

Survey on Home Educator Perceptions of South African and Western Cape Policy on Home Education

by

CHE Steering Committee on Education

April 2014

Introduction

- Online Survey
- Constructs assessed:
 - Policy Accessibility (e.g. Ease of Reading, Ease of Understanding, etc)
 - Policy Concerns (e.g. Infringes on Privacy, Intrusive, etc)
 - Policy Relevance (to Home Education practice)
 - Experiences with Western Cape Education Department (WCED)
 - Subjective Norms (e.g. levels of family support, etc)
 - Political Implications
 - Regulatory Preference
 - Reasons for Home Educating
 - Reasons for registering/not registering
- Number of Respondents: 198

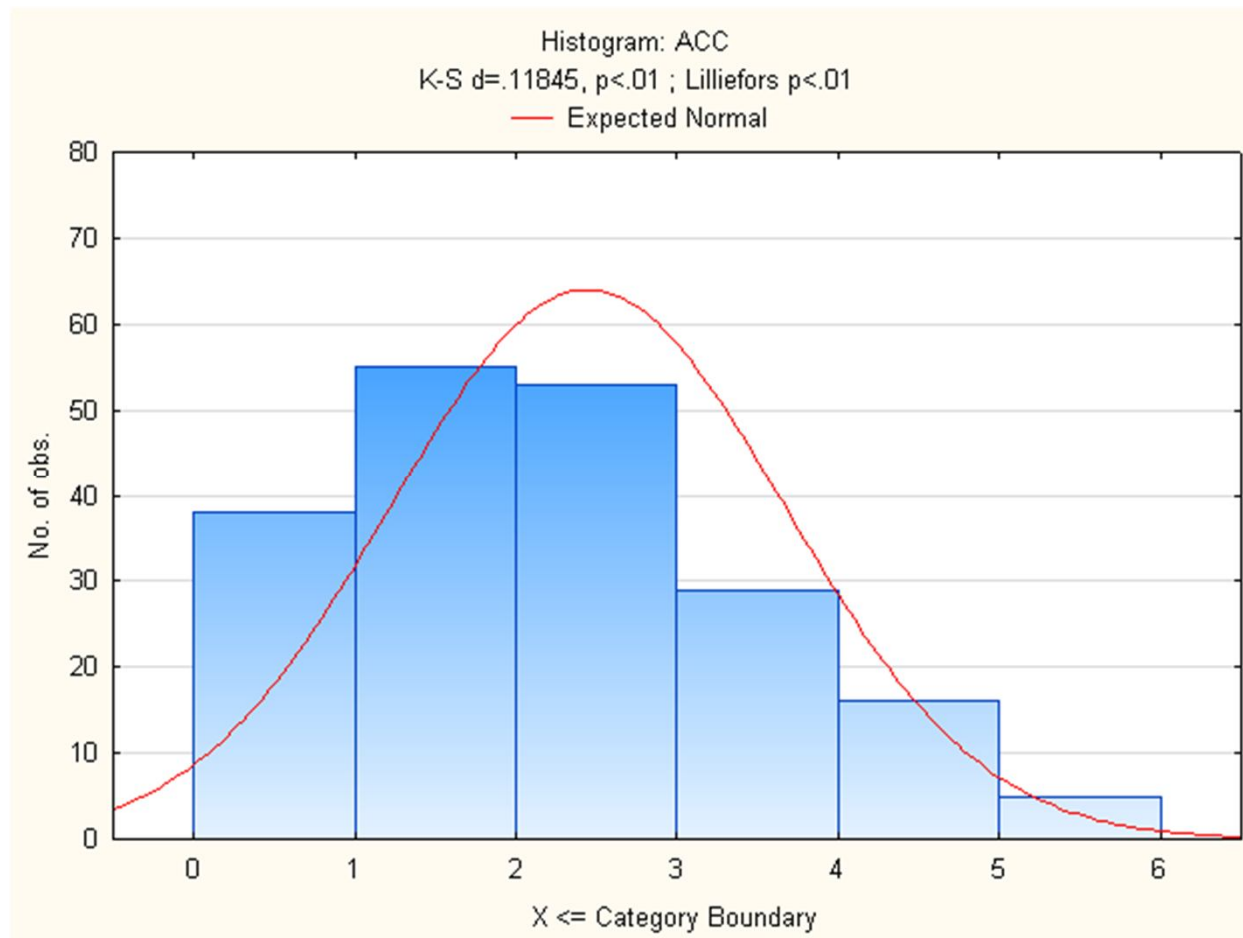
Accessibility of Policy Documents

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
Policy Easy to Read	2.9	1.5	Respondents on average <i>Somewhat Disagree</i> with statement
Policy Well-formulated	1.9	1.3	Respondents on average <i>Disagree</i> with statement
Policy Easy to Understand	2.6	1.4	Respondents on average <i>Somewhat Disagree</i> with statement
Policy Clearly Articulated	2.4	1.4	Respondents on average <i>Somewhat Disagree</i> with statement
Accessibility	2.5	1.2	Respondents on average <i>Somewhat Disagree</i> with statements

Accessibility of **Policy Documents**

- Quantitative Analysis (Scale of 1 to 6)



