



Mpumalanga Scholar Transport Study Report

22 August 2017



public works,
roads & transport
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

- TABLE OF CONTENTS –

SECTION A: RESEARCH BACKGROUND.....	4
1.0 Background Information	4
1.1 Client Background Information.....	4
1.2 Principles of the Policy Framework	4
2.0 Research Objectives	5
3.0 Research Methodology.....	6
4.0 Research Universe	6
5.0 Schools Visited.....	7
6.0 Field Report.....	8
SECTION B: EXECUTIVE SUMMARY.....	9
1.0 Efficiency: Pick-Up and Drop-Off Times and Points	9
2.0 Efficiency: Travelling and Waiting Time	10
3.0 Efficiency: Arrival Time	12
4.0 Reliability: Routes and Drop-off Points	13
5.0 Reliability.....	15
6.0 Safety: Learners' Journey.....	16
7.0 Safety: Bus Condition and Speed	18
8.0 Value for Money	20
9.0 Conclusions.....	22
10.0 Recommendations	25
SECTION C: RESEARCH RESULTS	26
SECTION C1: SAMPLE AND RESPONDENT'S PROFILE	26
1.0 Achieved Sample	26
2.0 Learners' Profile – Demographics.....	27
3.0 Learners' Profile – Bus Model and Schooling	28
4.0 Principals, Educators and Parents' Profiles	29
SECTION C2: EFFICIENCY AND CONVENIENCE	30
1.0 Bus Customisation for Learners with Special Needs.....	30
2.0 Familiarity with Pick-up and Drop-off Times (Learners)	31
3.0 Walking to Pick-Up Points in the Morning & Afternoon	33
4.0 Time the Bus Arrives at Pick-up Points.....	34
5.0 Time taken to walk to Pick-Up Points & Waiting Time in the Morning	36
6.0 Time taken from Pick-Up Points to School.....	37
7.0 Time the Bus Arrives at School	38
8.0 Usage of Designated Drop-off Points at School.....	39
9.0 Time taken to walk to Pick-Up Points & Waiting Time in the Afternoon.....	40

10.0	Time taken from Pick-Up to Drop-Off Point after School	41
11.0	Commuters who are Picked-up on Bus Route	42
SECTION C3: SAFETY AND COMFORTABLE SEATING		43
1.0	Safety on Morning Trip	43
2.0	Safety on Afternoon Trip.....	45
3.0	Speed at which the Buses are driven	50
4.0	Use of Different Buses.....	51
5.0	Learner Accompaniments on the Buses	52
6.0	Bus Cleanliness.....	53
7.0	Seating Capacity	54
8.0	Condition of the Buses	55
9.0	Bus Drivers: Friendliness.....	56
10.0	Bus Drivers: Professionalism.....	57
11.0	Reliability and Efficiency	58
12.0	Seating and Convenience	59
13.0	Meeting Service and Safety Standards.....	60
14.0	Likes about the Scholar Transport.....	61
15.0	Dislikes about the Scholar Transport	63
16.0	Suggestions for Improvement.....	65
17.0	Value for Money	66
18.0	Conclusions.....	70
19.0	Appendix 1 - Principals, Educators & Parents' Questionnaires	75
20.0	Appendix 2 – Learners' Questionnaires	82

SECTION A: RESEARCH BACKGROUND

1.0 Background Information

1.1 Client Background Information

01	The Department of Public Works, Roads and Transport is committed to streamlining the provision of scholar transport in Mpumalanga and assisting the Department of Education in the promotion of access to education through an effective and efficient
02	In support of the Constitutional right to basic education, the Department of Public Works, Roads and Transport strives to provide scholar transport services to learners staying five or more
03	The context of this research was the National Scholar Transport Policy and the ever increasing costs that each province has to pay to keep the service running. In as much as there is an opportunity to deliver an innovative solution to government, it is important for all concerned to have a scientific understanding of the scholar

1.2 Principles of the Policy Framework

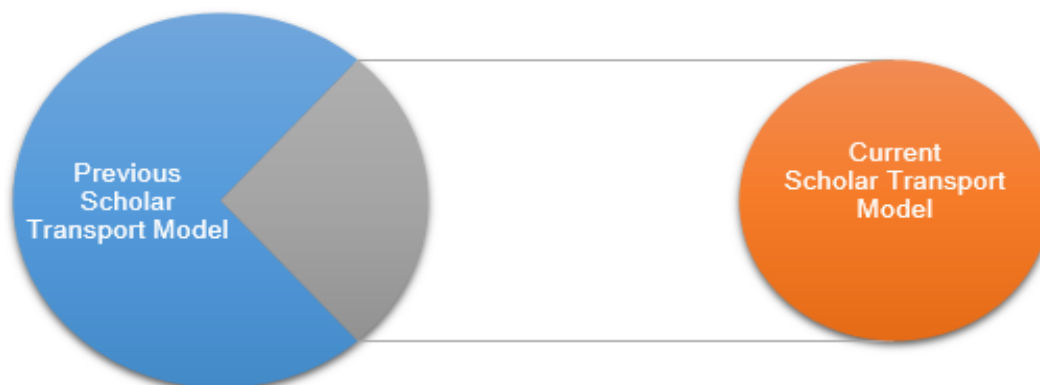
The policy statement outlines key principles of the scholar transport policy framework, eligibility for scholar transport services as well as the process of identifying scholar transport beneficiaries.

- ☐ The standard of service of scholar transport services must provide value for money spent by the Department.
- ☐ Scholar transport services must reasonably address user needs, including the needs of learners with disabilities.
- ☐ The scholar transport services must run according to the agreed schedule.
- ☐ Licensed public transport vehicles used must be roadworthy and safe. The security of the learners in the vehicles must be of the highest standard.
- ☐ The system and service must be reliable, effective and efficient. It must also meet the required service and safety standards.

The evaluation was conducted in the Gert Sibande Area and Nkangala in Mpumalanga between May and August 2017.

2.0 Research Objectives

The main aim of this evaluation was to **investigate the benefits of the Buy, Operate & Transfer (BOT) Model** that is being pioneered within the scholar transport system in the Gert Sibande and Nkangala regions of Mpumalanga. While a larger proportion of the province still uses an older model of scholar transport, there is another proportion that utilises the BOT model.



The evaluation addressed the following **specific objectives**:

01	Efficiency and convenience: <ul style="list-style-type: none"> <input type="checkbox"/> Pick-up time; <input type="checkbox"/> Travelling time; and <input type="checkbox"/> Arrival time.
02	Reliability: <ul style="list-style-type: none"> <input type="checkbox"/> Reliability of service; <input type="checkbox"/> Comfortable seating; and <input type="checkbox"/> Likelihood of waiting time.
03	Safety: <ul style="list-style-type: none"> <input type="checkbox"/> Learners safety; <input type="checkbox"/> Safe means of transportation; and <input type="checkbox"/> Condition of the buses.
	Value for Money: <ul style="list-style-type: none"> <input type="checkbox"/> Budget cost per learner.

3.0 Research Methodology

Quantitative research was conducted at the schools that were sampled using Tablet-Assisted Personal Interviews (TAPI). Face-to-face interviews were conducted at the selected schools. The data was collected using a questionnaire that was developed by Plus 94 Research in consultation with the client. The images below show some of the Plus 94 Research interviewers conducting the interviews during fieldwork.



4.0 Research Universe

The research universe included the following:

- ☐ Primary and secondary school learners who use the scholar transport service.
- ☐ School principals and head teachers / educators who are responsible for overseeing the scholar transport services at their school.
- ☐ Parents who work at the schools that have a scholar transport service in place.



Learners



Principals



Educators



Parents

5.0 Schools Visited

A total 214 interviews were conducted with the learners and principals, educators and parents (collectively referred to as non-learners) from twenty schools that were visited. The schools included secondary and primary schools within the Gert Sibande and Nkangala regions in Mpumalanga as shown below.

School	Bus Model	Total (n=214)	Principals, Educators and Parents (n=61)	School Learners (n=153)	Region
Arbor Primary School	Old	12	3	9	Nkangala
Camden Combined	New	10	3	7	Gert Sibande
Cangasa Primary	New	10	3	7	Gert Sibande
Enon Primary	New	11	3	8	Gert Sibande
Fundisisa combined School	Old	11	3	8	Nkangala
Hlangu Phala primary school	Old	11	3	8	Nkangala
Injubuko primary school	New	10	3	7	Gert Sibande
Ithafa	New	10	3	7	Gert Sibande
Kalkoenkrans Primary	New	11	3	8	Gert Sibande
Kleinvrystaat	Old	10	3	7	Gert Sibande
lindile secondary school	New	10	3	7	Gert Sibande
Lingitjhuudu secondary school	Old	11	4	7	Nkangala
Lungelo Combined School	New	10	3	7	Gert Sibande
Manyazela primary school	Old	11	3	8	Nkangala
Mkhulu combined school	Old	11	3	8	Nkangala
Rietkol primary school	Old	12	3	9	Nkangala
Sizakele primary school	Old	11	3	8	Nkangala
Sizofuna primary school	Old	12	3	9	Nkangala
Thwahllela primary school	New	10	3	7	Gert Sibande
Vukuzenzele Combined	New	10	3	7	Gert Sibande

6.0 Field Report

A team of experienced researchers from Plus 94 Research were assigned to work on the project. Before fieldwork commenced, an internal project training session was held to thoroughly brief the field workers and ensure that they understood the objectives of the research. The session was also used to familiarise them with the questionnaire.

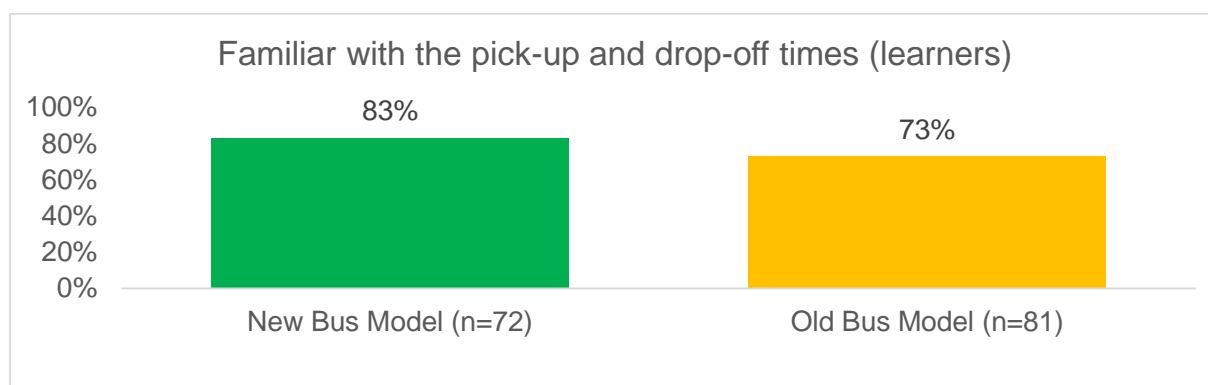
The fieldworkers visited the schools in the Gert Sibande and Nkangala regions between June and July 2017. At each school the principal or head teacher who oversees the scholar transport was approached to obtain permission to conduct the interviews at their school. Learners who use the scholar transport were identified by the principal or head teacher and taken to the interview room. The one-on-one interviews were conducted privately. A mix of learners who lived close to the schools as well as those who lived further away from the schools were interviewed. Within the Gert Sibande area, schools were selected based on the number of learners that use the scholar transport. Other factors, such as the location where the interviewers were based, were used.

SECTION B: EXECUTIVE SUMMARY

1.0 Efficiency: Pick-Up and Drop-Off Times and Points

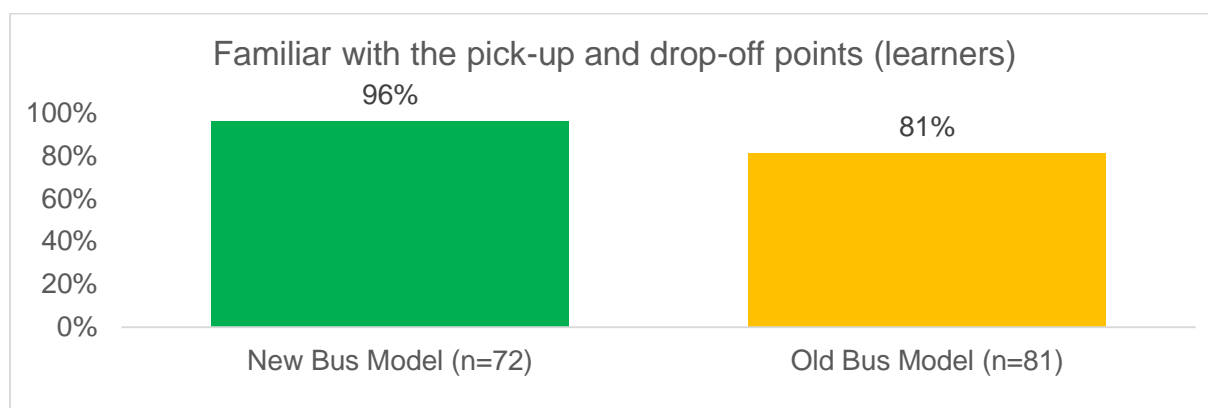
- Familiarity with pick-up and drop-off times**

About 8 in 10 of the learners who use the new bus model (83%), in comparison to more than 7 in 10 of those who use the old bus model (73%) reported that they were familiar with the pick-up and drop-off times. As such, the new bus model performed better than the old bus model in this area.



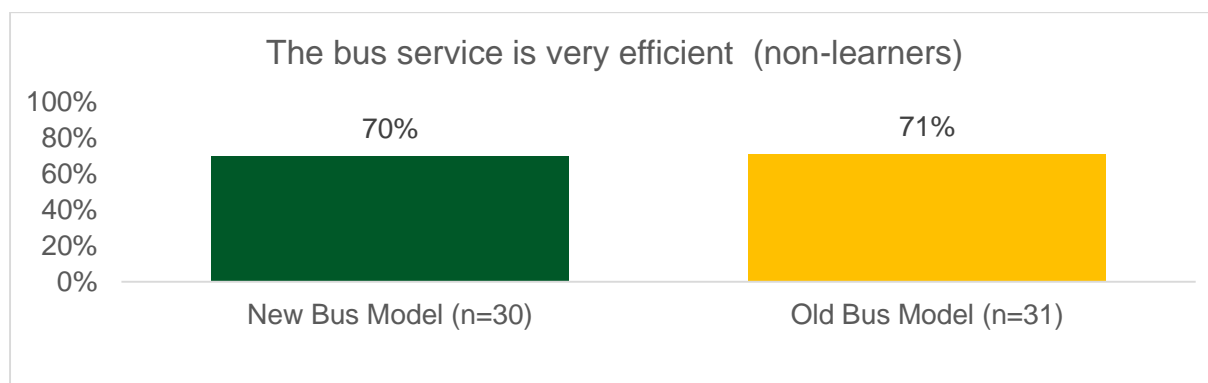
- Familiarity with pick-up and drop-off points**

The graph below shows that a significant proportion of the learners who use the new bus model (96%), in comparison to those who use the old bus model (81%), reported that they were familiar with the pick-up and drop-off points. Thus, the new bus model performed relatively better than the old bus model in this area.



