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## APPENDIX D

5. How does your school ensure that every child that wants to enrol gets enrolled, does this contribute to overcrowding, if so how the school deals with this?

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6. Are there standard meeting between the chairpersons and the district or governing bodies to assist the capacity of chairpersons to play their role efficiently, if yes how often?

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7. Have the services due to the school (since its status as no fee) been improved or compromised as per the NFSP? Please explain.

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## APPENDIX D

8. Overall, how do you rate the performance of your school as no fee school?

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9. As Chairperson, do you think the NFSP has been able to keep children at schools than on the streets?

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10. As Chairperson, what areas do you think requires further attention either by the District or school to improve the status of your school as no fee school?

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*Thank you once again for your participation in the interview*

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**Interview schedule with principals of schools**

Student	:	MB Mncwabe
Topic of study	:	An investigation into the effects of No Fee Schools Policy (NFSP) on primary schools enrolment: the case of Metro South Education District of the Western Cape
Supervisor	:	Mr. SS Nhlabathi
Programme	:	Masters Degree (Development Studies)
University	:	University of Zululand

**Note to participants/respondents:**

- We need your help to understand the effect of No Fee Schools Policy (NFSP) in relation to access to primary education.
- Although we would like you to help us, you are not compelled to take part in this research
- Your identity will always remain anonymous.

**How to respond to the interview?**

- Please answer the questions as truthfully as you can
- If you do not feel comfortable answering a question, you can indicate that you do not want to answer. For questions that you answer, your responses will be kept confidential

***Thanking you in advance for your time and participation***

**Interview Questions**

1. How has your school been performing in terms of student numbers since being categorised as no fee school?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Would you say that NFSP has helped in keeping children at school?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How have the children's parents/guardians been receptive of the NFSP?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Would you say that there are problems of attendance that are associated with NFSP?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In your view, has the NFSP been able to increase access to primary education and increase enrolment?  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Is there any evidence with regards to change to school attendance which can be attributed directly to NFSP?
7. Would you say that there are child gender differences with regards to the effect of NFSP on attendance?

- 
- 
- 
8. In your view, has NFSP been able to meet its objectives in line with the MDGs of achieving universal primary education?

- 
- 
- 
- 
9. In what ways if any do you think the execution of NFSP has worked?

- 
- 
- 
- 
10. In what ways if any do you think the execution of NFSP has failed?

- 
- 
- 
- 
11. Are there standard meeting between the district and the schools principals/governing body to discuss plans to improve the no fee schools performance?

APPENDIX E

12. If you were to suggest areas of improvement that the schools should look at with regard to NFSP, what would they be?

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*Thank you once again for your participation in the interview*

**Interview schedule with the Senior Circuit Officials of the Metro South District**

Student	:	MB Mncwabe
Topic of study	:	An investigation into the effects of No Fee Schools Policy (NFSP) on primary schools enrolment: the case of Metro South Education District of the Western Cape
Supervisor	:	Mr. SS Nhlabathi
Programme	:	Masters Degree (Development Studies)
University	:	University of Zululand

**Note to participants/respondents:**

- We need your help to understand the effect of No Fee Schools Policy (NFSP) in relation to access to primary education.
- Although we would like you to help us, you are not compelled to take part in this research
- Your identity will always remain anonymous.

**How to respond to the interview?**

- Please answer the questions as truthfully as you can
- If you do not feel comfortable answering a question, you can indicate that you do not want to answer. For questions that you answer, your responses will be kept confidential

***Thanking you in advance for your time and participation***

Interview with Education District Manager

1. Since the introduction of the No Fee School Policy (NFSP) in 2007, how do you describe its implementation in your district?  

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2. Would you say that there are differences in areas with regards to the implementation of NFSP?  

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3. What has been the reception of by the communities of the schools?  

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4. Would you say that there is a relationship between NFSP and pupil enrolment at schools in your district?  

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5. In your, view, has the NFSP been able increase access to primary education and increase enrolment?  

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6. Are there any differences in terms of gender access to schools?  

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## APPENDIX F

7. In what ways if any do you think the execution of NFSP has worked?

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8. In what ways if any do you think the execution of NFSP has failed?

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9. Are there standard meeting between the district and the schools principals/governing body to discuss and update on NFSP?

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10. Would you say that the NFSP has helped to keep children at schools?