Accessibility of Policy Documents

- Qualitative Themes
 - Documents difficult to locate
 - HomeEd community facilitated access
 - Limited engagement with policy
 - Policy is by nature bureaucratic
 - Vagueness in policy
 - Allows for flexibility in interpretation
 - Clear definitions lacking, e.g. who is a “qualified person”

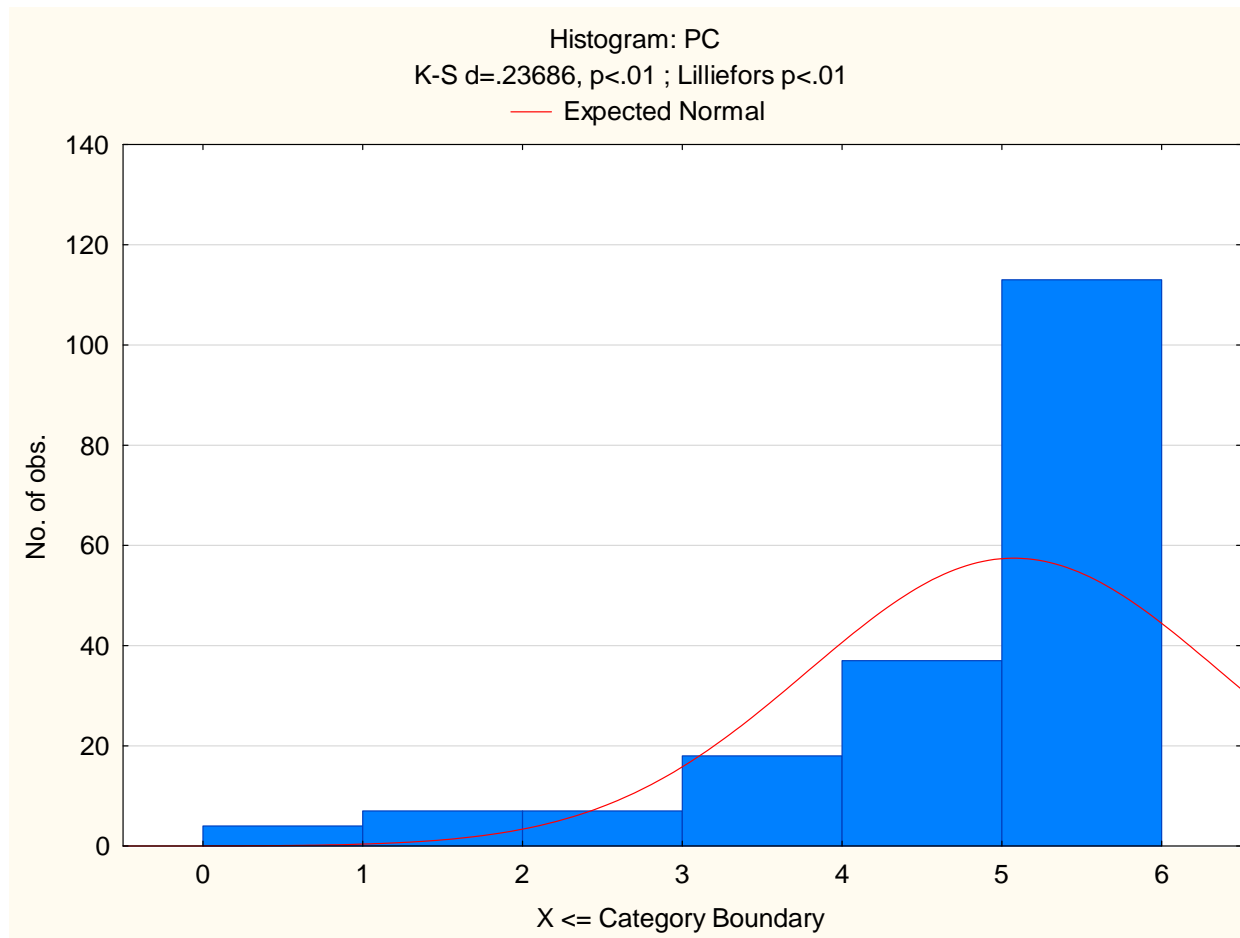
Policy Concerns

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
Policy Bureaucratic	4.9	1.6	Respondents on average <i>Agree</i> with statement
Policy Threatening	5.0	1.5	Respondents on average <i>Agree</i> with statement
Policy Infringing Privacy	5.2	1.5	Respondents on average <i>Agree</i> with statement
Policy Intrusive	5.2	1.4	Respondents on average <i>Agree</i> with statement
Policy Concerns	5.1	1.3	Respondents on average <i>Agree</i> with statements

Policy Concerns

- Quantitative Analysis (Scale of 1 to 6)



Policy Concerns

- Qualitative Themes
 - Bureaucratic
 - Need for attendance register at home?
 - Not accommodating of individualised learning styles of children
 - Infringes on Rights (Parental and Children)
 - Government is taking Responsibility