- **Efficiency of the scholar transport**

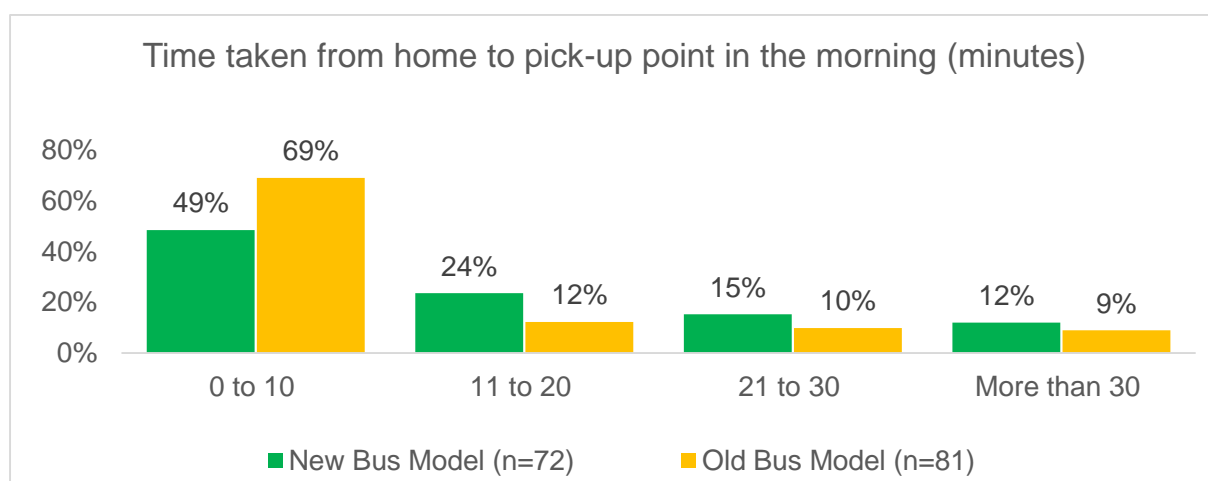
About 7 in 10 of the principals, educators and parents from schools across both bus models strongly agreed / agreed with the statement that the bus service is very efficient.



2.0 Efficiency: Travelling and Waiting Time

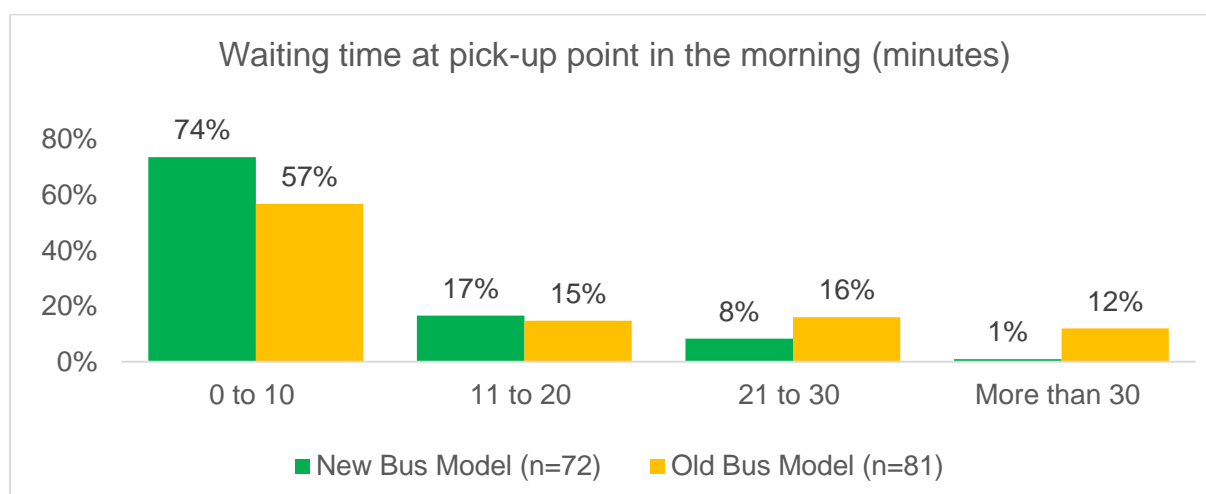
- **Travel time from home to pick-up point in the morning**

The majority of the learners who use the old bus model (69%), in comparison to 49% of those who use the new bus model, take between 0 and 10 minutes to walk from their homes to the pick-up points in the morning. As such, the old bus model performed better than the new bus model in this regard.



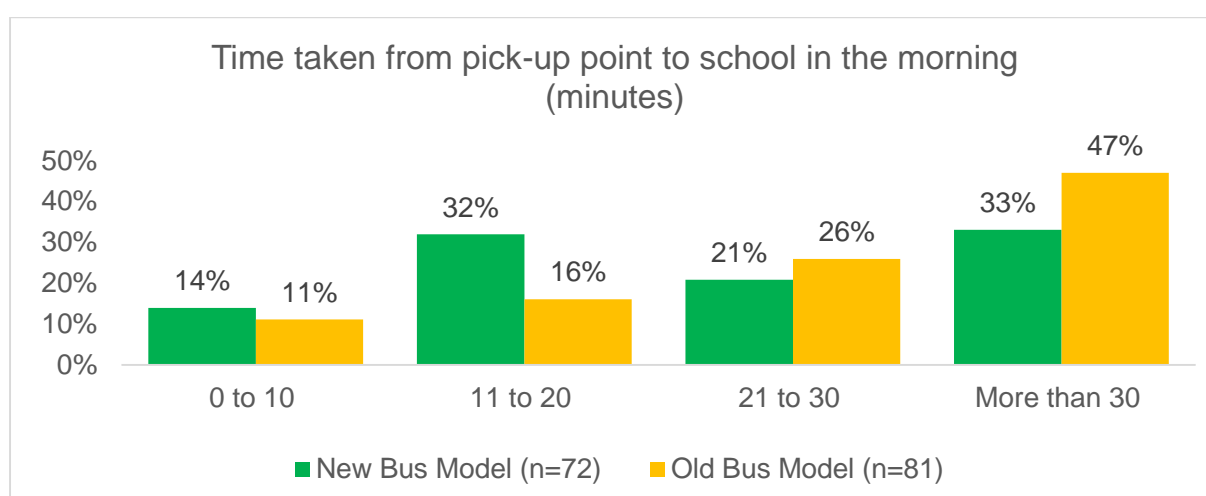
- **Waiting time at pick-up point in the morning**

A very large proportion of the learners who use the new bus model (74%), in contrast to those who use the old bus model (57%), reported that they spend between 0 and 10 minutes waiting for the bus at the pick-up point in the morning. The new bus model performed much better than the old bus model on waiting time.



- **Time taken from pick-up point to school in the morning**

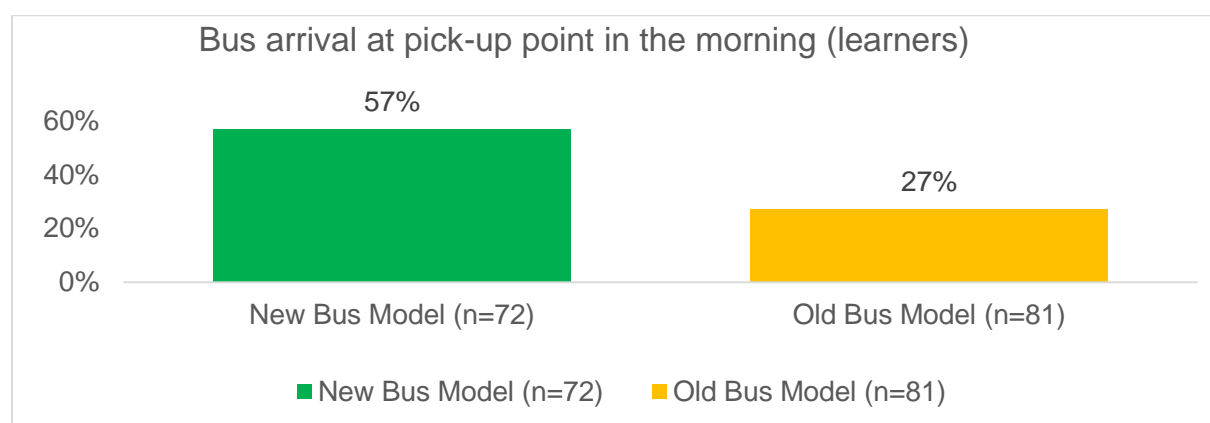
Almost half (46%) of the learners who use the new bus model, as opposed to 27% of the learners who use the old bus model, indicated that it takes them up to 20 minutes to travel from the pick-up points to school in the morning. Once again, the new bus model performed better than the old bus model on travelling time to school.



3.0 Efficiency: Arrival Time

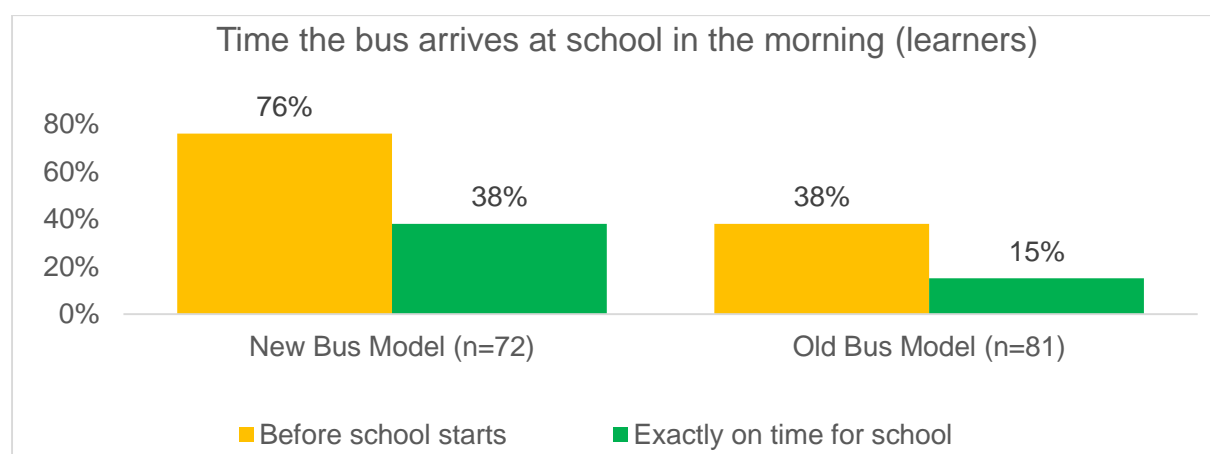
- Bus arrival at pick-up point in the morning**

Nearly 6 in 10 (57%) of the learners who use the new bus model, in contrast to about 3 in 10 (27%) of those who use the old bus model, reported that the scholar bus always arrives on time at the pick-up point in the morning. Therefore, it appears that the new bus model performed much better than the old bus model with regards to efficiency.



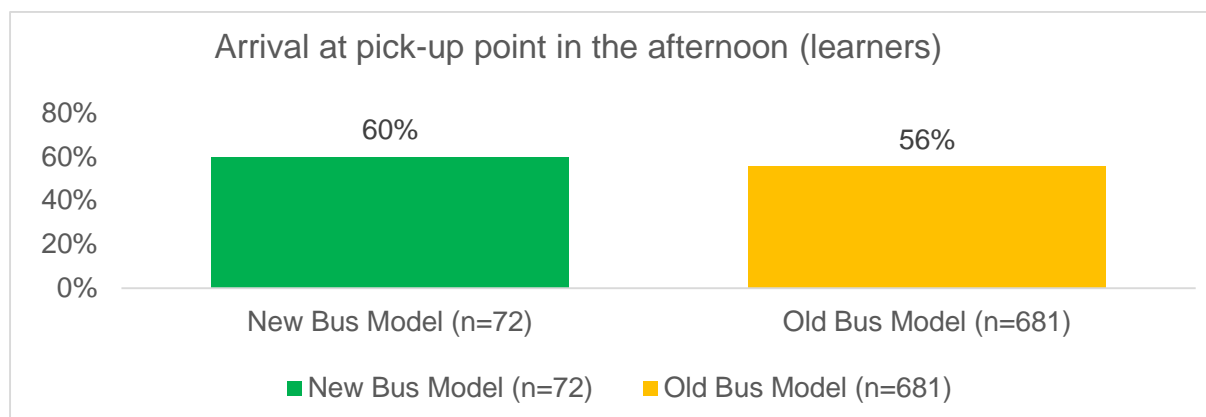
- Time the bus arrives at school in the morning**

The new bus model (76%) performed significantly better than the old bus model (38%) with regards to arriving before school started in the morning.



- **Arrival at pick-up point in the afternoon**

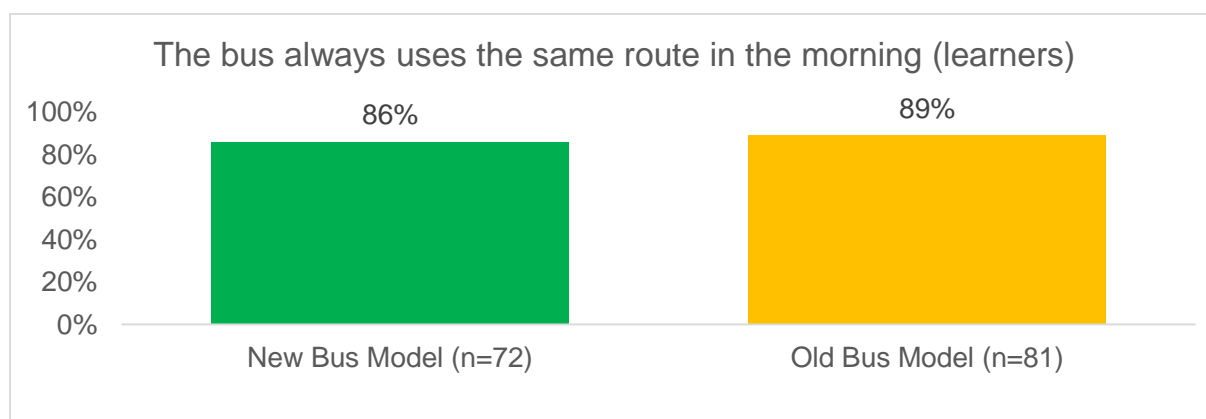
Performance with regards to arriving on time at the pick-up points in the afternoon was relatively the same across both bus models as about 6 in 10 of the learners who use the new bus model (60%) and those who use the old bus model (56%) stated that the buses always arrive on time in the afternoon. Once again, the new bus model performed slightly better than the old bus model in this area.