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11. What mechanisms has the district put in place to support no fee schools?

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12. If you were to suggest areas of improvement that the District or schools should look at, what would they be?

## APPENDIX F

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*Thank you once again for your participation in this interview*

**SURVEY TO PARENTS OF PRIMARY SCHOOL PUPILS**

Student	:	MB Mncwabe
Topic of study	:	An investigation into the effects of No Fee Schools Policy (NFSP) on primary schools enrolment: the case of Metro South Education District of the Western Cape
Supervisor	:	Mr. SS Nhlabathi
Programme	:	Masters Degree (Development Studies)
University	:	University of Zululand

Note to participants/respondents:

- We need your help to understand the effect of No Fee Schools Policy (NFSP) in relation to access to primary education.
- Although we would like you to help us, you are not compelled to take part in this research
- Your identity will always remain anonymous.

**How to respond to the interview?**

- Please answer the questions as truthfully as you can
- If you do not feel comfortable answering a question, you can indicate that you do not want to answer. For questions that you answer, your responses will be kept confidential

***Thanking you in advance for your time and participation***

## Survey to parents of Primary School pupils

**Section A – Particulars of respondents**

Please answer the following questions by putting an X on the appropriate box

**1. Gender**

Male	<input type="checkbox"/>	01
Female	<input type="checkbox"/>	02

**2. Race**

African	<input type="checkbox"/>	01
White	<input type="checkbox"/>	02
Indian	<input type="checkbox"/>	03
Coloured	<input type="checkbox"/>	04

**3. Level of Education**

No education	<input type="checkbox"/>	01
Primary	<input type="checkbox"/>	02
Secondary	<input type="checkbox"/>	03
Tertiary	<input type="checkbox"/>	04

**Section B – NFSP functioning related questions**

4. Do you know anything about NFSP?

Yes	<input type="checkbox"/>	01
No	<input type="checkbox"/>	02

5. Do you think the NFSP has made it easy for you to send your child to school?

Yes	<input type="checkbox"/>	01
No	<input type="checkbox"/>	02

6. Would you say that you had it not been because of NFSP it would not have been possible to send your child to school?

Yes	<input type="checkbox"/>	01
No	<input type="checkbox"/>	02

7. Would you say that the implementation of NFSP has been able to meet its objectives of increasing children's access to learn at your school particularly the poor?

Yes

 01

No

 02

8. Do you think that your school has increased communication with the immediate community and parents/guardians whom their children attend?

Yes

 01

No

 02

9. Would you say that NFSP has increased opportunities for girl children to attain and pursue primary school education?

Yes

 01

No

 02

10. Would you say that the common challenge associated with NFSP is the over-supply or over-registration of children in no fee schools such as yours?

Yes

 01

No

 02

### Section C – Open ended questions

11. Has the NFSP helped you bring your child/ren to this school?

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12. How has NFSP changed your perception of schooling?

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13. Would you say that the NFSP has improved equity with girl children getting access to primary education?

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14. Would you say that execution of NFSP has worked?

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15. Since the school receives funding from government to run its affairs, do you and other parents find it important to attend school meetings?

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16. Would you explain how the NFSP has helped to keep you child at school?

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17. In order of importance, would you list issues that you think the district of school needs to consider to improve your no fees school.

- A. \_\_\_\_\_ 01
- B. \_\_\_\_\_ 02
- C. \_\_\_\_\_ 03
- D. \_\_\_\_\_ 04
- E. \_\_\_\_\_ 05

*Thanks for your support and assistance in this survey*

**UNIVERSITY OF ZULULAND  
RESEARCH ETHICS COMMITTEE**  
(Reg No: UZREC 171110-030)



**RESEARCH & INNOVATION**

Website: <http://www.unizulu.ac.za>  
Private Bag X1001  
KwaDlangezwa 3886  
Tel: 035 902 6887  
Fax: 035 902 6222  
Email: [MangeleS@unizulu.ac.za](mailto:MangeleS@unizulu.ac.za)

## ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/150					
Project Title	An investigation into the effects of NO Fee Schools Policy (NFSP) on primary schools enrolment: the case of Metro South Education District of the Western Cape					
Principal Researcher/ Investigator	MB Mncwabe					
Supervisor and Co-supervisor	Mr. SS Nhlabathi					
Department	Development Studies					
Nature of Project	Honours/4 <sup>th</sup> Year		Master's	x	Doctoral	
						Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