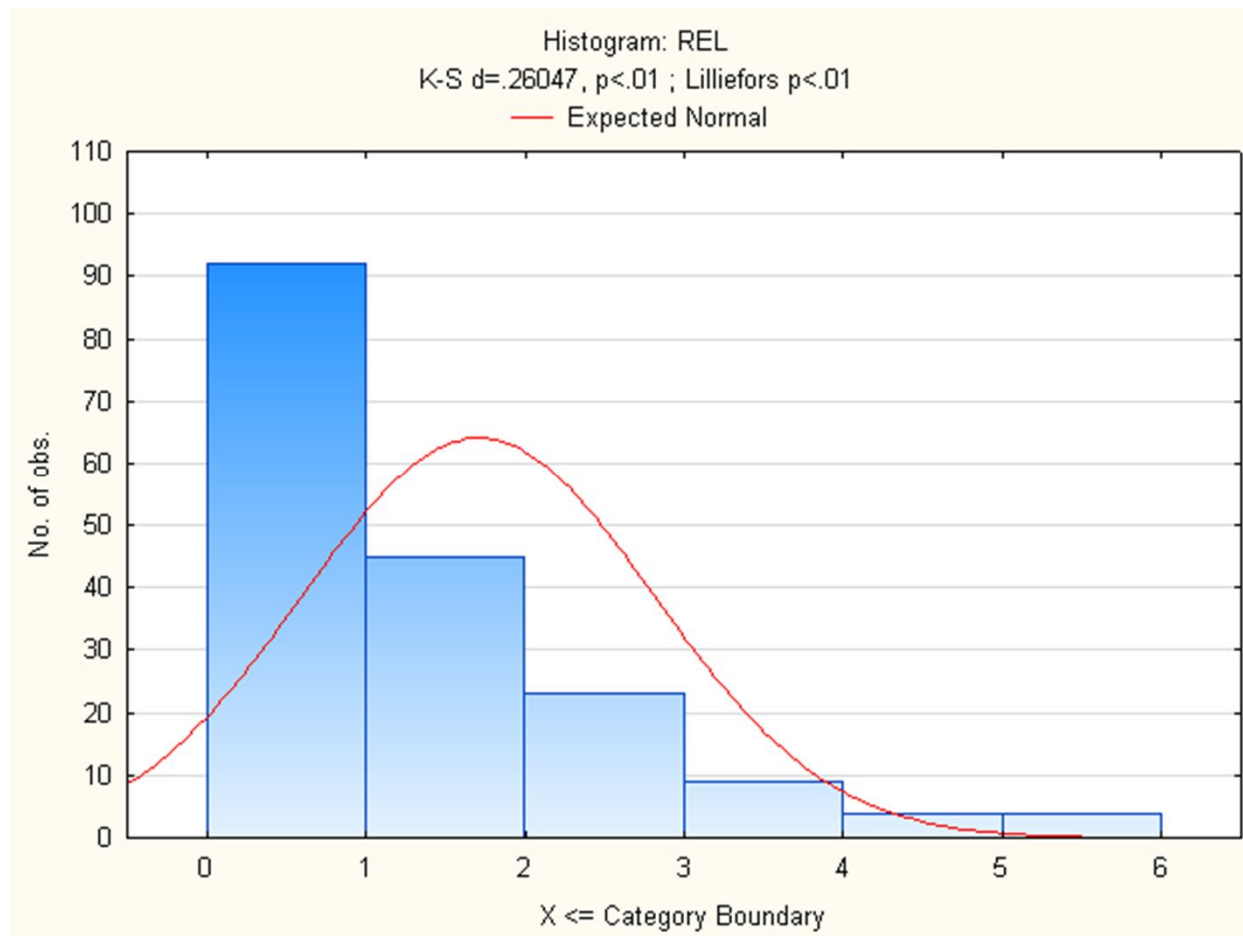
Policy Relevance to Home Education Practice

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
Policy Representative of HomeEd practice	1.7	1.2	Respondents on average <i>Disagree</i> with statement
Policy Reflective of HomeEd practice	1.9	1.3	Respondents on average <i>Disagree</i> with statement
Policy Accommodating of HomeEd practice	1.7	1.2	Respondents on average <i>Disagree</i> with statement
Policy Informed by Best Practice	1.6	1.2	Respondents on average <i>Disagree</i> with statement
Policy Relevance	1.7	1.1	Respondents on average <i>Disagree</i> with statements

Policy Relevance to Home Education Practice

- Quantitative Analysis (Scale of 1 to 6)



Policy Relevance

- Qualitative Themes
 - Government Knowledge/Understanding of Home Education
 - Policy reflects no understanding of Home Education philosophy, practice and diversity
 - Home Education is not Public School-at-Home
 - Lack of research is evident
 - Lack of consultation with experienced home educators is evident