4.0 Reliability: Routes and Drop-off Points

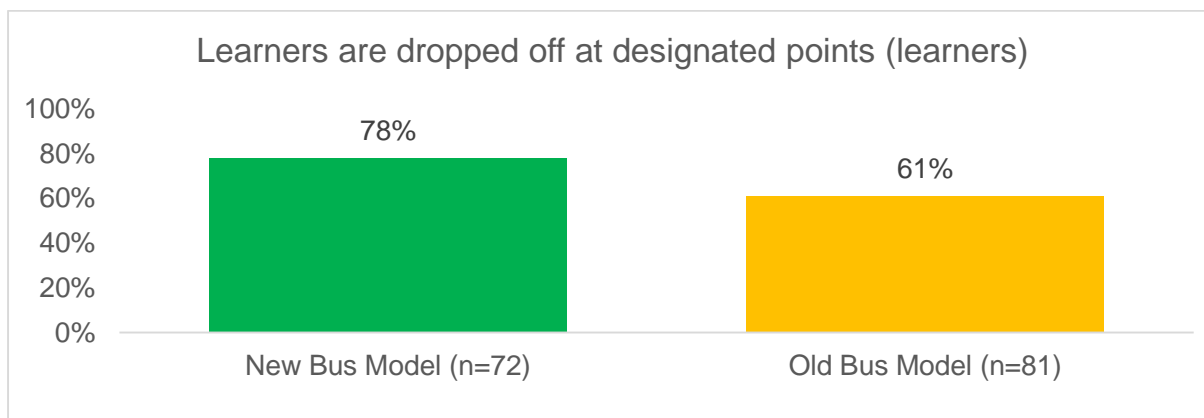
- **The bus uses the same route in the morning**

More than 8 in 10 of the learners who use the new bus model (86%) as well as those who use the old bus model (89%) stated that the scholar buses always use the same route in the morning.



- **Learners are dropped off at designated points**

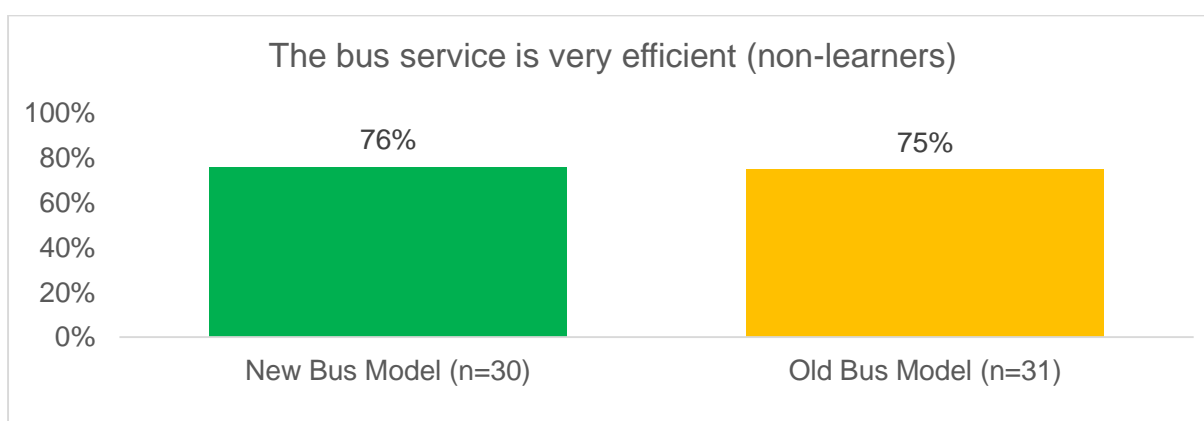
In addition to the above, more than 7 in 10 of the learners who use the new bus model (78%), compared to 6 in 10 of those who use the old bus model (61%) indicated that the buses always / very often drop them off at the designated points close to their schools.



Performance of the two bus models on the above aspects didn't differ significantly with regards to using the same route.

- **Efficiency of the scholar transport**

More than 7 in 10 of the principals, educators and parents across both bus models strongly agreed / agreed that the scholar bus service is very efficient (75%).

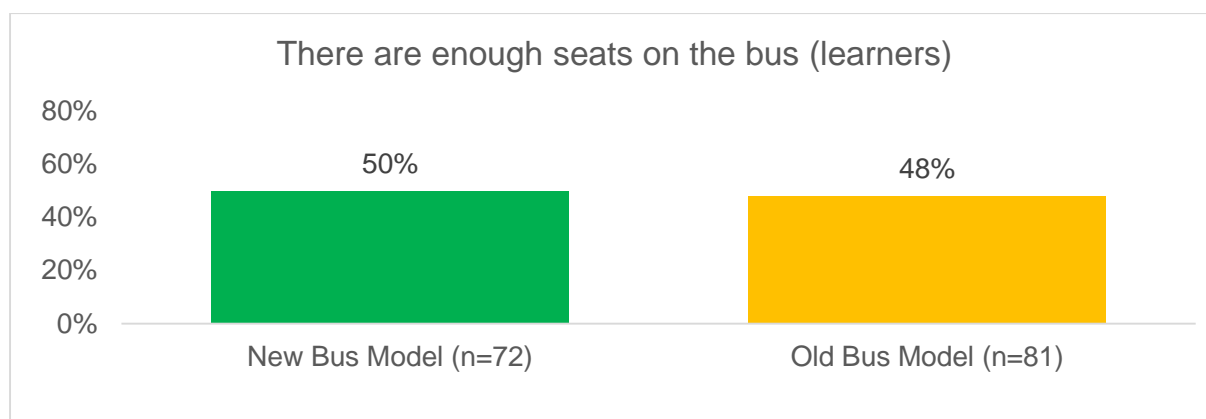


Based on the above, the performance of both bus models with regards to reliability and efficiency was at par.

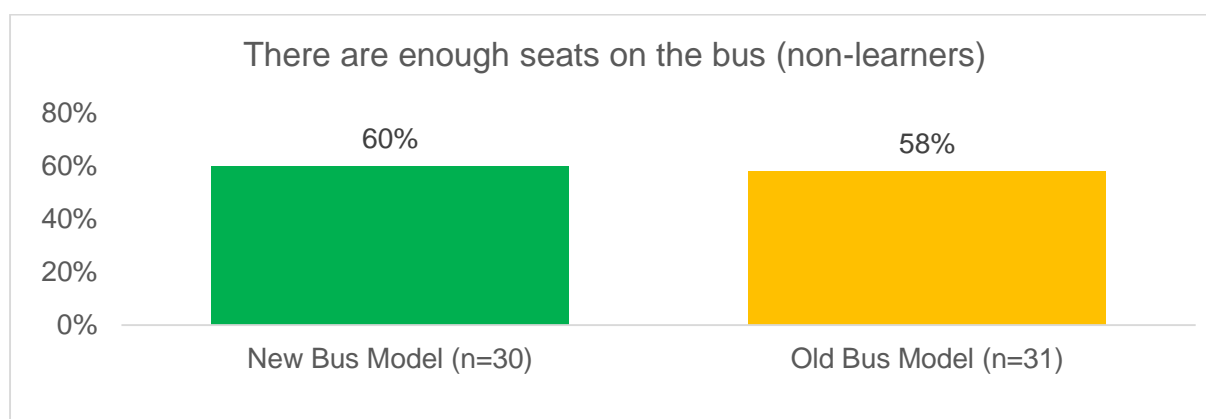
5.0 Reliability

- Seating Capacity

As shown below, about half of the learners across both bus models indicated that there were enough seats on the buses.



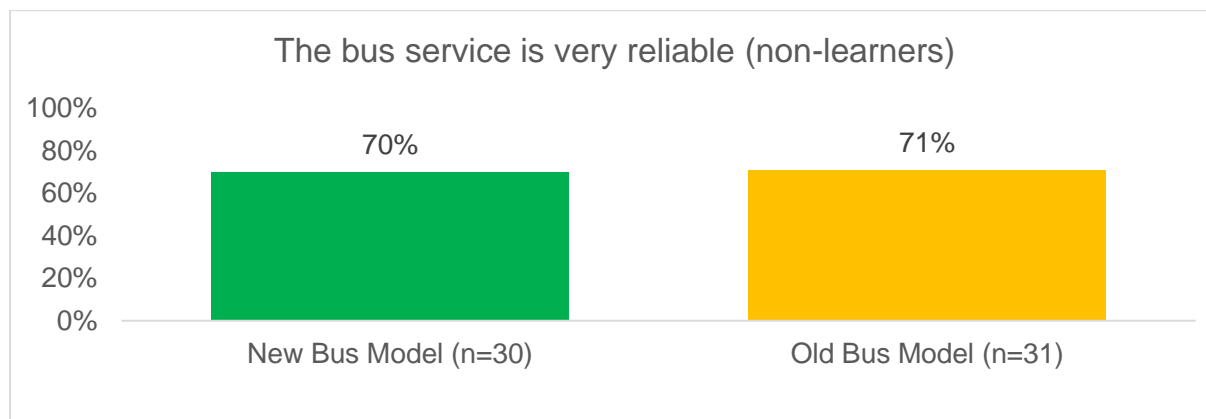
Further to the above, about 6 in 10 of the principals, educators and parents across both bus models also indicated that there were enough seats on the buses.



Based on the above, both bus models performed at par on ensuring that there were enough seats on the buses for the learners.

- **Reliability of the scholar transport**

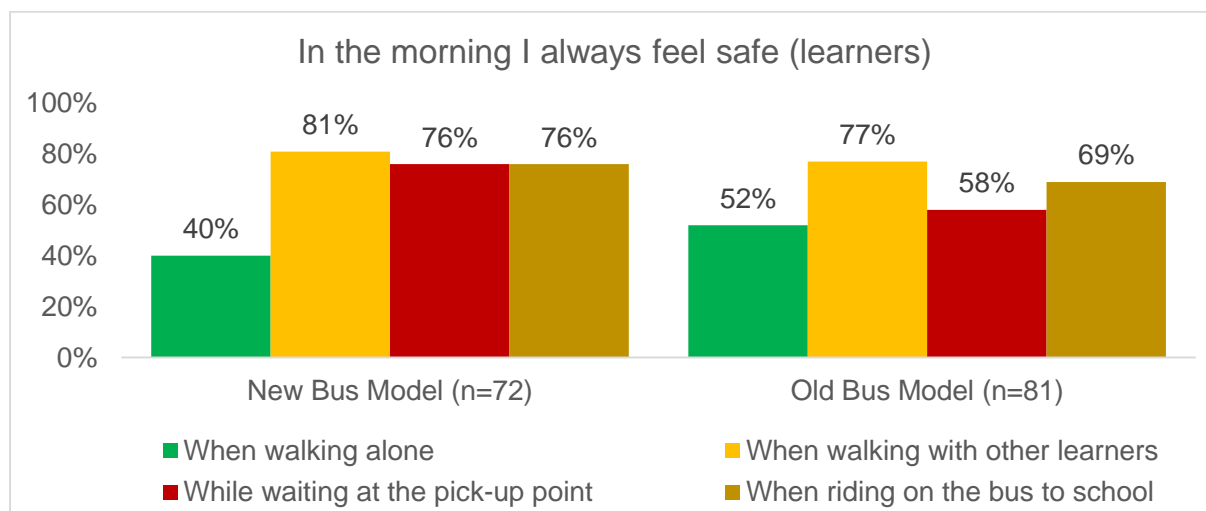
About 7 in 10 of the principals, educators and parents across both bus models reported that the scholar bus service is very reliable.



6.0 Safety: Learners' Journey

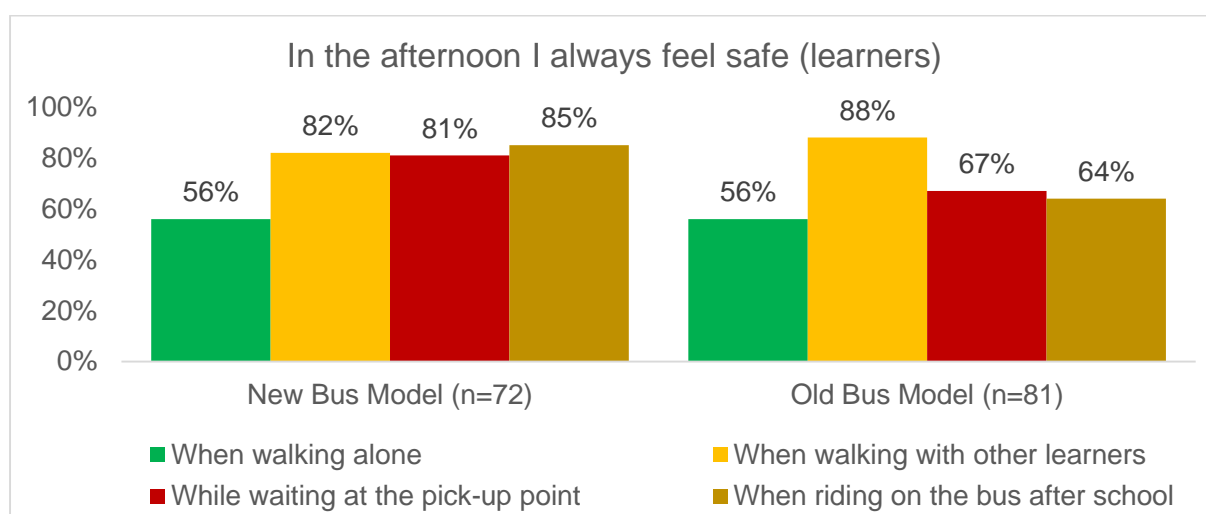
- **Safety on the Journey in the Morning**

Most of the learners who use the new bus model reported that, in the morning, they feel safe when walking with other learners to the pick-up point (81%), while waiting for the bus at the pick-up point (76%) and while riding on the bus to school (76%). This was in contrast to the relatively lower proportions of the learners using the old bus model who reported that they feel safe under these conditions.



- **Safety on the Journey in the Afternoon**

In the afternoon, 82% of the learners who use the new bus model, compared to 88% of those who use the old bus model reported that they feel safe when they walk alone to the pick-up point. On the other hand, a higher proportion of the learners who use the new bus model reported that they always feel safe while waiting for the bus at the pick-up point (81%) as well as when riding on the bus after school (85%). Furthermore, less than 70% of the learners who use the old bus model shared this sentiment.

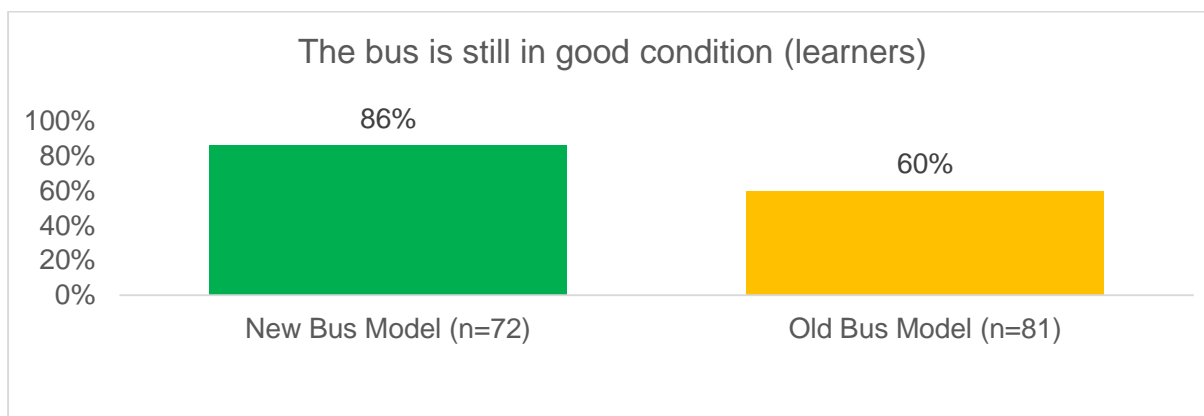


Based on these findings, it can be concluded that, from the learners' point of view, the new bus model performed better than the old bus model with regards to the safety of the learners on their journey to school and on their journey after school.

