

**Experiences of participants in the Department of Basic Education's second
chance matric rewrite programme in Westrand, South Africa**

By

Maria Mamolifi Mokalake

**Research Project submitted in fulfilment of the requirements for the master's
degree in development studies**

Student Number: 66053161

Supervisor: Dr BN Rasila

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DECLARATION

I, Maria Mamolifi Mokalake, declare that the contents of this research project represent my own work and that the research project has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of UNISA.



Signed

27 May 2021
Date

DEDICATION

I dedicate this research paper to my mother. You mean the world to me, thank you for all of your encouragement.

ACKNOWLEDGEMENTS

Undoubtedly my name will appear as the author of this research paper, but it is befitting for me to acknowledge the various people and stakeholders who made this publication a success. Special recognition goes to DBE for permission to conduct the study in their facilities, my supervisor from UNISA whose guidance during the process of writing this paper was very valuable. Without the support of family and friends, whom I cannot mention by names at this point, the journey to finishing my master's degree would not have been easy. I appreciate all the valuable effort, support, and prayers that my family and friends gave me during the time of my studies with UNISA. To God is the Glory.

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LIST OF ACRONYMS

DBE:	Department of Basic Education
DHET:	Department of Higher Education and Training
ETDP:	Education Training Development Practitioner
KPA:	Key Performance Area
NSC:	National Senior Certificate
NSC:	National Senior Certificate
NYC:	National Youth Commission
NYDA:	National Youth Development Agency
NYDABP:	National Youth Development Agency Briefing Policy
NYP:	National Youth Policy
SAYC:	South African Youth Council
SCP:	Second Chance Program
SETA:	Sector Education Training Authority
SONA:	State of the Nation
TIMSS:	Trends in International Mathematics and Science Study
UYF:	Umsobomvu Youth Fund
NIACE:	National Institute of Adult Continuing Education
PPW:	Powerful Pathways for Women

ABSTRACT

The aim of this study was to determine the experiences of young people who had participated in the National Senior Certificate (NSC) Second Chance Programme previously offered by the National Youth Development Agency (NYDA) and handed over to the Department of Basic Education (DBE) in 2016. Second chance education is based on the idea that ‘through an organised structure an individual can actualise an educational opportunity missed or failed the first time around.’ The philosophy underpinning second chance education is that ‘errors made with the selection mechanisms of the educational system or by individuals who terminated their own educational career could be corrected at a later stage.’

The study, which applied the techniques of qualitative methodology, was undertaken in the West Rand, Gauteng in South Africa. Semi-structured interviews were conducted with 30 beneficiaries between the ages 18 and 21 who had taken part in the programme. Owing to the COVID-19 pandemic and risks associated with it, the study was conducted, using e-platforms to avoid infections through close social contact.

It was found that the programme had assisted many young people who otherwise would not have been empowered was it not for this second chance to broaden their academic horizon. This programme in general was found to be of great assistance because of its flexibility and the professional conduct of the teachers. Unfortunately, the DBE discontinued the programme from the year 2020. This study recommended that the programme be continued, since empowering young people is a key necessity in this country. These youngsters are the leaders of tomorrow in various fields of economic activities; and it will be difficult for them to do so should they fail and drop out of Matric and the academic world. Dropping out will have an impact on the socio-economic ventures of the young people and will even go beyond the youth age and continue to infest poverty status across the nation.

KEY WORDS: Matric, Second Chance Programme, investing in youth, barriers, access to equal education, programme development, individual development, focus groups, employment, holistic approach, attitude change, technical education

TSHOBOKANYO

Maikaelelo a thutopatlisiso eno e ne e le go bona maitemogelo a bašwa ba ba nnileng le seabe mo Lenaneong la Tšhono ya Bobedi la Setifikeiti sa Bosetšhaba se Segolwane le le neng le tlamelwa ke Setheo sa Bosetšhaba sa Tlhabololo ya Bašwa (NYDA) mme le neetswe Lefapha la Thuto ya Motheo (DBE) ka 2016. Thuto ya tšhono ya bobedi e theilwe mo mogopolong wa gore 'ka popegotheo e e rulaganeng, motho a ka diragantsa tšhono ya go ithuta e e mo tlodileng gongwe ya go retelelwa ke go falola la ntlha.' Filosofi e thuto ya tšhono ya bobedi e theilweng mo go yona ke ya gore 'diphoso tse di dirilweng ka ditsela tsa go tlhopha tsamaiso ya thuto gongwe di dirilwe ke batho ba ba emisitseng dithuto tsa bona ka bobona di ka baakanngwa moragonyana.'

Thutopatlisiso e e dirisitseng dithekeniki tsa mokgwatiriso yo o lebelelang mabaka, e dirilwe kwa West Rand, Gauteng mo Aforikaborwa. Go diragaditswe dipotsolotso tse di batlileng di rulagane le baamogelatshiamelo ba le 30 ba bogolo jo bo magareng ga 18 le 21 ba ba nnileng le seabe mo lenaneong. Ka ntlha ya leroborobo la COVID-19 le matshosetsi a a tsamelanang le lona, thutopatlisiso e dirilwe go dirisiwa dipolatelyo tsa eleketeroniki go tla ditshwaetso tse di ka bakwang ke kamano mo loagong.

Go fitlhetswe gore lenaneo le thusitse bašwa ba le bantsi ba ba ka bong ba sa maatlafadiwa fa e ne e se tšhono ya bobedi ya go tsharolola dithuto tsa bona. Ka kakaretso go fitlhetswe lenaneo leno le thusa thata ka ntlha ya go kobega ga lona le maitsholo a seporofešenale a barutabana. Ka bomadimabe, DBE e kgaoditse lenaneo go tloga ka ngwaga wa 2020. Thutopatlisiso e atlenegisitse gore lenaneo le tswelediwe gonne maatlafatso ya bašwa e botlhokwa tota mo nageng eno. Bašwa bano ke baeteledipele ba isago mo maphateng a a farologaneng a ikonomi; mme go tlaa nna boima gore ba dire jalo fa ba sa falole mme ba phuaganya lekwalo la Materiki le thuto. Go phuaganya dithuto go tlaa nna le ditlamorago mo maitekong a ikonomi-loago a bašwa mme go tlaa ba ama le morago ga dingwaga tsa bošwa mme seo se tswelele go oketsa maemo a lehuma go ralala setšhaba.

MAFOKO A BOTLHOKWA: Materiki, Lenaneo la Tšhono ya Bobedi, go beeletsa mo bašweng, dikgoreletsi, phitlhelelo ya thuto e e lekalekanang, tlhabololo ya mananeo,

tlhabololo ya motho ka nosi, ditlhopha tse di totilweng, go thapiwa, molebo o o akaretsang, phetolo ya megopolo/mekgwa, thuto ya setegeniki

OKUCASHUNIWE

Inhloso yalolu cwaningo kwakuwukuthola ukuxhumana ngokoqobo nokubona amaqiniso noma izehlakalo zabantu abasha ababambe iqhaza Esitifiketini Esiphezulu sikaZwelonke (NSC) Uhlelo Lwethuba Lwesibili olwalunikezwa phambilini yiSikhungo Sikazwelonke Sokuthuthukiswa Kwentsha (NYDA) futhi yanikelwa eMnyangweni Wezemfundo Eyisisekelo (DBE) ngo-2016. Imfundo yethuba lesibili isuselwa emcabangweni wokuthi 'ngohlaka oluhleliwe umuntu angakwazi ukusebenzisa ithuba lokufunda elalahleka noma ehluleke okokuqala ngqa. 'Umqondo osekela imfundo yethuba lesibili ukuthi' amaphutha enziwe ngezindlela zokukhetha zohlelo lwezemfundo noma ngabantu abaqeda umsebenzi wabo wokuziphilisa angalungiswa ngokuhamba kwesikhathi.'

Ucwaningo, obelusebenzisa amasu endlela efaka phakathi ukuqoqa nokuhlaziya imininingwane engeyona eyamanani, lwenziwe eWest Rand, eGauteng eNingizimu Afrika. Izingxoxo ezihleleke kancane zenziwa nabazuzi abangama-30 abaphakathi kweminyaka eyi-18 nengama-21 ababambe iqhaza kulolu hlelo. Ngenxa yobhadane lwe-COVID-19 nezingozi ezihambisana nalo, lolu cwaningo lwenziwa, kusetshenziswa izinkundla ze-e ukugwema ukutheleleka ngokuxhumana nabantu okusondelene eduze.

Kutholakale ukuthi uhlelo lusize abantu abasha abaningi abebengeke banikwe amandla ukube bekungelona leli thuba lesibili lokukhulisa izinga labo lokufunda. Loluhlelo ngokujwayelekile lutholakale lusiza kakhulu ngenxa yokuguquguquka kwalo nokuziphatha kothisha ngobungcweti. Ngeshwa, i-DBE imise uhlelo kusukela ngonyaka ka-2020. Loluhlelo luyelwaphakamisa ukuthi loluhlelo luqhubeke, ngoba ukunika amandla abantu abasha kuyisidingo esisemqoka kuleli zwe. Le ntsha ingabaholi bakusasa emikhakheni ehluhahlukene yemisebenzi yezomnotho; futhi kuzoba nzima kubo ukwenza kanjalo uma behluleka futhi beyeke uMatikuleletsheni nomhlaba wezemfundo. Ukuyeka isikole kuzoba nomthelela emisebenzini yezenhlalo nezomnotho yabantu abasha futhi kuzodlula ngisho nangaphezulu kweminyaka yobusha futhi kuqhubeke nokuhlasela isimo sobumpofu esizweni sonke.

AMAGAMA ASEMQOKA:

Matric

uMatikuletsheni

Second Chance Programme

Uhlelo lwesibili lwethuba

investing in youth

ukutshala imali ebantwini abasha

barriers

izithiyo

access to equal education

ukufinyelela emfundweni elinganayo

programme development

ukuthuthukiswa kohlelo

individual development

ukuthuthukiswa komuntu ngamunye

focus groups

amaqembu okugxila

employment

ukuqashwa

holistic approach

indlela ephelele

attitude change

ukuguquka kwesimo sengqondo

technical education

imfundo yezobuchwepheshe

Chapter 1

Study Background and Overview

1.1 Introduction

One of the priorities of the new democratic South African government is to focus on youth development. The government even dedicated a public holiday meant to recognise and appreciate the need for development of young people. Every June 16th, the government addresses young people from different corners of the country through gatherings in the stadium and during the whole month, the youth is reminded about how important they are for building the country as young and future leaders. It is in this regard that the government established the National Youth Development Agency (NYDA Annual Report, 2015/16: 17).

With the aim of empowering youth coordination as far as development is concerned is the National Youth Development Agency (NYDA). Merging the National Youth Council (NYC) together with Umsobomvu Youth Fund (UYF) gave birth to the NYDA (Pillay 2014: 01). On June 16, 2009, President Jacob Zuma in his State of the Nation Address (SONA) launched the NYDA. The youth of South Africa contributed immensely to the liberation of the country and that also severed in the establishment of the NYDA, this was articulated in the Corporate Plan (2010-2013). This can be seen as the reason why in government and civil society, the mobilisation of youth has never stopped. To push the agenda of youth development which was youth activist-led within policy frameworks in government the National Youth Council (NYC) and South African Youth Council (SAYC) were established in 1996 and 1997 respectively (Youth Act 54 of 2008).

To enhance young people's participation in the economy, the NYDA came up with a cluster of various activities (NYDA Corporate Plan 2010-2013: 09). The interventions by the NYDA had the intention to support youth with varying age groups. Regardless of other interventions, education was found and remains the key intervention to realize the potential of the youth and better their future (National Youth Policy, 2009-2014: 14).

Making sure that youth get quality education and skills whether in or out of school became the Key Performance Area (KPA) for NYDA. The argument was that it was quite necessary for young people to attain skills that would enable them to have a better life in the future. This then saw NYDA changing its initial goals. Efforts were directed to shift from skills development and enterprise finance to education. This development was established in May 2009 (NYDA Policy Document 2013: 01). In 2014 South Africa saw the initiation of the National Senior Certificate (NSC) Second Chance program which came because of joint efforts between Education Training Development Practitioner (ETDP) and Sector Education Training Authority (SETA). At that time, the country had already seen the rise in numbers of young people failing matric and this initiation was to counter the problem through provision of second chance education programs. From the nine provinces in South Africa, the program had a target number of 4500 young South Africans (NYDA Briefing Policy document for Second Chance Program, 2013:02).

As far as the matric pass rate in South Africa is concerned, there have been fluctuations between 78.2 and 75.8% over the last six years (SAnews.gov.za, accessed on 3 June 2019). When taking a closer look per province, Gauteng to be specific, the numbers have been changing between 87.9 and 84.2% (Department of Education Technical Report, 2013:18). When compared with the aim of the Department of Basic Education (DBE) which is a 100% pass rate, these pass rates are slightly below. An assessment of the average pass rate shows that in the last 10 years, the average pass rate has been 78.2% which is quite a disappointing figure when compared against the expectations of the DBE.

Nonetheless, in January 2016 after being driven as an initiative of the NYDA for 2 years, the second chance program was taken over by the National Department of Basic Education (DBE). Mathematics, Mathematical Literacy, Physical Science, Life Science, Business Studies, Geography, and Economics became the focus of the program under the management of the DBE (National Department of Basic Education Diagnostic Report, 2016:90). Under the management of the DBE, the second chance program proved that it had positive effect as was seen with the 2016 overall results across the nine provinces. A pass rate shift from 70.7 to 72.1% was seen between 2015 and 2016 (DBE Diagnostic Report 2016:45). The arguments above points to the justifications of this study which is

an evaluation of the experiences of youths who have taken part in the National Senior Certificate second chance matric rewrite DBE program in Westrand, Gauteng Province.

1.2 Problem statement

Various stakeholders inclusive of psychologists, parents, teachers, policy makers and social workers have been for a very long time shown their unwavering interest in academic performance. More questions than answers have risen as efforts to understand the determinants of academic performance are made (Savelsberg, Pignata & Weckert, 2017). From as back as the mid-1990s efforts to ensure that youth complete at least secondary education across the world were made but the rates at which youths have completed at least secondary education have remained relatively low (Ross, 2019). Several reasons have been mentioned to be at play as far as failure of youth to complete education is concerned and this has tempered with the prospects of youth in getting ahead in life let alone get rewarding careers (Hickey, Smith, O'Sullivan, McGill, Kenny, MacIntyre & Gordon, 2020). In South Africa, the aim of the Second Chance Matric Programme is to provide support to learners who have not been able to meet the requirements of the National Senior Certificate (NSC) or the extended Senior Certificate (SC), thereby meeting the goals of the NDP and the sector thus increasing learner retention (Igwe, Nzeadibe & Ugwuanyi, 2020). Oftentimes, young South Africans find themselves not qualifying for a supplementary exam which results in many giving considerations to re-doing the Matric year. This is a daunting option to many, since this requires one to re-do the entire year and continue to pay school fees (Hickey et al., 2020). For those that are determined to pass Grade 12 and get that certificate, they usually take this as a possible solution. For students who are unable or unwilling to return to the same school, consideration is often given to private colleges such as Damelin or Abbots College which allow students to do Matric through correspondence or to attend classes every day (Igwe et al., 2020). Going through different private colleges is also a daunting task given the expenses associated with them hence the existence of Second Chance Programme.