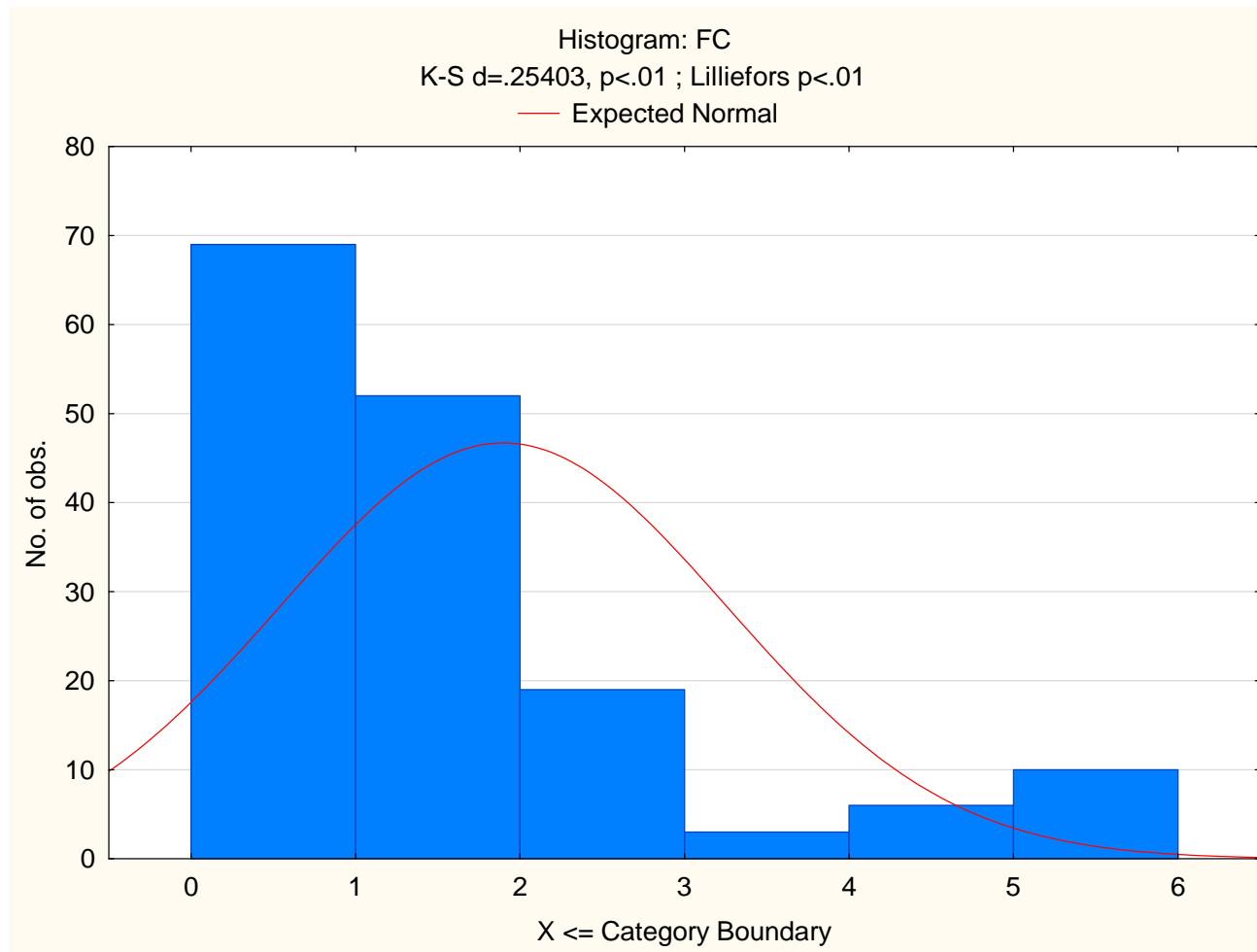
Experiences with WCED

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
WCED Able to Assist	2.0	1.5	Respondents on average <i>Disagree</i> with statement
WCED Approachable	2.2	1.5	Respondents on average <i>Disagree</i> with statement
WCED Can Advise	1.7	1.4	Respondents on average <i>Disagree</i> with statement
WCED Knowledgeable	1.8	1.4	Respondents on average <i>Disagree</i> with statement
WCED Ability to Support	1.9	1.4	Respondents on average <i>Disagree</i> with statement

Experiences with WCED

- Quantitative Analysis (Scale of 1 to 6)



Experiences with WCED

- Qualitative Themes
 - Problems in attempting to register (e.g. no response, forms, etc)
 - Officials unable to answer questions
 - **Helpful** but not knowledgeable
 - No interaction indicated by many respondents

