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GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE

Representative Council of Learners (RCLs) Survey:



Training Needs Assessment at GDE Secondary Schools

Draft Report V 1.0

17 March 2013

Document Properties

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Revision History

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ACRONYMS

GDE	Gauteng Department of Education
MGSLG	Matthew Goniwe School of Leadership and Governance
RCL	Representative Council of Learners
SGB	School Governing Body

ANNEXURES

Annexure 1 Final questionnaire

Annexure 2 Original appointment schedule (dated 20 March 2013).

Annexure 3 Full list of 296 schools with survey status

Annexure 4 Training Manual

Annexure 5 Original Project Plan (Spread Sheet)

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1. EXECUTIVE SUMMARY

1.1. Project Purpose and Scope

Since the 1980's there has been increased focus on turbulence in schools worldwide. In alignment with the United Nation Conventions on the Rights of the Child, most countries recognised the rights of children to participate in decision-making on matters affecting them.

The policy of learner participation in school governance reflects the South African government's decision to promote the principle of participation by all stakeholders in matters affecting them.

RCL members are viewed as emerging leaders who must support the vision and mission of their schools. Personal development and strengthening of leadership within the RCL youth therefore will support transformation in education.

Deloitte was therefore engaged to

- Develop a survey intrument (semi-structured questionnaire)
- Survey three RCL members at each of 300 schools (900 learners in total)
- Capture the completed questionnaires into a database.
- Analyse the Results
- Provide a report to Matthew Goniwe School of Leadership and Governance

The purpose of the survey was to evaluate the needs (skills, knowledge, attitudes and values) of the elected Grade 8 - Grade 12 RCL members with the view to developing an effective framework, guidelines and manuals for the capacity building of RCLs in Gauteng Secondary Schools.

1.2. Challenges

1.2.1. Identifying the schools to be surveyed

- The project called for 300 schools to be surveyed, the list of schools to be provided by MGSLG, on 01 March 2013.
- As of 01 March, the list of schools stood at 270 out of 300.
- By 13 March 296 schools had been identified by MGSLG.
- This did not delay the project.

1.2.2. Establishing clear communication with schools.

- The first round of calls to schools took place from 13 March to 20 March.
- Many schools in the identified group to be surveyed had invalid phone numbers
- At some schools the senior management team was unavailable and did not respond to repeated phone calls and emails.
- A revised list was provided to Deloitte by MGSL on 08 April (before the beginning of the second term), in which school contact details had been updated, and some schools (special schools and primary schools amongst them) had been replaced with alternate schools.
- This did not cause delays, but did result ultimately in 9 schools being unavailable to be surveyed.

1.2.3. Research Instrument.

- The project plan called for signoff on the research instrument by 04 March 2013.
- Several rounds of reviews of MGSL officials, plus District officials, and eventually a review by field workers on 11 April, led to finalisation of the research instrument only on 11 April (the day of field worker training).
- This did not delay the project, but resulted in some logistic issues around printing 900 questionnaires in time for the surveys.

1.2.4. Field Workers

- The project plan called for 60 field workers to be made available, to survey 300 schools in 5 days.
- Ultimately, 37 field workers out of 52 reported for training on 11 April 2013.
- MGSLG managed to source a further 10 volunteers to bring the total to 47.
- Most of the field workers proved diligent, and even provided exemplary performance.
- A minority of field workers suffered from financial problems which translated into inability to fund their own public transport, and some appointments were missed. Ultimately these field workers were funded, and the surveys done.
- 1 school was not surveyed due to logistic/transport problems.

1.2.5. School Visits

- The project plan called for all schools to be surveyed in the week 15 April to 19 April.
- The survey started on 15 April, but to account for the shortage of field workers, and transport/logistic problems, the survey was extended by 1 week, until 25 April.
- This allowed for some appointments to be re-scheduled, and where follow-up visits were necessary, those could also be scheduled.
- 25 schools refused to be surveyed due to a labor dispute between SADTU and the Education Department.
- 9 schools could not be contacted, and were not surveyed.
- 5 schools in the final list proved to be primary schools, and were not surveyed.
- 1 school was not surveyed due to transport problems getting to that school.
- In most cases, school management was highly supportive, assisting with directions to the school, and arranging the necessary room space and time for the surveys to be conducted.

1.2.6. Data Capture

- The project plan called for Deloitte team leaders to data capture as questionnaires were returned, and that this should take place from 22 April to 25 April.
- Due to the survey week being extended by one week, capturing started only on Monday 29 April (one week late).
- Some of the questionnaires were returned late, and capturing continued until Tuesday 07 May 2013.
- Data Verification only started on Wednesday 08 May, and continued until Tuesday 13 May 2013.

1.2.7. Draft Report

- The project plan called for the Draft Report to be completed by Friday 10 May 2013.

- This was extended to Friday 17 May 2013, due to the survey running 1 week late.
- Late returns on the questionnaires, delays in data verification, resulted in the draft report only being completed after close of business on Friday 17 May, 2013.

1.3. Key Statistics

1.3.1. Schools Surveyed

Schools selected for the survey by MGSL.	296
Schools not surveyed due to being unsuitable (primary schools)	5
Schools not surveyed due to being un-contactable	9
Schools refused to be surveyed due to SADTU strike	25
Schools not surveyed due to logistical problems	1
Total Number of schools surveyed	256
Schools with outstanding questionnaires as at 17 May 2013 (date of report)	12
Schools that have been fully captured as at 17 May 2013 (date of report)	244

1.3.2. Questionnaires Captured

Total number of questionnaires captured by 13 May 2013 (forms part of the draft analysis)	709
Number of questionnaires captured/submitted too late to be included in draft analysis	20
Total number of questionnaires captured to date	729
Number of questionnaires outstanding (not returned to Deloitte or MGSL)	12 schools with potentially 3 questionnaires each.

1.3.3. Profile of Respondents

Respondents were profiled in terms of grade, gender, race, home language, and dominant school language. The figures below indicate that the survey had a good response from more senior learners, was equally representative of male and female learners, and the racial and language profile of the respondents is closely aligned with that of Gauteng Province. This can then be interpreted as a very representative sample of learners in the province, as well as targeting learners with at least four years of high school experience.

Number of Respondents in Grade 11 and Grade 12	76.5%
Male / Female split	46% / 53%
Percentage of Black African respondents	83.4%
Most predominant home language was isiZulu	26.8%
Most predominant language of communication was English	56.6%

1.3.4. Survey Findings – RCL Operations

There are still schools that did not have an RCL established at the school as recently as last year.

As many as 27% of respondents felt that election processes were not fair, with comments inferring that candidates for RCL membership were short-listed, i.e., they were drawn from ranks of prefects and/or class monitors, or nominated by teachers, and that not all learners were given the opportunity to vote for the RCL.

From the comments, this may also be somewhat high or misleading, as some respondents felt that it was unfair that only RCL members voted for the RCL executive, and that this therefore justified a NO response to the question.

More than 30% of respondents felt that there were organisations or structures at their school which were engaged in activities that should rightly be under the auspices of the RCL, and are thus seen as being in competition with the RCL.

Percentage of respondents at schools that did NOT have an RCL in 2012	5.6%
Percentage of respondents NOT happy with RCL election processes	18.6%
Percentage of respondents that indicated that RCL elections were NOT open to all learners.	27.4%
Percentage of respondents who felt that both genders were NOT equally represented.	10.3%
Percentage of respondents who indicated that there were learner-based organisations in competition with RCLs	32.7%
Percentage of respondents who believe that their RCL is NOT efficient and effective.	31.3%

1.3.5. Survey Findings – Key Training Needs

This is the top 6 training needs identified from direct questions as per training needs. Other questions regarding RCL activities and social issues at the schools will no doubt contribute to identifying additional training needs or profiling of course content.