The arguments observed here serve as a foundation of understanding from beneficiaries, the experiences of youths who have taken part in the National Senior Certificate second chance matric re-write DBE programme in Westrand, Gauteng Province.

1.3 Purpose of the study

The overall aim of this study is to deepen the understanding and extent of the impact of the NSC Second Chance Matric programme beneficitation to learners who are unable to complete matric. The study explores, therefore, the experiences of youth attending the NSC Second Chance Matric Re-Write Programme as offered mainly by the Department of Basic Education in South Africa.

1.4 Research objectives

- To determine the experiences of the people who have taken part in the NSC Second Chance Matric Re-write programme as offered by DBE.
- To explore the impact of the NSC Second Chance Matric, Re-write Programme on youth who could not complete their National Senior Certificate.
- To highlight the challenges of youth attending the NSC Second Chance Matric Re-write programme offered by DBE and how these challenges can be intervened.
- To explore workable solutions to the problems experienced by youths on the NSC Second Chance Matric Re-write programme.

1.5 Research questions

- What are the experiences of people who have taken part in the NSC Second Chance Matric Re-write programme as offered by DBE?
- What impact has the NSC Second Chance Matric, Re-write Programme had on youth who could not complete their National Senior Certificate?
- What challenges are experienced by youth attending the NSC Second Chance Matric Re-write programme offered by DBE and how are these challenges dealt with?
- What workable solutions exist for the problems experienced by youths on the NSC Second Chance Matric Re-write programme?

1.6 Definition of key terms

- i. **Youth:** When a person has achieved their own independence particularly after the transition from childhood to adulthood, they are considered to have entered the youth phase. In comparison to other age groups, this phase is more fluid. As it relates to age, this phase is defined based on a person leaving education in pursuit of their first job. While it may vary across nations, the acceptable statistical standard set by the United Nations is that youth is between the ages of 15 and 24. There is not one acceptable definition of youth as definitions are affected by these such as economics and socio-cultural settings.
- ii. **Youth development:** The process of empowering a person who has just transitioned to adulthood so that they can meet the challenges of life is called youth development. Quite a number of things are factored in to ensure that there is holistic youth development, and such include cognitive, life skills, emotional and physical training. In its intent and purpose, youth development aims to meet young people at the point of their need especially in communities, schools, peer groups and organisations.
- iii. **Second chance education:** When out of school individuals are engaged to ensure that a bridge is built to give them the education they missed, the process or model is considered second chance education.

1.7 Design and methodology overview

1.7.1 Research approach

The study employed a qualitative methodology. Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. Common approaches include grounded theory, ethnography, action research, phenomenological research, and narrative research. They share some similarities but emphasize different aims and perspectives.

1.7.2 Empirical context

An empirical context refers to the circumstances that form the setting for the study. Under this section, the researcher presents the circumstances under which this study falls.

1.7.2.1 Research setting

The research was set in the West of the city of Johannesburg in the West Rand District Municipality. The West Rand District Municipality is a Category C municipality located in the west of the Gauteng Province. The West Rand extends from Randfontein in the west to Roodepoort in the east and includes the town of Krugersdorp in between.

1.7.2.2 Sampling

In this study, purposive sampling was used, which refers to looking at a subject or portion of people who have certain qualities or characteristics. It can also be called judgemental sampling in which a researcher chooses who can be part of the sampling group. This is informed by the qualities or characteristics that the research is looking at (Eikan. Etal 2016:02). The sample of this study was inclusive of learners who took part in the programme in question, educators and centre managers tasked to serve in the centres.

1.7.2.3 Measuring instruments

The study opted for online interviews with open ended questions. This instrument allowed the researcher the chance to prompt for further explanations from participants. It should be noted that this instrument will be discussed in detail in the later chapters. Also, to note is that this instrument was key as the COVID-19 pandemic and its protocols demanded avoidance of interactions to prevent infections.

1.7.2.4 Data analysis

Collected data in this study was analysed using a thematic approach. Thematic approach to research is the categorising of findings through making of notes and identifying similar patterns (Ward, 2010). The use of a thematic approach in this study ensures that there is not only an in-depth understanding of the subject under discussion, but it also ensures that the researcher and readers understand the effect of program across board. Employing a thematic approach requires the study to follow these steps: becoming familiar with the data, generating initial codes, searching for themes, defining, and naming

themes and lastly producing a report (Braun and Clarke, 2006). The data in this study was translated from vernacular to English.

1.8 Significance of the study

The NSC Second Chance Matric Re-write Programme has been introduced recently. It is only six years old as it was introduced by NYDA in 2013 and taken by the Department of Basic Education in 2016. This warrants some levels of the study that may assist in advancing the goals of the programme of advancing lives of young people. The study may likely be of use in assisting and making sure resources allocated for the programme by the DBE are maximally used and benefits recipients as planned. It may go a long way in also assisting any other institution beside DBE having to provide the similar programmes for the youth.

The findings of this study may contribute to capacitating the Department of Basic Education as well as policymakers and youth extensively on matters related to the NSC Second Chance Matric Re-write Programme.

The findings may indicate areas that may need improvement in the programme. It would also assist in terms of improving access to quality education by getting a chance to learn about programmes that provide young people with second chance. This will ultimately help in improving the welfare of youth in general and will contribute to reducing unemployment. Additionally, studies show that education and training are directly proportional to employability (Statistics South Africa, 2005:5).

1.9 Ethical considerations

It is not only prudent but necessary to ensure that when conducting social research, consideration is given to the general welfare and wellbeing of the participants of the study hence ethical considerations (Babbie and Mouton, 2001: 520). The agreed standards of research demand that when conducting a study, researcher should ensure that participants get involved in the study on voluntary basis, the identities of participants are concealed, no harm comes to participants and participants are not deceived at which ever point of the study about the use of their opinions (Babbie & Mouton, 2001: 520- 525).

Therefore, ensuring that this study maintains the abovementioned ethical principles it can be added that before the focus discussions start an explanation of the purpose, aims and objectives of the study will be done with the individuals who have taken part in the DBE NSC Second Chance Programme and those taking part.

In this study, participants were provided with all matters of ethical consideration including that they were also informed of their right to take part in the study on voluntary basis and that they could stop participating at any time if they chose to. Confidentiality was also guaranteed to all participants. Participants gave consents to take part following detailed explanation on consideration of ethics.

1.10 Limitations and delimitations

Selecting participants was problematic because of the stigma attached to failing matric. The researcher over-came this by reassuring participants of the study that they were not going to be judged except that their views would solely be used for this study only.

Time constraints, setting up appointments for the interviews and the interview itself took longer than planned. Additionally, the validity and reliability of responses from the participants were a limitation because these were self-reported results.

COVID-19 preventive measures made it difficult to conduct face to face interviews and focus groups. This was because COVID-19 protocols were to be observed which included wearing masks and keeping social distance of not less than 1.5M in case of group discussions. As travelling across the country was allowed but with restrictions, the researcher could choose to visit some participants when they left their study areas. This would however be preceded by telephonic arrangements and would demand adherence to COVID-19 preventative measures. However, travelling, and physical meetings would only be done only where the use of e-platforms including telephones posed challenges. There were times where the researcher provided the participants with masks and sanitizers when visiting them. However, this would be arranged when the interviews are arranged. Nonetheless, the researcher chose to conduct all interviews via e-platforms hence limitations were dealt with.

Joyner et.al (2018) contended that delimitations are the factors which the researcher readily forgets about. In a similar vein, Bloomberg and Vlope (2018) called attention to that the factors that make up the delimitations are comprehensive of restricting the quantity of results, barring assets, and just utilizing explicit research methods to assemble information so that a researcher can arrive at a specific goal. To additionally explain on this, Rao (2017) offered that a case of delimitation can be utilizing just outcomes from one nation or age group, or expelling information acquired during various climate conditions.

Taking conscious of these stated arguments, the study was delimited to participants from Westrand and was in a way affected by the programme in question.

1.11 Organisation of the research report

This research study comprises of six chapters.

Chapter 1

The first chapter consists of a general overview of the Second Chance Matric Re-write Programme, the role played by NYDA and DBE and outlines the various options available for matriculates who would have performed inadequately in their examinations. Chapter 1 states the research problem, research objectives, research objectives, research hypothesis, justification of study and it also discusses research significance.

Chapter 2

Chapter 2 consists of a review of studies on second chance programmes, a preliminary literature review and a conclusion. Chapter 2 is meant to explore what other authors have written about the programme that aimed at providing matriculates who did not work well a chance to re-write.

Chapter 3

This is a presentation of the research methodology in detail. Chapter 3 consists of the research approach, selection of the study area, methods of data collection and analysis, ethical considerations, and limitations of the study.

Chapter 4

In Chapter 4, the researcher outlines the research findings and discussions of those findings considering existing studies on the same subject matter.

Chapter 5

Chapter 5 discusses the summary of findings looking at key points raised by the research participants.

Chapter 6

This additional chapter deals with conclusion and recommendations of the study. The conclusions in Chapter 5 serve as an assessment of whether the study satisfied its objectives while the recommendations are written for the purposes of stakeholders who may find the information contained in this research of use to them.

1.12 Summary

To ensure that young people stand a better chance at getting a better future in life and eventually contribute to the country's GDP, the second chance matric re-write program was initiated in South Africa. In this first section of the study, arguments surrounding the initiation of the second chance matric re-write program have been presented. Chapter 1 served as the foundation upon which every reader of the study gets an appreciation of the main argument and motivation of the study. Sections of interest include background of the study, problem statement, research objectives and research questions.

Chapter 2

Literature Review

2.1 Introduction

A literature review consists of a critical appraisal of existing literature as they relate to a particular subject. Literature review aims to show the readers that the subject under

discussion has been researched before yet still there is a gap of knowledge in existing study. This section reviews the literature relevant to the study. It contains expert opinions from authorities in the field, a brief history of the NYDA, reviews of other related studies and other significant literature in the provisioning of second-chance opportunity to young people to complete their national Senior Certificates, also known as matric or grade 12 in South Africa.

2.2 Contextualizing the South African education

Instability that can be described as the presence of discord and promise pretty much characterize the present-day South Africa regardless of its independence of 26 years from the apartheid regime. South Africa stands alongside Nigeria as one of the strongest and largest economies on the continent with a people totalling to 58.56 million in 2019 (World Bank, Eurista, 2019; Ollis, Starr, Ryan, Angwin & Harrison, 2017). The position of South Africa in the world gets it to number 20 of rising economies with most of its people being middle income earners. The country has good supply of natural resources and well serviced sectors including financial sector, legal sector, communications sector, and the energy sector. The political stability and economic viability of the country was tested in mid-2017 under the leadership of President Jacob Zuma. With a cloud of acrimony hanging over, President Jacob Zuma relieved the then Minister of Finance together with several cabinet members after the credit rating of the country was junk status at the beginning of April 2017. These events followed a 0.3% growth rate of the economy the preceding year which made economists to argue it as the weakest pace under which the economy had grown in 7 years. The effect of these developments saw the unemployment rate standing at an overall 26.5% with black youth being the most affected.

According, the World Bank (2019) posited that there is very much the highest inequality in the distribution of economic resources. The country is argued to have remained dual economy (Martins, Carneiro, Campos, Ribeiro, Negrão, Baptista & Matos, 2020, MacLellan, 2019, Komatsu, 2019).

Regardless of the country's independence in 1994, apartheid and its effects are still being felt. It is quite clear that what happened between 1948 to 1991 is affecting the affairs of the present-day South Africa. The 1953 Bantu education law is one clear example of

whose effects can be seen within the education system as it was meant for the black child to never break through and realize his political and economic independence (Kiprianos & Mpourgos, 2020). The 1953 Bantu education law had its foundation on the principle that the black child was meant to be a labourer who lived at the mercy of his master, and this is according to the New York Times (2008). Systematically black learners were forbidden from taken certain subjects especially if those subjects would empower them to the level of their masters. From the time the apartheid ended to the present-day South Africa, large investments have gone towards education to reverse the effects of the 1953 Bantu education law. In comparison to international standards, the figure was reasonably high but of the country 2013 total budget, 19.7% was directed towards education (Kiprianos & Mpourgos, 2020). While these efforts are good, there is no doubt that discriminatory education system is still at work and has not been completely eradicated as evidenced by the quality of teachers given to black students, teachers who themselves are trained under a sub-par system. Table 1 gives a clear picture of the head count enrolments in public higher education with respect to race between 2008 and 2013.

Headcount Enrolments in Public Higher Education by Race, 2008-2013							
	2008	2009	2010	2011	2012	2013	POPULATION 2013
African	515,058	547,686	595,963	640,442	662,123	689,503	42,284,132
Coloured	51,647	55,101	58,219	59,312	58,692	61,034	4,766,172
Indian	52,401	53,629	54,537	54,698	52,296	53,787	1,329,302
White	178,140	179,232	178,346	177,365	172,654	171,927	4,602,386
Total	799,490	837,779	892,943	938,200	953,373	983,698	52,981,991

Source: Council on Higher Education



Figure 1: Overview of enrolment in South Africa between 2008 and 2013

Source: Council of Higher Education (2017)

Table 1 creates the impression that regardless of the efforts to enrol more black students, the efforts are as insufficient. The number of black students enrolled for higher education

in comparison with number of youth available in the country is indicative of preferential access to education.

South Africa was found to be at the bottom of the ranking in relation to the Trends in International Mathematics and Science Study (TIMSS). This ranking came because of South Africa participating in a quadrennial test together with 57 other countries who sent a total of 580 000 learners. 19% of students in Zimbabwe cannot read regardless of being in school for 6 years and this is in comparison to 4% in Tanzania and 27% in South Africa. Across the globe, a grade 3 student can work out that 34 divided by 8 is 3 but the situation in South Africa is quite different considering that regardless of being in school for 5 years, most students cannot work out the same problem. Of the students who enrol for school, the ones who pass matriculation are only 37% while those who earn a degree are only 4%. Prospects of becoming an engineer can only be realized by at most 1 out of 200 black learners and the same can be said for white students in South Africa (Delaney & Montagnet, 2020, Meo & Tarabini, 2020, Herman, Varghese & Zilles, 2019).

The statistics given above are reflective of the complex picture of education in urban areas, but it should be noted that in rural areas, the rate at which students attain education is very poor. Sixth grade learners who are functionally literate in rural areas accounted for 41% in 2007. Electricity, running water and books are considered basics to the performance of every student but in South Africa, students in rural areas have little or no access at all to these basics when compared to their counterparts in urban areas. This situation is further exacerbated by the fact officially South Africa has 11 languages spoken over 9 different provinces (Biewen & Thiele, 2020).

There is in existence a varying gap between white and non-white students who get a degree at tertiary level. Furthermore, a clear distinction is also there when it comes to top performing and low performing universities and in most cases white students saturate the top performing universities with non-white students mostly black being left to settle for low performing institutions (Gougas & Malinova, 2020). The gap that exists in the attainment of education and distribution of educational resources has led to disgruntlement among students. The anger of mostly black students has given birth to protests which in some

cases have seen the demolition of education structures that represent discrimination in education (Gougas & Malinova, 2020).