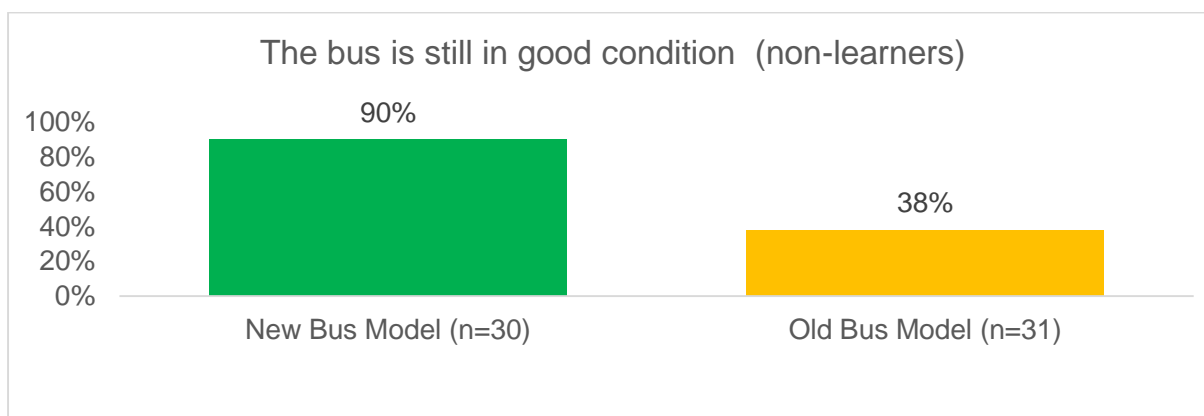
7.0 Safety: Bus Condition and Speed

- Condition of the Bus

As shown in the graphs below, 86% of the learners and 90% of the principals, educators and parents from schools that use the new bus model reported that the scholar buses are still in good condition.



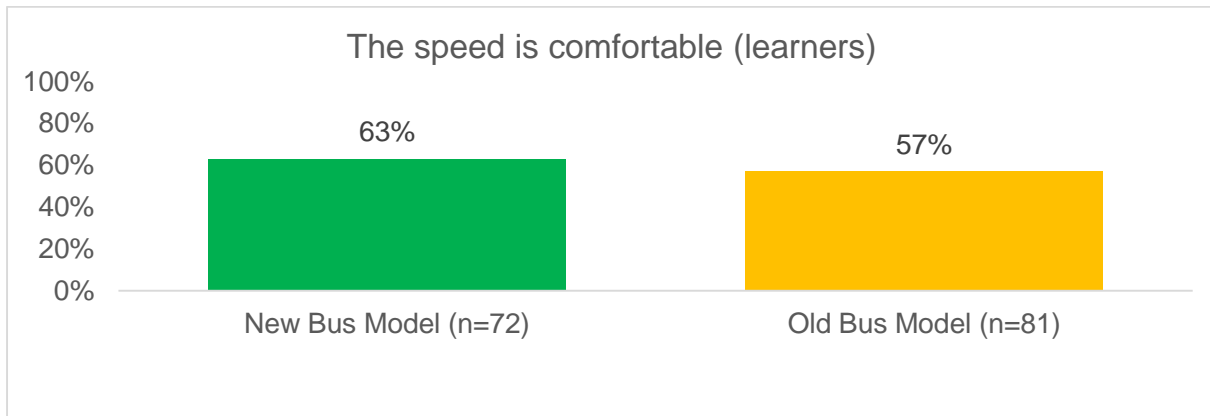
In contrast, 60% of the learners and 38% of the principals, educators and parents from schools that use the old bus model mentioned that the buses are still in good condition.



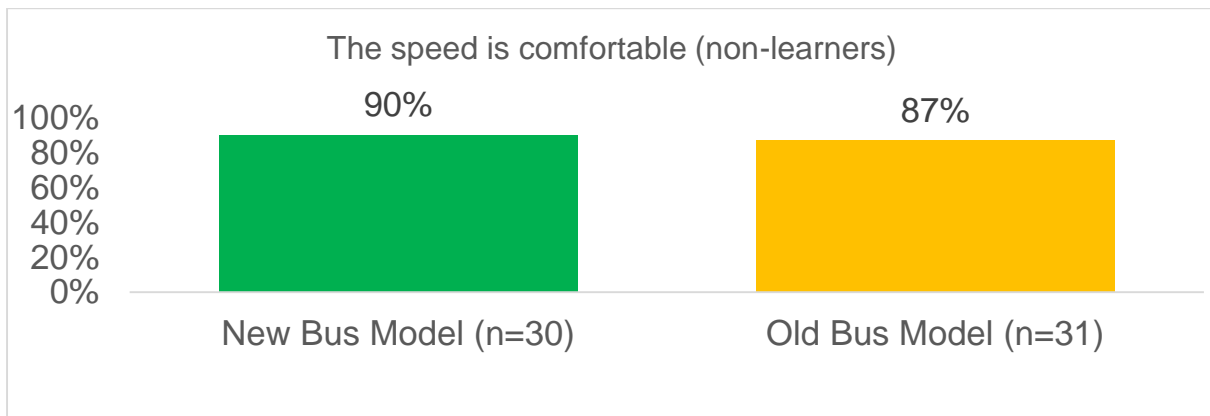
Based on the above, the new bus model performed better on this aspect in comparison to the old bus model.

- **Speed at which Buses are Driven**

With regards to the speed of the buses, 63% of the learners from schools that use the new bus model and 57% of the learners from schools that use the old bus model reported that the speed of the buses is comfortable.



On the other hand, the proportion of the principals, educators and parents who reported that the speed was comfortable was near identical across both bus models.



8.0 Value for Money

During the 2016/2017 financial year, the cost per learner in Bohlabela was R21, 031.57. In contrast, the cost per learner in Gert Sibande was R6 713.08 and R9 765.63 in Nkangala as shown in the table that follows.

2017	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R30 643 000.00	1457	R21 031.57
Ehlanzeni	R46 000 000.00	4761	R9 661.84
Gert Sibande	R280 271 000.00	41750	R6 713.08
Nkangala	R120 000 000.00	12288	R9 765.63
Total budget for the province	R476 914 000.00	60256	R7 914.80

During the 2015/2016 financial year, the cost per learner in Bohlabela was R17 994.04. This amount was extremely high in comparison to the cost per learner of R6 102.01 in Gert Sibande and R9 487.51 in Nkangala.

2016	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R24 148 000.00	1342	R17 994.04
Ehlanzeni	R44 000 000.00	4749	R9 265.11
Gert Sibande	R255 113 000.00	41808	R6 102.01
Nkangala	R117 000 000.00	12332	R9 487.51
Total budget for the province	R440 261 000.00	60231	R7 309.54

The table below shows that during the 2014/2015 financial year, the cost per learner in Bohlabela was slightly lower in comparison to the current financial year at R11 185.03. On the other hand, the cost per learner was R5 306.93 in Gert Sibande and R8 447.28 in Nkangala.

2015	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R30 928 000.00	1423	R21 734.36
Ehlanzeni	R43 301 000.00	5046	R8 581.25
Gert Sibande	R295 111 000.00	40395	R7 305.63
Nkangala	R114 180 000.00	12495	R9 138.06
Total budget for the province	R483 520 000.00	59359	R8 145.69

As shown below, during the 2013/2014 financial year, the cost per learner in Bohlabela was slightly lower in comparison to the current financial year at R11 185.03. On the other hand, the cost per learner was R5 306.93 in Gert Sibande and R8 447.28 in Nkangala.

2014	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R19 283 000.00	1724	R11 185.03
Ehlanzeni	R39 324 000.00	5242	R7 501.72
Gert Sibande	R225 412 000.00	42475	R5 306.93
Nkangala	R116 961 000.00	13846	R8 447.28
Total budget for the province	R400 980 000.00	63287	R6 335.90

9.0 Conclusions

The tables below provide a snapshot of the key findings from the evaluation by comparing the performance of the new bus model against the performance of the old bus model across a number of attributes based on the feedback provided by the learners and principals, educators, and parents.

Efficiency and Reliability (Learners' views)			
Monitoring Criteria	New Bus Model	Old Bus Model	Conclusion on which bus model performed better
Familiar with pick-up and drop off times	83%	73%	The new bus model performed better
Familiar with pick-up and drop off points	96%	81%	The new bus model performed better
The bus service is very efficient	70%	71%	The old bus model performed better
Takes less than 10 minutes to get to pick-up points in the morning	49%	69%	The old bus model performed better
Waits for about 10 minutes for bus at the pick-up points in the morning	74%	57%	The new bus model performed better
Takes up to 20 minutes from pick-up points to school in the morning	46%	27%	The new bus model performed better
Buses always arrives on time at pick-up points in the morning	57%	27%	The new bus model performed better
Buses arrives at school before classes start	76%	38%	The new bus model performed better
Buses always arrives on time at pick-up points in the afternoon	60%	56%	The new bus model performed better
Buses always use the same route in the morning	86%	89%	The old bus model performed better

Safety (Learners' views)

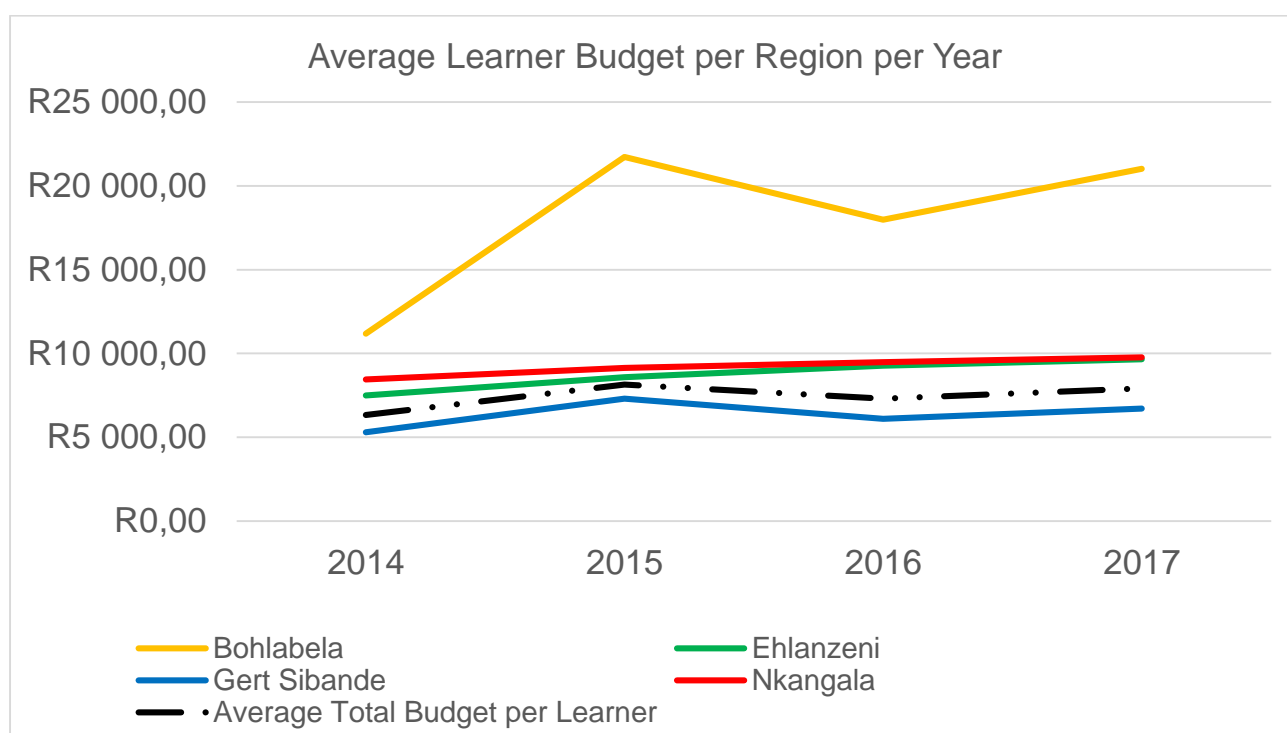
Monitoring Criteria	New Bus Model	Old Bus Model	Conclusion on which bus model performed better
Learners are dropped off at designated points close to the school	78%	61%	The new bus model performed better
Buses have enough seats for learners	50%	48%	The new bus model performed better
Feel safe when walking alone to the pick-up points in the morning	40%	52%	The old bus model performed better
Feel safe while waiting at the pick-up points in the morning	81%	77%	The new bus model performed better
Feel safe when riding the bus to school in the morning	76%	69%	The new bus model performed better
Buses are still in a good condition	86%	60%	The new bus model performed better
The speed of the bus is comfortable	63%	57%	The new bus model performed better

Reliability, Efficiency and Safety (Principals, Educators and Parents' views)

Monitoring Criteria	New Bus Model	Old Bus Model	Conclusion on which bus model performed better
The bus service is very reliable	70%	71%	The old bus model performed better
The bus service is very efficient	76%	75%	The new bus model performed better
Buses have enough seats for learners	60%	58%	The new bus model performed better
Buses are still in a good condition	90%	38%	The new bus model performed better
The speed of the bus is comfortable	90%	87%	The new bus model performed better
The bus service is very reliable	70%	71%	The old bus model performed better

Between 2014 and 2017, the cost per learner within the Gert Sibande region has consistently been lower than the average total budget per learner for the province. While the cost per learner for all the other three regions, namely Bohlabela, Ehlanzeni and Nkangala have been higher than the average total budget per learner per year for the province, Bohlabela has consistently recorded the highest cost per learner per year as outlined in the tables below.

Average Learner Budget per Region per Year				
Region	2014	2015	2016	2017
Bohlabela	R11 185,03	R21 734,36	R17 994,04	R21 031,57
Ehlanzeni	R7 501,72	R8 581,25	R9 265,11	R9 661,84
Gert Sibande	R5 306,93	R7 305,63	R6 102,01	R6 713,08
Nkangala	R8 447,28	R9 138,06	R9 487,51	R9 765,63
Average Total Budget per Learner	R6 335,90	R8 145,69	R7 309,54	R7 914,80



10.0 Recommendations

- ❑ Based on the findings from the survey that was conducted with the 153 learners and 61 principals, educators and parents, in general the new bus model performed much better than the old bus model on efficiency, convenience, reliability and safety.
- ❑ It is recommended that the Department of Public Works, Roads and Transport considers rolling out the new bus model to some of the schools that currently use the old bus model within the Gert Sibande region in Mpumalanga.
- ❑ The roll-out of the new bus model to other schools should be implemented in phases. Currently, just over a third of the schools in the Gert Sibande region use the new bus model. The roll-out of the new bus model could be increased to about 50% of the schools within the region.
- ❑ The roll-out of the new bus model to 50% of the schools should be followed by another review of the performance of the two bus models within 3 - 5 years to inform any future decision regarding the proportion of the schools that will use the new bus model.
- ❑ In addition to the above, the operators of the old bus model should be encouraged to make an effort to improve their performance in order to ensure that they continue to enable the learners to easily and conveniently access the schools.