Listening and communicating effectively?	91.8%
Leadership, public speaking and related skills?	91.5%
Working as part of a team and co-ordinating group activities?	90.3%
Roles and responsibilities of the RCL?	89.4%
Representing a group?	88.9%
Resolving conflict / disagreements?	86.3%
Role of the RCL in the school	86.3%

2. QUESTIONNAIRE

2.1. Content of Questionnaire

The primary focus of the questionnaire was to assess the specific training needs of RCL members. The secondary focus of the questionnaire was to establish the operational effectiveness of the RCL in the school and the community. A third focus was to identify the social issues which affect and interest learners (as experienced by RCL members). All of this information would contribute not just to understanding specific training needs, but would also contribute to designing course content and promoting the establishment of effective RCLs.

The final questionnaire included the following sections

- FieldWorker and School Identification
- Respondent Biography
- RCL Functions in 2012 (Elections, Efficacy)
- RCL in the school during 2012 (RCL Operations and Activities)
- Citizenship and Participation
- Community Support and Social Awareness
- Declaration by Learner

In each section, various questions were asked, in the following categories

- RCL Operations
- RCL Activities
- Social Issues
- Training Needs

2.2. Development of Questionnaire

The questionnaire was initially developed jointly by Deloitte and Matthew Goniwe School of Leadership. The draft questionnaire then underwent a review with officials from MGSLS. The reviewed questionnaire was presented to GDE district officials from all 15 districts, the questionnaire was emailed to all the representatives, and two meetings were held at which officials provided feedback.

A final draft of the questionnaire was provided to MGSLG on 05 April, and distributed to all district officials with copies provided by MGSLG to GDE senior management.

An unexpected review session was held on 11 April, when the questionnaire was presented to field workers during the field worker training, and edits were made as a result of this session, before the survey was printed on the same day. As a result, the final printed questionnaire was not identical to that provided as part of the training materials of field workers.

This resulted in confusion with 1 field worker, who used the wrong questionnaire at the 4 schools he was assigned to survey. The difference was in the numbering of the questions, given that 1 question had been added in the final survey. Thus, the response to the question “Are you familiar with the SA Schools Act?” would be blank for these 12 respondents, but all other questions were identical. Statistically, this would not affect the outcome on this question, and had no other effect on the surveys. The responses were therefore included without further adjustment.

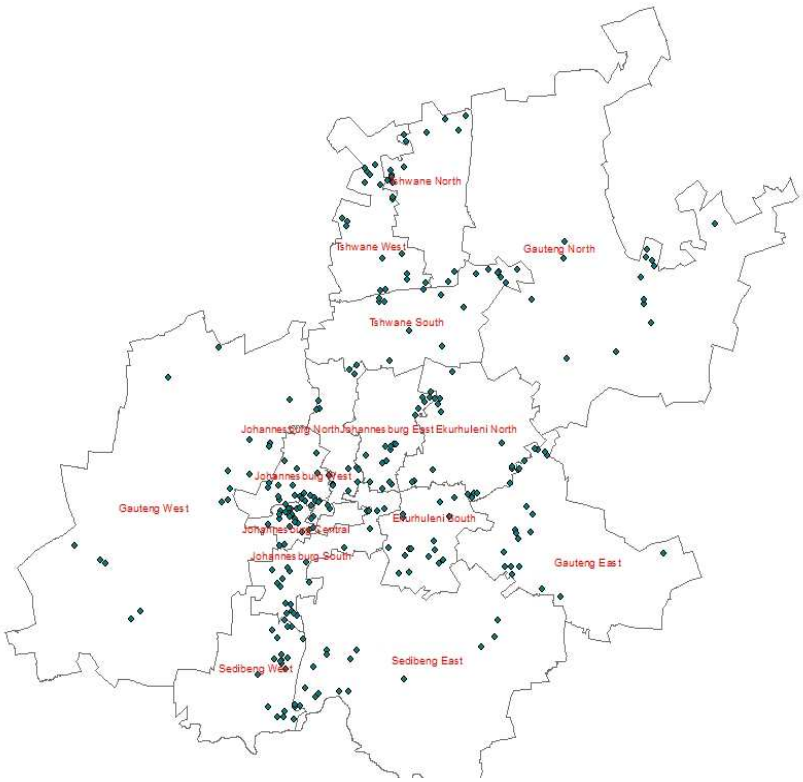
3. SCHOOL SELECTION

3.1. School Distribution

MGSLG provided to Deloitte a list of 296 schools, selected from all 15 Education Districts across the province. Deloitte plotted these schools on a map using ArcMap (see below), and the schools were assigned geographically to six team leaders, with field workers selected from those geographic areas. With the reduction in the number of field workers, the six team leaders were reduced to three, as the management burden was perceived to be reduced. This backfired in some respects, as the three remaining team leaders now had a larger area and greater number of schools to monitor.

Unfortunately, the distribution of field workers was not geographically determined, and some field workers were required to travel to schools that were further from their base (home). This impacted negatively on the ability of some field workers to arrive at schools on time, and increased the distances they were required to travel on public transport.

Most field workers coped admirably though, and only 1 school was excluded from the survey due to transport issues.



3.2. Profile of Field Workers

The field workers employed by MGSLG were mostly young adults, recently having finished school themselves. Generally, they were otherwise unemployed, or part-time students. This contributed to the loss of some of the engaged field workers before the start of the survey, as they took up alternate employment, or became engaged in their studies.

As recent high-school graduates, they had a fresh and recent insight into high school life, as well as many of them having served on RCLs themselves while at high school.

On the other hand, they generally had very little or no work experience, and some were accused of taking the employment “lightly”, in that they were not punctual, did not arrive on time at schools or to meet team leaders at designated meeting points, and even occasionally missed appointments.

This however may be more due to the fact that almost none of the field workers had their own transport, they were completely at the mercy of public transport, mostly utilising taxis which had no fixed schedules, on unfamiliar routes. It was not uncommon for a field worker to inform the team leader that there were either no taxis running to a particular destination, or that the taxi was not “full”, and thus the driver would not leave until more passengers arrived.

A number of the field workers, being young and otherwise unemployed, had no financial means to use public transport. Thus they were inclined to take loans, even borrowing money from team leaders and each other. Those of the field workers who had more means contributed by collecting envelopes from their colleagues and returning it to the team leaders, and assisting team leaders with communication and distribution of surveys to save their colleagues the travel costs.

3.3. Communication with Schools before Survey

We assigned six team leaders to make contact with the 296 schools provided, during the week of 13 March 2013 to 20 March 2013, and to set up appointments for the surveys to be conducted from 15 April 2013.

177 of the 296 schools agreed to be surveyed, and agreed to appointment dates for when the survey could be conducted. All of these appointment dates were in the period 15 April to 23 April.

See Annexure 2 - Original appointment schedule (dated 20 March 2013).

By the commencement of the school holidays on 21 March, all but 119 Schools had been contacted. These were primarily due to invalid telephone numbers, telephones or emails not being answered to, and in some cases the senior management of the school being unavailable.

The details of all the schools were provided to MGSLS, who undertook to confirm the contact details of the schools, and provide us with an updated list of 296 schools. A small number of schools were replaced, and the contact details of the remaining schools were updated.

The second school term started on 09 April 2013, and from this date, we continued to call schools to arrange appointments for the survey. This continued through the survey period, until 23 April, by which time only 9 schools remained on the list which could not be contacted.

4. CONDUCTING THE SURVEY

4.1. METHODOLOGY

The methodology applied in executing the requirements for this project was covered in different phases with each phase inter-linking with each other. This method was applied for adequate preparations to ensure each deliverable was met with success.

The first phase dealt with the setup of the project and a proper management system to deal with:

- Project Office
- Project Governance
- Financial Administration
- Project Communication

The second phase dealt with the development of instruments and tools required to carry out the project requirements and included:

- Development of Survey Questionnaire
- Reaching agreement and sign off on content of Questionnaire
- Printing and the distribution of the Questionnaire

The third phase was the recruitment of fieldworkers by Matthew Goniwe School of Leadership and Governance to attend to the school visits and completion of the questionnaires by at least three RCL members at each school. This phase would cover the crux of the project and fieldworkers had to be thoroughly prepared for this task which entailed the following:

- Develop a Training Manual for Fieldworkers
- Training of Fieldworkers
- Supervision of Fieldworkers
- Administration of survey in schools and daily submission of data

Team leaders prepared all the instruments, school lists with contact details and ensured that all schools were contacted and scheduled appointments made to ensure a smooth survey process. The Fieldworkers were allocated schools organised around their base points.