The efforts of the black led government in South Africa as far as education is concerned are starting to pay up (Take, 2017). There has been a shift from 11,339 (in 1994) to 20,513 (in 2004) to 48,686 graduates (in 2014) of black graduates. These number speak to an approximately 137% increase of black graduates in the present-day South Africa in comparison to 9% white graduates. The history and development of the South African education system serves as explanation of the efforts by the DBE and NYDA in implementing the second chance matric re-write program for the youth hence the justification for this study. Without the implementation of a second chance education program, there continues to be disparities in who gets better education and who does not. These disparities speak only to the fact that the black South African child will continue to suffer leaving him without a chance to contribute meaningfully to the economy.

2.2.1 Structure and administration of the South African education sector

The three levels that make up the South African education are inclusive of tertiary, secondary and elementary. Higher education, secondary education and elementary education used to be managed by the National Department of Education and that was before 2009. Having centralized governance of education proved to be a challenge and this led to the government making an initiative whereby its focus was on post-secondary education (Gougas & Malinova, 2020). The creation of the Department of Basic Education further enabled the government to channel its effort on other educational systems while elementary and secondary education was overseen by the DBE. Academic institutions concerned with post-secondary education report to the Department of Higher Education and Training (DHET) (Gougas & Malinova, 2020).

Substantial recourses have been devoted towards education by the black led South African govern to redress the effects apartheid of education. 6% of the country's GDP which accounted for 19.7% of the country's total budget was channelled towards education in 2013. Provincial governments through the DBE manage elementary and secondary schools and the lion's share of the national education budget is allotted to them. Elementary and secondary schools received a lump sum of 57.7% from the national education budget in 2013/14 financial year but this investment drop with the passage of time as more investment was channelled towards post-secondary education (Kiprianos & Mpourgos, 2020).

The efforts by the government to channel resources towards the education system particularly secondary education from which a lot of youth benefit indicate that the government acknowledges that there is a problem with the education system. In as much as these efforts may seem inadequate, they point to a future of South Africa with an educated and empowered youth contributing to the growth of the economy.

2.2.2 Administration of elementary and secondary schools

The Department of Basic Education oversees approximately 425 000 teachers who works in 26 000 also under the supervision of the DBE. The implementation and administration

of the education policy is done in the 9 provinces by Provincial and 86 District DBE offices. Provincial and District DBE offices have a mandate to:

- improve the quality of teaching
- undertake regular assessments
- improve early childhood development
- ensure a system of outcomes-focused accountability

Secondary and elementary schools are administered by the DBE's Provincial offices who work through local district-level offices. To improve accountability at all the levels of the education system, there is need for assess how classroom and schools are managed. For this reason, the DBE engages the Provincial Education Departments (PEDs). Given that there are PEDs that have been performing poorly, the DBE stretched its coalition with PEDs until 2020 and this improved the capacity of various schools (National Senior Certificate Report, 2021; Kiprianos & Mpourgos, 2020).

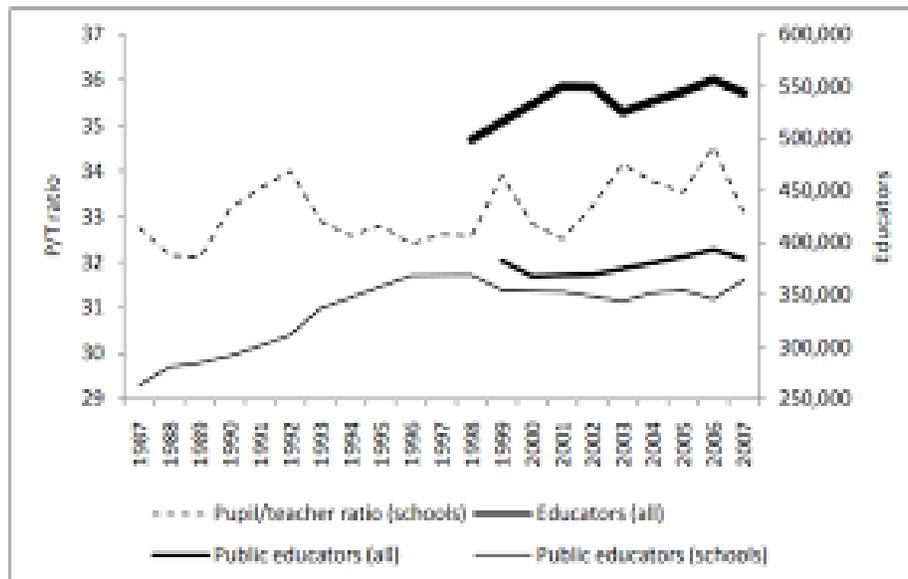


Figure 2: Progress in the education sector

Source: DBE Report (2019)

Figure 2 indicate there has been a significant improvement in the progress of DBE. Regardless, the NDPs vision is far from being realized which is indicative of the need to do more. Most African countries cannot hope to compete with South Africa when it comes

to completion of secondary school but this position when compared to Asian countries it clearly shows that South Africa lags with a huge margin.

Most enrolments in South African elementary and secondary schools are often in public or government run institutions. Private governed schools accounted for 292 331 students in 2012 in contrast to 4.64 million learners in government run schools. While the public schools have been able attract a lot of numbers they are struggling, and this has forced learners to shift to private run schools. The people who are at the lower income bracket have been seen to be the ones sending their children to independent school that require little subsidies.

Recently, private run institutions have seen increased enrolments even though there is still a great margin when compared to enrolments in public institutions (Kiprianos & Mpourgos, 2020).

2.2.3 Administration of post-secondary institutions

The responsibility to administer post-secondary education lies with the Department of Higher Education and Training (DHET). The Department of Labour was formerly responsible for managing vocation and technical training until in 2009 when the DHET was formed and given the mandate to oversee higher education. An increased number of vocational schools and a more plentiful budget for financial aid became the key drivers of the combined portfolio of DHET which was trying to ensure that secondary education was more accessible (Khudu-Petersen & Mamvuto, 2016).

In comparison, more investment has been towards the DBE than the DHET as seen in how much money each department was being allocated in the past. From the period between 2010 and 2017 an average of 14.9% was the total education budget allocated towards the DHET (Mulhall, 2016). A close look at the statistics already published in this study particularly in relation to the budget allocated towards the DBE, it is quite clear that the DHET has been receiving a far much smaller allocation. This is although over the years efforts have been made to make sure more money is channelled towards the DHET. There has been a gradual increase in terms of enrolment in post-secondary institutions since the DHET took over. Between 2010 and 2014 an increase from 983 703 to 1.1

million students was evidenced marking a 13% growth. In 2010 the TVET sector experienced 405 275 whereas in 2014 the numbers increased to 781 378 (Khudu-Petersen & Mamvuto, 2016). The increase in terms of numbers of students enrolling for post-secondary education clearly highlights the fruitfulness of the second chance education program implemented by the DBE. Without that program, the assumption is that the rate at which youth enrol for post-secondary education would have dropped drastically.

2.2.4 The basics of secondary education

The characteristics of secondary education are that it is divided into two clusters, lower and upper secondary whereby grade 7 to 9 represent lower secondary and grade 10 to 12 represent upper secondary. Every school going person is mandated by right to access education until grade 9. With a total of 27.5 classroom time in every week, learners at lower secondary receive lessons in economics and management sciences, mathematics, life orientation, social science, arts and culture and language (Mulhall, 2016).

Grade 10-12 is considered as upper secondary or FET and is not compulsory for any learner. Passing grade 9 is the prerequisite to entering the FET phase. The hours of classroom time at this level are equivalent to the hours at the other phases which is 27.5 hours in a week. FET is further divided into two clusters which include academic (general) and technical and depending on the abilities of the student they are streamed into either one of the two. The two clusters at FET level also determine the degree program that a student will opt for at university level.

Seven subjects are required of every student at FET phase. Of the seven subjects, there are four mandatory which every student takes regardless of whether they are academic or technical. Mathematics, life orientation and two official languages are what characterize the mandatory subjects. The kind of mathematics that students take as a subject is also dependant on the cluster whether it is academic or technical. Whether a student will graduate or not, the decision is solely based on the final matric examinations. There are accredited institutions that offer grade 13 or gap year for students whose marks are not adequate to get them into degree or diploma granting institutions (Nand, 2017).

In the final year of secondary education, the number of dropouts increase drastically compared to any other level of education. Statistics are indicative of the fact that without completing matric, the annual approximate number of dropouts is close or just above 1 million young individuals. The given statistics in these sections further substantiate the intention of this study to evaluate the experiences of students who benefited from the DBE NSC Second Chance Matric re-write program.

2.2.5 The complex picture of high school completion

Irrespective of the challenges in the attainment of education, the rate at which students complete secondary education in South when compared to other African countries has become better over the years. In fact, an increase from 39.6% to 48.5% of South Africans with secondary education and are older than 25 was noted between 2005 and 2015. Countries whose economic development is at the same level with South Africa however have better statistics as it relates to the completion of secondary education (Nand, 2017).

Out of 562 112 students who sat for NSC examination in 2013 only 439 779 students did well achieve a 78.2% pass rate. This seemingly high pass rate when analysed in the context of high school dropout rates particularly at senior and matriculation phase it shows low completion rates of upper-secondary education. Upper-secondary students who dropped out of school between grade 10 and 11 in 2015 totalled 50% (Nand, 2017).

There are students who achieve results that are favourable for post-secondary education and not all of them get admitted. When put together, those who pass with sufficient marks only represent a third of the entire student population that sits for matriculation (Nand, 2017). A mere 19.4% marked the post-secondary education enrolment in 2014. An assessment of the number of students who graduate after every 3 or 4 years highlights that only half of those who initially enrol for post-secondary education get to finish (Nand, 2017).

2.3 An overview of second chance programmes

A plethora of factors are at play which ultimately leads to some young people leaving education earlier than they should. There is a worldwide consensus that school leavers deserve to be awarded a second chance at education which is why second chance education programs are in existence (Bennett, Blundell & Salvanes, 2020). Considering that most young people who wish to return to school do so at a time when it is difficult to sit in a normal classroom, second chance education programs are designed in such a manner that does not follow the conventional norms.

Blended learning, late night schools and use of online platforms are some of the characteristics of second chance education programs that allow young people a chance at education without causing much distraction into their daily normal lives (Bennett, Blundell & Salvanes, 2020). There is a stigma associated with being in a classroom where most students are younger than a person trying to score a chance at education for the second time. For this reason, second chance education programs are designed in such a manner that there is no prejudice. The methodology used in the delivering of education is very different when compared to a normal classroom (Bennett, Blundell & Salvanes, 2020).

Through the adoption of formal learning and multi-professional case management approach, there is in existence second chance education programs that aim to assist students with barriers to learning such as health or housing problems. The adoption and synergy of these two approaches allows for one to tackle their barrier to learning while getting the education they need (Mulhall, 2016). The approach used in these programs appear to be formal, but they are tailor made to meet the varying needs of the recipients of the education and most young people find this to be a considerate factor. Getting back into mainstream education or directly into employment are two of the major goals behind second chance education program (Castro, Hunter, Hardison & Johnson-Ojeda, 2018). Developing an interest in learning is the initial stage to which recipients of second chance education are exposed to.

Public employment services often use second chance education as activation initiatives for young people. The participation of the community in second chance education programs and initiatives contribute to the success of the programs and many young people find it easier to get involved (Mulhall, 2016).

To make the programs more successful, management often takes a gradual process which starts off with soft skills and the building of a relationship and trust between the teacher and students. Since second chance programs are inclusive of a range of initiatives that do not only involve classroom time, a range of staff with varying skills is involved (Castro, Hunter, Hardison & Johnson-Ojeda, 2018). Social workers, healthcare professionals and other professionals whose work and interest concern young people are also involved in second chance education programs. This is on the basis that they usually have expert opinion on what the young people need and are in constant contact with young people who may need to go through second chance education.

According to Khudu-Petersen and Mamvuto (2016) these programs are an alternative of mainstream education in that they offer the same education but in a more flexible way. The flexibility of the program is seen particularly on the number of students who enroll, the timetables they use for learning as well the approaches used by teachers when delivering content (Castro, Hunter, Hardison & Johnson-Ojeda, 2018).

A comparison of mainstream education and second chance education programs clearly indicates that both offer almost the same content but the environments in which the learning is conducted is a major difference. Creating friendly environments in which mutual respect exist is the core of second chance education programs. Confiding in staff about real or perceived learning challenges becomes possible when the students feel respected and seen. In fact, some of the students struggled to learn because of the institutionalized nature of schools and hence the environment in which second chance education is given becomes a key factor towards the success of those students. More so, consideration of the psychological well-being, emotional and physical well-being is given under second chance education program though this is dependent on a student-to-student basis (Khudu-Petersen & Mamvuto, 2016). Young people for a various factors are not always forthcoming when second chance education programs are introduced

hence in some cases professionals like social workers are used to enroll students. The opinion of the mentioned professional is valuable as they can not only recruit but, in some cases, identify the barriers that stand in the way of some learners. Alongside teaching staff, social and healthcare professionals offer support services and counseling which is necessary for some but not all students (Khudu-Petersen & Mamvuto, 2016).

To make sure that approach is holistic, social, and emotional support is required as key competences among the teaching staff who are employed for second chance education programs. Other initiatives common with second chance education programs include mentorship and coaching. To make sure those students can participate in formal environments, mentorship and coaching becomes a necessity. The approach used on each student going through second chance education is not only informed by the barriers that a particular student has but also by the level at which they dropped out of school and the number of years they were out of school.

Given that a student dropped out of school and got employed then enrolled for second chance education, the program takes consideration of this. Considering the knowledge that the student already possesses and their interest in life not only makes it easy to teach the student, but it also ensures that the student enjoys the process as it is aligned to their interest. The learner's needs, if any exist are noted so that program managers can find a way to address them or outsource help on behalf of the student (Castro, Hunter, Hardison & Johnson-Ojeda, 2018).

Because employment and development are the end goal, second chance education programs provide accredited qualifications which employers can not only recognize but accept as well. However, not all second chance education programs offer certification that leads to employment, but some offer a path back into mainstream education which will ultimately lead to employment. When a young person can change course without having to drop to a lower level then the program is effective (Castro, Hunter, Hardison & Johnson-Ojeda, 2018). Recommendations to transfer between second chance education programs and mainstream education is not only possible but is of paramount importance and should be made seamless. The synergy between second chance education program

and mainstream education allows for students to be treated at workplace and other settings without prejudice.

Synergies with employers allows for students who have never been employed to gain work related learning in specific areas of their choice. When a young person is employed while at the same time receiving education, not only are they able to sustain themselves but their appreciation of education is improved regardless of how that education comes (Bennett, Blundell & Salvanes, 2020). Local employers understand the local labor market and their involvement in second chance education programs is essential as their knowledge can be integrated in the lessons taught to young people. Engaging with employers sends a message to young people that their efforts are not in vain. For this reason, it cannot be stressed enough that the flexibility of second chance education is necessary and of importance (Castro, Hunter, Hardison & Johnson-Ojeda, 2018).

Assessing attendant requirements for students under second chance education programs is very important as most of the recipients have unique issues that may hinder their progress. Studies of existing second chance education programs around the globe have brought to light that many recipients are either teen mothers, young people who are recovering from drugs, young people who were once incarcerated and young people from poor backgrounds. An assessment of the different backgrounds where most recipients come from show the need for flexibility for example a teen mother with a child to look after cannot report for learning the same hours as a young person who is working to support his family while pursuing education (Bennett, Blundell & Salvanes, 2020).