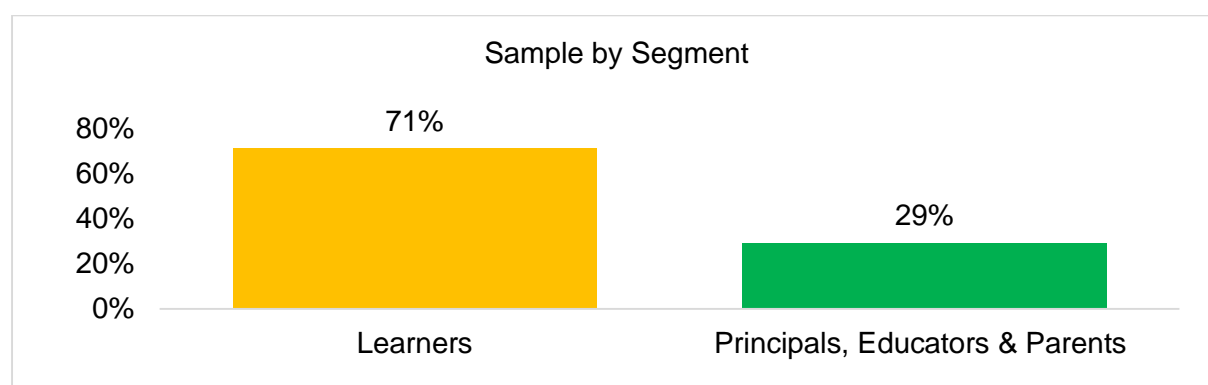
Impact of Rolling Out the New Bus Model	
Opportunity	Risks
❑ Improved efficiency and reliability	Negative impacts may arise if the roll-out is not implemented in phases and the operators of the new bus model have limited operational capacity.
❑ Improvements in convenience	
❑ Improved learner safety	

SECTION C: RESEARCH RESULTS

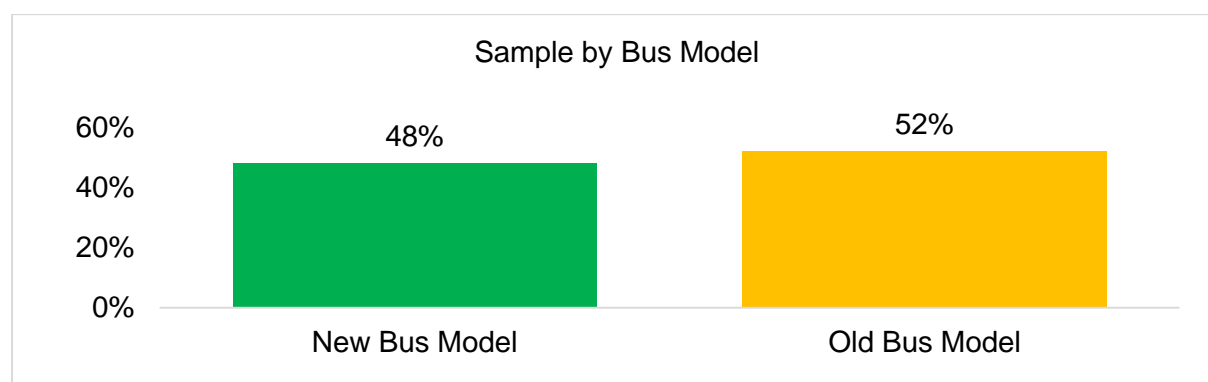
SECTION C1: SAMPLE AND RESPONDENT'S PROFILE

1.0 Achieved Sample

A total of 214 respondents participated in the study. The majority of the respondents were learners (71%), while parents and principals and educators constituted 29% of the sample, as shown in the graph on the right.

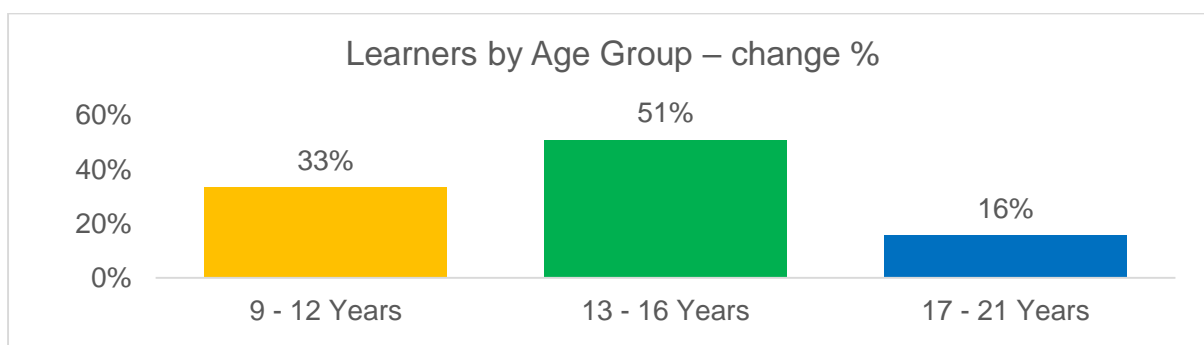
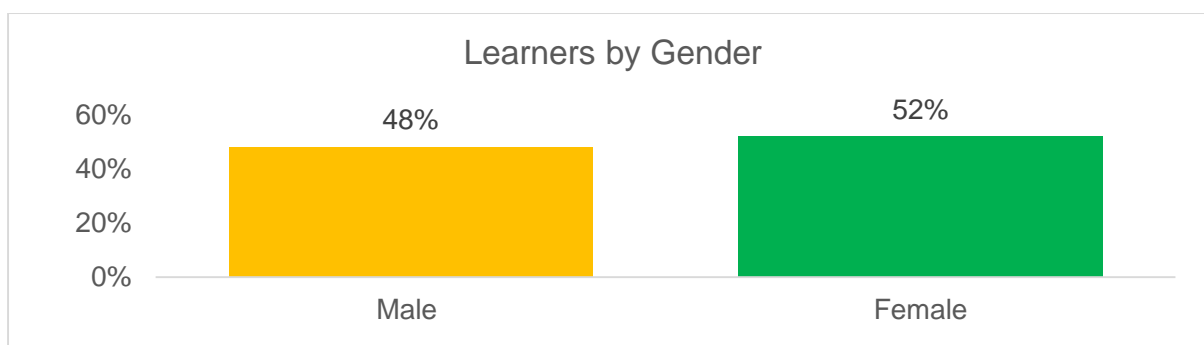


More than half (52%) of the interviews were conducted with respondents at school that use the old bus model, while 48% of the interviews were conducted with respondents at schools that use the new bus model.

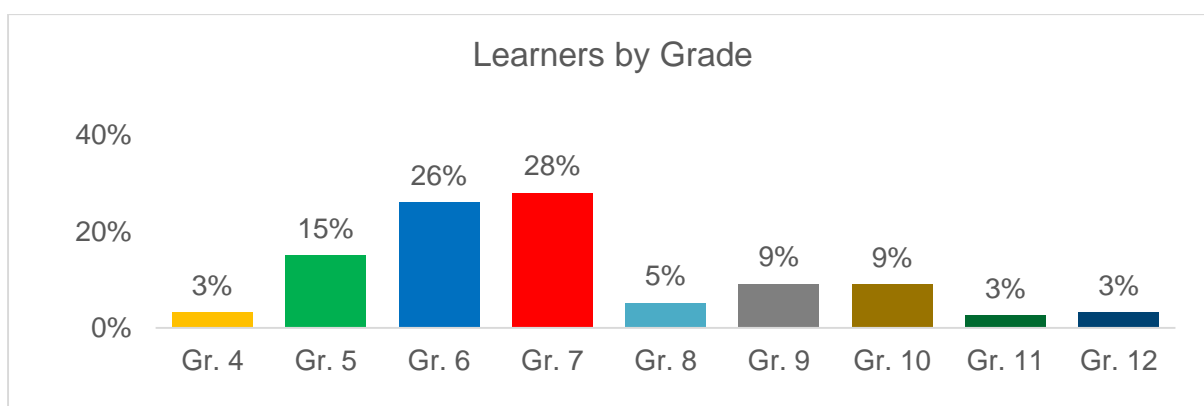


2.0 Learners' Profile – Demographics

As shown in the graph that follows, more female (52%) than male (48%) learners took part in the study. With regards to age, most of the learners were aged 13 – 16 years old (51%).

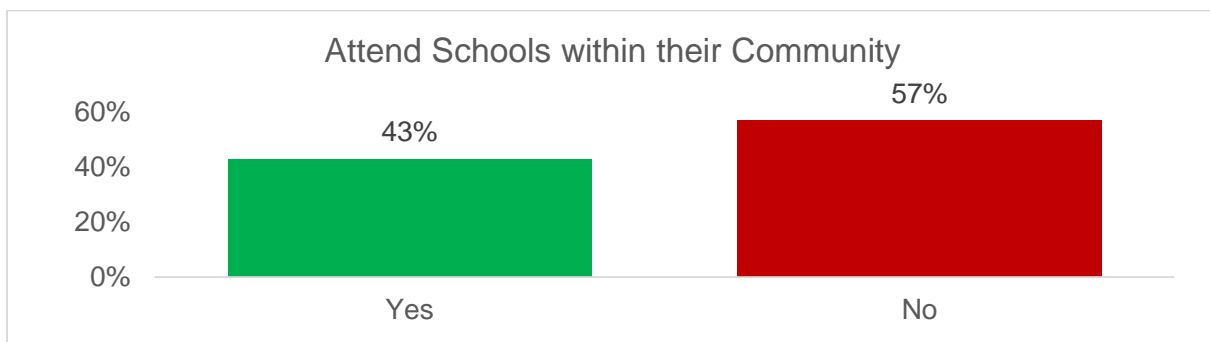
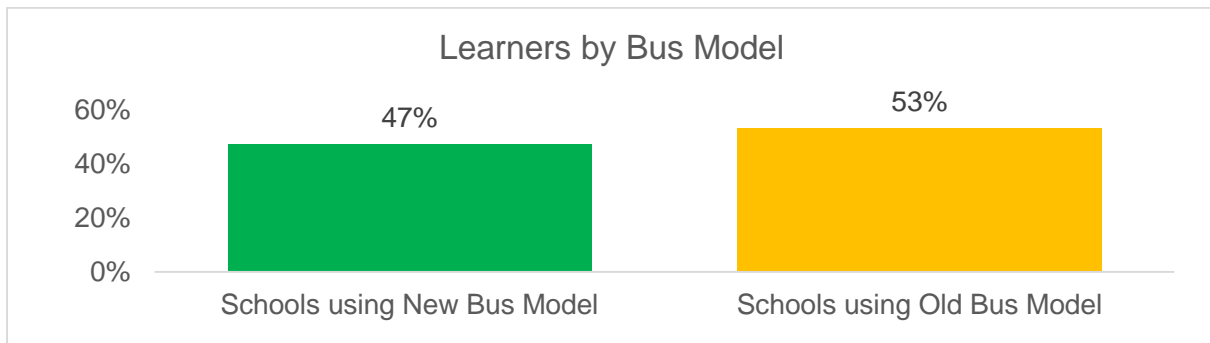


More than half (54%) of the respondents were in grades 6 and 7 (primary school), while 29% were in in grades 8 to 12 (secondary school).

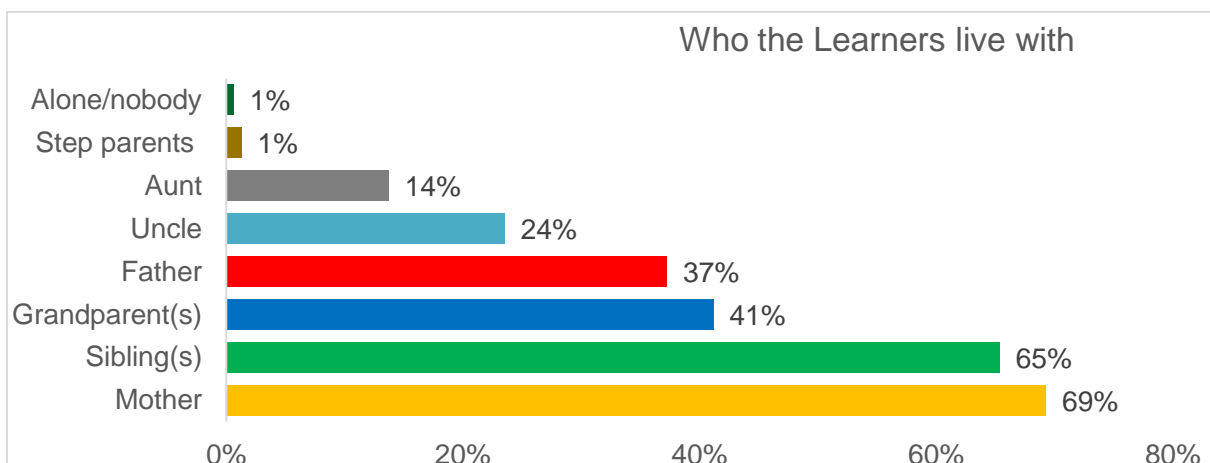


3.0 Learners' Profile – Bus Model and Schooling

Among the 153 learners who took part in the evaluation, 47% of them attended schools that use the new bus model, while 53% attended schools that use the old bus model. A higher proportion (57%) of the learners reported that they do not attend schools that are within their community, while nearly a third (43%) of them reported that they attend schools within their community.

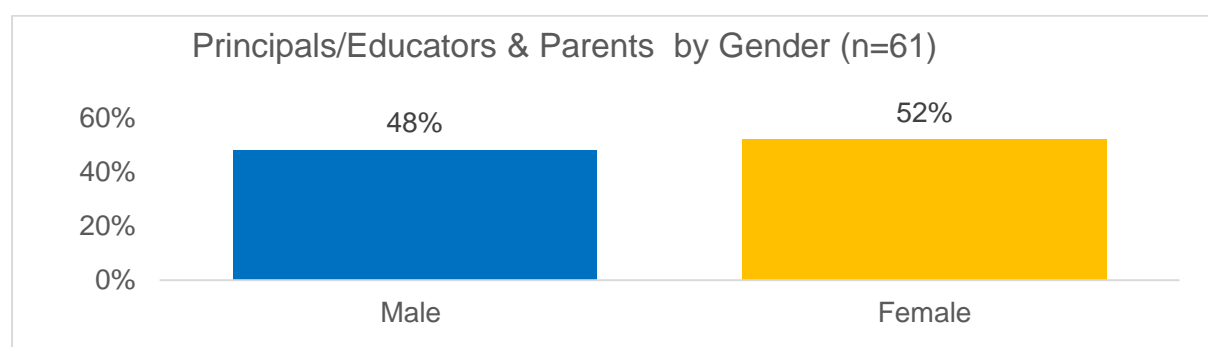
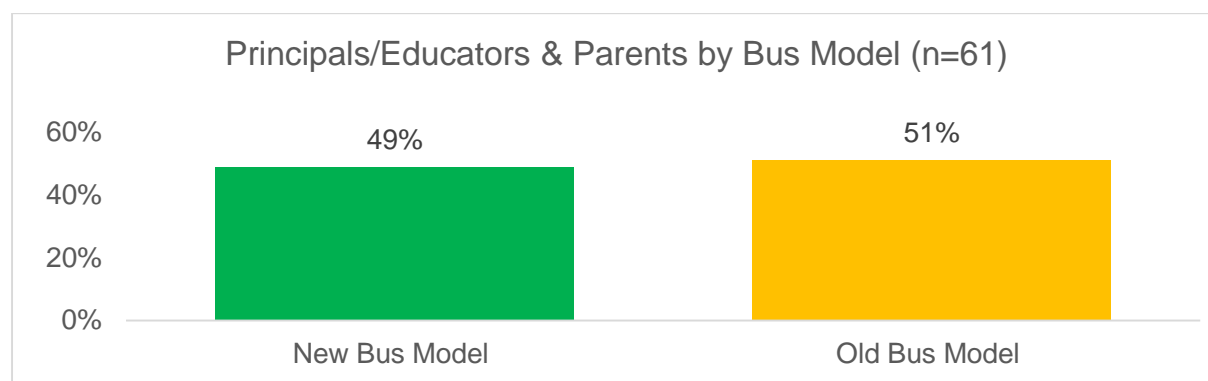


As depicted in the graph below, most of the learners reported that they live with their mother (63%) and siblings (53%).



