

# **APPENDICES**

## **APPENDIX 1 : RESEARCH DESIGN FOR IN-DEPTH BENEFIT STUDIES**

### **1 Research questions**

Four key research questions were posed:

- 1.1 How do the programmes benefit students' knowledge of the field in which they are studying? What skills do the programmes provide to students? Do the programmes promote social awareness and understanding, especially of the poor and of South Africa's social problems?
- 1.2 How does the programme benefit those for whom the service is provided – both individuals and communities? How does the programme address local social problems?
- 1.3 Has the programme affected the content of the courses or the curriculum at the university? Has the programme impacted on how members of faculty approach their teaching and assessment?
- 1.4 What are the total costs of the programme? What are the per capita costs or cost effectiveness of the programme?

### **2 Research design and data sources**

The research addressed each question separately, but the final report provided an overall analysis of the benefits of the programme.

Questions one and two were approached by using an adapted form of a benefit index developed by Professor Johan Mouton for the analysis of social programmes. This benefit index describes three different types of

benefit – minimal, moderate and maximal benefit or value. Minimal benefit is determined largely through quantitative data and the nature of the evidence is descriptive or factual. The moderate benefit or value of a programme is determined by examining qualitative data obtained through self-report or subjective evidence and maximal benefit or value is obtained by 'objective' or outcomes based evidence. In assessing the impact or benefit of a social programme Mouton weights both the quality of the evidence and the nature or type of benefit and goes on to provide a rating of the social programme. This study as a case study will not attempt this weighting or analysis.

This case study used the benefit index to consider the benefits of the programme for students and community members.

## 2.1 In assessing the **benefits for students**:

**Minimal benefit** was assessed through quantitative figures for the programme:

- participation rates of students
- student attendance rates
- absenteeism rates
- growth in numbers in classes/participants over the years
- drop out rates
- certification rates.

**Moderate benefit** was assessed through

- increased self-confidence
- *positive attitude to programme*
- change in attitude/values as a result of contact with clients/community
- increase in skills
- increase in knowledge

**Maximum benefit** was assessed by

- course pass rates/certification
- number of cases dealt with satisfactorily
- variety and complexity of cases handled
- employment rates
- remuneration rates

- skills and knowledge acquired

## 2.2 In assessing **the benefits for communities**

**Minimal benefit** was assessed through quantitative data for 1996, 1997 and to April 1998

- number of clients seen per month
- number of clients to whom advice offered
- number of files opened per month
- number of files carried over per month
- number of files closed/cases completed per month.

**Moderate benefit** was assessed through examining

- client satisfaction
- satisfaction of eg. legal fraternity

**Maximum benefit** was assessed through examining

- accuracy and usefulness of advice given
- accuracy and speed of files opened and cases dealt with
- variety and complexity of cases handled

## 2.3 In assessing **the impact on the higher education curriculum** the researcher aimed to:

- interview the coordinator of the programme and relevant members of faculty, including the Dean, and
- examine relevant documentation that became available.

## 2.4 In assessing the **per capita costs and cost effectiveness** of the programme the researcher examined the financial records of the clinic (where available) and interviewed members of the university's finance department. This data together with the number of beneficiaries was used to determine the per capita costs of the programme.

## APPENDIX 2 : CASE STUDIES SURVEYED

The following case studies were collected in order to examine the activities of higher education institutions in communities more closely. Interviews were held with the coordinators of programmes.

- 1 The University of Pretoria, Faculty of Medicine: Hammanskraal Project
- 2 The University of the Free State Social Work Department: Verkeerdevlei Project
- 3 The University of the Free State / Mangaung Community Partnership Programme
- 4 The University of Cape Town Department of Community Health: Mamre Community Health Centre
- 5 The University of the Witwatersrand Schools Partnership Programme
- 6 The University of the Witwatersrand Department of Community Paediatrics Registrar Placement Programme
- 7 The University of the Witwatersrand Department of Occupational Therapy Community Rehabilitation Programme in Tintshwalo
- 8 The University of the Witwatersrand Division of Community Dentistry Mobile Unit
- 9 The Rand Afrikaans University Department of Optometry Community Optometry Clinics
- 10 The Rand Afrikaans University Inset Programme
- 11 The Peninsula Technikon's Community Projects Office

Detailed studies were set up to examine in depth the functioning and impact of six community-oriented programmes in three institutions and to develop a benefit analysis in each instance:

- 1 The University of Venda's Legal Aid Clinic
- 2 The University of Venda's Street Law Programme
- 3 The University of Port Elizabeth's Legal Aid Clinic
- 4 The University of Port Elizabeth's Street Law Programme
- 5 The University of the Western Cape's Oral Health Promotion Programme
- 6 The University of the Western Cape's Dental Clinic in Guguletu.