Perceptions regarding second chance education programs have been found to be varying between people. While a straight 'A' student may think that these initiatives are a waste of resources, a young person who dropped out of school because of tuition may consider the initiatives a necessity. Someone who has never had a child may think that these initiatives promote laziness because people know they will be given a second chance but a girl who dropped out of school to raise a child may advocate that these initiatives are quite essential. Opinions surrounding the necessity of second chance education programs need to be spread around because negative opinions make it difficult for potential recipients to enroll for the programs (Bennett, Blundell & Salvanes, 2020). In

some countries, legislation has been passed to accredit institutions that offer second chance education programs and policy makers continue to advocate for more second chance education programs not only in communities but juvenile prisons as well (Bennett, Blundell & Salvanes, 2020).

2.4 Contextual understanding of factors affecting academic performance

There is a plethora of factors that are key to the success of the learning process. These factors are teacher centric, student centric and environment centric. Student centric factors include but are not limited to the willingness and readiness to learn. Teacher centric factors are inclusive of the willingness to teach, the readiness to teach and the knowledge of the subject that needs to be taught. Environment centric factors are those factors that have everything to do with the setting where learning occurs and these include the temperature of the environment, the cleanliness of the environment and so on (Khudu-Petersen & Mamvuto, 2016). Regardless of the factors mentioned above, the home environment where a learner goes to also plays a role in determining whether a student will retain the learned information (Bennett, Blundell & Salvanes, 2020). The learner's interaction with the various factors mentioned in this paragraph play a role in their overall appreciation of education (Castro, Hunter, Hardison & Johnson-Ojeda, 2018).

Attitude and perception of the school environment and the deliverer determines whether a student will succeed academically (Mulhall, 2016). This paragraph creates the impression that stakeholders need to be conscious of the various factors that contribute to student achievement so that they can set those factors to favour the learning process.

2.4.1 Teacher-student relationship

The relationship that exists between a teacher and a student is one of the determinants to the success of the learning process. The significance of this relationship and its effects has been researched on in various school settings that include kindergarten, primary schools, secondary schools as well as universities (Savelsberg, Pignata & Weckert, 2017). The style that a teacher adopts in delivering a subject, the knowledge a teacher possesses and the inspiration that a teacher puts in his delivery are part and parcel of factors that build or destroy the teacher-student relationship. Students are drawn to affectionate teachers and tend to do well in their subjects. Teachers on the other hand

are drawn towards learners who regardless of having barriers to learning show a love for education and they tend to apply more effort in teaching such students (Ross, 2019). Teachers have an appreciation of the differing nature, motivation and needs of human beings and they use this understanding to address the varying needs of their learners without showing favor or prejudice (Nand, 2017). Learners who have teachers who go an extra mile in offering support with assignments have been reported to do well in the academics. On the other hand, teachers whose students are open about their academic challenges have been reported to have better pass rates. Figure 3 illustrates the relations that exists between teacher and student and its impact.

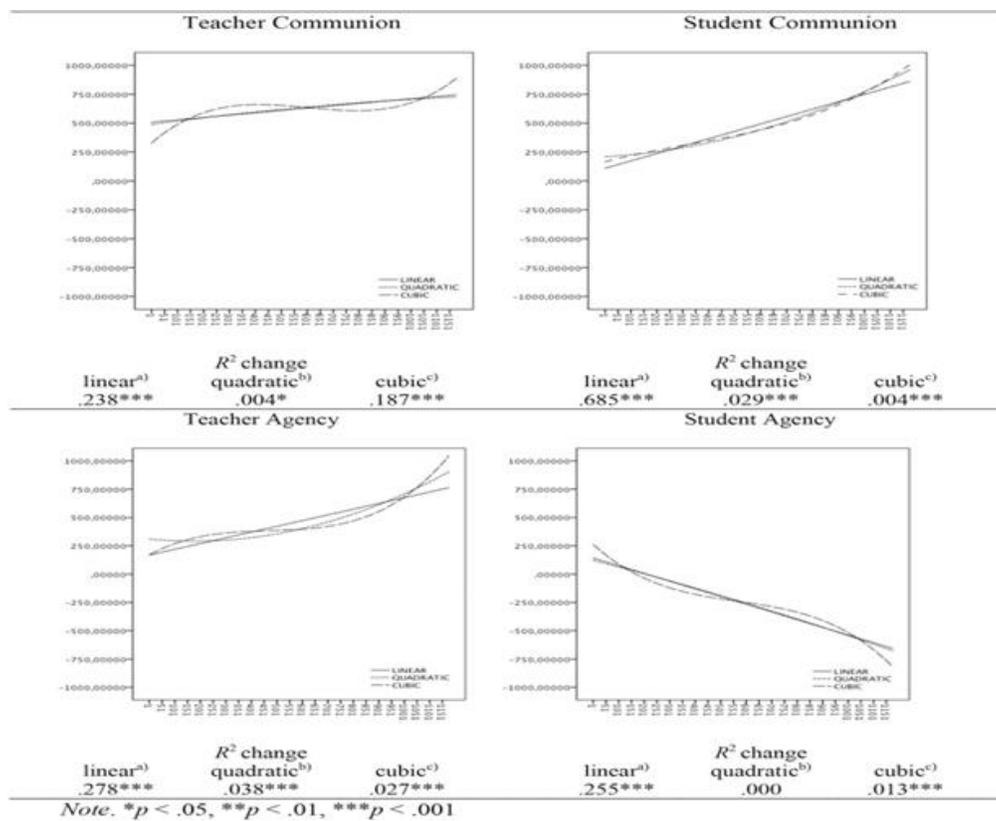


Figure 3: Illustration of teacher-student relationship

Source: Jeon and Hahn (2006)

Figure 3 shows the symbiotic relationship that exists between the teacher and the student. This implies that one affects the other. The way the teacher delivers a subject determines whether it will have positive or negative influence on the student. The way a student

receives a lesson affects how the teacher delivers a subject. Enthusiasm on both ends ultimately leads to better results.

2.4.2 Teaching styles and teacher attributes

Learners in contact institutions consciously interact closely with their instructors. Teacher attributes have been observed to have impact on learning and performance especially in institutions where there is constant contact between teachers and learners. Adeyale and Yusufu (2012) argue that while resources and their availability are of paramount importance, what contributes greatly to the academic success of learners is the ability possessed by the teaching staff.

Mlambo (2011) posits that in primary as well as secondary education, the approach used by an instructor married together with the learning preference of a student have positive impact on academic success. Shah (2009) noted that respect from a teacher to a student during the learning process improves the learner's performance irrespective of the challenges the learner may have. This is because the respect of a teacher sends a message to a student that I can see you and I appreciate your opinion. Clay and Breslow (2006) present the argument that active learning approaches when employed by teachers even in situations where the subject being taught is not interesting go a long way in keeping students engaged.

Matsumura et al. (in Schwerdt and Wuppermann 2008) presented a paper on how student achievements correlate with assignments' quality. The results they gathered using hierarchical linear modelling were indicative of the fact that assignment quality is a determinant of test score. Newmann et al. (in Schwerdt and Wuppermann 2008) also assessed the same variables and their findings were sync with those found by Matsumura et al (2008). Improved or better test scores are achieved when students deal with assignments they consider to be challenging intellectually. Wenglinsky (in Schwerdt and Wuppermann 2008) to understand effect of varying approaches to teaching employed a multilevel structural equation on Math and Science test scores. Working with objects to solve problems that can be found in the real world which is also called hand-on-learning has positive impact on the test scores of learners. Other than this, the study also revealed that assessment which is learner specific through projects and portfolios also has positive

impact on the test scores of learners. To motivate learners, Rahimpour and Magsoudpour (2011) observed argued on the need to adopt varying but stimulating tasks.

The constructivist theory argues on the usefulness of more task-based approaches as a way of engaging learners (Jeon and Hahn 2006). This is because when learners are offered the platform to work with the assistance of each other, they interact, and the learning process becomes better. Lee and Rha (2009) propounded that the open discussions that exist without prejudice between teachers and students as well as students among themselves fosters interaction and provides a platform for new knowledge.

2.4.3 Assessment forms

The fundamental roles that serve as the foundation of student learning both in secondary and post-secondary education are found in assessment and assessment feedback approaches and they ought to be part of a teaching strategy, and this is according to Jordan (in McCann & Saunders 2010). The preceding fact creates the impression that a learner's performance is affected not only by the assessment that a teacher offers but the feedback of that assessment as well. Assessment feedback is considered by Brown (in McCann & Saunders 2010:2) as the responses given in various forms by a teacher after offering a student(s) assessment. This assessment is characterized by several things which include an honest opinion of the teacher on how a student(s) has done and how they can do better in the future. Feedback therefore serves as an integral part of teaching and learning. Informing the learner of what is expected of them in their journey of learning and showcasing whether the learning process was a success are the two functions of assessment in education (Ramsden, 1992). The arguments presented above shed light on one thing which is the irrefutable importance of providing feedback in the learning process. According to Lockett and Sutherland (2000), when learners receive feedback, their motivation to learn increases. Taras (2002) argues that the effectiveness of feedback in a learning context is seen in how students develop an appreciation of why they are assessed, the process of their assessment and how in the future they can do better. According to Race (2002) if feedback in the learning environment is delayed, its effectiveness will never be realized hence the need to conduct the feedback in a short

space of time following the day of the assessment. Offering meaningful and timely suggestions makes the feedback to stick (McCann & Saunders, 2010).

2.4.4 Learning content

During the learning process, learners look at the presentation and structure that a module follows. The structure and presentation of any module or subject should never be haphazard but should cater for the different needs of the different learners who take that module (Richards, 2007: 51). A module is only considered 'sensitive to learners' needs' when the needs are addressed in the structuring and presentation of that particular module (Schmitt, 2002: 136). Furthermore, when learners fail to see the relevance of the module content to real life situations, they disengage rendering useless the learning process. To be able to put theoretical knowledge to specific real-life situations allows the theoretical knowledge delivered to stick (Theall, 2004).

When relevance of content to real life situations is not identified by learners, information is easily discarded as useless. Institutions and classrooms where learners were found to be active and engaged have been argued to teach knowledge that is married to life situations which learners might have been through or which they know someone to have gone through (Gene and Dean, 1998). Murray et al. (1998) believes in what they term 'learning through problem-solving'. Course and module content which require a student to reflect on their own life and see how they can apply the knowledge learnt are argued to be effective in most secondary and university learners. Memorizing facts and numbers does not assist a student in understanding the content learnt or why it is learnt (Murray et al. 1998). The realization that students can transform learnt theories and use them as useful knowledge is what the researchers presented in this section believe to be learning centred on solving problems.

2.4.5 Learning strategies

According to Cukras (2006), secondary and post-secondary learners face the challenge are often confronted with the problem of self-regulation as far as completing assigned tasks is concerned. Cukras (2006) states further that to selectively utilize study materials provided in educational institutions, students ought to device strategies that suit their own needs and abilities. Utilizing the limited time that they have is one of the challenges that

students come across. The lack of planning as it relates to students' priorities is what results in lack of time which has negative effects on academic performance. Effective management of one's study time can only be realized when students develop time schedules and divide their time according to priority hoping that education is on the top of the priority list (Mushishi, 1997). Du Plessis et al. (1995) emphasized that it is advantageous for students to stick to their study time schedules.

2.4.6 Language competence

For many years owing to the colonial history of the nation, English has been used as the medium of teaching and assessment. This has been like this for years without regard of the fact that English language competence for many students whose backgrounds are disadvantaged (Jama et al. 2008).

This therefore shows that couple with other factors already discussed in this study, language competence affects academic performance in a negative way.

2.5 Education and employability

On one hand education is concerned with handing on the beliefs and values of society, that is, with preserving and not with modifying its culture. It will run directly counter to the aims of the existing education system. On the other hand, an education system or curriculum which is based on the findings of modern science and psychology will be concerned- almost by definition- with the process of change," (du Plesis, 2007). Lewis (2010) said, about the purpose of the education that education enables men to understand the world better in which they live, so that they may more fully express their potential capacities, whether spiritual, intellectual, or material. The essence of the education is to build human capital. Education increases productivity of labour force leading to increase in economic growth. Employability is defined by Knight and Yorke (2013) as a set of achievements, understandings and personal attitudes that make individuals to gain employment and to be successful in their chosen occupation.

Since independence, different reasons remained behind unemployment in South Africa. It was considered that economic growth will remove unemployment, but illiteracy and absence of technical skill were major reasons for unemployment till date (Ross, 2019).

But now even after rapid and high economic growth and expansion of education system, large section of potential labour force is unemployed. In fact, the major issue is educated unemployed (Ollis et.al, 2017). Education enables men to learn and understand the environment. Employability demands the attributes of understanding and situational adaptability. A scrutiny of education scenario in South Africa creates the impression that it has become more technical ignoring human values. High social status of some profession and lower of other imbalances enrolment by students' skill and likings (Savelsberg, Pignata & Weckert, 2017).

Unsuitable selection of education field makes person unemployable. Education makes a person employable if it teaches adaptability. As the level of education goes up from primary to secondary and to higher education, students learn specific subjects and their knowledge become expert in that field, but they lose adaptability if they do not get job in the related field (Ross, 2019).

The other issue of South African contemporary society is social unrest. Education provision by private religious and social trusts narrows students' fraternity definition. This reduces vocational mobility as well (Ross, 2019).

A close analysis to the employability of students who have passed their graduation and technical education, they are employable outside South Africa. This shows that Higher education of South Africa is technically and qualitatively proved. Therefore, there is need to develop South African economy in such a way that educated people do not demand job, but they create job for themselves as well as for others too. Again, this will require managerial or entrepreneurial skills like adaptability, learning from the situation and continuous lifelong learning approach (Savelsberg, Pignata & Weckert, 2017).

2.6 The developmental role of second chance education

Students derive intangible benefits from participating in second chance education programs and this is particularly true in Australia where there in TAFE and ACE (Saunders, Jones, Bowman, Loveder & Brooks 2003; Wyn et.al, 2004). When students feel that they have greater control of their lives while getting life skills they do not only appreciate the impact of second chance education programs, but they also lobby that

their peers participate. Furthermore, the other value associated with youth participation in second chance education programs include personal satisfaction which comes from the sense that one is making informed decisions (Savelsberg, Pignata & Weckert, 2017). While students interact with peers and teachers, a bond and sense of belonging is created and, in some cases, there are students who do not have any group to belong to. The relationship fostered by participating in a network with a given people is considered social capital and second chance education programs offer such. For Coleman (2013) the strength of ties within the group is an important aspect of social capital.

The interaction between students who are all going through second chance education programs sometimes results in the sharing of business ideas or job opportunities. Students can identify each other's strength and they use this knowledge in referring their colleagues for jobs (Savelsberg, Pignata & Weckert, 2017).

Just as physical capital and human capital facilitate productive activity, social capital does as well. For example, a group within which there is extensive trustworthiness and extensive trust can accomplish much more than a comparable group without that trustworthiness and trust (Ross, 2019).