4.0 Principals, Educators and Parents' Profiles

As shown in the graph below, 49% of the principals/educators and parents were from schools that use the new bus model, while 51% of them were from schools that use the old bus model. In addition, more than half of the principals, educators and parents who took part in the survey were female (52%).



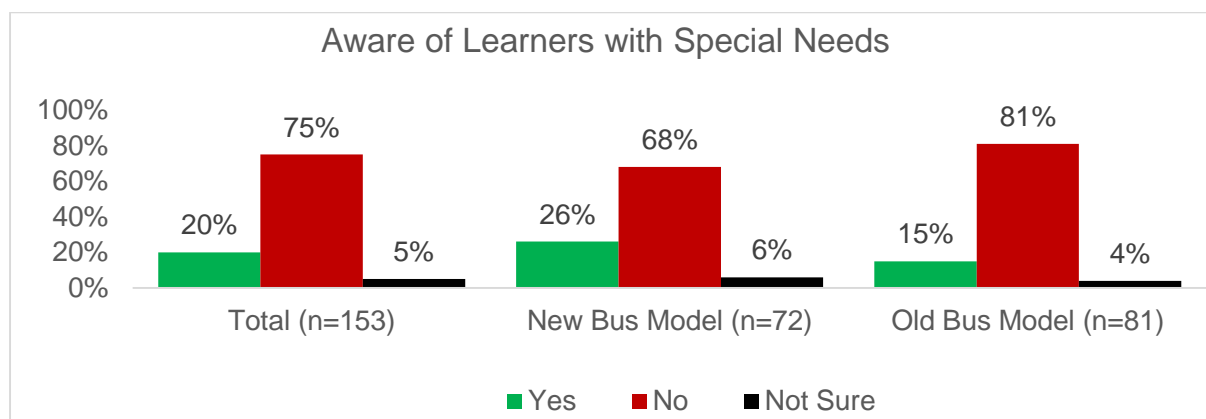
In addition to the above, most of the principals and educators had been at the participating school for 1 to 5 years (48%), while about 1 in 3 of them had been at the school for 6 – 10 years (33%).

Duration as principal or educator at the school	
	Total (n=42)
Less than 1 year	2%
1 to 5 years	48%
6 to 10 year	33%
11 to 15 years	7%
More than 15 years	10%

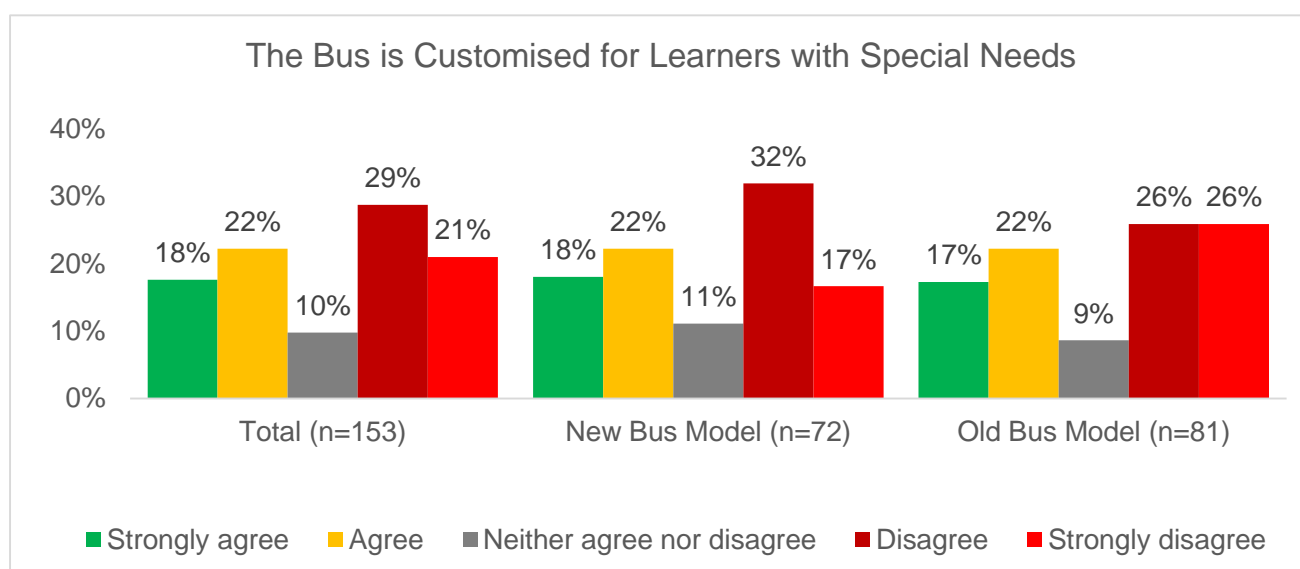
SECTION C2: EFFICIENCY AND CONVENIENCE

1.0 Bus Customisation for Learners with Special Needs

About 1 in 5 (20%) of the learners who use both bus models were aware of learners with special needs who use their scholar bus.

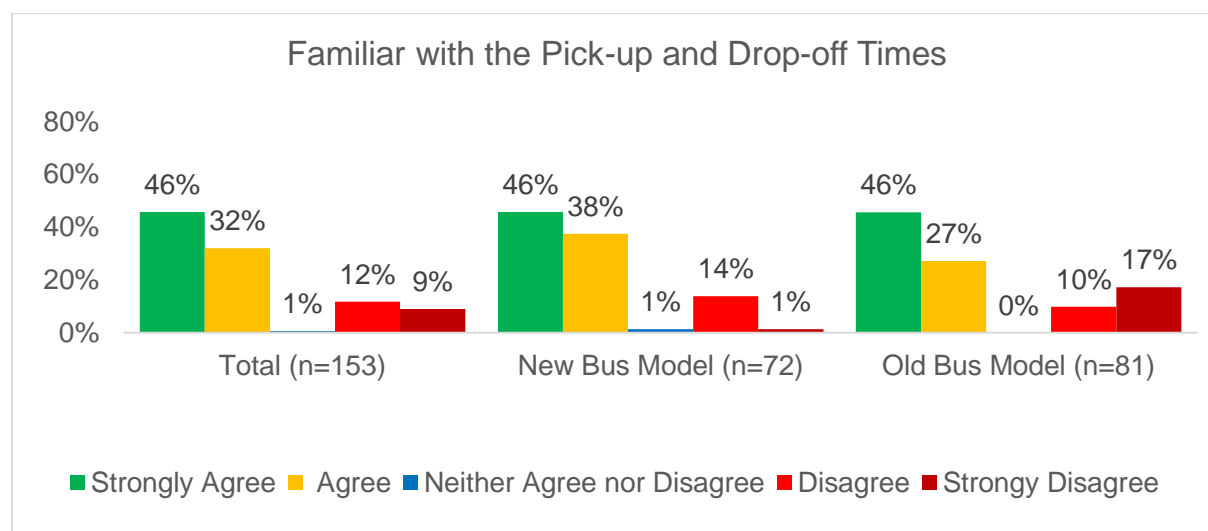


Overall, 40% of the learners who use the new bus model and 39% of the learners who use the old bus model strongly agreed or agreed with the statement that the bus they use most often had been customised to make it suitable for learners with special needs.

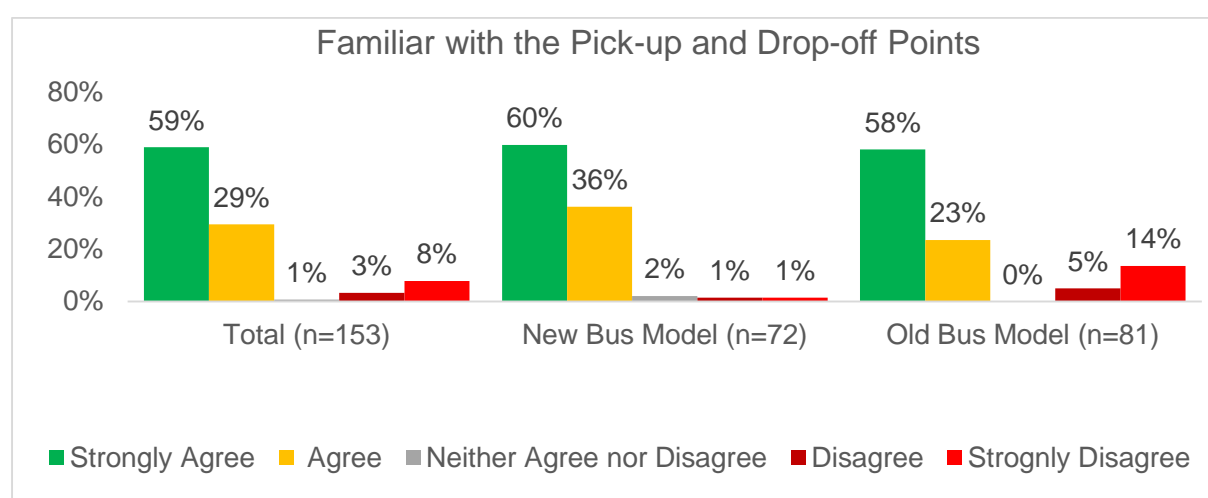


2.0 Familiarity with Pick-up and Drop-off Times (Learners)

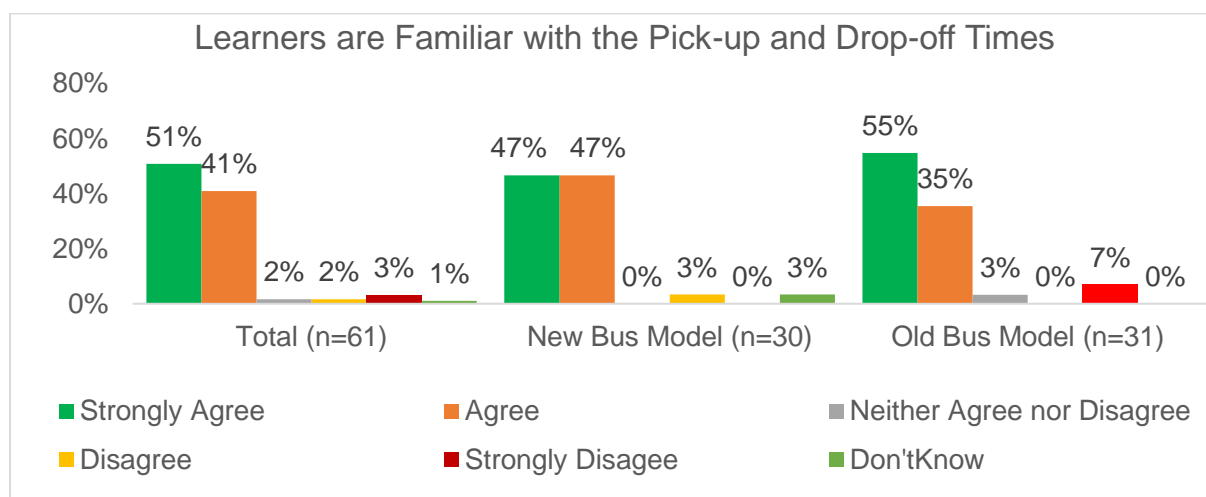
A significant proportion of all the learners strongly agreed or agreed with the statement that they were very familiar with the pick-up and drop-off times of the scholar transport system. This was the case for both learners who used the new scholar transport (84%) and the old scholar transport (73%) models.



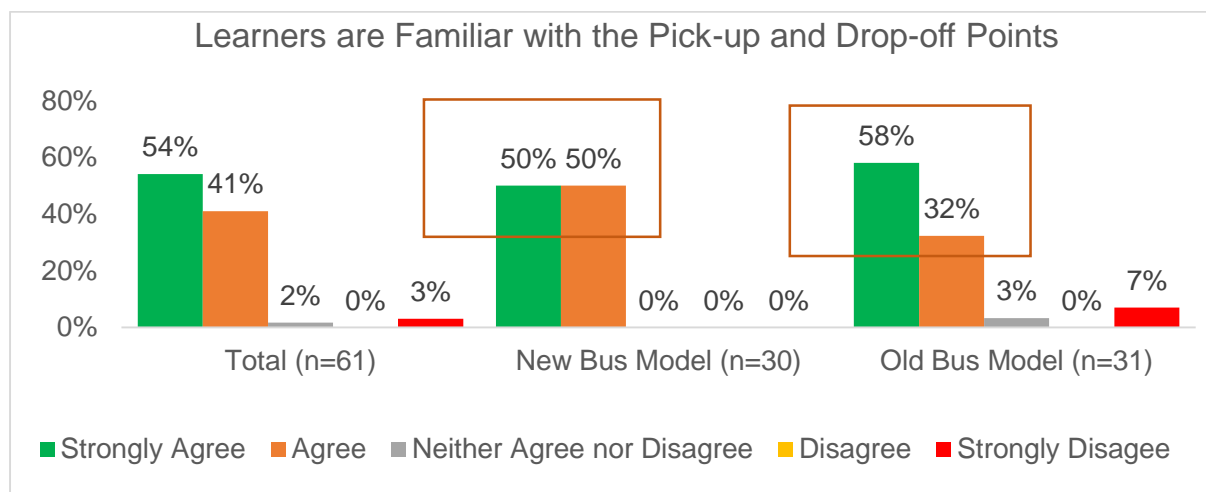
More than 9 in 10 (96%) of the learners who use the new bus model and 81% of those who use the old bus model also strongly agreed or agreed with the statement that they were very familiar with the pick-up and drop-off points.



The majority of the principals, educators, and parents at schools that use the new bus model (94%) as well as those at schools that use the old bus model (90%) strongly agreed or agreed with the statement that all the learners are very familiar with the pick-up and drop-off times.



On the other hand, 100% of the principals, educators, and parents from schools that use the new bus model, in comparison to 90% of those from schools that use the old bus model strongly agreed or agreed that learners are very familiar with the pick-up and drop-off points. This sentiment is shared by the learners as more than 9 in 10 (88%) of the learners also agreed with the statement that they were very familiar with the pick-up and drop-off points.