4.2. TRAINING OF FIELD WORKERS

In order to adequately prepare and equip the fieldworkers a Training Manual was designed for the purpose. This training manual (see Annexure 4) dealt with the objectives of the survey, administration and the administering of the survey at schools. Fieldworkers received 1 full day of training from Deloitte. The Training Manual was developed to support decisions made in the field by the fieldworkers. The training of all Field Workers took place at Matthew Goniwe School of Leadership and Governance on the 11th April 2013.

4.3. SURVEY ADMINISTRATION

In order to manage the administration of the survey, each fieldworker was equipped with:

- A sample copy of the survey
- Training Manual, and
- A list of key individuals and their contact information

The survey was explained to fieldworkers so that they could answer questions that learners would likely pose to them. The expected code of conduct in relation to school communication was explained to them, and they were also provided with copies of official letters in case required by the school management.

A proper channel of communications was established and each fieldworker was required to have a functional mobile phone which had to be switched on at all times during the conducting of the survey. All or any issues that could not be resolved by them had to be reported to a team leader.

The primary goal of each fieldworker was to ensure the completion of the survey questionnaire by RCL members who held office for the period 2010 to 2012. The completion of the survey questionnaire should not be rushed and conducted in a manner allowing sufficient time for the RCL members to complete. Completed survey questionnaires had to be submitted to the respective Team Leaders daily. This should be accompanied by all other documentation relating to the survey.

4.4. ADMINISTERING OF THE SURVEY

In administering the survey field workers were required to keep to the schedule of appointments arranged with the school management by the team leaders. The fieldworker was expected to identify him/herself and explain in detail the purpose of the school visit.

To ensure the success of the survey the availability of the appropriate members were pre-arranged by the team leaders. In the absence of identified RCL members, the fieldworker was expected to request of the principal to nominate a substitute to complete the survey.

The fieldworker was to brief the principal on the methodology of the survey. At his discretion the principal could brief his staff on the purpose of the visit or request that the field worker address the staff. Should any educators be identified to assist with the completion of the survey a level of professionalism should be maintained by the field worker at all times.

Due to the length of the survey the team leader would have requested a designated area from the principal, where the fieldworker could conduct the survey. The principal was also requested to stamp the survey document with the authorized school stamp to maintain its authenticity.

Fieldworkers could where possible and needed, assist learners with the completion of the survey taking into account the school's language of learning and teaching. This was to ensure that the learners are not disadvantaged when completing the survey.

Once the survey has been completed and before leaving the school, the field worker was to ensure that:

- All fields are completed in a legible manner
- Place all three survey forms in one envelope with the name of the school clearly marked on the envelope
- Perform a check of all details and documentation before leaving the school
- Thank all participants in the survey as well as the principal
- Travel to the designated area to meet with the team leader and hand over the envelope with completed surveys.

The field worker was also expected to report on experiences and findings at each school visited daily. The report should indicate the number of schools visited daily as well as the number of learners scheduled to complete the survey against the number of learners who actually completed the survey.

4.5. EXTENT OF PROJECT

The project was to conduct a survey at 300 schools for Matthew Goniwe School of Leadership and Governance. The eventual number of schools selected was 296.

Of the 296 schools only 244 schools completed the survey and returned completed survey forms which were captured. Due to school strikes, 25 schools could not be surveyed. 9 schools were un-contactable after various attempts and thus did not form part of the survey. Due to miss information 5 primary schools formed part of the list and did not qualify for the survey. 1 school was not surveyed due to field worker having transport issues. 12 schools Questionnaires were surveyed and conducted but not submitted by fieldworkers.

The surveys at these schools were attended to by 47 field workers over a period of 2 weeks, 1 week longer than the original plan called for.

4.6. PROJECT CONSTRAINTS

Most of the issues that impacted negatively on the project were encountered during the administering process and concerned the field workers.

Some of the more critical issues were the following:

- Inadequate transport or transport arrangements made by fieldworkers. This emanated in fieldworkers not honouring appointments set at schools.
- The implication of the above resulted in a negative image being projected towards the survey and the importance thereof.
- Lack of commitment by fieldworkers in executing the duties
- Failure to adhere to scheduled appointments at schools.
- Failure to disclose accurately school visits – field workers not attending to survey at school yet indicating survey had been conducted.
- Failure to hand in daily completed surveys to team leaders at designated area.
- Financial issues that resulted in no communication (no airtime on cell phone)
- Late arrivals at schools without valid reason or explanation

5. DATA CAPTURE

5.1. Collection of completed questionnaires

The original project plan called for completed questionnaires to be faxed or scanned and emailed to team leaders directly from the school. However, due to the size of the questionnaire, and the likelihood that such resources could not be counted upon to exist at every school, a manual collection process was undertaken.

Team leaders thus arranged daily collection of the completed questionnaires at designated meeting points in each area. These meeting points were generally close to taxi ranks, as fieldworkers did not have their own transport. Also, logistically, team leaders could not meet every fieldworker every day, and field workers could not afford to come to the collection point every day either.

With team leaders thus being unavailable for data capture, six dedicated data capturers were assigned to the project to supplement the efforts of the team leaders.

5.2. Capture software and methodology

A LAN enabled Microsoft Access database was developed and used as the data capture tool. The database was designed to allow the use of lookup tables and drop down lists, so that responses would be standardised. However, all response fields in the database also allowed for free text capturing, so that the respondents answers could be captured as accurately as possible without correction or paraphrasing.

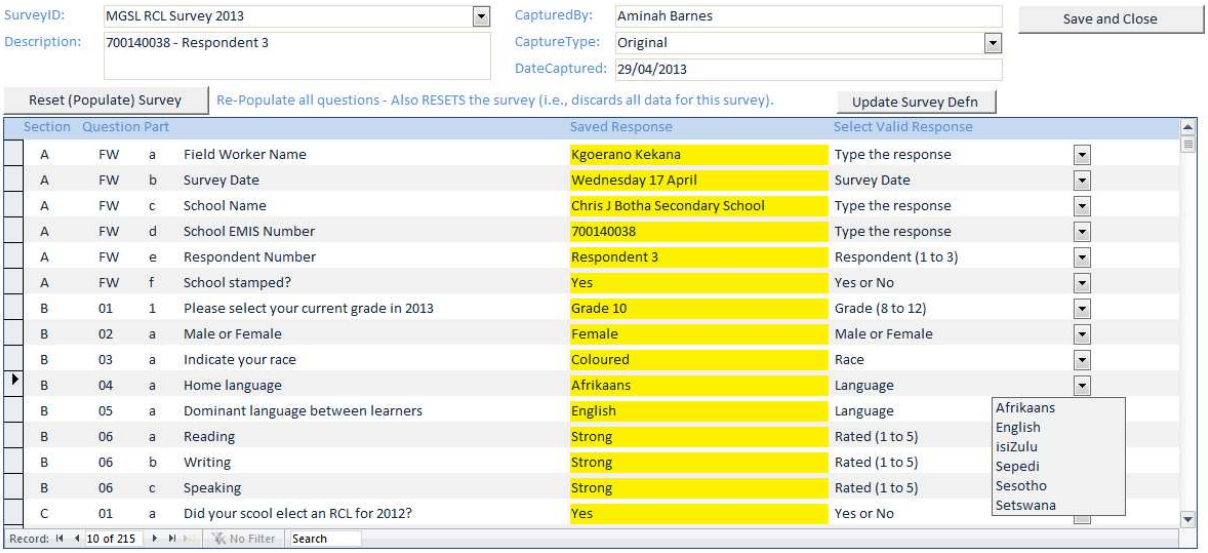
This then catered for situations where answers were ambiguous or qualified. Examples:

- (Respondent checked both the YES and NO boxes
- Respondent checked the YES box, but added a “maybe” or “sometimes” comment.