In the United Kingdom, re-engagement with learning has proved to have qualitative benefits. The National Institute of Adult Continuing Education (NIACE) (1999) survey findings reported that 87% of participants experienced improvement in their physical health, because of participation in learning, while 89% reported positive emotional or mental health benefits (Aldridge and Lavendar 2000). This is supported by findings from the Dench and Regan (2000) study, which concluded that a high proportion of people benefited from learning in terms of general well-being. In addition to increased confidence and self-esteem some of the greatest general benefits highlighted were the development of new friends, contact with other people and improved relationships with other people. In this context it is worth introducing Walker's (1987) theory of intercultural articulation for a different perspective on the way individuals may add to their social capital.

Education is considered to have a reproductive nature as well as a productive capacity and this is so when consideration is given to second chance education. In Sydney,

practices adopted in teaching clearly shows that when groups from different ethnic groups come together through education, there is bound to be cohesion (McFadden, 1996). However, the negative effects may be minimised through the implementation of intercultural articulation (Walker, 1987). This refers to a teaching paradigm that allows for positive and democratic teacher/student, student/student relations. This is achieved through cultural convergence, 'an understanding and affinity' for the cultural groups involved in the educational program rather than cultural divergence (Walker 1995, p. 41).

While cultural divergence forces learners to opt for solutions to their problems exclusively from within the resources of their own cultural group, cultural convergence encourages them to see other options and possibilities for action from the repertoires and reservoirs of other cultural groups.

Findings from the ethnographic study of a bridging programme in Sydney in 1992 and 1993 (McFadden 1996) and from interviews with students enrolled in re-entry programs in New South Wales, Victoria, and South Australia (Wyn et al 2004) highlight the positive effects of intercultural articulation. Both studies report the new possibilities and options for action that became available to learners through intercultural articulation with other groups of learners in the class and with teaching staff.

Through these networks of social relations students were no longer trapped in the confines of their own culture but were able to enrich their social capital by drawing on the collective resources of the group.

2.7 The role of the NYDA

Deliberate and calculate state efforts to invest in the development of youth started after 1994 (Pillay, 2014: 01). The introduction of NDYA in 2009 marks one of the initiatives for youth development academically. To coordinate and support youth development matters, the South African government initiated a development agency in the form of NYDA. The marriage of convenience between Umsobomvu Youth Fund and National Youth Commission gave birth to the NYDA (Youth Act 54 of 2008). The absence of youth who could participate in governance and policy matters coupled with problems such as high

unemployment rate and an effort to address such saw the initiation of Umsobomvu Youth Fund (UYF) in 2001.

On June 16, 2009, President Jacob Zuma in his State of the Nation Address (SONA) launched the NYDA. The youth of South Africa contributed immensely to the liberation of the country and that also severed in the establishment of the NYDA, this was articulated in the Corporate Plan (2010-2013). This can be seen as the reason why in government and civil society, the mobilisation of youth has never stopped. To push the agenda of youth development which was youth activist-led within policy frameworks in government the National Youth Council (NYC) and South African Youth Council (SAYC) were established in 1996 and 1997 respectively (Youth Act 54 of 2008).

To enhance young people's participation in the economy, the NYDA came up with a cluster of various activities (NYDA Corporate Plan 2010-2013: 09). The interventions by the NYDA had the intention to support youth with varying age groups. Regardless of other interventions, education was found and remains the key intervention to realize the potential of the youth and better their future (National Youth Policy, 2009-2014: 14).

From an outside viewpoint, the NYC and UYF might have not been immune to broader challenges of the South African economy. Several factors have been standing in the way of NYDA realizing its goal and objectives. The NYDA has also not immune to partisan politics, kleptocracy and nepotism. Radical youths have made efforts to redress these problems but some of them have been prisoned under falsified charges while some of them have been silenced by being given influential positions and fat cheques. This has only resulted in the number of youth uneducated and unemployed growing.

2.7.1 NYDA's approach towards education and skills development

Making sure that youth get quality education and skills whether in or out of school became the Key Performance Area (KPA) for NYDA. The argument was that it was quite necessary for young people to attain skills that would enable them to have a better life in the future. This then saw NYDA changing its initial goals. Efforts were directed to shift from skills development and enterprise finance to education. This development was established in May 2009 (NYDA Policy Document 2013: 01). In 2014 South Africa saw

the initiation of the National Senior Certificate (NSC) Second Chance program which came because of joint efforts between Education Training Development Practitioner (ETDP) and Sector Education Training Authority (SETA). At that time, the country had already seen the rise in numbers of young people failing matric and this initiation was to counter the problem through provision of second chance education programs. From the nine provinces in South Africa, the program had a target number of 4500 young South Africans (NYDA Briefing Policy document for Second Chance Program, 2013:02).

2.7.2 Initiating matric re-write programme

The announcement of learners being able to return to school after failing was announced in 2011 by Basic Education Minister Ms. Angie Motshekga (Education Diagnostic Report, 2013). While this a welcomed moved, it was proved to be impractical especially when consideration was given to the sizes of classes and the number of teachers employed by the State (NYDA Report, 2013). An assessment was carried out to justify matric re-write program and the following factors were discovered to be key in students failing at grade 12 level:

- Inadequate readiness of candidates for examination and particularly learner's failure to reply questions surveying their higher arrange considering abilities such as issue fathoming, basic considering, examination and assessment.
- Inadequacies relating to foundational competencies and essential concepts that contrarily effect on progressed learning and understanding.
- Inadequate numeracy and literacy skills required to write proper paragraphs and do simple calculations respectively across all subjects.

Although the DBE is not overt about this, there are a few researchers who accept that high failure in grade 12 or matric is attributed to numerous learners coming to grade 12 examination having not passed any examinations set in lower grades. The grade progression policy has only been endorsed in the FET phase in 2013 since it was promulgated in the National policy relating to the program and advancement prerequisites of the National Educational Programs Explanation Grades R – 12 on 28 December 2012, a learner who fails a grade for the second time, cannot be retained in the grade, but must be allowed to progress to the next grade. The approach assist stipulates that movement

in Grades 10 – 12 does not ensure the ultimate certification of a learner in Review 12, and such a learner must meet the requirements of the NSC to comply with the requirements of passing grade 12.

Even though learners are being made to move to the following grade. should they repeat the same grade twice comply with level 4 with the certification necessities of the National Senior Certificate (NSC) (Department of Basic Education, 2012).

2.8 Theoretical framework

Latest theories of youth transitions indicate that re-entry into second chance education is a personal act of agency by which young people strive to regain good personal and educational identities amidst the constraints and hazards in their everyday lives, justifying the need for a "second chance." Recent transformation theories in the field of youth studies research endorse the concept of a "second chance." Traditional, linear, one-dimensional models based on age or the transitions from school to work are deemed insufficient because they fail to reflect the dynamics of youth transitions in the post-modern period. Youth transformations are increasingly being seen as multidimensional, circular processes. Other types of transitions include moving away from home, transitioning from one relationship to the next, changing lifestyles, and transitioning from single to parent status. Transition is viewed as a fluid state in which things are constantly changing, arriving, and departing, leaving, and returning to school (Wyn et al 2004, Wyn and White 1997). In this sense, turning down a first-chance education does not always mean the end of the road. Re-entry into second chance education is associated with the idea of education as "unfinished business" (Munns and McFadden 2000) for many non-completers and is an acknowledgment that they still had to complete a large portion of their education outside of the school environment (Munns & McFadden 2000, Smyth & Hattam 2004, Wyn et al 2004).

This study is based on modernisation theory. According to Micheal and Smith, (2012), modernisation refers to the changing or improvement of peoples' lives in relation to the latest standard of living. Modernisation theory was born out of the need to develop underdeveloped countries known as third world countries, the theory was developed and coined by Rostow Lerner between the years 1950-1960s (Black, 1977). The theory

attempts to identify various social variables that can promote societal growth and development through a social evolutionary process. As the case in point, the second chance matric re-write programme is contributing to promoting societal growth by affording those who could not get their matric a second chance with the re-write.

According to Baryshnikova (2009), the modernisation theory dwells on both the change process rather than responses to social change only. Because of new developments, the modernisation hypothesis is complex in response to social and cultural systems. The process of transition for the better within communities is referred to as modernisation (Kuhnen, 1986). According to Baryshnikova (2009), the belief that traditional cultures will evolve as they embrace more modern practices is supported by modernisation theory, which suggests that communication strategies aimed at municipal growth are organized and planned as modern practices progress. The modernisation theory emphasizes the use of modern tactics in society's growth activities. The rationale for this theory is according to Hallahan (2007), that the modernisation theory is closely linked to a modernist management approach, which promotes the use of modern technology to bring about desired social changes. It's worth noting that these disciplines arose as specialized functions in the modernist world of the twentieth century. Denise, du Toit, and le Roux (2014) define modernisation as the phase of social change triggered by industrialization at the turn of the twenty-first century. The theory works in a postmodern world that emphasizes more holistic approaches to studying organisational phenomena while dealing with increasingly fragmented audiences and delivery channels. In this study, it is anticipated that the NSC Second Chance Matric Re-write Programme is anticipated to contribute to changing the living conditions of youth in South Africa and create for them, a high level of economic access and better living condition.

2.9 Summary

In Chapter 2 the researcher looked at expert opinions from authorities in the field, a brief history of the NYDA, reviews of other related studies and other significant literature. Highlighting second chance programmes, the importance of passing matric, South Africa's unemployment and the current matric pass rate in South Africa is key in Chapter

2 of the present study. The literature review shows that there is a lot of youth who can be assisted to get grade 12 or matric certificate.

Chapter 3

Research Methodology

3.1 Introduction

Chapter 3 is a presentation of the research method that was used and the procedures that were followed in ensuring that the study answers its objectives. The first part provides clarity in terms of why the specific sample group was selected, consisting of people who have taken part in the Department of Basic Education's NSC Second Chance Matric re-write programme. The second part highlights the methods that were employed to get the sample. The third part explains the methodological approach which was used to gather data. Lastly, focus is given to potential limitations and shortcomings to the study.

3.2 Research philosophy

Research philosophy deals with the source, nature, and development of knowledge. In simple terms, a research philosophy is belief about the ways in which data about a phenomenon should be collected, analysed, and used (Adams et al., 2016:1-8). In the present study, the researcher adopted the interpretivism philosophy. Interpretivism, also known as interpretivist, involves researchers to interpret elements of the study, thus interpretivism integrates human interest into a study. Accordingly, "interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments." Development of interpretivist philosophy is based on the critique of positivism in social sciences. Accordingly, this philosophy emphasizes qualitative analysis over quantitative analysis (Bleiker et al, 2019:4-8).

3.2.1 Ontology

Ontology, or the 'study of being', is a philosophical stance concerned with what exists in the world about which humans can acquire knowledge (Barnes, 2018:379-387). In the present study, the researcher adopted relativist ontology. This approach perceives reality as intersubjectively that is based on meanings and understandings on social and experiential levels (Hochbein & Smeaton, 2018:11). Relativist ontology is the belief that reality is a finite subjective experience, and nothing exists outside of our thoughts. Reality

from a relativist perspective is not distinguishable from the subjective experience of it (Hochbein & Smeaton, 2018:11). The present study argues that to understand reality and effectiveness of second chance matric re-write programme in South Africa, it is essential to assess the experiences of participants of that programme as their experiences reflect the reality of the programme.

3.2.2 Epistemology

Epistemology, or the study of knowledge, is “a way of understanding and explaining how I know what I know.” Epistemological inquiry looks at the relationship between the knower and the knowledge (Hochbein & Smeaton, 2018:11). Epistemology is about how one makes meaningful sense of the world. Logically, ontological beliefs confine epistemological beliefs, yet there is epistemological latitude within ontological delimitations (Brannen, 2017). The present study being interpretivism adopts transactional or subjectivist epistemology. According to this approach, people cannot be separated from their knowledge; therefore, there is a clear link between the researcher and research subject. Subjectivism is the belief that knowledge is “always filtered through the lenses of language, gender, social class, race, and ethnicity.” While not a denial that an external reality exists, a subjective epistemology recognizes knowledge as value laden (Tran, 2016:1-7). Unaffected and universal knowledge of an external reality is not possible beyond individual reflections and interpretations. Observations are influenced by the observer and the observer is influenced by the observed (Epstein & Salinas, 2018:61-92). In the present study, the outcomes of the second chance matric re-write programmes are because of the perception given to them by the students participating in those programmes.

3.3 Research approach

The way through which research data is collected and analysed is considered research approach. There are two approaches, and one is for data collection while the other is for data analysis. In the present study, data collection followed the qualitative approach while data analysis followed the inductive approach.

3.3.1 Qualitative data collection

Qualitative research is the process of collecting, analysing, and interpreting non-numerical data, such as language (Epstein & Salinas, 2018:61-92). Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality. Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative data is defined as non-numerical data, such as text, video, photographs, or audio recordings. This type of data can be collected using diary accounts or in-depth interviews and analysed using grounded theory or thematic analysis (Epstein & Salinas, 2018:61-92; Mertens, 2014; Taguchi, 2018:23-32).

In the present study, the researcher's interest was on the experiences and feelings of youth who have participated in the second chance matric re-write programme. To gather such kind of data, the researcher had to rely on the word of the mouth as the participants shared their experience hence qualitative. Because of close researcher involvement, the researcher gained the participants' views and feelings towards the second chance matric re-write programme initiated by the DBE in South Africa. This information could not have been gathered through the means of numeric data collection method.

3.3.2 Inductive

Inductive reasoning is a method of reasoning in which the premises are viewed as supplying some evidence, but not full assurance, of the truth of the conclusion (Coy, 2019:71-77). By utilizing the different views of the study participants as it relates to the second chance matric re-write programme initiated by the DBE, the researcher was able to come up with one general truth of the programme in question.

3.4 Design

Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question through the collection, interpretation, analysis, and discussion of data (Bergin, 2018). In the present study, the researcher utilized in depth online interviews. In-depth interviewing is a qualitative

research technique that involves conducting intensive individual interviews with a small number of participants to explore their perspectives on a particular idea, program, or situation (Jason & Glenwick, 2016). In-depth interviews are useful when one wants detailed information about a person's thoughts and behaviours or want to explore new issues in depth (Makrakis & Kostoulas-Makrakis, 2016:144-151). In the present study, the researcher could not conduct focus groups or observe research participants in their natural settings hence in-depth interviews offered an option to gather information that would answer the research questions.

3.5 Population and sampling

The population of a study refers to the whole community from which a researcher wishes to draw conclusions, while the sample of a study refers to the group of people from which the researcher would collect data (Alvi, 2016). A study community is a large group of individuals or publications that is the central focus of a rational investigation (Taherdoost, 2016). Nonetheless, due to the large sizes of populations, researchers are often unable to evaluate each person in the population because it is prohibitively expensive and time consuming. A study population is a broadly defined group of people or things that are considered to have similar characteristics (Dhivyadeepa, 2015). A distinct characteristic that is found across a certain number of people is usually what makes a study population. The restricting quality of individuals and the depiction of a population are often the same (Alvi, 2016). Factors that are usually considered in the assessment of a population for a study are inclusive of but not limited to salary, job type, land, or age.

The process that involves picking a specific number from a larger group with the intention of gathering opinions is called sampling. In general, the views of larger population are represented in the views of a sample (Taherdoost, 2016). Instead of straining a research budget by using a whole sample, researchers are often advised to draw the opinions they need from a sample. This also makes it possible to analyze data as it will not be too much (Taherdoost, 2016). Identifying a distinct characteristic within a group of people is the first step in sample generation (Dhivyadeepa, 2015).