3.0 Walking to Pick-Up Points in the Morning & Afternoon

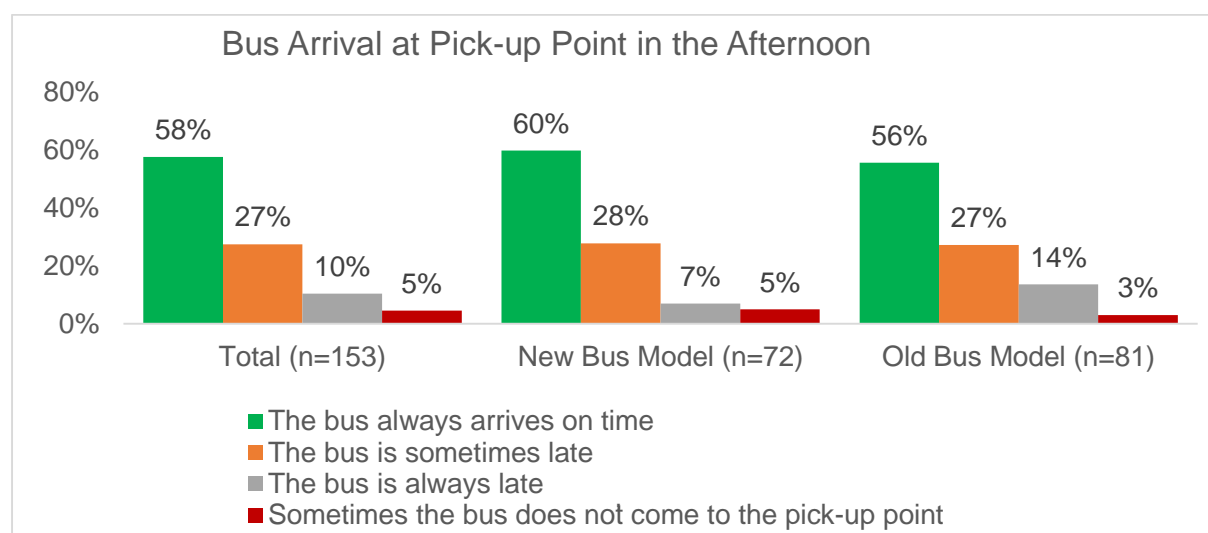
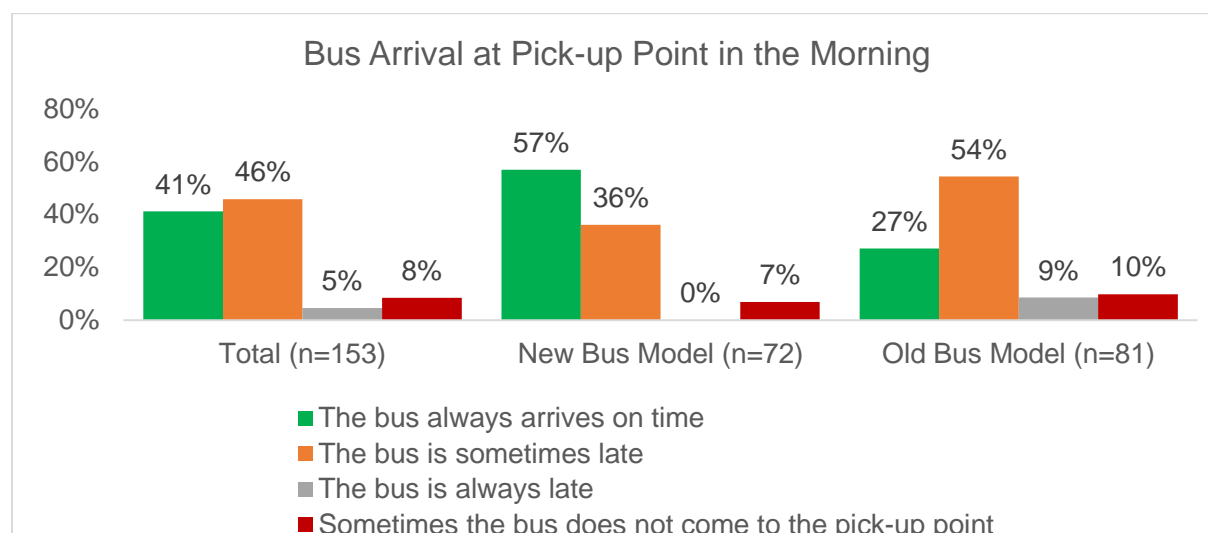
More than half of the learners walk with their siblings (54%) or with other school children (42%) to the pick-up points in the morning. This was the case after school as 51% of the learners reported that they walk with their siblings from the drop –off point to their homes, while 44% said that they walk with other school children.

Who do you walk with to the pick-up point in the morning			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
With my sibling	54%	46%	62%
With other school children	42%	50%	35%
Alone	16%	14%	19%
With my mother	5%	4%	6%
With my uncle	3%	1%	4%
Friends	3%	4%	1%
With my grandparent	2%	3%	1%
Community members	2%	3%	1%
With my father	1%	1%	1%

Who do you walk with from the drop-off point to your home in the afternoon			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
With my sibling	51%	39%	62%
With other school children	44%	49%	40%
Alone	16%	18%	15%
Friends	4%	4%	4%
With my mother	1%	1%	1%
With my uncle	1%	1%	1%
With my grandparent	1%	3%	-
Community members	1%	1%	1%
With my father	1%	1%	-
With my auntie	1%	1%	-
Teacher	1%	1%	-
Family members	1%	-	1%

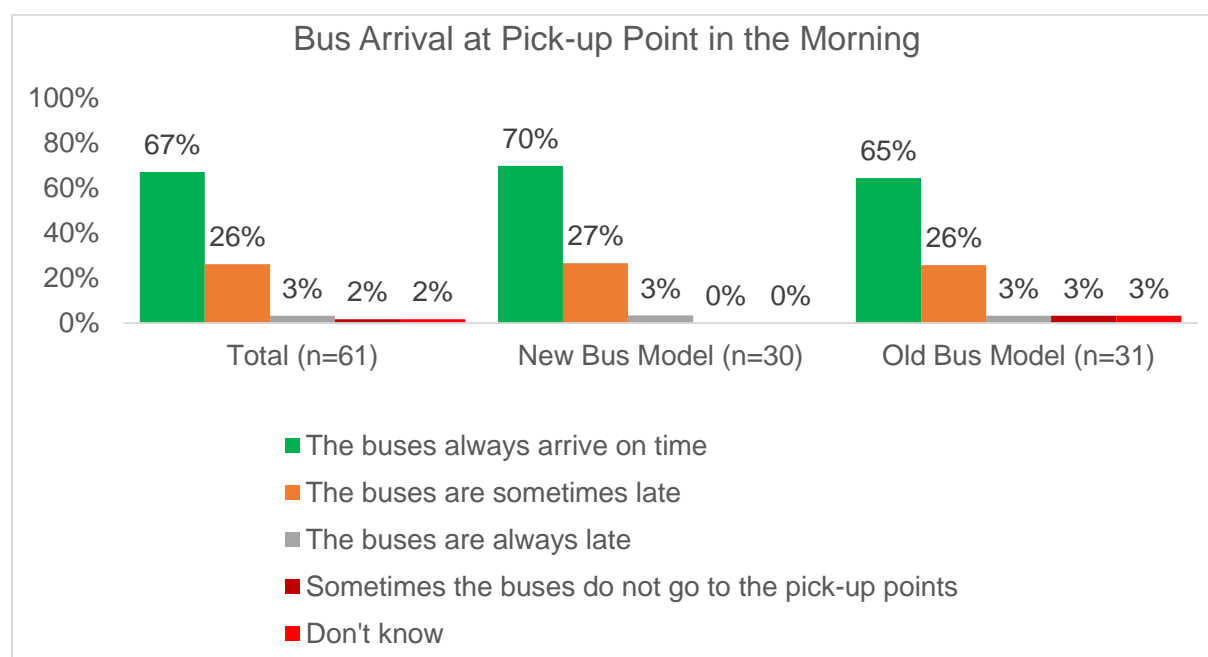
4.0 Time the Bus Arrives at Pick-up Points

Overall, only 41% of the learners reported that the scholar transport always arrived on time in the morning, but 58% reported that the buses always arrived on time in the afternoon. A higher proportion of the learners who used the new bus model (57%), in comparison to 27% of those who used the old bus model, reported that the buses always arrive on time in the morning.

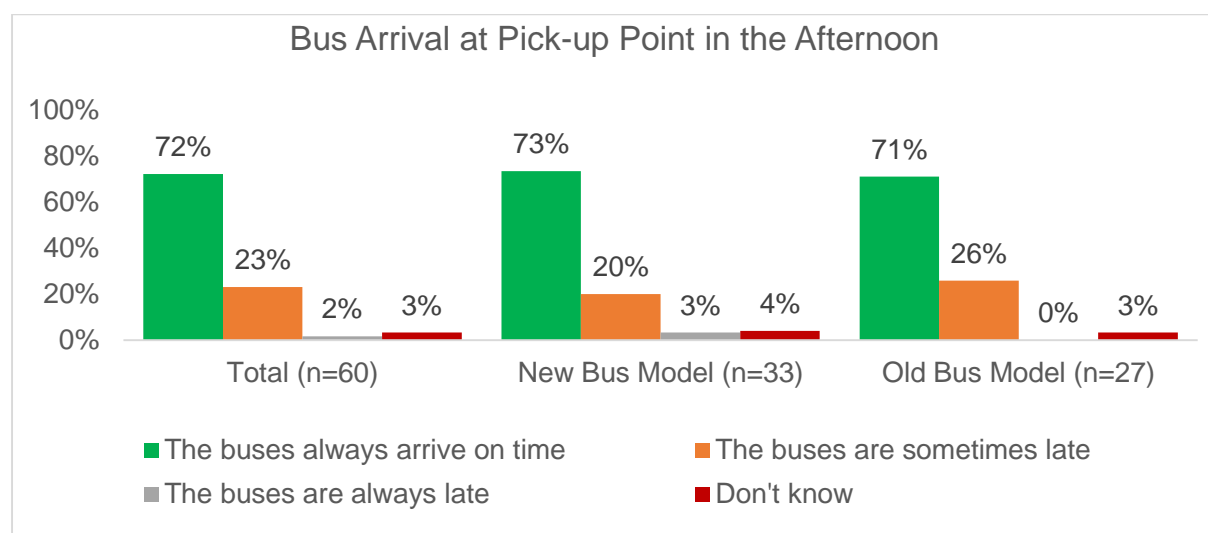


With regards to arrival of buses after school, a relatively similar proportion of the learners who use the new bus model (60%) and those who use the old bus model (56%) reported that the buses always arrive on time in the afternoon.

Overall, 67% of the principals, educators and parents mentioned that the buses always arrive on time in the morning at the pick-up points.



With regards to the time the buses arrive at the pick-up points in the afternoon, 72% of all the principals, educators and parents mentioned that the buses always arrive on time.



5.0 Time taken to walk to Pick-Up Points & Waiting Time in the Morning

As shown in the table below, 69% of the learners who use the old bus model and 49% of those who use the new bus model reported that it takes them 0 to 10 minutes to walk from their homes to the pick-up points in the morning.

Travel time from home to the pick-up point in the morning			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	59%	49%	69%
11 to 20 minutes	18%	24%	12%
21 to 30 minutes	12%	15%	10%
30 to 45 minutes	4%	3%	5%
More than 45 minutes	5%	8%	2%
Not sure	1%	1%	1%

A significant majority of the learners who use the new bus model (74%), compared to just more than half of the learners who use the old bus model (57%), reported that they wait for about 0 – 10 minutes for the scholar bus at the pick-up point in the morning.

Waiting time at the pick-up point in the morning			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	65%	74%	57%
11 to 20 minutes	16%	17%	15%
21 to 30 minutes	12%	8%	16%
30 to 45 minutes	4%	-	7%
More than 45 minutes	2%	-	4%
Not sure	1%	1%	1%

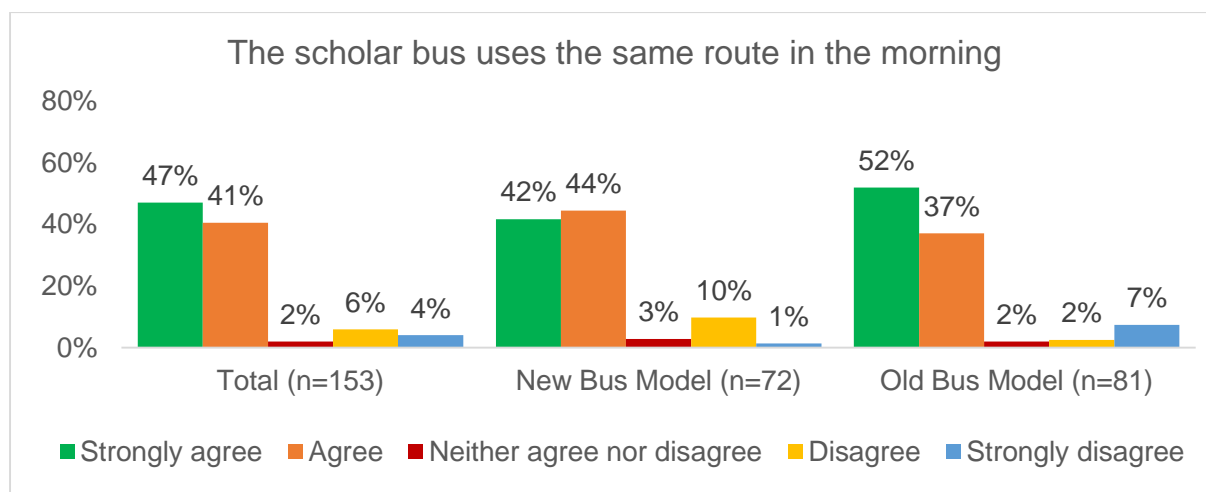
6.0 Time taken from Pick-Up Points to School

About 3 in 10 (32%) of the learners who use the new bus model, in comparison to 16% of the learners who use the old bus model, reported that it takes them 11 – 20 minutes to travel from the pick-up point to school in the morning. On the other hand, 18% of the learners who use the new bus model, compared to 25% of those who use the old bus model, reported that it takes them 30 – 45 minutes to travel from the pick-up point to school in the morning.

Travel time from pick-up point in the morning to school

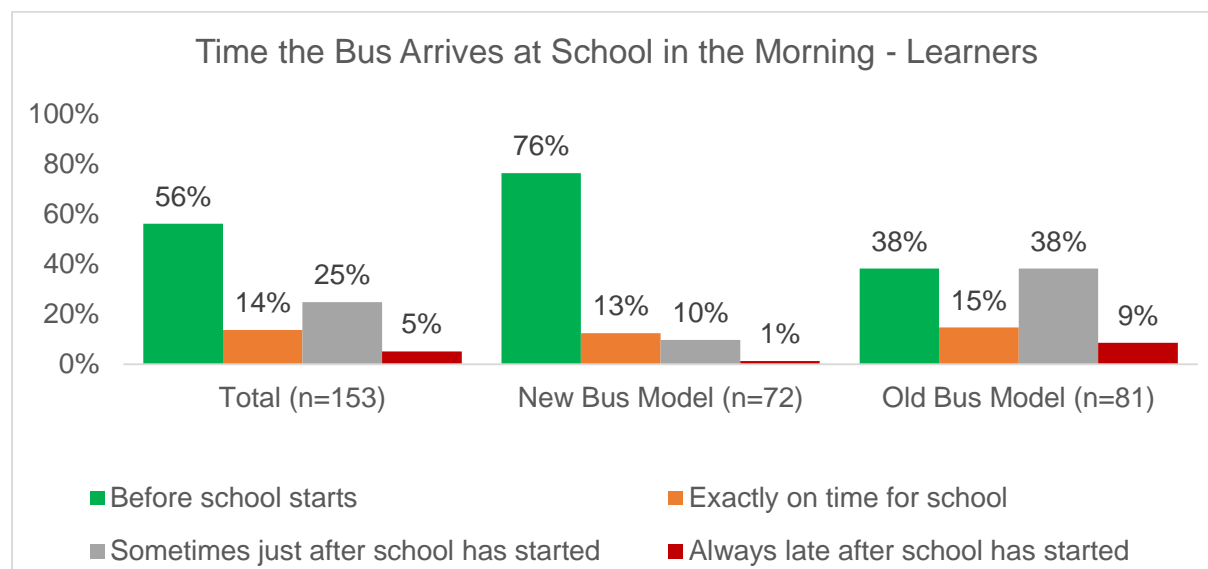
	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	12%	14%	11%
11 to 20 minutes	24%	32%	16%
21 to 30 minutes	24%	21%	26%
30 to 45 minutes	22%	18%	25%
More than 45 minutes	17%	13%	21%
Not sure	2%	3%	1%

With regards to the route, 88% of all the learners strongly agreed or agreed with the statement that the bus used the same route in the morning.