All data capturers logged into the same database on the Deloitte network. A data capturer would capture an “envelope” at a time, each envelope containing all the completed questionnaires from a single school. The data capturer would then verify the school name, the EMIS number, and the field worker’s name, and capture all of this into the database.

All the questions in the survey were programmed into the database in advance, with lookup tables to provide likely answers (YES or NO, Male or Female, etc). Thus the capturer would select the appropriate answer from a drop-down list, for each question in the survey. The database also allowed free text entries for each question, to facilitate cases where respondents deviated from the expected or provided answers.

5.2.1. Screenshot of Data Capture Form



5.3. Data Capturing Schedule

Data Capturing started on Monday 29 April 2013. Issues around interpreting handwriting, spelling and grammar slowed down the capturing significantly. The bulk of the questionnaires were completed by 07 May 2013. Some envelopes with completed questionnaires were still being collected after this date, and one data capturer was assigned to continue data capturing while the rest of the team started with data verification.

Twelve schools envelopes are still outstanding, and if submitted to MGSLG well before the final report due date, can still be captured and then included in the final statistics.

5.4. Data Verification

Data Verification took place from 08 May through 14 May. A total of 115 out of the 729 returned questionnaires were double checked, with data capturers checking each other's work. This was to ensure accuracy, and exceeded the planned for 10% double capture.

A number of queries were written to return survey results that were outside the parameters expected. For example, where a respondent filled in both Yes and No, or specified a response not catered for in the lookup tables, the capturer would indicate this. These responses and surveys were then identified through queries, visually checked against the original questionnaire, and the entry confirmed.

These queries also served to identify general grammatical and spelling errors (whether made by the capturer or respondent), and allowed for us to verify the accuracy of the capture against the original questionnaire, as well as standardise the responses.

6. DRAFT DATA ANALYSIS

The statistical analysis which follows is based on a "snapshot" of the captured data which encompassed 709 completed questionnaires. A further 20 questionnaires were captured and submitted subsequently and not included in the figures below, and a further 12 schools worth of questionnaires are outstanding, i.e, have not been returned to MGSLG.

We are still continuing to analyse the data and may include additional tables and charts in the final analysis, as more complex studies are undertaken. Some of these would include cross-referencing responses with respondent profiles (response by gender or by grade or by race), or cross referencing related questions.

It is potentially possible to profile individual schools, but this could serve to directly identify the three respondents per school, and jeopardise the anonymity of the survey.

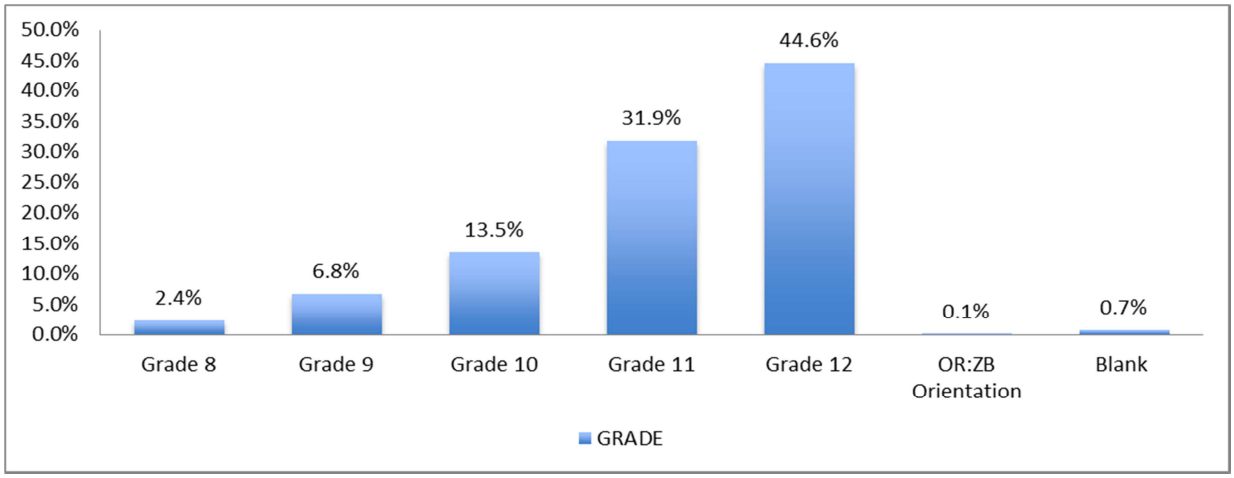
6.1. Profile of Respondents

This section of the statistics deals with profiling the respondents according to grade, gender, race and language. It serves to illustrate that the sampled group is a good representation of the provincial demographic, as well as largely a group with four or more years high school (and RCL) experience.

6.1.1. Grade Distribution

The vast majority of the respondents were from the senior grades, which is gratifying, as they would have more experience of the RCL and the school dynamics at high school.

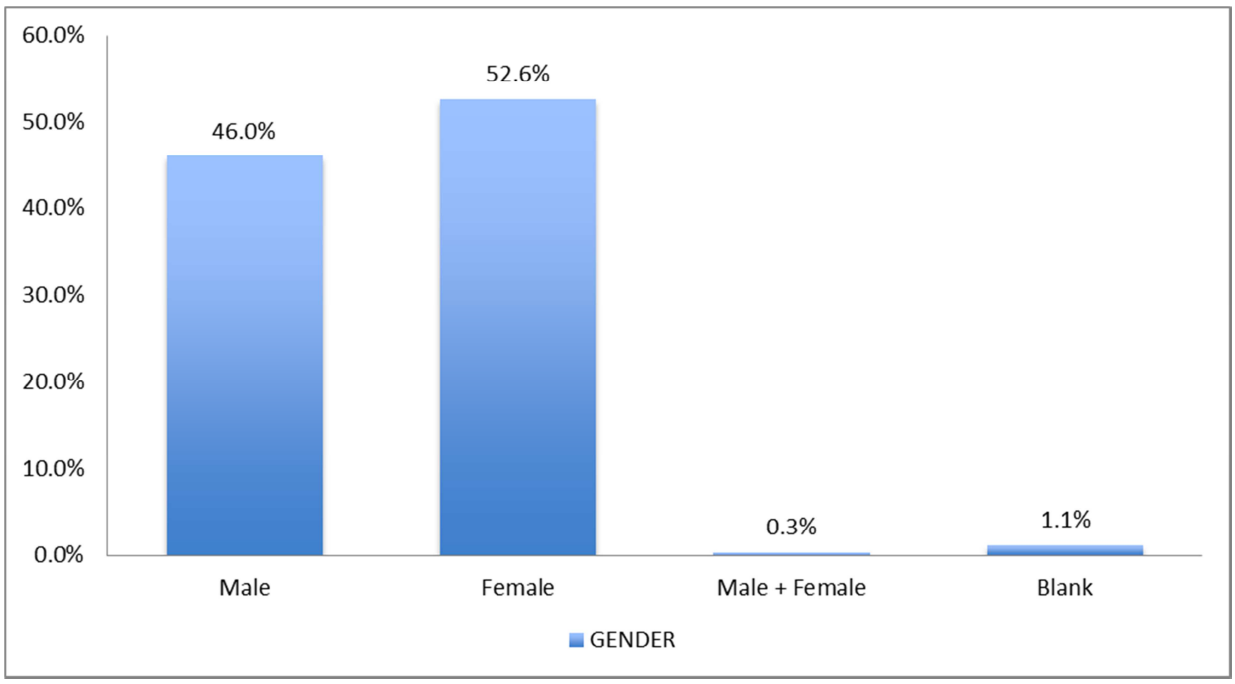
GRADE	RESPONSE	PERCENTAGE
Grade 8	17	2.4%
Grade 9	48	6.8%
Grade 10	96	13.5%
Grade 11	226	31.9%
Grade 12	316	44.6%
Other / Blank	6	0.8%
Total	**709**	



6.1.2. Gender Distribution

We had an almost exactly even split across the genders.