Where voting is not compulsory, there is no way to identify which people will vote at a forthcoming election (in advance of the election) (Alvi, 2016). These imprecise

populations are not amenable to sampling in any of the way. As a remedy, researchers seek a sampling frame which has the property that they can identify every single element and include any in their sample. The most straightforward type of frame is a list of elements of the population (preferably the entire population) with appropriate contact information (Dhivyadeepa, 2015).

3.5.1 Types of population

3.5.1.1 Target population

Target population refers to the 'entire' group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics, and it is also known as the theoretical population (Taherdoost, 2016). In this study, the target population was people who either benefited or associated the Department of Basic Education's NSC Second Chance Matric re-write programme. The target population is drawn from West Rand, and these are inclusive of both male and female youths as well as male and female employees of the DBE.

3.5.1.2 Accessible population

The accessible population is the population in research to which the researchers can apply their conclusions. This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples (Taherdoost, 2016). Considering the preceding stated facts as it pertains to the accessible population, the study had access to 30 male and female youth. 8 of the youths that participated in the study were formerly school dropouts while the majority was youths that had registered Matric and failed once. The accessible population was also inclusive of 5 employees in West Rand who were responsible for managing the program at various centers.

3.5.2 Sampling type

Sampling occurs when researchers examine a small portion or sample of a larger group of prospective members and use the results to generate expressions that refer to the entire group or population (Dhivyadeepa, 2015). The degree to which the findings of the investigation can be summarized or extended to a larger group or population indicates

the validity of the investigation structure. The process of selecting/choosing a sample is an essential part of conducting sound research (Alvi, 2016).

The following observations need to be considered when determining sample size:

- i. The magnitude of sampling error can be diminished by increasing the sample size.
- ii. There are greater sample size requirements in survey-based studies than in experimental studies.
- iii. Large initial sample size must be provisioned for mailed questionnaires, because the %age of responses can be as low as 20 to 30 per cent.
- iv. The most important factors in determining the sample size include subject availability and cost factors

A familiarity with the standards of research configuration is basic to the improvement of research with strong external validity (Taherdoost, 2016). In principle, a sound sampling technique brings about a sample that is liberated from inclination (every person in the populace has an equivalent possibility of being chosen) and is dependable. To draw valid conclusions from results of any study, researchers must carefully decide how they will select a sample that is representative of the group (Alvi, 2016). There are two types of sampling methods:

- Probability sampling involves random selection, allowing you to make statistical inferences about the whole group.
- Non-probability sampling involves non-random selection based on convenience or other criteria, allowing you to easily collect initial data.

Having established what sampling entails, it should be noted that this study purposive sampling which is a subtype of non-probability sampling. Intentional selection of participants with consideration of their ability share knowledge on a specific subject is considered as purposive sampling. This iterative process of selecting participants is unique to qualitative research studies. Through observation and reflective process, themes and concepts are identified just like in grounded theory. The sampling element ought to occupy a unique position which is relative to the research study.

Along these lines, this study opted for a purposeful sampling technique to select informants based on their knowledge of, and/or experience with, the focus of empirical inquiry. Contextually, the researcher chose the study sample based on their knowledge and experience with the DBE's NSC Second Chance Matric re-write program. As already alluded to in the preceding paragraphs, the sample included learners between the age of 18 and 25. 8 of these learners were formerly school dropouts while the rest had written and failed their Matric. 10 participants came from Mogale City, 10 from Rand West and 10 from Merafong City, which implies that all the major towns were represented in the study.

3.6 Research instrument

When the opinions of research participants are gathered, the process is called data collection (Corner, 2015). Several ways and tools are often used for this process. Secondary and primary techniques are the two clusters of data collection tools. These are also called essential and auxiliary techniques.

3.6.1 Primary data collection instruments

A primary data source is an original data source, that is, one in which the data are collected first-hand by the researcher for a specific research purpose or project. Primary data can be collected in several ways.

However, the most common techniques are self-administered surveys, interviews, field observation, and experiments. Primary data collection is quite expensive and time consuming compared to secondary data collection. Notwithstanding, primary data collection may be the only suitable method for some types of research.

In this study, semi structured interviews conducted on e-platforms was used as the instrument for data collection. Semi-structured interviewing, according to Bernard (1988), is best used when a researcher is not able to get more than one chance to interview a study participant. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. Semi-structured interviews are often preceded by observation, informal and unstructured interviewing to

allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions.

The inclusion of open-ended questions and training of interviewers to follow relevant topics that may stray from the interview guide does, however, still provide the opportunity for identifying new ways of seeing and understanding the topic at hand. Due to COVID-19 at the time of the study, the researcher had to employ preventative measures hence interviews were conducted via telephone and zoom.

3.7 Procedure for data collection

	Data collection dates	In-depth interview participants	Duration of the interview	Equipment to be used to conduct the interview	Learners from different Centres	Administrators, Educators at District, and centres
South African Youth Registered in the DBE second chance programme Due to failing with two or more subjects in full-time grade 12	29 July to 30 August 2020	Participants from the Johannesburg West District		Notepad and recorder	20	Minimum of 2 from each centre 1 must be an educator

Failed grade 12 in the last two years						
		Participants from the City of Johannesburg Centre	60 min with each of the 30 participants	Notepad and recorder		

Table 1: Data collection procedure

Source: Author’s own compilation

Data was collected through semi-structured interviews conducted on e-platforms to adhere to COVID-19 safety regulations.

3.8 Pilot study

A pilot study can be defined as a ‘small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study (Wilson, 2016). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study (Patten, 2016).

To develop the interview guide, a comprehensive literature review of the experiences of youths who have taken part in the National Senior Certificate second chance matric re-write DBE programme in Westrand, Gauteng Province. Afterward, a two-step process was adopted to test the validity and relevance of the interview guide. The interview guide was first reviewed by an expert on question construction, ensuring that the guide did not contain common errors such as leading, confusing, or double-barrelled questions. Then, a pre-survey was conducted with three industry professionals from three different Schools, who had several years’ experience. Their feedback was taken into consideration to finalize the interview guide. The finalized guide first included the questions meant to

profile the participants. Furthermore, a section on experiences while and after undertaking National Senior Certificate was presented in the guide.

The pilot study revealed that the opportunity for second chance education is crucial for groups of young people with disrupted educational pathways. Despite having left school early for a variety of reasons young people still retain educational aspirations.

The pilot study also revealed that there are significant issues that need to be addressed to facilitate the effective transition of young people who wish to complete their education outside the traditional school environment.

3.9 Data analysis

Collected data was analysed using a thematic approach. A thematic approach involves making notes from the findings and categorising them to their patterns (Ward, 2010). The data gathered during the study was translated from vernacular to English. Various conclusions were made concerning the perceptions and experiences of young people about the NSC Second Chance Matric Re-write programme. Employing a thematic approach required the researcher to follow these steps: becoming familiar with the data, generating initial codes, searching for themes, defining, and naming themes and lastly producing a report (Braun and Clarke 2006).

3.10 Ethical considerations

The researcher sought clear, informed consent to use data collected from the participants. In cases where there was no consent the researcher provided justification and explained all the measures that were taken. This was done by way of distributing the consent letter to all potential participants before they participated in the study. Emphasis was put on the fact that participants understand the participation is voluntarily.

The researcher ensured that participants received the following information: information the researcher held about them, how that information was going to be used, all the other parties that would have access to this information and just like with the first ethic, this was stipulated in the consent letter.

The researcher also tried to handle the least amount of personally identifiable data possible and to do this, the survey did not ask personally identifiable questions when participants were asked to give their profiles. The only variables that were recorded were inclusive of gender, age, and years of teaching experience. This was done to guarantee anonymity in the study.

3.11 Summary

In Chapter 3, the study gave a detailed explanation of the steps and procedures taken during data collection. All the methods and tools cited were accompanied by a justification as to why they were chosen over other methods and tools. Sections of interest in Chapter 3 are inclusive of research design and methodology, population and sampling, sampling method, research instrument, pilot study to mention just a few.

Chapter 4

Presentation of the Findings

4.1 Introduction

Following the semi structured interviews that were used to collect data from participants, Chapter 4 presents that data. It should be noted as a matter of significance that most data presented in Chapter 4 was translated from vernacular to English for the purposes of this report as most participants preferred using own languages which are not English. The researcher, as already alluded in the preceding chapter, used a thematic approach to analyze the data gathered from the study.

4.2 Participants according to their demographic data

The research participants comprised of 35 people. The first 5 were comprised of 2 male and 3 female employees of DBE responsible for managing Matric re-write program centers. Their views in this study were of paramount importance as they confirmed and, in some cases, disagreed with the opinions of the youth who were the primary focus of the research. The remaining 30 participants included youth of ages between 18 and 25 years. 7 of the participants were aged 19 years, 3 participants were aged 21 years, 10 participants were aged 23 years, 5 participants were aged 24 years and the last 5 were aged 25. All these participants were Africans. Participants came were residing in Kagiso, Mansville, Randfontein and Krugersdorp. Different locations were used to get diversified opinions from the three townships of the West Rand.

Identifier	Occupation	Gender	Age	Residents
Participant A	DBE Employee	Male	32	Kagiso
Participant B	DBE Employee	Male	37	Mansville
Participant C	DBE Employee	Female	28	Randfontein
Participant D	DBE Employee	Female	35	Krugersdorp
Participant E	DBE Employee	Female	35	Randfontein
Participant F	Student	Male	19	Mansville
Participant G	Student	Female	21	Krugersdorp
Participant H	Student	Female	24	Kagiso
Participant I	Student	Male	25	Mansville
Participant J	Student	Female	18	Kagiso

Table 2: Fragmented data of participants' demographic characteristics

Source: Field survey (2021)

4.3 Study results

With thematic analysis, the study was able to identify seven major themes from the responses provided by the participants. These themes are discussed below, and they include levels of success, success of the program, accessibility of the DBE program, experiences of learners with the DBE program, stigma and level of interaction, support from families and financial support.

4.3.1 Levels of success

Theme 1 reports on what the programme has been able to do for the beneficiaries. It highlights the advantages of being part of the programme. Taking part in a programme such as the DBE Second Chance matric re-write support programme gives young people a chance to redeem themselves. This means that this second chance gives young people an opportunity to get things correctly the second time and learn from their previous mistakes.

In support of the above statement, one beneficiary had this to say,

“The DBE Second Chance Matric re-write support programme gave me a life-line a chance to do better and proceed to study further. This is because things were not rushed, everything was well planned” Beneficiary A.

This testimony indicates that it is due to the programme that young people can be empowered as they can continue with their studies and become better people. It has also been proven that chances of getting employment are high when a person possesses qualification. This suggests that the programme is more likely to contribute even to building better societies lead by educated people in future who in South African situation failing matric used to mean your academic path is shattered.

Getting a chance to look back and then focus on the future assist in building a responsible person. On the other hand, additional to empowering the youth by opening chances of furthering studies, some participants in the study added that the programme can therefore

indirectly assist in reducing poverty. Educated young people are more likely also not to engage on criminal activities as they mostly focus on building better future for themselves and for their families. In support of Beneficiary A, it can be argued that the existence of this programme is important for the youth of the country and therefore there is a need for it to get focussed support and attention by government and its stakeholders.

On the other hand, another beneficiary of the program emphasised that the success of the DBE Second Chance Matric re-write support programme lies in good planning and levels of professional behaviour that the teachers at the programme had.

“Comparatively, the teachers or lectures at the programme were patient with us more than those we left at previous schools. At these centres, teachers did everything in their power to help us understand the work,” Beneficiary B.

This is deemed as successes because in Beneficiary B’s opinion it sounded as the teachers from his previous school(s) were not as patient as the teachers that he had from the second chance programme. Lack of their patience can be cited as contributing factor to their failure to pass in their first examination. Having teachers that are patient helped Beneficiary B in gaining more knowledge and understanding the work much better especially when compared to a normal school setting. Here as Beneficiary B argues, there is an opportunity for them doing a lesson several times so that all the participants end up having good level of understanding that assist them during the examinations. It can also be deduced that here teachers and learners are not pressed of time as they focus on certain subjects and not full academic packages.

Beneficiary C further added that when comparing what they have learnt from actual matric year class they failed to when they were enrolled in the programme, they can proudly say there is a positive impact and good outcome. The difference being that Beneficiary C became conversant in ways to attempt to answer questions that they could not answer before becoming part of the programme.

“For example, during my first matric year, I did not know how to approach a question that deals with functions, however since I have been attending the

DBE Second Chance Matric re-write support programme, I know how to approach and answer the questions that deals with functions in all subjects that demand such knowledge”

Admittedly, the beneficiary is indicating that the DBE programme is planned in a way that is effective. The experienced teachers there understand it well that in main, the learners should be taught to understand the examination questions and the ways to approach such questions. Nevertheless, this again may be attributed to the fact that learners at these programmes are doing limited number of subjects which gives enough time to treat both the syllabus and the questions well and not entirely on the teaching processes.

“, I learnt a lot. I am way smarter than I was last year. I am confident, I have a friend that was in a similar programme in private institution who is not writing an exam because her programme was not as supportive as the DBE Second Chance Matric re-write support programme,” Beneficiary D.

In addition, Beneficiary D added, the support the DBE programme gives its learners is way much better when compared to other programmes. However, Beneficiary B failed to indicate other programmes in government compared to the DBE’s one except that some students use private institutions to complete the class after failing and they find it harder.

“This indicates a success as learners who are enrolled in the second chance programme get support and a guarantee to sit for their year-end exam with confidence.” Beneficiary D.

4.3.2 Success of the program as a component of its flexibility

Although not all centres had the attendance of classes as part of the second chance matric rewrite programme, some participants found that to be a good thing having not to attendance of classes.

“I really loved not having to attend the classes because this gave me an opportunity to do other things with my time and create study time in

between. I managed to get a part-time job while also getting my matric at the same time.” Beneficiary K.

This is speaking to the flexibility that the programme comes with. In addition, Beneficiary M further emphasised that it is nice not having to do all the subjects but choosing which subjects you want to do and when you want to write them. Beneficiary M further added that this gives them a chance to focus on a specific subject and really apply minds in understanding the subject that gave them a struggle in matric class year.

Beneficiary K on the other hand had this to add,

“Bophelo bo thata ga o sena Matric mo South Africa” (*Life is hard when you do not have Matric in South Africa*). As a rule, this is because to apply for a job, even if it is just an entry level job the minimum requirements will be Grade 12 or Matric Certificate.” Beneficiary K.

Admittedly, this Beneficiary also said, “I had a bad year, after failing my matric, I tried looking for a job most of the places I went to asked for a matric as a minimum requirement.”

The literature argues that it is important to integrate theory and practice when looking to have a youth development programme that will have a positive effect on the young people (Wissing and Roth, 2013: 07). Wissing and Roth (2013) argue that by in cooperating these two when coming up with a youth programme is a good idea, the DBE Second Chance Matric re-write support programme has these elements in their pursuit of developing youth. This is because young people show interest in the programme, the beneficiaries say the programme have changed their lives, giving them a lifeline an opportunity to do better.