- Special conditions:**
- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
  - (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research



## Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X			X		
Low Risk	Medium Risk		High Risk		
	X				

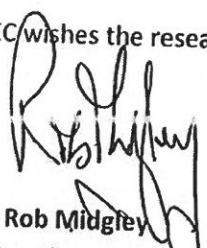
The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

  
 Professor Rob Midgley  
 Deputy Vice-Chancellor, Research and Innovation  
 Chairperson: University Research Ethics Committee  
 19 February 2015

CHAIRPERSON  
 UNIVERSITY OF ZULULAND RESEARCH  
 ETHICS COMMITTEE (UZREC)  
 REG NO: UZREC 171110-30  
  
 19-02-2015  
  
 RESEARCH & INNOVATION OFFICE



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
MAFIKENG CAMPUS

Department of Development Studies

P O Box 2405

Mafikeng 2745

Tel: 0183863015

Cell: 0734450118

samboat2003@gmail.com

18 March 2016

The Chief Examinations Officer

University of Zululand

Private Bag X 1001

Kwadlangezwa

3886

**RE: EXAMINER'S EXTENDED REPORT – MASTERS' DISSERTATION**

**CANDIDATE'S NAME: M.B. MNCWABE (201330465)**

**TITLE OF DISSERTATION: THE NO FEES SCHOOLS POLICY AND PRIMARY SCHOOLS ENROLMENT, METRO SOUTH EDUCATION DISTRICT OF THE WESTERN CAPE.**

**EXAMINER: Dr S.A. Botchway**

1. **INTRODUCTION:** The dissertation has major challenges with title's focus, methodological orientation and technical requirements. Below are identified critical areas and chapter specific problems that need to be corrected to improve the dissertation. Copies of relevant sections can be made for the candidate to guide him.

2. **Research Title**

The title should reflect the type of study the candidate engaged in – evaluative, explorative, impact assessment etc. Merely stating "No fees Schools Policy and Primary Schools Enrolment ..." does not give an inclination or clarification to what investigation the candidate had engaged in. Compare to a topic of this nature, "*No fees Schools Policy and its Impact on Primary Schools Enrolment ...*". The reader immediately gets the focus of the topic. I suggest the latter should be considered as the title.

### 3. General

- Candidate does not have a good understanding of quantitative and qualitative analysis. This is noted in the data analysis. In a mixed method approach, quantitative data should be first analysed followed by qualitative.
- The methodological approach shows that the dissertation is basically qualitative. Candidate should identify the appropriate approach to this dissertation.
- How data was collected (as it had been done in chapter 4) should be clearly presented and discussed in chapter 3.
- In chapter four the data collected should be presented and fully analysed. It is not at this point that candidate states his methodology. Here, he should rather analyse data collected based on the methodology adopted in chapter 3.
- The dissertation should be technically correct. In the bibliography all titles of books and journals should appear in italics. Uniformity is required throughout. The Harvard style is highly recommended.
- The language does not meet the scholarly standard required. The whole document should be professionally edited.

### 4. The Chapters

#### Chapter 1: Introduction, Research Questions and Objectives

- The structure of the chapter complies with scholarly writing. However the following should be noted:
- The introduction is not strongly linked or related to the study area and too short.
- The research Problem is also not strongly linked to the study area. The Study area is casually featured in the statement. What has happened to NFSP in Metro South Education District? What had been the position of NFSP in the study area for which the candidate was investigating? One also needs to know the state of schools enrolment in the Metro South Education District.
- Aim: The statement should be in reported speech. As annotated in the Exam copy booklet, the aim and objectives should be accurately phrased.
- Sections 1.6.1 and 1.6.2 should come in the introduction before the problem statement to serve as a context for the problem. Clearly these sub sections should be developed to show why there is high or low enrolment levels which have led to the introduction of NFSP in Metro south Education District.
- The conclusion should be the summary of the major aspects in the chapter; eg. problem, objectives etc instead of the population, which is not a major issue in this chapter.

#### Chapter 2: Literature

- The chapter needs a thorough language editing. Typical examples that need such editing can be found from pages 10 to 15.
- Paragraphs and statements within them do not link logically and do not have focus. A theme in a paragraph should be exhaustively dealt with before drawing in another related one in a new paragraph.