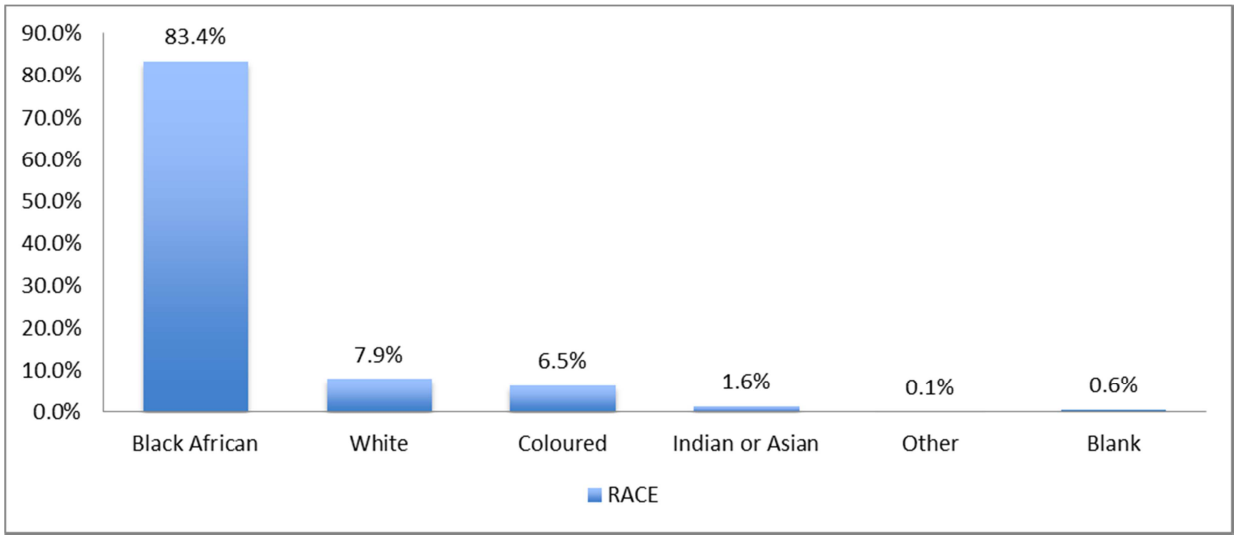
GENDER	RESPONSE	PERCENTAGE
Female	373	52.6%
Male and Female	2	0.3%
Male	326	46.0%
Blank	8	1.1%
Total	**709**	



6.1.3. Racial Distribution

The racial split of the respondents was quite representative of the racial demographic of the province.

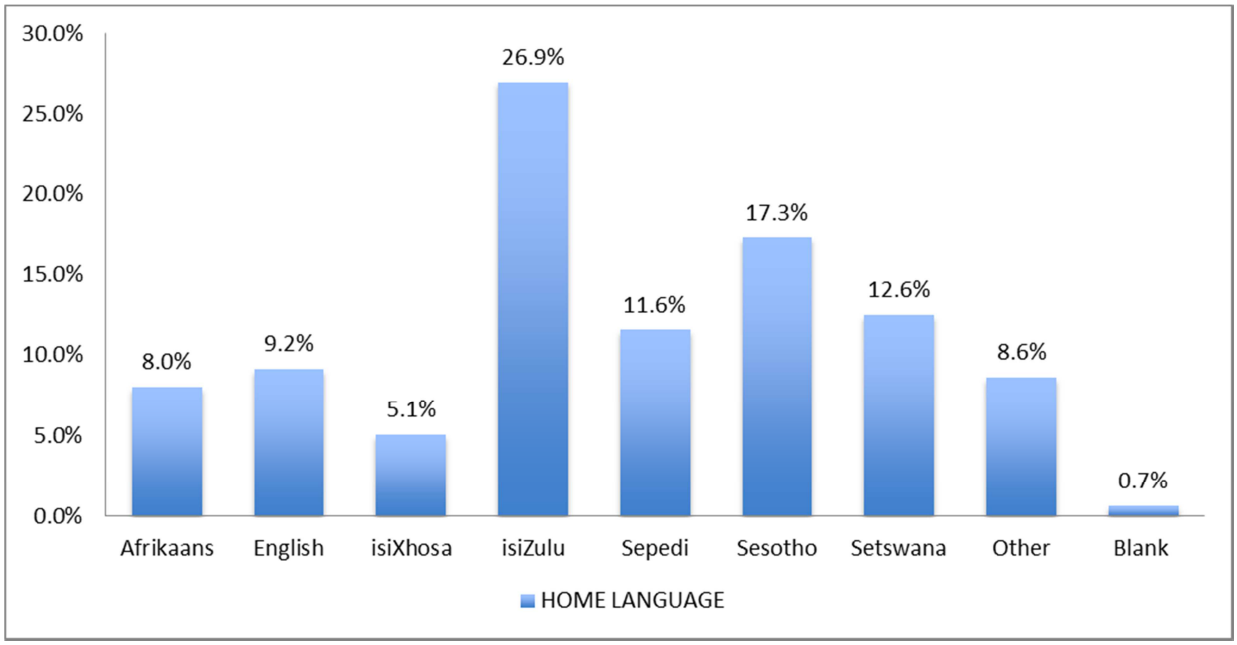
RACE	RESPONSE	PERCENTAGE
Black African	591	83.4%
White	56	7.9%
Coloured	46	6.5%
Indian or Asian	11	1.6%
Other	1	0.1%
Blank	4	0.6%
Total	**709**	



6.1.4. Home Language Distribution

The respondents demonstrated a broad cross section of first (home) languages. The list is sorted with the most prevalent languages at the top.

Home Language	Response	Percentage
isiZulu	190	26.8%
Sesotho	123	17.3%
Setswana	89	12.6%
Sepedi	82	11.6%
English	65	9.2%
Afrikaans	57	8.0%
isiXhosa	36	5.1%
Xitsonga	18	2.5%
Isindebele	12	1.7%
tsonga	9	1.3%
Tshivenda	5	0.7%
sign language	4	0.6%
Other (or Combinations)	14	2.0%
Blank	5	0.7%
Total	**709**	



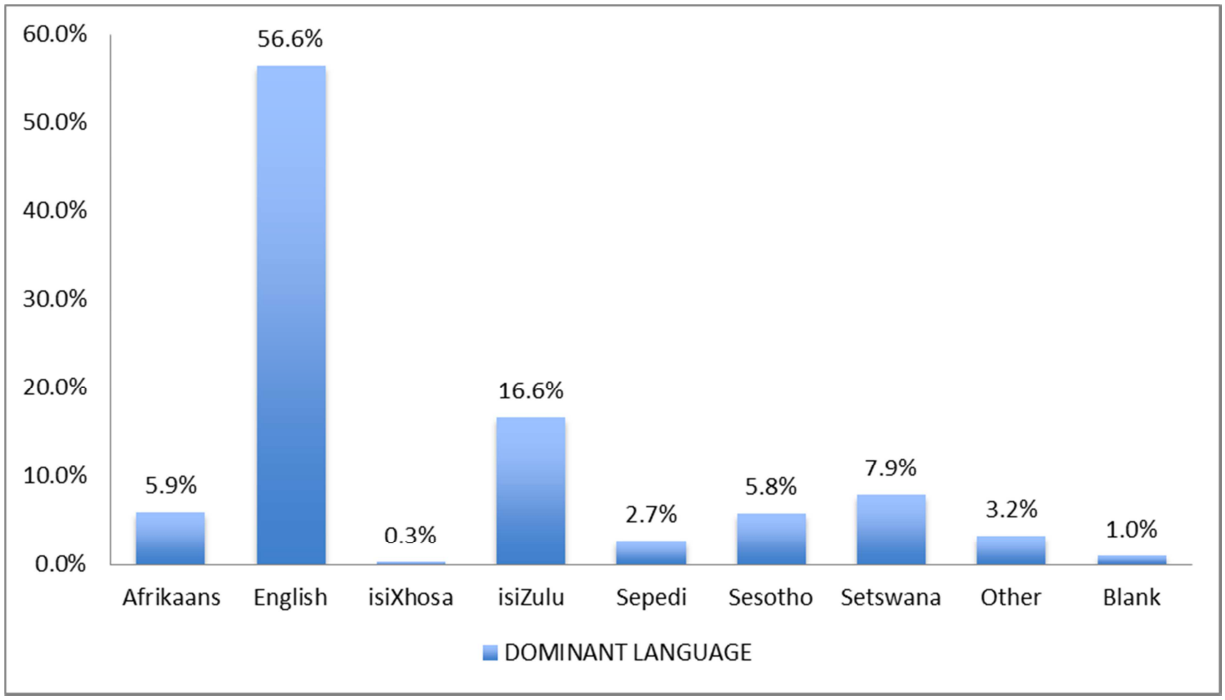
6.1.5. Language of Communication between learners

This is the dominant language used between learners in the school context. This is important, because this is most likely the language in which RCL members will conduct their meetings, and engage with their fellow learners.