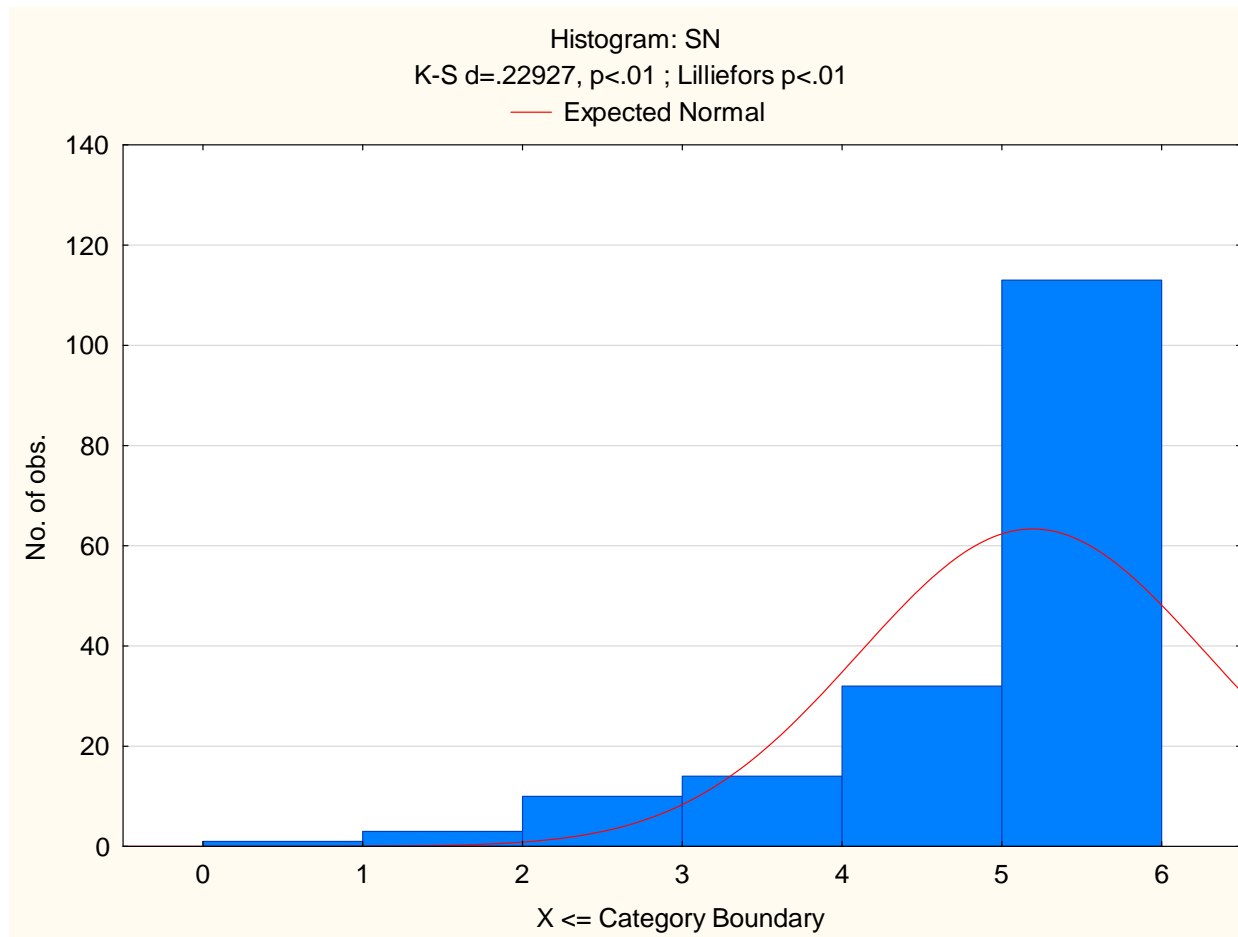
Subjective Norms

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
Friends Support	5.0	1.3	Respondents on average <i>Agree</i> with statement
Family Support	5.2	1.2	Respondents on average <i>Agree</i> with statement
Significant Others Support	5.4	1.1	Respondents on average <i>Agree</i> with statement
Subjective Norms	5.2	1.1	Respondents on average <i>Agree</i> with statements

Subjective Norms

- Quantitative Analysis (Scale of 1 to 6)



Subjective Norms

- Qualitative Themes
 - Kids provide evidence of HomeEd success
 - Often a need to educate people on HomeEd
 - Others' opinions don't matter