- Though candidate reviewed relevant literature, candidate did not show understanding. Statements in the literature (authors' opinions and conclusions) were merely assembled instead of the candidate showing understanding or insight by putting across his views first and using the authorities to support those views. E.g p31, subsection 2.9.2. & 2.9.3.
- Theoretical Framework is needed. Here candidate should deal with the theory on which the study is based. The question is what theory informs the study?

### Chapter 3: Methodology

- In this chapter on methodology candidate basically reviewed literature on methodology and ignored discussing how he conducted the research.
- He deals with various ways/methods prescribed by various authorities but does not proceed to identify which ones were preferred for a study of this nature and how they were applied in the field.
- For instance how candidate sampled his respondents and determined the sample size were not stated. How was the research done based on the theory in the literature read? There is no need to repeat and repeat theories on methodology.
- Candidate should demonstrate how he applied the theories when undertaking the research otherwise chapter 3 adds no value to the dissertation.
- The write up of subsection 3.4.1 and 3.7.3 is of a proposal format. This should be corrected.

### Chapter 4: Data presentation and analysis

This chapter is titled Data presentation, analysis and Interpretation, yet it is about methods of data collection. Sections 4.3 – 4.6 belong to the methodology of chapter 3. On Sampling (section 4.3), sample size and those included in the sample were not defined. Discussions under subsections 4.3 & 4.4 are not relevant.

It should be noted that only sections from sub-section 4.6 deal with the chapter's topic.

Candidate should logically and systematically deal with chapter 3 and 4 to comply with the standard required.

Section 4.8 onwards deals with quantities. Candidate seems to be confused about quantitative and qualitative analysis.

4.9.4 - Numbers of participants are provided in the table but date and information from them being analysed cannot be found in the table.

4.9.3 - subsections 4.9.3, 4.9.4, 4.9.5 and their titles are irrelevant. However they could be combined to be titled "SGB chairpersons perceptions of NFSP".

Data in tables need to be analysed and thereafter qualitatively discussed.

eg. subsection 4.10.2 page 88

Section 4.11 titled "summary of issues ..." should be considered as findings and should be incorporated in chapter 5.

**Chapter 5: Summary**

The chapter is not correctly titled. The chapter should be titled 'Findings, conclusions and recommendations' and the discussions to follow should be in the same sequence. Care should be taken to avoid repetition in this chapter.

In conclusion, the entire work should be summarised to serve as the final conclusion of the dissertation.

External examiner

  
Dr S.A. Botchway



SCHEDULE OF CORRECTIONS ON DISSERTATION		
<p><i>The No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape</i> (Student: Mncwabe MB)</p>		
CORRECTIONS MADE AS RECOMMENDED		
Page	Problem identified	Corrections done
i	Error: Incorrect dissertation title	Corrected to read as: The No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape
ii	Error on Original Declaration which read as: 'I particular, I confirm...'	Corrected to read as: I confirm...
	Error: 'I certify that this research dissertation...'	Corrected as: I certify that this dissertation...
CHAPTER 1		
1	Error: United Nations in South Africa	Corrected as: United Nations
2	Omission: No description of the socio-economic status of the study area	Insertion of the description of the study area and socio-economic status
3	Omission: the geography of the study area	1.2.2 has been inserted describing the physical location of the study area
	Error: Problem Statement	The problem statement has been strongly linked to the study area
5	Error - on Research Question	The paragraph has been redesigned to introduce the primary and secondary research questions
	Error: Repetitive questions on the secondary questions	The repetitive questions have been deleted
	Error: 1.4.1 read as 'the aim of the studs is...'	Corrected as: The study aim was to...
	Error: 1.4.2 read as 'the objectives of the study are...'	Corrected as: The objective of the study were
6	Error: study area not mentioned	Correction: The study area inserted
7	Error: On 1.7 Importance of the study read as '...compelling reasons that justify the rationale this study...'	Corrected as: ...compelling reasons that justify this study
CHAPTER 2		
	Error - on the first sentence of the introduction	Corrected to read as: The previous chapter introduced the study of No Fees Schools Policy and its impact on Primary Schools Enrolment in the Metro South Education District of the Western Cape.