4.3.3 Accessibility to the DBE programme by learners

Lack of communication internally at Department of Basic Education was problem because people at the local offices and centres we were referred to did not know about the programme. This was said by Beneficiary G. What is interesting to note about this incident, is that 3 more beneficiaries made mention of this challenge of the local centres

not being aware of the key information about the programme. In supporting the difficulties to access assistance at local offices, Beneficiary H, indicated that they were sent from one department to the other when applying, luckily, they work in Pretoria CBD where the Head Office of DBE is located. They were therefore able to go to all the sections of the Department they were referred to. In addition to these challenges raised by the beneficiaries was the lack of resources in some of the local centres where they were attending.

On the other hand, Beneficiary, I added that they had to find old question papers to help prepare for the examinations due to poor support from local centres are getting despite hard working teachers who even go extra mile by bringing own resources to augment their centres.

On the same note, Beneficiary M said the only challenge they had was having to study on own and not having anyone to discuss with.

“It was very hard. I wished they had night classes for those who can’t attend during the day”

On the contrary Beneficiary F had this to say,

“The late afternoon classes affected my concentration levels. I strongly believe that this was caused by the time classes were scheduled to start as these classes are scheduled for the afternoon sessions only.”

Beneficiary F is one of the people who attended after travelling daily from Krugersdorp in the west to Johannesburg which is relatively a long journey.

“We attend our classes at Star School. the people at the reception would treat me somehow, they would say issues such as complaining about us not paying and therefore we have no right to complain when some issues are done in a way that negatively affect us.” Beneficiary E.

“Traveling to and from Braamfontein late in the evening was a challenge, I sometimes had to wait for a taxi for two hours especially on month-end dates,” Beneficiary I.

There are different operating hours for centres, although other beneficiaries had no classes at all, some centres have late classes. Beneficiaries support the idea that the DBE programme should run the same way in all areas. This however comes with some challenges due to infrastructure challenges within the DBE as a department as confirmed by officials who wanted to be treated confidentially.

To make the Programme attractive, one beneficiary argued,

“I think that the programme should offer learners who are enrolled into it a reward for staying in the programme. By reward I am talking about things such as offering us a bursary if we pass well to study further.” Beneficiary A.

According to Beneficiary E, most of the work was started much later in the year we attended. This referred to late reading classes for aural marks that was done only at the end of the study term. In their view, Beneficiary E believes this reading work could have been done earlier.

Echoing same sentiments was Beneficiary F indicated that changing the timetable and moving the classes to earlier hours of the day will help and be accommodative to everyone in the programme. This was supported by Beneficiary G whose argument was “Changing the timetable to having morning or earlier classes will help us in improving our concentration levels as we will still be fresh in the morning.”

Contrary to the literature, there are no suggestions or proposed improvements about youth programmes. The literature shows only the success of the programmes and no downfalls or challenges.

According to Lim (2010: 306), second chance programmes are education programmes that help those who failed in mainstream education. This article does not propose any improvements it just highlights the good thing that come with being in a second chance

programme hence expectations of provision of improvement recommendation from this study as one of its objectives. This study aims to provide findings which will help in policy and decision making by the authorities focussing on improving the life of the young people of the country.

4.3.4 Experiences of the learners in the DBE programme

“Although we braved various challenges while enrolled in the programme, I would recommend it to other learners who are just like me in struggling to pass matric or grade 12.” Beneficiary H.

Beneficiary H added that the reason for supporting the programme is that they believe this programme can help one reach their goals and go on to further studies. This was also emphasised by Beneficiary I who added that the second chance programme is helpful and boosted their understanding levels compared to the classes they attended last year as full-time learner.

“I would highly recommend it to people,” Beneficiary I.

The fact that the lessons are free also contribute in opening learning to some learners who would not get a chance if it was not for this programme. The programme operates like public fee free schools. Contrary, according to Dawes and Larson (2011: 259), in America youth programmes come in second to public school in terms of helping with youth development.

4.3.5 Stigma and level of interaction

“Although we attend at the Star School hey! Is tough. I think it would be helpful if the DBE Programme owns its own reception area. Having two different reception areas might help in ensuring that there is no ill-treatment from the reception people,” Beneficiary E.

Adding, Beneficiary E argues that there was no good interaction with the staff at Star School. One can then argue that this is important to note because none of the beneficiary's comment on interaction between the teachers and other learners. Besides the office staff at Star School not interacting with all learners fairly, interactions with teachers and other learners have proved to have improved in some centres as programme progresses year after the other. According to Beneficiary A, "knowledge on the content covered by the teachers has improved, when comparing to past year". As far as stigma attached to the programme is concerned, no learner or participants have raised it. It is therefore safe to assume that stigma is less concern in the benefits of the programme. Asked if they at times feel ashamed to attend the classes, Beneficiary I argued negatively by saying,

"We all ended up seeking a second chance for different reasons and we should never be ashamed of that. This DBE programme shows how determined a person is in realising their life goals."

4.3.6 Support from families

"There was a lot of support from home because my family saw how I struggled and the pressure I was under. Two years back in my matric year I was on both occasions not successful," Beneficiary D.

This was also echoed by Beneficiary E who added, "In my opinion I would say the support from family helped me stay focussed on the programme"

Citing example of support from the family members, Beneficiary E indicates assistance from the sibling,

"I remember why I enrolled in the programme and support I received. My siblings helped me revise for my Life Sciences examination. They asked me questions based on Life Sciences as if we are doing an unprepared speech"

In supporting, Beneficiary G added that their family support while attending the DBE programme gave their family a chance to start knowing about the programme. They see

it as opportunity for the family to recommend it to someone who might need to re-write matric should it happen anyone of my siblings or cousins do not pass matric in future.

4.3.7 Financial support/relief to learners

The DBE programme does not offer any monetary relief payments. However, it offers those that failed matric a chance to redeem themselves through rewriting their matric. According to Beneficiary K, getting a second chance to try and do better in matric is much more important than any monetary payment". This is because having the matric, puts you ahead of those who do not have it and a chance to apply for entry level jobs and gain experience for other jobs (beneficiary K). However Beneficiary K believes that the programme should consider adding an incentive in form of a bursary to study further, will be much better than a payment for attending the programme.

4.4 Summary

In Chapter 4, the researcher explicitly presented that was collected in this study. Data was collected from 35 participants with semi-structured interviews administered online as well as via the phone. The breakdown of the participants was inclusive of 5 managing staff and 30 learners. Responses were largely influenced by participation in the DBE NSC Second Chance Matric re-write program.

Following the findings, it can be concluded that the program has been of great value particularly to its beneficiaries. The findings in this study warrant the right to be opened again as it covers up for the gap that many youths cannot cover on their own.

Chapter 5

Interpretation of Findings

5.1 Introduction

When being interviewed, participants give their honest views on matters on the table. These can also be expanded by digging out what the responses imply in different situations. This part of the study depicts some interpretative views from the findings in Chapter 4. It provides conclusive views based on the information collected from the participants. This is to give expanded information on raised issues.

5.2 Flexibility in becoming a member of the program

Flexibility of second chance education programs refers to the ability of the program to be easily modified. This does not necessarily mean modified in terms of the content but rather in terms of learning schedule allowing for the participants to attend to some other daily demanding activities like part time jobs or children.

The beneficiaries speak of the amount of flexibility the programme allows them to have, like getting a chance to work and attend school at the same time. Unlike being in matric and having the pressure to apply for university as well as making sure you meet the scoring criterion for the course you want to study.

Beneficiary J said that they were interested in studying teaching to further her studies. “Go nna mo DBE programme, go tshupeditse gore di proگرامme tse ditshwannang le tse dia tlhokagala, ebile ditlhoka” (*Being in the DBE second chance Matric re-write, has shown me that these programmes are a need and important*). These findings are consistent with existing studies which argue that most second chance education programs are tailored to meet the specific needs and interests of learners. This is so by allowing learners choice in the modules to be undertaken so that learning is relevant. This also follows career counselling which is provided to explore individual skills and aspirations and matched to training and vocational opportunities.

The findings suggest that the success of these programs and their uniqueness are because of their original and tailored project delivery models. As though it were not enough, the programs usually have the appropriate staff delivering them.

A comparative analysis of literature and the experiences of the youth bring to light the fact that the approaches are tailored to the needs of participants. Service providers recognised how crucial this was for engaging participants, discerning and catering to their needs, and providing training activities. “We have got to recognise as trainers their personality types, their different learning styles and make sure we put the right people in pairs because we want it to be constructive not destructive,” one centre manager concluded. This supports McGrath’s (2007) call for holistic and relevant training purposely tailored to the learner’s or community’s needs.

The effectiveness of these tailored approaches was evident in participants’ feedback. Many felt that they were being genuinely engaged, often for the first time. This implies that participants could seek the necessary assistance with their learning and personal development when they needed it. This was in stark contrast to other programs they had undertaken, where they felt like “a number.” It was also evident that having the right people facilitating these programs is paramount to their success. Service providers must be able to demonstrate comprehensive knowledge and understanding of the participants’ specific characteristics and the barriers that they face. Service providers must also have the empathy, ability, and willingness to respond to those needs and provide holistic support to participants. Both participants and service providers highlighted the importance of the above (service provider) attributes in establishing credibility with participants. This does not take away the fact that most of the participants were sceptical of education and/or training programs. Hence, the service providers’ ability to relate to participants and build rapport was and remains integral to the success of these programs. Of particular importance to both participants and service providers is the fostering of trust. This is also coupled with the service providers’ willingness to share their own life stories – “it was important that they gave, so we gave as well” – thereby fostering the strong supportive relationships recommended by Ross and Gray (2005) and Hargreaves (2011).

5.3 Studying alone

According to the beneficiaries who were unable to attend the classes, they found that studying alone was a challenge because there was no one to ask clarity seeking questions. Or have a discussion with another person on topics that are not understood.

This is just one reality of distance studying, even if there are groups where one can engage on discussions it is always different from having to discuss in person. Studying on your own is challenging, it was very challenging for Beneficiary J. This led Beneficiary J to suggest that the Programme must have night classes for those who are unable to attend during the day. According to beneficiary J, this will not clash with the Adult Basic Education and Training (ABET) classes that are there. He believes that the DBE second chance programme is much better than, the ABET classes, especially for those in Matric. Even though those that attended the evening classes at star school mentioned that the night classes affected their concentration.

As highlighted earlier, many participants reported lacking social support within their existing networks. These networks are necessary to engage educational and employment pathways. Indeed, for many, participating in one of these programs was the first time they had been provided with sustained personal support. The new social networks that participants formed through these programs often had a profound 'life changing' effect. One service provider described – "...there is a lot of facilitation around creating new social networks, so that participants can make it sustainable, because they are breaking away from everything they know."

It was also evident that the programs that provided mentoring support for participants were more effective. This was especially if mentoring was undertaken using a holistic approach. Here service providers acted more as life coaches. This meant they engage the complexities of the participants' lives and acknowledge the need to look at individuals as "a whole person." Not only that but they also incorporate their health, education, mindset, and financial, social, and personal environments. The support provided amongst peers was equally important, and its success in building social and relationship capital amongst learners is consistent with findings in another research (Balatti, Black, and Falk, 2006, Figgis et al., 2007). Indeed, the strong rapport and trust established by the service

providers often provide the environment and synergy for strong peer relationships to form. An example of the strength of these relationships could be seen in Powerful Pathways for Women. Participants of PPW explained that when some women were dealing with certain family issues, they would provide mutual support for each other.

The findings also highlight that for most participants, sustained social, personal, and educational/employment outcomes were more likely when mentoring support is provided. The mentoring program would go beyond the conclusion of the programs.

Participants still in contact with service providers reinforced the importance of this on-going connection and support. Service providers too keenly felt the need to provide follow-up support. However, the provision of this on-going connection and support was unfunded and relied on the on-going investment and goodwill of service providers. It is this 'investment mind-set' that the literature asserts are particularly crucial for these types of programs to continue and flourish and for meaningful changes to occur (Figgis et al., 2007). This is an important consideration for funding bodies and suggests that equity programs serving participants with multiple and complex needs require longer timeframes and support scaffolding. This is done for them to achieve the personal growth and development (the so called "soft skills"), as a prerequisite to undertaking more structured training and education.

5.4 Communication from DBE

Effective communication is the key driver of any endeavour. Not all potential students of second chance education have access to the prerequisites of such programs. Communication therefore plays an important role as it allows for the news to reach all potential beneficiaries thereby increasing the program enrolment.

There are several comments about not having clear information on applying to be part of the programme from the beneficiaries. Beneficiary H mentioned how they were sent from one department to the other. He adds that "I luckily I work in Pretoria CBD, so I was able to go to all the departments I was referred to" (Beneficiary H). The lack of full application details for the DBE Second chance programme, found him being sent from one department to another. The Staff at DBE do not have information about the programme

when asked for enquiries. “By the time I got all the information needed the year was almost over, so I had to apply for the following year to be enrolled in the programme,” (Beneficiary G). Furthermore, other participants added that, when making enquiries about the programme, mainstream DBE, does not know about the programme, instead you would get referred to ABET classes. It can be concluded that there was lack of communication and publicity of the programme. Many students may be missing the opportunity as they may be unaware of this programme due to poor communication and publicity thereof. The lack of communication between program facilitators and beneficiaries can possibly explain why the program was shut down. The assumption would be that the DBE saw low enrolment numbers and interpreted that as lack of interests from potential beneficiaries.

5.5 Support from home

Although the beneficiaries that were interviewed for the study mentioned, having a lot of support from home, one cannot ignore the fact that they maybe others who did not have the support needed. It is also important to have support from home, while enrolled in this programme, Beneficiary G added that the way the family supported the decision to enrol for the second chance program, they believe they will recommend it to other family member. Furthermore, Beneficiary E said, “the support from home, reminded me why I enrolled in the programme.” Having the support from home kept Beneficiary E motivated to work more and want to do better than the previous year. To some beneficiaries the support from the family was not only psychosocial support, the support for revision was also provided by the family closer to the exam dates for subjects that Beneficiary G struggled with. In general, this programme enjoys support from parents and learners themselves. They all see benefit out of the programme and wish it would continue with minor improvements and more support from the DBE. The need for support while attending the DBE Matric re-write second chance program is akin to the need of support when one is sitting for matric the first time. If the participants had received support during their matric, the possibility of them enrolling for the re-write program would have been eliminated.

5.6 Stigma and level of interaction

Stigmatisation is a social phenomenon leading to the marginalisation of a specific member or a group of the community. Stigma leads to discrimination and loss of dignity because of prejudices by other members of the society. In context stigma is a mark or attribute that makes the person from a whole and usual person to a tainted, discounted one.

Failing Matric already has a stigma attached to it according to John (2012). This is a stigma that a person that failed matric must deal with for a long time. However, it can be quite hard to carry that stigma and be subjected to discrimination of not being able to pay for star school. According to beneficiary E, there was ill-treatment from the people that work at the reception area at Star School. Star School receptionists constantly reminded the beneficiaries that attend with DBE programme to stop bothering them because they do not pay. When looking into the level of interactions with teachers and other learners, there were no comments from the beneficiaries that indicated stigma for not paying. Beneficiaries instead reported on an improved knowledge shift when compared to the year, that they did their matric. According to beneficiary A, "knowledge on the content covered by the teachers has improved, when comparing to last year".

This is an indication that the articulation of the content covered was easy to understand for people such as beneficiary A. This can also be an indication of the good interaction they had with the teachers.