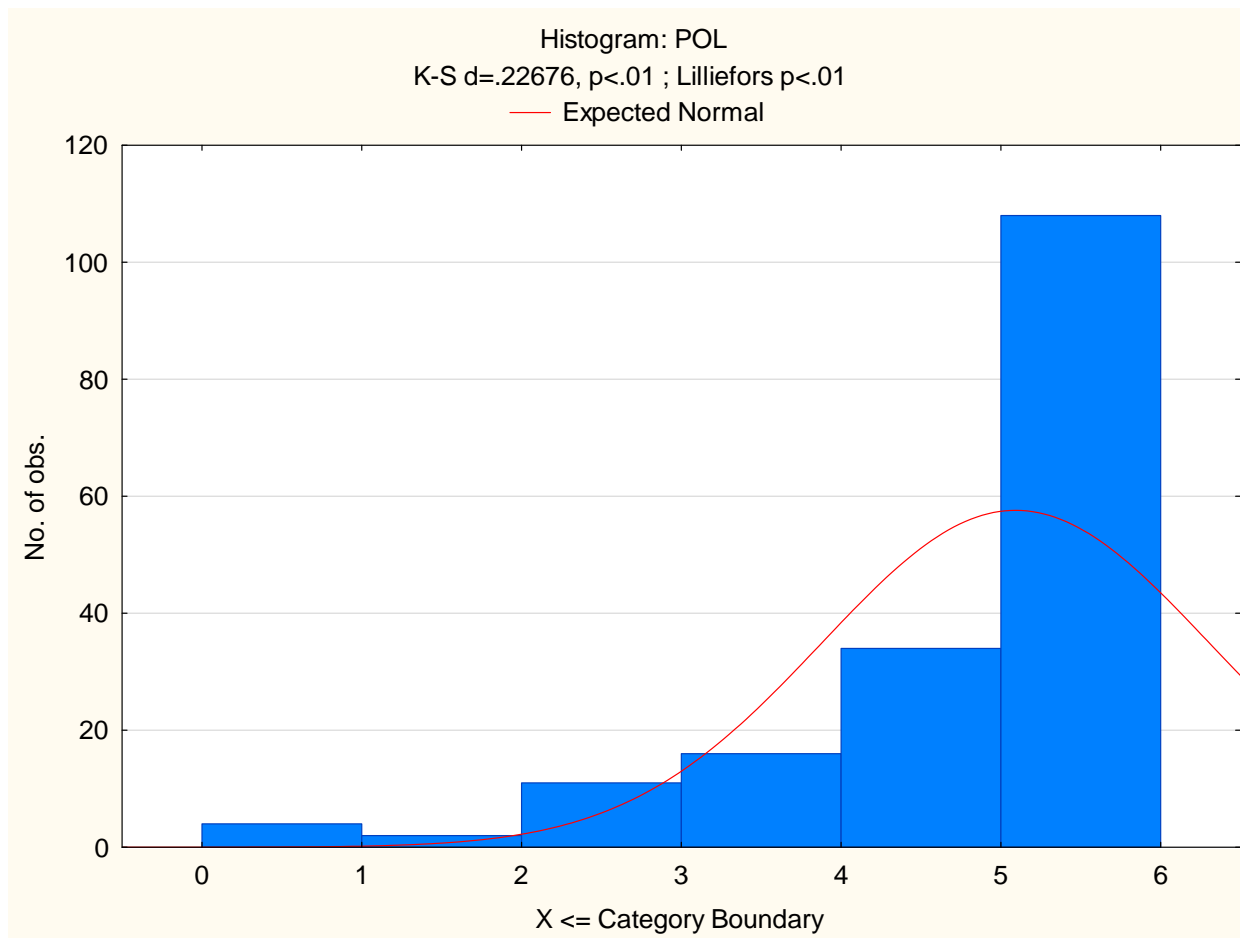
Political Implications

- Quantitative Analysis (Scale of 1 to 6)

Statement	Mean	Std Dev	Interpretation
Would change vote to Pro HomeEd Party	5.0	1.5	Respondents on average <i>Agree</i> with statement
Would change Vote to Party that follows Democratic Route on HomeEd Policy	5.0	1.5	Respondents on average <i>Agree</i> with statement
Would Disregard Policy if it is ill-informed	5.2	1.4	Respondents on average <i>Agree</i> with statement
Political Implications	5.1	1.2	Respondents on average <i>Agree</i> with statement

Political Implications

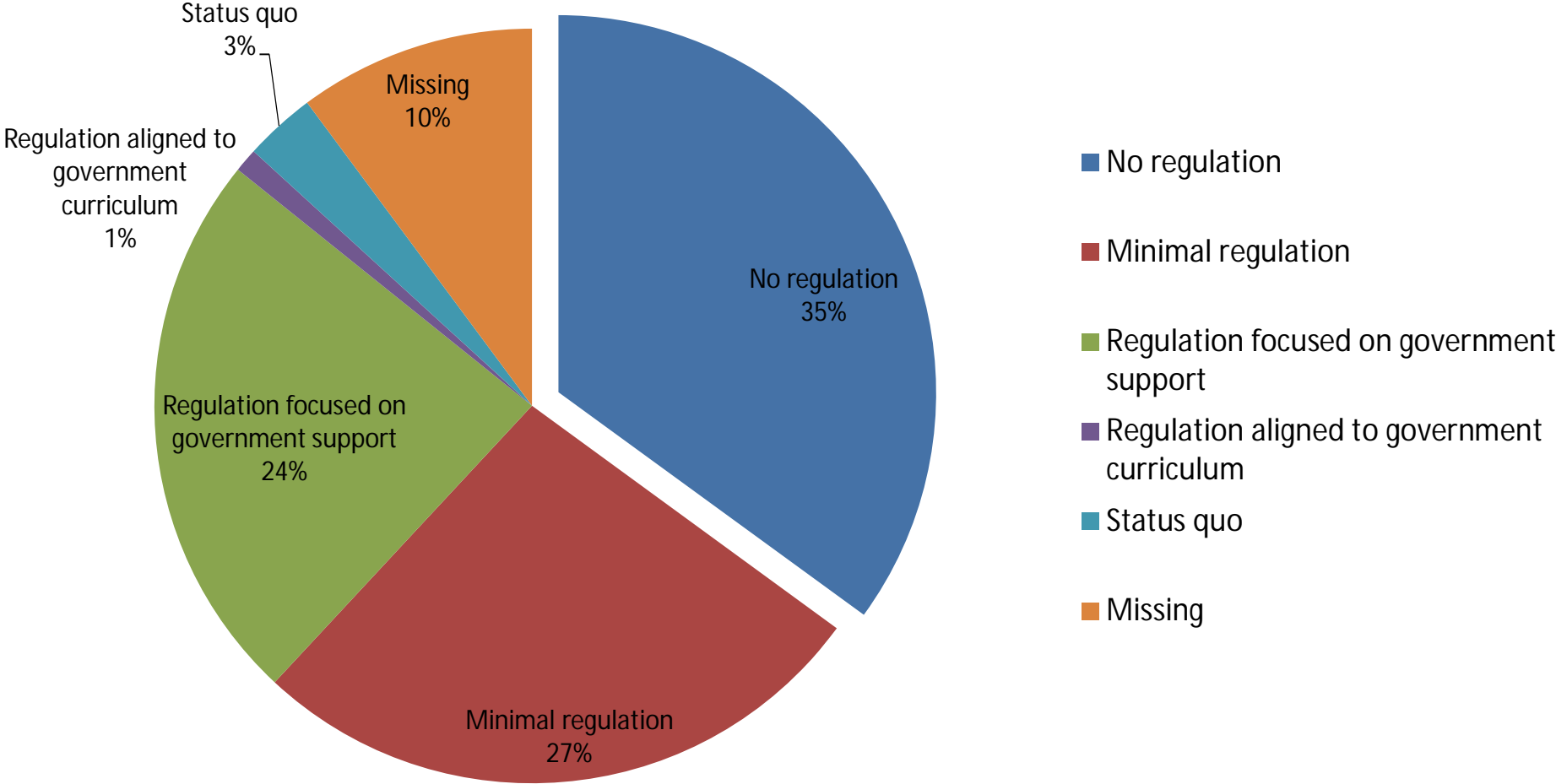
- Quantitative Analysis (Scale of 1 to 6)