While only 9% of learners responded that English was their first language, it's notable that 56.6% of learner interaction is done in English.

The responses lower on the list is indicative of the type of responses captured given that respondents were free to comment their responses, and the data capture tool allowed for the full capture of all responses.

Language	Responses	Percentage
English	401	56.6%
isiZulu	118	16.6%
Setswana	56	7.9%
Afrikaans	42	5.9%
Sesotho	41	5.8%
Sepedi	19	2.7%
English and IsiZulu	5	0.7%
sign language	4	0.6%
Tshivenda	3	0.4%
tsonga	3	0.4%
isiXhosa	2	0.3%
isiZulu and Sesotho	2	0.3%
English, Isizulu and Sesotho	1	0.1%
English, Zulu and Sepedi	1	0.1%
english/setswana	1	0.1%
ghetto- language mixed with zulu and sesotho	1	0.1%
IsiZulu, Sepedi, Sesotho	1	0.1%
Sesotho and IsiXhosa	1	0.1%
Blank	7	1.0%
Total	**709**	

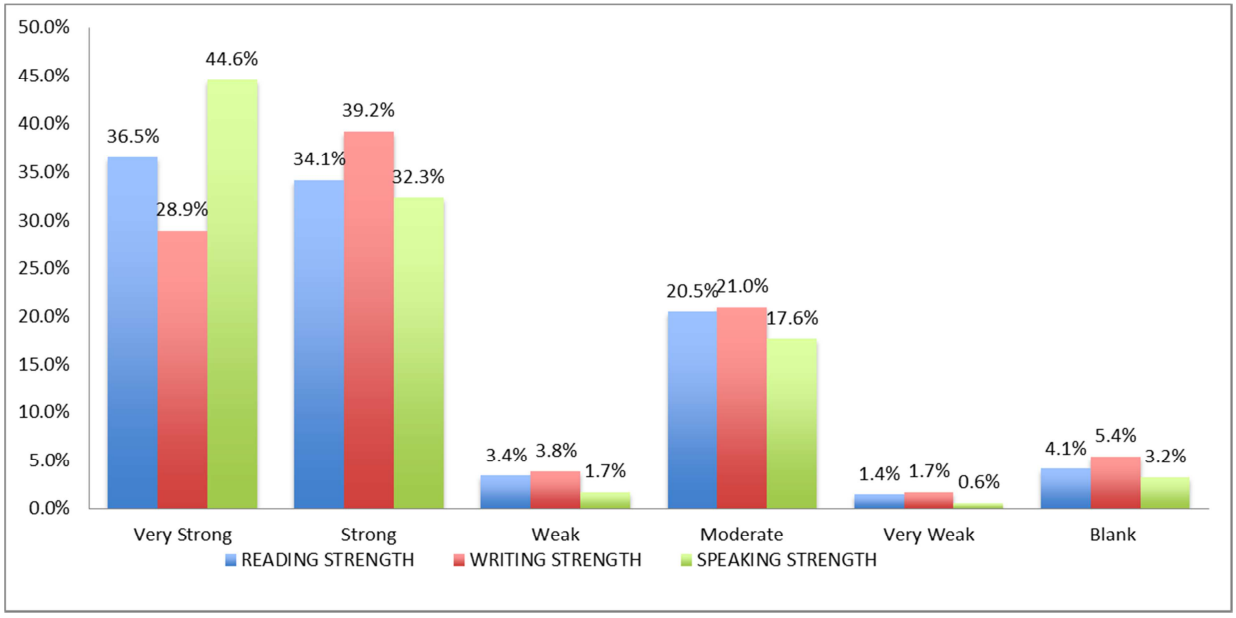

60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
56.6%
16.6%
5.9%
0.3%
2.7%
5.8%
7.9%
3.2%
1.0%
Afrikaans
English
isiXhosa
isiZulu
Sepedi
Sesotho
Setswana
Other
Blank
DOMINANT LANGUAGE

6.1.6. Proficiency in learner language of communication

Learners were asked to indicate their relative strengths when speaking, reading or writing in the dominant language used at their schools.

24% of RCL members have moderate to very weak proficiency in the language used to communicate with their fellow learners.

Proficiency	Blank	Very Strong	Strong	Moderate	Weak	Very Weak
Reading	29	259	242	145	24	10
Writing	38	205	278	149	27	12
Speaking	23	316	229	125	12	4
Average	30	260	250	139.67	21	8.67
Percentage	4%	37%	35%	20%	3%	1%



6.1.7. Profile of Respondents in relation to RCL membership

These questions require that the respondent assess their own roles, responsibility and capacity in relation to the RCL, as well as their general leadership attribute, in that they may be participating in other structures in or outside the school as well.

QUESTION	%YES	YES	Blank	Ambi-valent	NO
Did you serve on the RCL during 2012?	52.9%	375	12		322
Did you have to campaign as part of the election process?	49.6%	352	10		347
Was last year the first time you served on the RCL?	37.0%	262	39		408
Have you ever held any official position in the RCL?	57.1%	405	16	1	287
As a member or official, did you feel overwhelmed at any stage by your duties or responsibilities?	45.3%	321	18		370
Did you receive any documentation on your roles and responsibilities as an RCL member or official?	49.1%	348	16	1	344
Are you satisfied that you understand your roles and responsibilities as an RCL member or official?	70.7%	501	28		180
Are you a member of any other groups at your school or in your community? (youth, political, sports, etc.)	74.2%	526	5		178
Do you hold a leadership position in any other groups at your school or in your community?	51.8%	367	7		335
Have you attended any training courses that you feel is relevant to your role in the RCL?	63.6%	451	12		246

A concern identified here is that only 52.9% of respondents indicated that they served on the RCL during 2012. This is a concern because it was a requirement for selection in the survey process that respondents have served on the RCL in 2012.