10	<b>Error - on the second sentence of the introduction, which read as:</b> '...the geography of it takes place...'	<b>Corrected to read as:</b> It also highlighted the geography of where the study was conducted.
	<b>Error - the sentence read as</b> '...literature review pertaining to the problem statement of the study.'	<b>Corrected to read as:</b> ... literature review pertaining to the problem of the study.
	<b>Error on first sentence on 2.2 – which read as</b> '... are among the major proponents of universal primary quality education borne by the States...'	<b>Corrected to read as:</b> ... are among the major proponents of universal primary and quality education that have championed and advocated for countries specifically in the developing regions to make primary education a reality...
	<b>Error on the second sentence on 2.2 read as:</b> '...Kaliamoorthi and Mangayarkarasu (2013:214) maintain that the four following factors...'	<b>Corrected to read as:</b> ... Kaliamoorthi and Mangayarkarasu (2013:214) maintain that the following four factors
11	<b>Error:</b> '...learned and earned through school, and that countries and individuals without education are somewhat of a burden to the international community'	<b>Corrected to read as:</b> ... learned at school, and that countries and individuals without education are somewhat a burden to the international community
	<b>Error:</b> millions	<b>Corrected to read as:</b> thousands
	<b>Error:</b> This would have not happened would the international ....	<b>Corrected to read as:</b> Globally, this improvement in enrolment would have not happened without the international community
16	<b>Error:</b> '...The emphasis was also placed on aiming at achieving 50%...'	<b>Corrected to read as:</b> The emphasis was also on 50%....
	<b>Error:</b> '...Pursuant to the Dakar Conference...'	<b>Corrected to read as:</b> As a follow up to the Dakar Conference...
	<b>Omission:</b> 'date'	<b>Insertion made – date</b>
	<b>Error:</b> '...for example, an 11 year old girl is likely to decrease her chances of being infected with sexually transmitted infections (STIs) including Human Immune Virus (HIV).'	<b>Corrected to read as:</b> For example, an 11 year old girl is likely to decrease her chances of being infected with sexually transmitted infections (STIs) including Human Immune Virus (HIV) compared to her peer who has no primary education.
33	<b>Omission:</b> Inadequate explanation of how to manage change	<b>Insertion made read as:</b> Provision of free primary and quality education, curricula reform, increased human resource, financial allocation and proper policy change are all within the ambit of government to implement and manage change. Another intervention according to Paton-Ash (2012:31) is that managing change includes lobbying stakeholders to buy into the policy change and device incentives to reward positive contribution specifically by schools that manage transition from a fee system to a no



		fee school.
42	<b>Error:</b> 2.16.1 sub-topic titled - Effects of NFSP on the pupil enrolment in Western Cape was recommended for deletion	<b>Correction:</b> The sub-topic was deleted and the chapter updated accordingly
<b>CHAPTER 3</b>		
45	<b>Error:</b> Research	<b>Corrected as:</b> Research
	<b>Error:</b> Sentence read as: 'Research design is a framework or blueprint for conducting the marketing research project.'	Corrected as follows: Research design is a framework or blueprint for conducting a scientific study to reach a particular conclusion.
46	<b>Omission:</b> the researchers' application of the authentic views	<b>Insertion:</b> Building from these definitions, this study uses the known environment to scientifically find the answer to the research question. In addition, the study takes into consideration the role of multi-stakeholders namely the chairpersons for school governing body, parents, principals, and the department as they all contribute to the success and or failure of NFSP.
48-49	<b>Omission:</b> Insufficient explanation on 3.2.2 Triangulation and objectivity on how the researcher applied.	<b>Insertion:</b> The application of triangulation in this study has been through data collection from different sources and settings. It has also been through scrutiny of the same data by applying different analytical techniques. As mentioned, the study used semi-structured one-on-one interviews and documentation to get data, which was then analysed by applying data reduction and coding to ensure that the focus is on data to get the answer to the research question.
50	<b>Error:</b> '...In selecting the population, the researcher will be guided by ...'	<b>Correction:</b> In selecting the population, the researcher was guided by ...
	<b>Omission:</b> No explanation on how population sample was done	<b>Insertion:</b> On the basis of the study universe of all no-fees schools in the Western Cape of about 926 in 2012, the researcher applied purposeful non-probability or non-randomisation sampling technique to identify schools to participate in the study. This non-randomisation technique enabled the researcher to identify 10 schools from the study universe of 926 no-fee school in the mentioned province. This technique also enhanced the researcher's ability to identify representative of information-rich no-fee primary schools to ensure that the study acknowledges governance and social-ills as they influence the right of children to learn. Patton (2002: 512-513) points-out that purposeful sampling technique allows the researcher to identify particular aspects that have strong implications to the research question. In light of this the researcher was