In closing, the DBE second chance matric re-write has positives and negatives as identified by the beneficiaries above. Looking at the positives, the programme allows the beneficiaries the flexibility to get their matric and work at the same time. This is something they will not be able to do if they were enrolled full time. In addition, being able to solely focus on the subjects that, they failed in their matric year, gave them a chance to understand the content better and engage with it. The negatives identified, was the treatment given by the staff at star school, where some beneficiaries were attending. The constant reminder that the DBE second Chance programme beneficiaries do not pay to attend there could have hindered the process of learning for participants.

5.7 Summary

There is a lot of positive information as gathered from the participants. Therefore, many talks of the benefits derived from being part of the programme. Furthermore, the support participants enjoyed from family members is an indication that matric or grade 12 is very important in the academic fraternity of South Africa. Parents and siblings like to see their relatives go past this stage to be able to further their studies and get job opportunities.

Accordingly, it needs to be added that the programme also comes with its challenges. These challenges include visible poor support by the DBE in terms of facilities allocated to it. In other areas it is catered for in selected schools while in others the department hire outside facilities where they do not put own receptionists as at the private Star School. This suggests that the learners do not have access to general information they may need.

Also, of note from data the findings are how participants put emphasis on the importance of matric. This is an indication that the education system in South Africa has been made in a way that matric is seen as the only way to advance with studies. There is too much emphasis on academic stream and not vocational studies. There is therefore a need for education system to be multi-faceted to also accommodate those that have not reached and passed matric.

Chapter 6

Conclusions and Recommendations

6.1 Introduction

A study is conducted to respond to identified situation or challenges. According to Savelsberg, Pignata and Weckert (2017) the purpose of research is to inform action. It is in this regard that this part of the study provides the conclusion of this study and the recommendations derived after analysing the data. Recommendations are meant to assist policy makers, scholars, and all stakeholders to take evidence-based decisions.

6.2 Synthesis of matric second chance programme

Many learners managed to pass matric or grade 12 through this programme. It is in this breath that at the beginning of each year many matriculates gather at education districts and provincial offices where they combine subjects they managed to pass during matric class and the ones they only pass aided by the programme. Many ended up taking decisions to further their studies and managed to achieve good academic records they are using currently.

It can be argued that people, mainly young people who get good jobs and change their lives for the better are those with education in comparison to those who dropped out of the education system. For this reason, it is important for the country to invest on empowering young people. In fact, these young people are future leaders of the country.

Undoubtedly, there would be more matric drop-out young people if it was not for this programme. This suggest there were going to be many of these young people who would be living poor life due to less access to developmental and economic activities.

In conclusion, it can be argued that it is important for the country to invest in young people. This does not only help the individuals, but it helps the country. Beneficiary A is one example that shows why it is important to invest and offer young people support when they need it. This is evidenced by Beneficiary A's words, "Now that I have been awarded a second chance at education, I stand a better chance of pursuing my dream of starting my own company which will employ a lot of South Africans."

This beneficiary managed to proceed further with the studies and saw changes in their living conditions. Investing on education of young people is very important in a South African context as the government and development institutions are trying to redress the negative impact of the apartheid regime where better education was provided based on race. Indeed, many of the African citizens suffered from the divided economic exposure that many parents could not afford better education for their children. This implies that at times learners from these families fail grade 12 or matric because of limited support they get from homes and neighbourhood. This programme then comes handy.

With regards to perceptions, the challenges that young people face when enrolled in the programme are discrimination by people who work at privately hired facilities such as at the Star School. This is not helping in terms of the productivity of these learners. This is because it affects their psychological well-being, and this could hamper with their concentration levels. This also creates an unpleasant environment for learning.

Late classes prove to be a challenge to learners. One beneficiary mentioned how it affects their concentration levels. Attending late classes is tiring because it is in the evening, and they get exhausted from traveling involved. The late classes also raised some safety concerns including the mugging of learners on the way to or from the programme.

No doubt, this programme proves to be very helpful to the learners enrolled in it. This is because all the participants mentioned how they would recommend it to learners who find themselves in a situation in which they need a second chance in getting their Matric. The data shows that the DBE second chance matric re-write programme is necessary for improving youth development and helping young people have access to education for the second time around.

On the other hand, the proposed improvements by the learners may be helpful to the programme as it will help in creating a pleasant schooling environment for the beneficiaries. These improvements would also be beneficial in the long run for the programme. This will not only help the learners, but it will help the learners, their concentration levels will not be affected in a negative way.

It is noted that the DBE has in 2020 decided to stop this programme. Different schools of thought argue that it is because the programme comes with its own challenges and added tasks.

These challenges are inclusive of but not limited to resources to run it and poor facilities mainly in rural areas. However, the department still offer chances to learners to register for supplementary examination and do subjects they failed. This comes with challenges as these learners do not receive support and must do their studies on their own. While some enjoy support from relatives with insight, others remain struggling. It is therefore easy for a learner to fail supplementary examination, and this will mean dropping out of the education system.

Unfortunately, in South African education system currently learners are only examined at grade 12 or matric. This means dropping at matric puts individual to be someone who did not put a foot at school should they have to produce means of verification in a form of certificates. For the two will be having only birth certificate before getting the death one. This system, however, can be blamed to the democratic dispensation of South Africa adhered around 26 years ago. Before and during the apartheid regime learners were examined in different stages such as in Standard 5, Standard 8 and then at matric. Termination of this programme by DBE comes as a blow to academic struggling young people although they can branch to other field such as the vocational studies which is regarded as sub-education by many in the country.

6.3 Recommendations

Having established what are the perceptions and experiences of young people who have taken part in the DBE matric re-write second chance programme, it is prudent to put the following recommendations:

6.3.1 Management of the program by DBE

When DBE source services of an agency to run the programme, it should have a representative at the reception of such agency who will work as an assistance to learners should they have any queries. This would also ensure that there is no ill-treatment of learners who are at the local centres because of the DBE second chance programme.

Although the programme is for the benefit of the learners, it is recommended that DBE offers the learners who stay in the programme and pass well a reward or incentive which will be something like funding that will help them in furthering their studies. This will encourage these learners to pass and proceed further hence becoming economic active.

The DBE can also partner with the Department of Higher Education and Training (DHET). This will help in assisting those who want to study further to have easy access to institutions of higher learning. This is because it will highlight what career paths available, they could study for once they get their NSC (Grade 12).

Have motivational talks with the learners at the centres is key. The motivational talk in this case means having someone who was once in the programme and is now doing well to talk to the new recruits and motivate them. There is also a need to have more information on how to apply for the programme and which offices will help prospective applicants. This can be done by having more drives or awareness campaigns that promote the second chance matric rewrite programme across the country. This will help make the community aware about the programme and promote accessibility to all those who want to join the programme to get matric. The other considerations that the programme can have been having a weekend or holiday session that will be conducted towards the final examinations to conduct revision for all those that struggle studying alone.

6.3.2 Encouraging group work

The learners should be encouraged to walk in groups when they have late classes or project sponsored by government. This will help reduce the mugging and addressing the safety matters in general. Learners should also learn to report to the DBE any problem or challenges they might have or experience when visiting the centres to enquire about this programme. Learners should also consider starting study groups so that they can prepare for the classes before they start attending with the DBE second chance matric rewrite programme or any other programme to be introduced. This will give them a chance to engage with the material that will be discussed in class and only have few questions or ask questions that will test their comprehension levels.

6.3.3 Addressing gender equality

Gender equality needs to be carefully included, so that second chance education programs extend the access of young women to education and the acquisition of labour and productivity formation will drive a more active role in social and economic areas of the country. The importance and respect of the education of women, especially young, pregnant adolescents and young mothers should be promoted.

6.3.4 Continuation of the programme

The DBE should consider reviving this programme and come up with some improvement plan. This is because terminating the programme comes with serious challenges in terms of development in the country. There is a rise in economic challenges in the country with already many unemployed young people with many that are unskilled. These challenges can be dealt with only when young people get sufficient education at levels of diplomas and degrees.

The main path to access higher education is through passing matric. On the other hand, there are many young people who do not make it to pass at first attempt. These learners then are exposed to supplementary examination which again is not easy to pass for many learners.

It is also recommended that this programme is expanded and get also provided by other institutions such as the private companies. Other departments can also assist in running or supporting the programme. Institutions can also use the programme to get learners do subject related to what they offer and then provide bursaries for further studies in the field of their interest.

6.3.5 Further studies

It is recommended that further studies are conducted with the aim of expanding support to young people in terms of acquiring better education. Some studies can be done on the importance of investing in youth as they are expected to be better leaders in the future. The DBE should again conduct some studies on how best they can revive and run the programme as it has assisted many young people across the country.

There must be better understanding on how this programme can be expanded and made simple to be able to cover people living with disabilities. The study would also determine if a completely new programme can be introduced for this category of citizens who in many numbers find it very difficult to complete basic studies through the mainstream public schools teaching.

Currently technology is expanding with speed. It is needed in banking, shopping, and other important parts of life. This suggests that this kind of education is expanded also to those citizens who have passed youth stages but still active in economic activities. There are those in the category that have not attended formal education. It is estimated that approximately one third or 8.7 million adults over 20 years of age in South Africa may be functionally illiterate.

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Appendices

Appendix A: Interview guide

Young people's Experience of taking part in the DBE Second Chance Matric re-write support programme in Gauteng Province

- 1) What did you like most about attending the DBE Second Chance matric re-write Support programme? Why is that?
- 2) What didn't you like most about the DBE Second Chance matric re-write support programme? Why is that?
- 3) What helped you overcome the things you did not like in the programme?
- 4) How is the second chance programme different from attending classes in high school, like a matric class?
- 5) What have you gained from participating in the programme? Why is that?
- 6) What are some of the challenges you faced when you were getting recruited to the second chance programme?
- 7) How did you overcome these challenges?
- 8) Would you recommend this programme to other unsuccessful matriculants? Why?
- 9) What are some of the suggestions do you have that might help improve the second chance programme?
- 10) What are your plans? Why did you choose that path and how do you plan on achieving that?
- 11) What would you like to ask me?

Appendix B: Consent letter

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number:

Research permission reference number (if applicable):

15 October 2019

Title: Experience of the National Senior Certificate (NSC) Second Chance Matric program among young people in Gauteng Province, South Africa.

Dear Prospective Participant

Student research project

My name is Maria Mamolifi Mokalake, and I am doing research with Dr BN Rasila, Director at Limpopo Provincial Office, in the Department of Limpopo Department of Education towards a MA, in Development Studies. at the University of South Africa. We are inviting you to participate in a study entitled **Experience of the National Senior Certificate Second Chance Matric program among young people in West Rand, Gauteng Province, South Africa.**

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out

- a. What effect does the NSC Second Chance Matric Re-write programme have in the development of young people?
- b. What could be done to increase awareness of the benefits of NSC Second Chance Matric Re-write programme offered by the DBE in Gauteng Province

WHY BEING AM I INVITED TO PARTICIPATE?

Why did you choose this person/group as participants?

Describe I got your details from the Department of Basic Education Second Chance Matric re-write Support Programme. I have selected you to take part in the study because you have taken part in the Second chance programme offered by the Department of Basic Education. You obtained the participants' contact details and why you chose this person/group of participants [*the Protection of Personal Information Act, nr 4 of 2013, necessitates the disclosure of how access was gained to the personal information of prospective participants*]. Indicate the approximate number of participants [*this is useful information to assist the participant to make an informed choice whether to participate in the proposed study – potential breaches of confidentiality increase with a small sample size*].

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves *you are requested to take part in a semi-structured interview which will take 60 min, in which I will make notes as we speak. There will be a tape recorder to help me catch everything we discuss, which will be used as a reference, in case I miss something in my note-taking.* There are open-ended questions, in which some will have a follow-up question in case the answer given was not clear enough.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

A statement that participation is voluntary and that there is no penalty or loss of benefit for non-participation.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. [*Do not mislead your potential participants by stating that they can withdraw from a research project at any time if the project involves the submission of non-identifiable material such as questionnaires. Explain clearly to them that it will not be possible to withdraw once they have submitted the questionnaire. Please*

note that this will depend on the nature of the questionnaire. Some questionnaires may clearly indicate the identity of the participant, but the researcher may have agreed to anonymize personal data. Thus, someone could ask for withdrawing the questionnaire].

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

Describe the presence or absence of possible benefits for the participant, the participants as a group, the scientific community and/or society *[This section can be integrated into the section that describes the purpose, but it is critical information to assist with voluntary informed consent].*

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Describe any potential level of inconvenience and/or discomfort to the participant. List all possible or reasonably foreseeable risks of harm or side-effects to the potential participants *[outlining likely incidence and severity].* Include any risk that may come from others identifying the person's participation in the research. Describe the measures that will be taken if injury or harm attributable to the study occurs.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Explain the extent, if necessary, to which confidentiality of information will be maintained.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research *[this measure refers to confidentiality]* OR your name will not be recorded anywhere, and no one will be able to connect you to the answers you give *[this measure refers to anonymity]*. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings *[this measure refers to confidentiality]*.

If relevant, identify who will have access to the data [*transcriber/external coder*] and how these individuals will maintain confidentiality [*e.g., by signing a confidentiality agreement. Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration*]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Create a sentence to inform participants that their anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Also indicate how privacy will be protected in any publication of the information [*e.g., A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report*]. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g., when focus groups are used as a data collection method.

Include a description of what a focus group is and state: *While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.*

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a minimum period of five years in a locked cupboard/filing cabinet [*where? Indicate the location*] for future research or academic purposes, electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Indicate how information will be destroyed if necessary [*e.g., hard copies will be shredded and/or electronic copies will be permanently deleted from the hard drive of the computer with a relevant software programme*].

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Describe any payment or reward offered, financial or otherwise. Any costs incurred by the participant should be explained and justified in adherence with the principle of fair procedures (justice).

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the *[identify the relevant ERC]*, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Maria Mamolifi Mokalake on 072 022 9889 or email mamolifimokalake@gmail.com. The findings are accessible for March 2021 to June 2021. Please do not use home telephone numbers. Departmental and/or mobile phone numbers are acceptable.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact <insert principal researcher's contact details here, including email, internal phone number and fax number>.

Should you have concerns about how the research has been conducted, you may contact 015 290 7900/ 072 747 3078 RasilaBN@edu.limpopo.gov.za 012 429 6085. Contact the research ethics chairperson of the Departmental Higher Degrees Committee (DHDC), the name of the research ethics chairperson and contact details here, including email, internal phone number and fax number> if you have any ethical concerns.

Thank you for taking the time to read this information sheet and for participating in this study.

Thank

you.

insert

signature

Maria Mamolifi Mokalake

Appendix C: Permission letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	25 September 2019
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/279
Name of Researcher:	Mokalake M.M
Address of Researcher:	11552 Snap Dragon Street Kagiso Extension 6 1754
Telephone Number:	072 022 9889
Email address:	mamolifimokalake@gmail.com
Research Topic:	Experiences of the Department of Basic Education Second Chance Matric Support Programme among young people in Gauteng Province, South Africa.
Type of qualification	MA in Development Studies
Number and type of schools:	Ten Secondary Schools
District/s/HO	Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

 25/09/2019
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 25/09/2019

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
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Appendix D: Turnitin report

Experience of youth who have taken part in the National Senior Certificate second chance matric re-write DBE program

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