Reasons for this apparent low response may be varied:

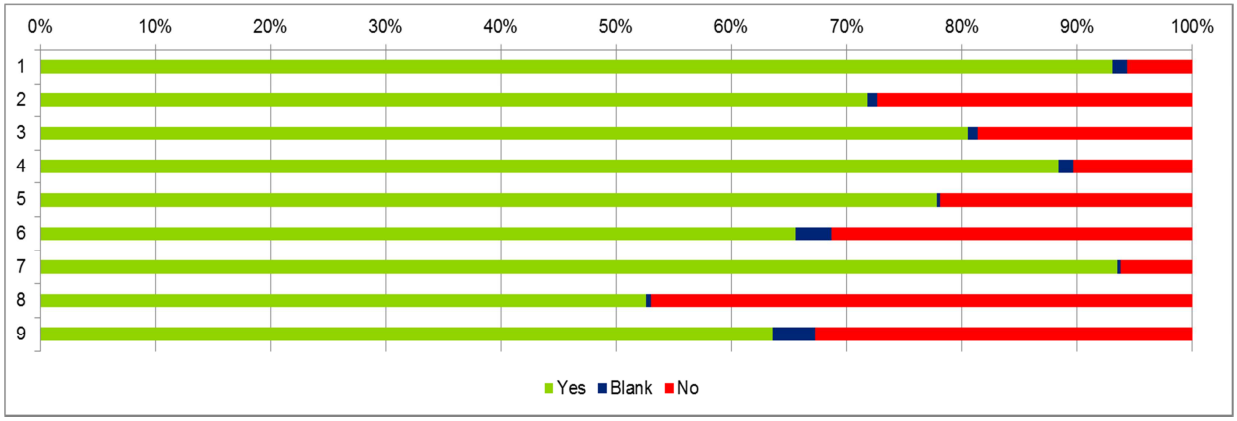
- The survey was supposed to be conducted during 2012, but was in fact conducted during 2013, and some Grade 12 learners who were originally part of the process last year had to be replaced by current 2013 learners.
- In some cases, learners who are current RCL members (2013) were nominated by their schools to complete the survey.
- The question may not have been sufficiently clear, to indicate that membership in any capacity was suitable. Note that 57% of respondents indicated that they held some official capacity within the RCL.
- This is somewhat offset by the fact that the vast majority of respondents were Grade 11 and Grade 12 learners, which would give them four to five years' worth of experience of high school dynamics, as well as potentially having served on the RCL in years before 2012.

Furthermore, more than 70% of respondents indicated that they are also involved in other school or community groups, and generally in leadership positions as well. More than 60% of the respondents have attended one form of training or another that they feel is relevant to their roles in the RCL. This training may even have been done through other organisations (church, community, sport).

6.2. Prevalence and Acceptance of RCLs in Gauteng

Note: The questions below have been paraphrased/interpreted so that the negative response is clearly represented as RED on the chart below.

	QUESTION	Blank	Yes	No	Percentage%
1	Did your school elect an RCL for 2012?	9	660	40	5.6%
2	Do all learners at the school have the opportunity to vote for the RCL?	6	509	194	27.4%
3	Do you feel that the election process at your school is fair?	6	571	132	18.6%
4	Are both gender equally represented on your RCL?	9	627	73	10.3%
5	Does your school elect an RCL at the beginning of each year?	2	552	155	21.9%
6	Do you believe that your school has an efficient and effective RCL?	22	465	222	31.3%
7	Do you think that RCLs are the best structures to represent learners?	2	663	44	6.2%
8	Are there any other structures at your school which purports to represent learners?	3	373	333	47.0%
9	Are you satisfied that these structures are clearly separated from the RCL?	26	451	232	32.7%



Final Report: Attempt to expand analysis to get a school by school picture. This may not work, since it's possible that with 3 respondents per school they may have disagreed with each other.

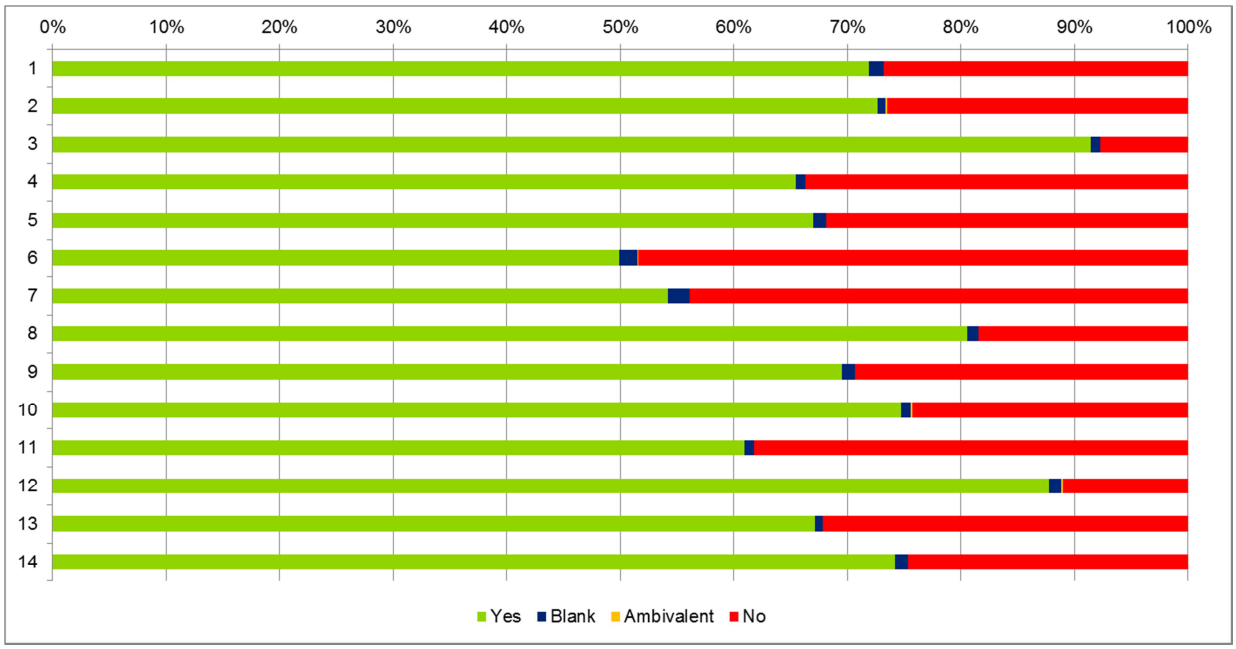
6.3. RCL Operations

These questions address the operations of the RCLs, i.e., do they have regular meetings, how are they conducted, etc.

These statistics are largely in line with and support the 31% of respondents (in previous table) who felt that their RCL was not effective.

Generally 25% to 35% of respondents felt that their RCLs were weak in the operational areas listed. In particular, nearly 50% of respondents felt that their RCLs were weak in the area of keeping and presenting financial records.

	QUESTION	Yes	Blank	Ambi-valent	No	%NO
1	Does your RCL have regular meetings?	510	9		190	26.8%
2	Does your RCL meetings follow a managed format?	515	5	1	188	26.5%
3	Does everyone have an opportunity to speak? Is participation open and fair?	648	6		55	7.8%
4	Does your RCL keep minutes of their meetings and provide you with copies?	464	6		239	33.7%
5	Does your RCL engage in any activities in which the RCL had to keep financial records?	475	8		226	31.9%
6	Are such financial records presented to members of the RCL?	354	11	1	343	48.4%
7	Are these financial statements generally understood by members of the RCL?	384	14		311	43.9%
8	Is your RCL represented on the School Governing Body (SGB)?	571	7		131	18.5%
9	Does the SGB afford the RCL an opportunity to raise student affairs in the SGB meetings?	493	8		208	29.3%
10	Do you understand the role of the RCL with respect to its representation on the SGB?	530	6	1	172	24.3%
11	Does your RCL provide you with report backs or feedback from meetings of the School Governing Body (SGB)?	432	6		271	38.2%
12	Does your RCL have a TLO? (Teacher Liaison Officer)	622	8	1	78	11.0%
13	Is your RCL kept informed about changes in the school or decisions which may impact on students?	476	5		228	32.2%
14	Does your RCL take a keen interest in matters revolving around improving quality of education and engage with the school management team on this?	526	8		175	24.7%


0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
1
2
3
4
5
6
7
8
9
10
11
12
13
14
Yes
Blank
Ambivalent
No

6.4. Training Needs

This is the most literal of the questions, specifically asking about training needs and training areas.