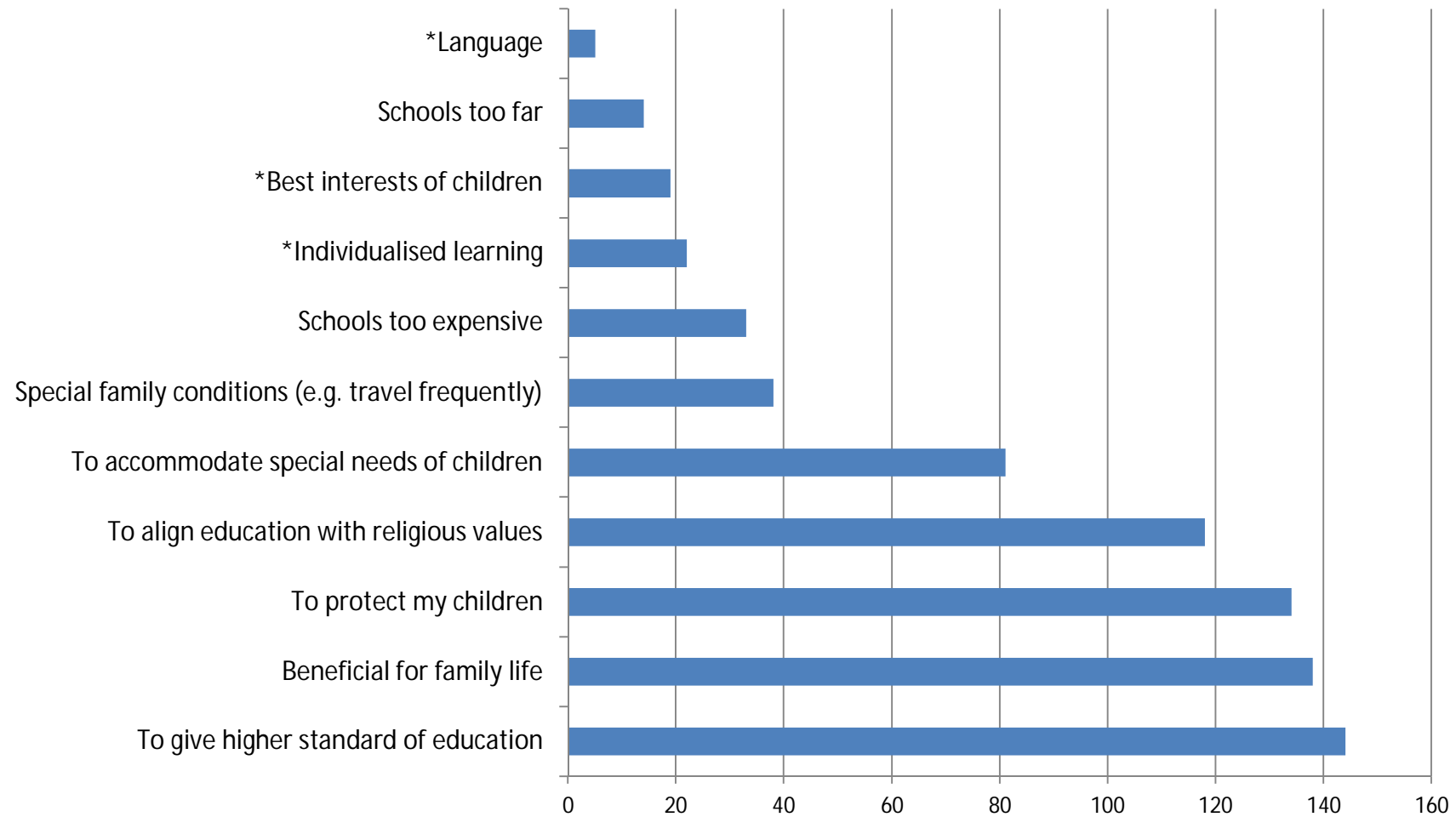
Political Implications

- Qualitative Themes
 - Prefer to be law-abiding
 - HomeEd is lawful
 - Would emigrate if HomeEd becomes unlawful
 - Voting decision is based on a variety of issues
 - Would disregard bad policy
 - Separation between Politics and Education needed