		mindful of the dichotomy of the socio-economic outlook of the Metro South Education District of the Western Cape, hence the schools selected comprised quintiles 1, 2 and 3.
52-53	<b>Omission:</b> No specific instruments mention on 3.7.3 titled Quantitative research instruments	<b>Insertion:</b> Maxwell (2008:214-215) states that the critical aspect not to be ignored with a one-on-one research approach is using open-ended questions together with probing or follow-up questions when respondents provide responses that are too shallow to be adequate. In this regard, the researcher aims at elucidating as much information from participants as possible. The interview is scheduled to afford the respondents adequate time to engage with what is required. Furthermore, the consideration of classified and non-classified school records or documents for comprehensive data collection is underscored through permission. For this, interviews were conducted within school buildings, as these are central to all stakeholders. The indicator which the researcher used in data collection is saturation point. This is reached, according to Denzin and Lincoln (2005:236-237), when the information given in the form of one-on-one setting is repetitive, signalling the end point where no new information is revealed which needs to be explored. This is also cardinal because it links to data analysis which will be discussed in the next section.
<b>CHAPTER 4</b>		
66	<b>Omission:</b> Insufficient explanation on socio-economic status on 4.2 titled Geographical areas of the study	<b>Insertion:</b> The Metro South Education District is situated along the coastline of the Atlantic Ocean and shares its border with Metro North on the north-west, Metro Central on its central north border, and Metro East in the eastern part of the district. As mentioned in chapter 1, the socio-economic conditions for the population of the geographical study area including City of Cape Town and surrounding areas was in 2011, estimated at 3.82 million. Between 1996 and 2010, the City of Cape Town which had largely remained untransformed saw a significant increase of Black South Africans other than in the apartheid regime. Inequality and unemployment are some of the characteristics that define the geographical study area as a significant youth and adults are presently unemployed. While this is a reality, another proportion of community in this study area is rich and have access to variety of opportunities including taking children to private and fee government schools.

67	<b>Error:</b> No clarity on 4.3 titled Confirmation of schools sampling	<b>Correction:</b> The clarification and justification of 4.3 changed to read as: Assurance of schools' participation in the study
68	<b>Error:</b> '...Sections 4.3.1 through to 4.3.2.5 discuss...'	<b>Corrected as:</b> Sections 4.6.2 through to 4.6.3 below discuss...
70	<b>Error:</b> 'Findings on parents' experiences of NFSP...'	<b>Corrected as:</b> 4.5.2 Parents' experiences of NFSP
72	<b>Error:</b> '...access to primary education for both girls and boys: 1) food programmes that no fee schools provide to learners, and 2) the mushrooming of informal areas which then swells enrolment...'	<b>Corrected as:</b> ...access to primary education for both girls and boys, namely food programmes that no fee schools provide to learners, and the mushrooming of informal areas which then swells enrolment...
	<b>Omission:</b> No adequate explanation on how some facts were discovered	<b>Insertion:</b> One of the questions that parents were asked to respond to was "Would you say that the NFSP has improved equity with girl children getting access to primary education?" Responses to this question varied slightly but most respondents pointed-out that NFSP has empowered them to break the cultural practice of focusing on boy child at the expense of the girl child for education.
	<b>Error:</b> '...access of girl children to primary education to two significant factors: 1) the migratory landscape which draws families from peripheral to urban areas where schools are closer and transport payment is non-issue, and 2) the realisation that...'	<b>Corrected as:</b> ... some parents (who participated in the study) attributed access of girl children to primary education to two significant factors, namely the migratory landscape which draws families from peripheral to urban areas where schools are closer and transport payment is non-issue, and the realisation...
73	<b>Omission:</b> No profound findings mentioned from the study area supporting literature review.	<b>Insertion:</b> The assertion by the significant proportion of parents (who participated) on the study is validated by most principals who claim that since their schools' change in status from being a fee to free school, the interest from parents who send their children to school has drastically increased. Another indicator which concur with the parents experiences is overcrowding in most of the schools that participated in the study.
	<b>Error:</b> No mention on the proportion of parents on the acknowledgement of challenges	<b>Insertion:</b> The majority of parent who participated on the study stated that they were concern about the challenges as mentioned. They further mentioned that they wished for the Education Department of the Western Cape to respond swiftly to ensure that children are not disadvantaged by such.
76	<b>Error:</b> '...has performed well in respect to increased access and enrolment...'	<b>Corrected as:</b> ...has performed well with regards to increasing access and enrolment...
76-78	<b>Omission:</b> No mention on specifics as per findings on what principals as key	<b>Insertion:</b> Specifically, principals attributed the growth in enrolment numbers to food