Question	%Yes	Yes	Blank	Ambi-valent	No
Listening and communicating effectively?	91.8%	651	4		54
Leadership, public speaking and related skills?	91.5%	649	6		54
Working as part of a team and co-ordinating group activities?	90.3%	640	6		63
Roles and responsibilities of the RCL?	89.4%	634	8		67
Representing a group?	88.9%	630	6		73
Resolving conflict / disagreements?	86.3%	612	5		92
Role of the RCL in the school	86.3%	612	4		93
Planning and coordinating activities / events?	85.6%	607	3	1	98
Conducting meetings? (chair person, or class rep)	84.6%	600	4		105
Promoting the need for education in your communty?	84.2%	597	6		106
Dividing tasks so that everyone has something to do? (delegating)	82.8%	587	4		118
Role of the RCL in the community	81.9%	581	7		121
Responsible citizenship	81.4%	577	6	1	125
Managing or running projects and activities in your community?	80.8%	573	14		122
Advertising or promoting school activities in the community?	80.4%	570	6		133
Carrying our fund-raising activities?	79.4%	563	11		135
Monitoring and evaluating the performance of projects?	79.1%	561	6		142
Doing a presentation? Presenting Reports?	78.8%	559	2	1	147
Advertising or promoting community projects in the school?	78.8%	559	12		138
identifying and collaborating with organisation in the community?	76.2%	540	12		157
Structure of the South African	75.0%	532	6		171

Government					
Writing reports?	61.1%	433	3		273
Budgeting and keeping financial records? (treasurer or general)	53.7%	381	6		322
Scheduling meetings and taking minutes? (secretary)	48.2%	342	5		362
Are you familiar with the South African School Act (SASA)	38.2%	271	51	1	386

Note: The last question was not on all the surveys, due to confusion with at least one field worker using the wrong questionnaire. Thus, the 51 blanks are unusually high when compared to other questions.

6.5. RCL Efficacy

These questions serve to address whether the RCL has gained any penetration or traction in the management of the school, and whether it is subject to competition from rival structures at the school.

Questions	%Yes	YES	Blank	Ambi-valent	NO
Does the SGB afford the RCL an opportunity to raise student affairs in the SGB meetings?	69.5%	493	8		208
Do you understand the role of the RCL with respect to its representation on the SGB?	74.8%	530	6	1	172
Does your RCL provide you with report backs or feedback from meetings of the School Governing Body (SGB)?	60.9%	432	6		271
Does your RCL have a TLO? (Teacher Liaison Officer)	87.7%	622	8	1	78
Is your RCL kept informed about changes in the school or decisions which may impact on students?	67.1%	476	5		228
Are any external structures represented at your school in the form of youth movements or clubs? (religious, sport, etc.)	69.0%	489	7		213
Does the RCL participate in any internal school structures (Girl Education, Boy Education, etc.)	37.1%	263	8		438
Do any external organisations run regular activities at your school such as debates, talks, presentations? (religious, political, etc).	66.0%	468	8		233
Is your RCL affiliated to any external structures or organizations?	27.4%	194	38		477

6.6. RCL Activities in the School and Community

This group of questions serves to identify to what extent the RCL is engaged with and active in areas which directly affect learners.

Question / Statement	(Strongly) Agree	Neutral / Disagree
The RCL at my school contributes to on-going development of the school code of conduct? (changes, discussion, debates, etc.)	62.8%	36.7%
The RCL at my school is familiar with the school's vision and mission statement.	73.2%	26.4%
The RCL actively supports and promotes the school's vision and mission statement.	69.7%	29.8%

Question/Statement	%Yes	Yes	Blank	Ambi-valent	No
Does your RCL take a keen interest in matters revolving around improving quality of education and engage with the school management team on this?	74.2%	526	8		175
Does your RCL provide any specific support or encouragement to education related projects at your school? (Saturday classes, etc.)	57.0%	404	2		303
Did your RCL organise or run any activities at your school for the general student body? (debates, talks, etc.)	51.5%	365	2		342
Are such activities welcomed and encouraged by the school body?	72.4%	513	13	2	181
Did your RCL organise or run any activities related to environmental issues? (global warming, etc.)	30.6%	217	10		482
Did your RCL organise or run any activities related to Community issues? (poverty, etc.)	34.4%	244	9		456
Did your RCL organise or run any activities related to Cultural issues (music, dance, etc.)	69.5%	493	9		207
Did your RCL organise or run any activities related to School or education related issues.	77.7%	551	9		149
Does the RCL run or support any programs which are designed to support other schools in the community?	34.3%	243	10		456
Does the RCL run or support any programs which are designed to support welfare institutions in the community?	30.7%	218	8		483
Does the RCL run or support any environmental programs in your community such as recycling, litter prevention, clean water, energy, etc.?	36.2%	257	9	1	442

Question/Statement	%Yes	Yes	Blank	Ambi-valent	No
Does the RCL carry out or support any activities that encourages learners to be more active in their communities?	41.2%	292	12		405
Does the RCL participate in promoting education in your community?	40.6%	288	12		409
Does the community welcome and encourage the activities of the RCL?	51.3%	364	16		329

6.7. Identified social, community and education issues affecting the student body

These questions serve to identify the social issues in the school and community which may be impacting on the education process or the well-being of learners.

Are any of the following items an issue at your school?	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree
(Need for) Academic support- extra classes	56.8%	29.5%	8.5%	2.4%	1.8%
Ill-discipline or disruptive behavior by learners	34.7%	31.2%	21.9%	6.5%	4.2%
Teenage Pregnancy	34.6%	29.2%	19.2%	9.9%	6.4%
Learners are often late for school or classes	32.6%	30.8%	21.8%	10.2%	4.2%
Lack of necessary facilities (gyms, sports fields, libraries, science labs, etc)	32.6%	21.7%	16.1%	14.7%	14.1%
Learners living with medical conditions (cancer, AIDS, diabetes, etc.)	32.0%	27.6%	24.0%	11.0%	4.5%
Drug or Alcohol Abuse	31.8%	30.3%	17.7%	11.9%	7.8%
Unacceptably high level of learner absenteeism	29.8%	27.4%	21.0%	13.8%	6.9%
Learners in child-headed families, or head of a child-headed family	29.8%	30.6%	24.4%	10.3%	3.9%
Sexuality Education	29.4%	33.3%	19.1%	11.6%	5.4%
Learners facing special challenges (hearing, sight, physical, etc.)	28.8%	26.1%	20.9%	15.1%	8.3%
Bullying (teasing, pushing, etc.)	26.0%	28.8%	22.9%	15.0%	5.6%
Gangsterism	24.7%	24.9%	18.9%	17.1%	13.7%
Responsible online behavior (sms, texting, online privacy)	24.5%	33.7%	24.3%	11.2%	5.7%
Poor quality of learning materials (textbooks, teaching aids, etc)	18.1%	20.1%	17.2%	22.7%	21.3%

Are any of the following items an issue at your school?	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree
High drop-out rate amongst learners	17.2%	17.5%	25.5%	25.1%	13.4%
Shortage of properly qualified teachers	16.9%	15.5%	18.9%	26.4%	21.0%
Satanism	16.9%	17.3%	21.7%	22.1%	20.7%
Cyber-bullying (sms, twitter, mxit, etc.)	16.8%	20.5%	22.7%	24.6%	13.7%
Poor quality of infrastructure (leaking roofs, lack of classrooms, etc.)	16.1%	16.4%	14.0%	27.3%	25.8%
Unacceptably high level of teacher absenteeism	14.4%	14.5%	17.3%	29.3%	23.3%
Other Issues around teenage sexuality (rape, abuse, etc.)	14.4%	21.3%	24.4%	21.3%	16.4%
Belonging to social groups or cliques that have exclusive membership	12.4%	22.1%	34.8%	21.6%	6.5%
Gender discrimination (sexism, homophobia)	10.6%	14.8%	23.2%	28.7%	20.8%
Classes are often unsupervised (no teacher)	9.7%	13.8%	23.0%	31.5%	21.6%
High turn-over rate amongst teachers	9.2%	14.3%	35.9%	25.6%	13.6%
Religious discrimination	9.0%	10.3%	17.9%	28.8%	32.0%
Racial discrimination	8.5%	12.9%	19.4%	30.2%	27.0%
Teachers are often late for school or classes	8.2%	11.4%	26.7%	33.9%	19.0%
External factors are keeping teachers out of the classroom	7.3%	15.0%	22.2%	31.6%	23.0%
Xenophobia	6.1%	8.1%	12.7%	31.6%	39.7%