Regulatory Preferences

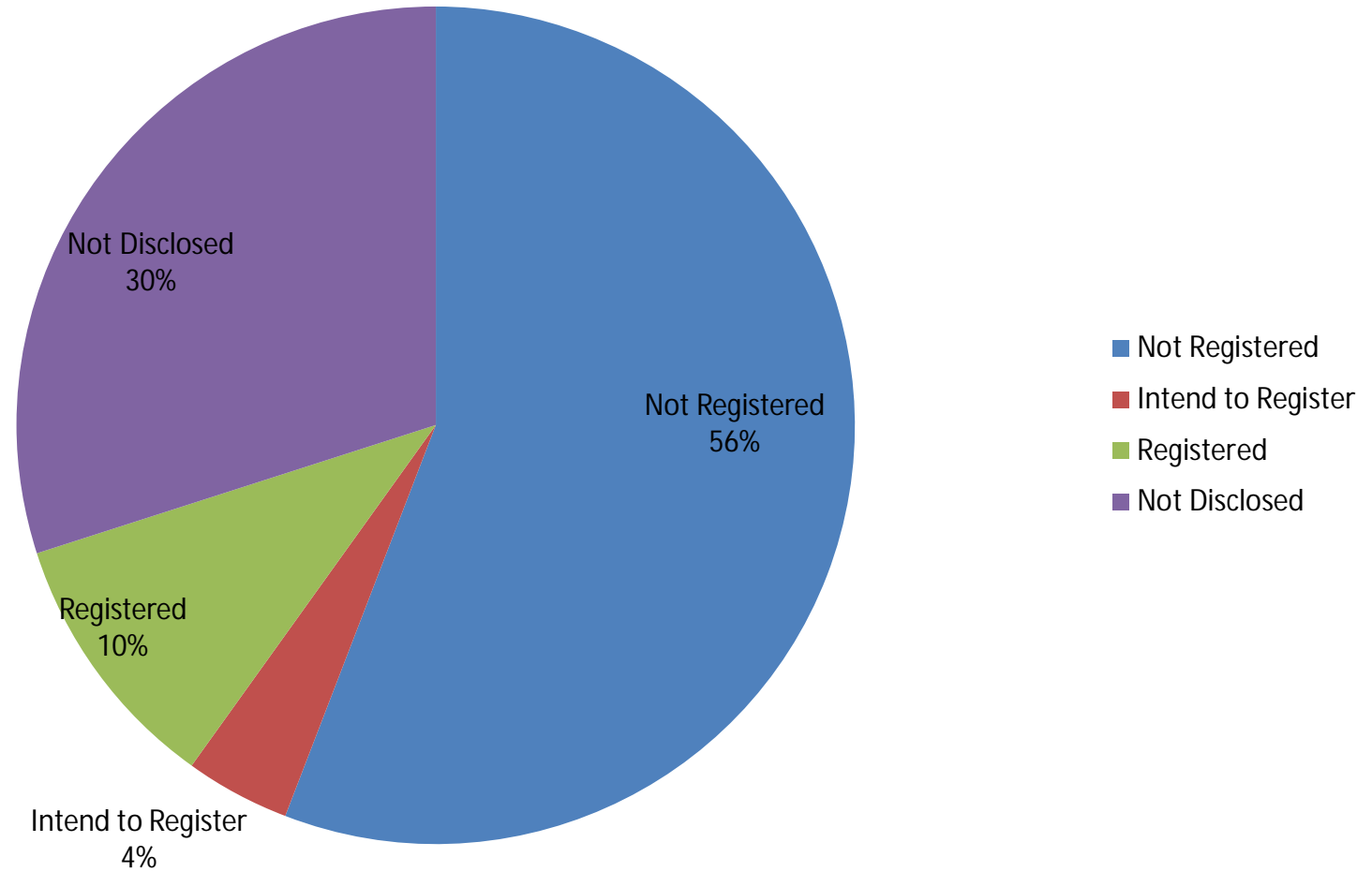


Reasons for Home Educating



* Options suggested by respondents

Registration Status



Reasons for Registration Status

- Quantitative Regression Analysis

N=127	Dependent Variable – Registration Status		
	b*	p-value	Valid (N)
Accessibility	0.07	0.424	196
Policy Concerns	-0.35	0.000	186
Relevance	0.10	0.296	177
Regulatory Preference	0.24	0.003	177
WCED Support	-0.07	0.384	159
Subjective Norm	0.09	0.246	173
Politics	-0.12	0.137	175

Interpreting Regression Analysis

- Based on the data gathered, Registration Status is explained by two main factors:
 - Policy Concerns
 - i.e. Concerns about the policy being bureaucratic, threatening, infringing on privacy, and intrusive discourages registration
 - Regulatory Preference
 - i.e. Preference for little or no regulation influences the decision to not register

Reasons for Registration Status

- Qualitative Themes

- Not Registered

- No Benefits
 - Policy infringes on Privacy/Rights
 - Don't want Public School at home
 - Bureaucracy
 - In Policy
 - In WCED interactions

- Registered

- Good citizenry
 - My right
 - Nothing to hide