	stakeholders say about the research question.	programme and hard-work manifested in good results that schools or children get as a draw-card to enrolment. This is not to say they disregard the role of NFSP, but to say of all the ingredients, they consider the two mentioned factors as key in making children come to school.
79-80	<b>Error</b> – incomplete sentence: ‘Given the significance of education and its role in improving the societal challenges such as extreme poverty, health including gender equality as a call made by the MDGs...’	<b>Corrected as:</b> Given the significance of education and its role in improving the societal challenges especially extreme poverty, health and gender inequality, the South African government views NFSP as one of the instrument to mitigate these challenges hence supporting the aspirations of MDGs.
82	<b>Omission:</b> What does the table 4.5 imply?	<b>Insertion:</b> The table below implies that SGB chairpersons are middles aged and that the ratio of females to males seems to balance albeit there a slight skew towards males.
91	<b>Error:</b> Grand total - R1010	<b>Corrected as:</b> Grand Total - R5,796 475 25
91-92	<b>Omission:</b> Insufficient analysis of table 4.7	<b>Insertion:</b> As it can be seen on table 4.7 that the allocation per quintiles are not the same especially in quintile 4 and 5. The reason for the disparity is that the schools in these quintiles are classified as rich hence the allocation is significantly low compared to quintile 1, 2 and 3. The overall allocation for 2015 academic year for no-fee primary education, was slightly over R5.7 billion for 936 651 pupils in 1452 in the province. This is a significant investment that relieves parents of financial responsibility as government fulfils it.
92	<b>Omission:</b> Lack of information on the implications of NFSP on the budget.	<b>Insertion:</b> Testament to this massive financial injection from government to primary education, the access and enrolment to no fee schools has been demonstrated by overcrowding as parents realise the relief they get with government’s funding. The number of schools applying for the no fee school status also shows the desire that principals and SGB chairpersons yearn for when funding is not a constraint and children are not chased out of school as per parents’ default with fees.
98	<b>Error:</b> Source placed on the head of table 4.8	<b>Corrected as:</b> Source placed under table 4.8 as - Source: Statistics South Africa (2013)
99-100	<b>Omission:</b> No clarity on what needs to be done	<b>Insertion:</b> To fulfil this Act, at-least three important aspects need to be considered, for example, the Department of Basic Education and the Western Cape Department of Education should inform parents and the public on how much the government has set aside for free primary education at identified

		public schools. This should be followed with the warning of prosecution if parents fail to take their children to school as specified in the Act. In addition, SGB chairperson as members of the community and partners of government in advancing primary education to the nation – they should be equipped to enable them to inform parents on the significance of education and the responsibilities of parent towards making the child access primary school at government's expense.
100	<b>Error:</b> '... Overpriced school uniforms likely to serve as a deterrent...'	<b>Corrected as:</b> Overpriced school uniforms likely to serve as a deterrent to the objectives of NFSP
<b>CHAPTER 5</b>		
104	<b>Error:</b> Chapter summary discussed prior study findings	<b>Corrected as sub-section number:</b> 5.2 Findings of the study
112	<b>Error:</b> Findings discussed after chapter summary	<b>Corrected as sub-section number:</b> 5.5 Chapter summary
115-138	<b>Error:</b> Titles of books and journals no in italics	<b>Corrected as:</b> All titles of books and journals written in italics
<b>APPENDIX F</b>		
Question 3	<b>Error:</b> What has been the reception of by	<b>Corrected as:</b> What has been the reception of NFSP by the communities of the schools?