## **APPENDIX 3 : RESEARCH QUESTIONS FOR CASE STUDIES**

### **History of the Project**

- 1 When did the programme begin?
- 2 Why was the programme introduced?
- 3 What was the political context at the time the programmes was introduced?

### **Conceptualisation/Categorisation of the project**

- 1 Would you label the programme a community service programme? If not, why not? If yes, why?
- 2 How would you categorise the programme
  - work study
  - placement
  - volunteer service
  - community outreach/extension programmes
  - curriculum-related programmes (internships)
  - other.

### **Scope of the project**

- 1 How many students participate each year?
- 2 What type of students participate e.g fourth year LLB /no restriction?
- 3 Do people other than students participate in the programme?
- 4 Where does the project operate from - how many sites?
- 5 How many people does it serve?

### **Design of the project**

- 1 What are the aims of the programmes?
- 2 What do the students do?
- 3 How often do they participate?
- 4 Who are the intended beneficiaries? What benefits are intended?
- 5 What skills, knowledge, values does the programme hope to provide to students?
- 6 Is the programme linked to the higher education curriculum – if yes how? Is academic credit given and what are the implications for the project and its participants?

- 7 Where is the programme located physically and in relation to the university?
- 8 What is the level of institutional support for the project?
- 9 Are student paid for the community service work? How does this work? Does payment meet students' financial obligations to the institution?

#### **Management, administration and financing of the project**

- 1 How is the programme managed, co-ordinated, administered?
- 2 How is the programme financed?
- 3 What other resources does the programme receive?
- 4 What are the costs associated with the project?

#### **Impact of the project**

- 1 What indications are there of actual benefit to students, communities or influence on the higher education curriculum?
- 2 What lessons have been learned from the programmes?
- 3 Have any evaluations or research been conducted on the programme?
- 4 What were the main findings?

## APPENDIX 4 : QUESTIONNAIRE DISTRIBUTED TO UNIVERSITIES AND TECHNIKONS

(Please note that in this appendix the spaces for written responses have been removed.)

### QUESTIONNAIRE ON COMMUNITY SERVICE FOR HIGHER EDUCATION STUDENTS

Please fax to: (011) 403-8934

NAME OF INSTITUTION: \_\_\_\_\_

1. Is community service a feature of the mission of your institution?

Yes	No
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If yes, what is the mission statement?

2. Does your institution have a policy on community service for students?

Yes	No
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If yes, what is the policy?

3. What programmes at your institution involve students in voluntary community service?

(For example the Street Law Programme, health services, etc.)

4. Are there any programmes at your institution through which students' work in communities contribute to their fees or offset their loans?

Yes	No
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If yes, describe the programme

5. Are students at your institution involved in curriculum-related work in communities – internships, placements or other work – required by the institution for credit purposes? Please tick the appropriate box and, if

possible, provide the number of students involved in each case in 1998.

Students	First year	Second year	Third year	Fourth year	Post graduate
Engineering					
Medical					
Dental					
Occupational therapy					
Social work					
Education					
Law					
Arts					
Commerce					
Other					

6. Do you see any benefits for students and/or the institution of introducing community service for higher education students during their studies?

Students

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Higher education institutions

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7. What are the challenges and constraints facing higher education institutions introducing community service for students during their studies?



## APPENDIX 5 : ALLOCATION OF FINANCIAL AID AT TERTIARY INSTITUTIONS (1996)

Extract from reported entitled *Financing Needy Students at Tertiary Institutions in South Africa*, prepared by Archer et al in 1997.

		Universities		Technikons		All Institutions	
	Component	Aggregate (R)	% Of Total	Aggregate (R)	% of Total	Aggregate (R)	% of Total
1	Scholarships	38,748,263	8.8	811,058	0.9	39,559,321	7.4
2	Bursaries	130,738,529	29.7	12,484,730	13.7	143,223,259	27
3	Loans	37,303,194	8.5	1,516,405	1.7	38,819,599	7.3
4	TEFSA awards	223,909,719	50.8	74,651,356	82	298,561,075	56.2
5	Sports awards	2,245,987	0.5	1,033,463	1.1	3,279,450	0.6
6	Other	7,321,000	1.7	556,043	0.6	7,877,043	1.5
	TOTAL	440,266,692	100	91,053,055	100	531,319,747	100

Notes:

1. "Other" includes a small amount of bursaries for "cultural activities" and a large sum of various types of aid that were not separated by one respondent.
2. One university purposefully omitted an amount for scholarships, arguing that they are not based on need (however, the distinction was made clear in the questionnaire).
3. One institution was not able to differentiate figures for scholarships from bursaries; the combined amount is contained in the bursary category.

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