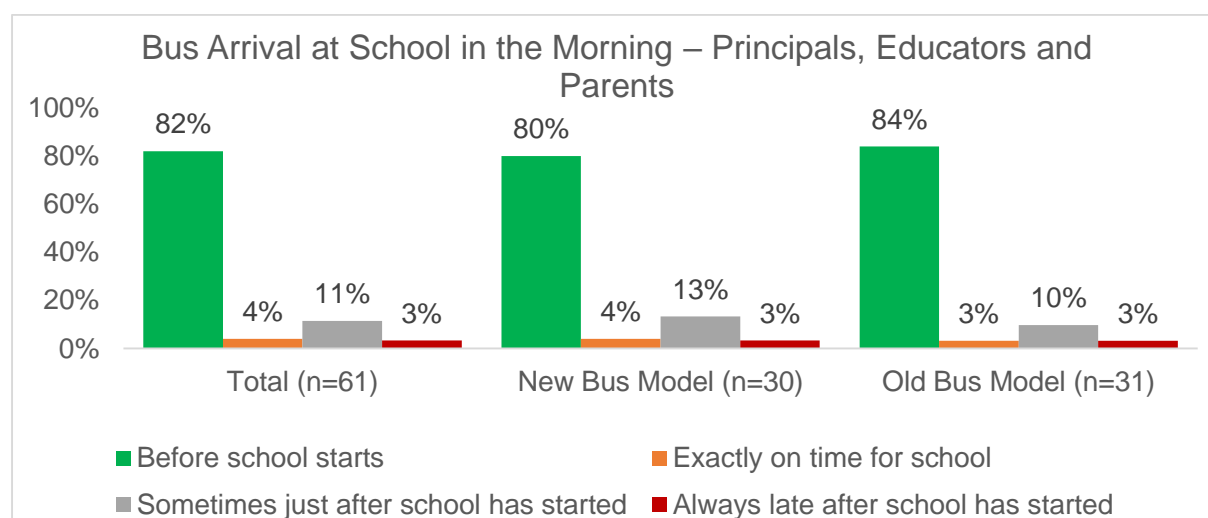


7.0 Time the Bus Arrives at School

A significant proportion (76%) of the learners who use the new bus model, compared to 38% of the learners who use the old bus model, reported that the scholar transport buses arrive at school before school starts in the morning. As was the case with the learners, a significant proportion (82%) of the principals, educators and parents reported that the buses usually arrive before school starts in the morning.



A slightly higher proportion of the principals, educators and parents at schools that use the old bus model (84%), compared to 80% of the respondents at schools that use the new bus model, shared this sentiment.



8.0 Usage of Designated Drop-off Points at School

Most of the schools appear to have designated drop-off points close to their schools. Of the learners, 71% who use the new bus model and 60% who use the old bus model reported that the buses always drop them off at the designated points close to the school in the morning.

How often learners are dropped off at designated points close to the school in the morning			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
Always	65%	71%	60%
Very Often	4%	7%	1%
Sometimes	7%	4%	10%
Rarely	1%	1%	-
Never	23%	17%	28%

The majority (72%) of the learners also reported that the scholar buses always pick them up at designated points outside the school in the afternoon.

How often learners are picked up at designated points outside the school in the afternoon			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
Always	72%	72%	72%
Very Often	3%	6%	1%
Sometimes	8%	7%	9%
Rarely	2%	4%	-
Never	15%	11%	19%

9.0 Time taken to walk to Pick-Up Points & Waiting Time in the Afternoon

Nearly all the learners from schools that use the new bus model (97%), compared to 89% of the learners from schools that use the old bus model, reported that they walk for about 0 – 10 minutes from their classes to the pick-up points after school in the afternoon.

Time travelled from class to the pick-up point in the afternoon			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	93%	97%	89%
11 to 20 minutes	7%	3%	10%
21 to 30 minutes	-	-	-
30 to 45 minutes	1%	-	1%
More than 45 minutes	-	-	-

At the pick-up points in the afternoon, over 60% of the learners who use the new and old bus models reported that they wait for about 0 – 10 minutes for the scholar bus.

Waiting time at the pick-up point in the afternoon			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	63%	61%	64%
11 to 20 minutes	16%	18%	15%
21 to 30 minutes	12%	11%	12%
30 to 45 minutes	2%	1%	2%
More than 45 minutes	7%	8%	6%

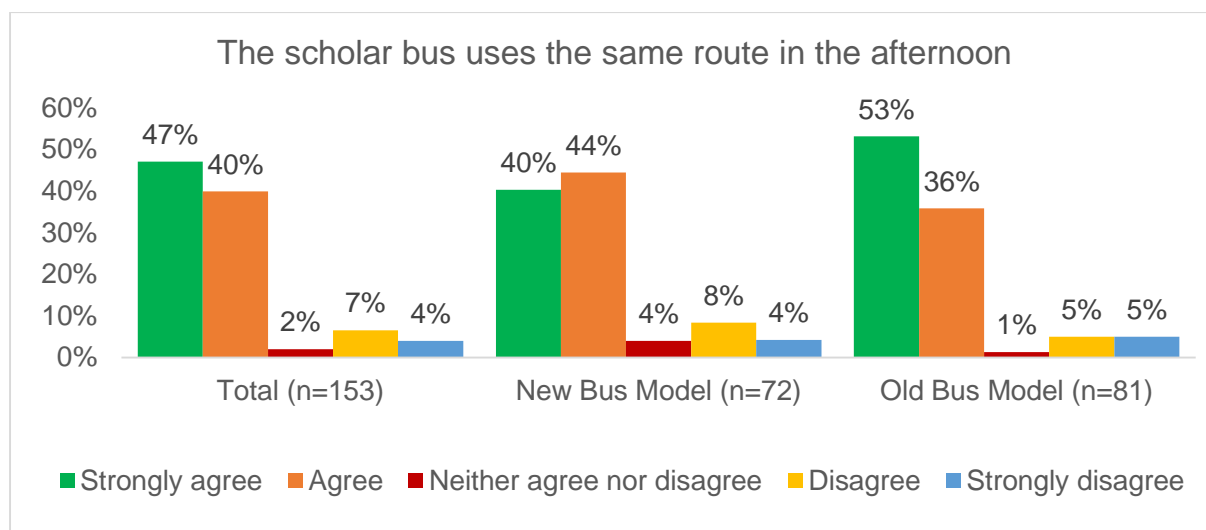
10.0 Time taken from Pick-Up to Drop-Off Point after School

About a quarter (26%) of the learners who use the new bus model reported that it takes them 11 – 20 minutes to travel from the pick-up point in the afternoon to the drop-off point. This is in contrast to 26% of the learners using the old bus model who reported that it takes them more than 45 minutes to travel from the pick-up point to the drop-off point after school.

Travel time from pick-up point to drop-off point after school

	Total (n=153)	New Model (n=72)	Old Model (n=81)
0 to 10 minutes	9%	8%	10%
11 to 20 minutes	22%	26%	19%
21 to 30 minutes	23%	28%	19%
30 to 45 minutes	20%	17%	23%
More than 45 minutes	23%	19%	26%
Not sure	3%	1%	4%

Once again, with regards to the route that is taken, 87% of all the learners strongly agreed / agreed with the statement that the bus used the same route in the afternoon. This is similar to the trend in the morning.



11.0 Commuters who are Picked-up on Bus Route

A large proportion of the learners who use the new bus model (92%) and those who use the old bus model (96%) reported that the school bus drivers pick up learners from their school in the morning. However, the buses also pick up learners from other schools, as well as other commuters. This was also the case in the afternoon with regards to the trip to the drop-off point after school.

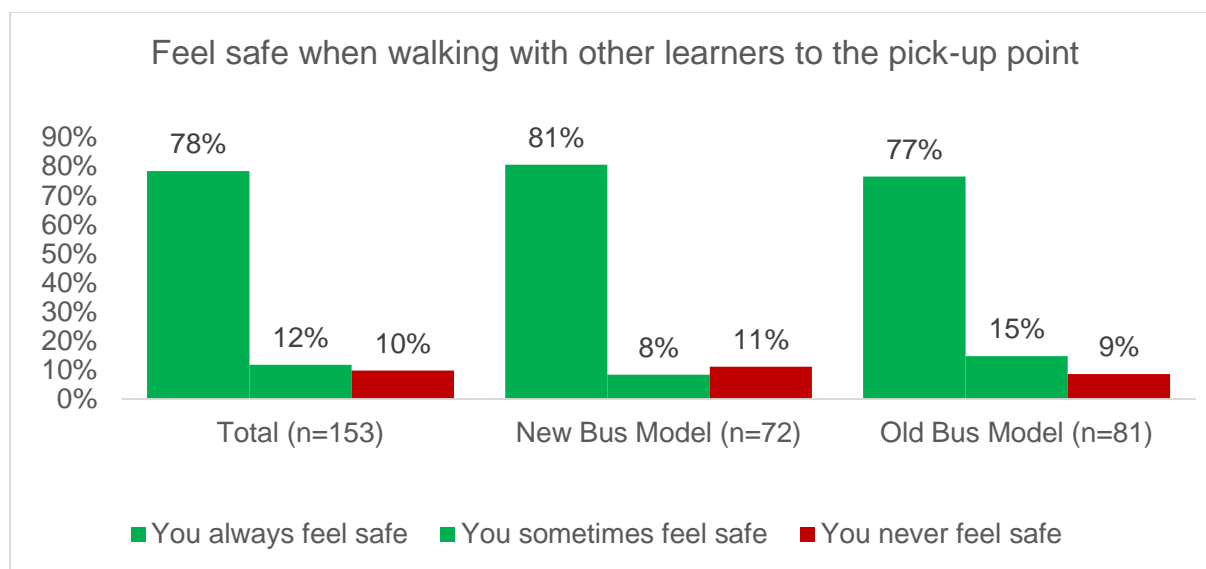
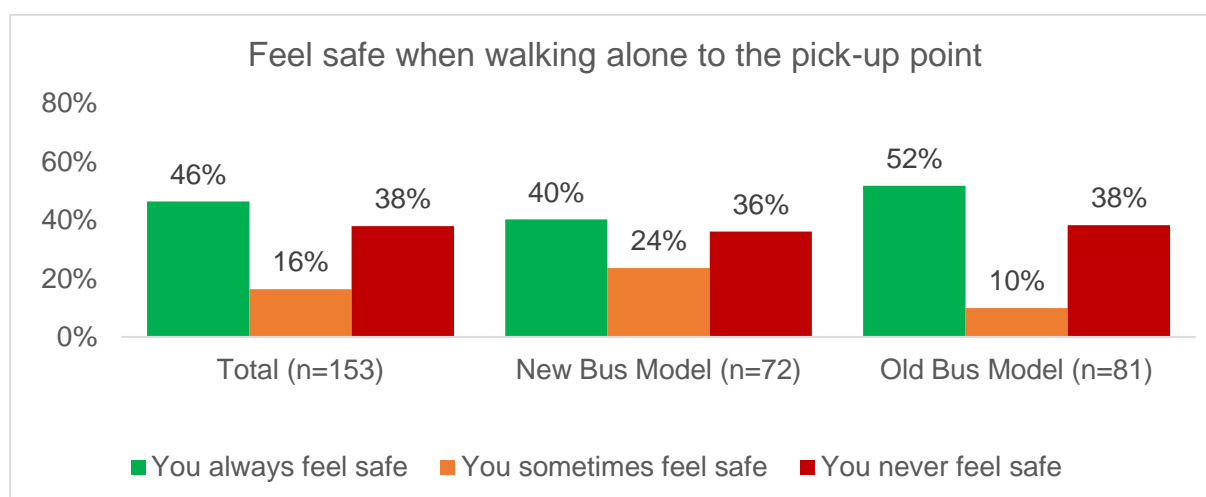
In the morning on bus route to school			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
Learners from your school	94%	92%	96%
Learners from other schools	41%	51%	31%
Other members of the community	25%	25%	26%
Teachers	14%	22%	6%

In the afternoon on bus route to drop-off point			
	Total (n=153)	New Model (n=72)	Old Model (n=81)
Learners from your school	93%	90%	95%
Learners from other schools	41%	49%	33%
Other members of the community	20%	18%	21%
Teachers	13%	18%	9%

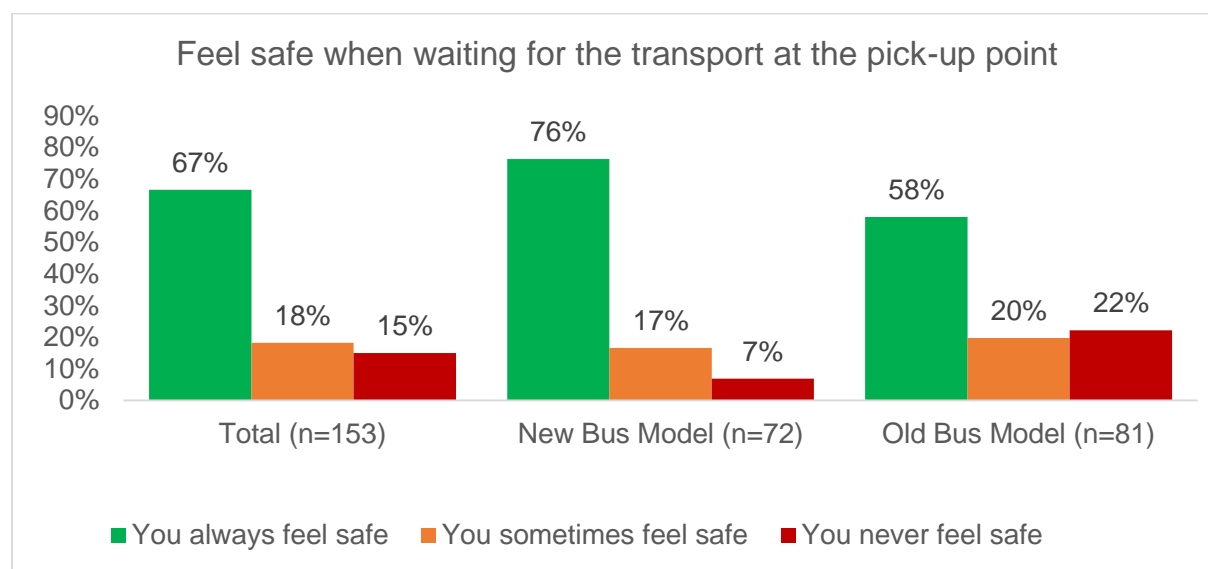
SECTION C3: SAFETY AND COMFORTABLE SEATING

1.0 Safety on Morning Trip

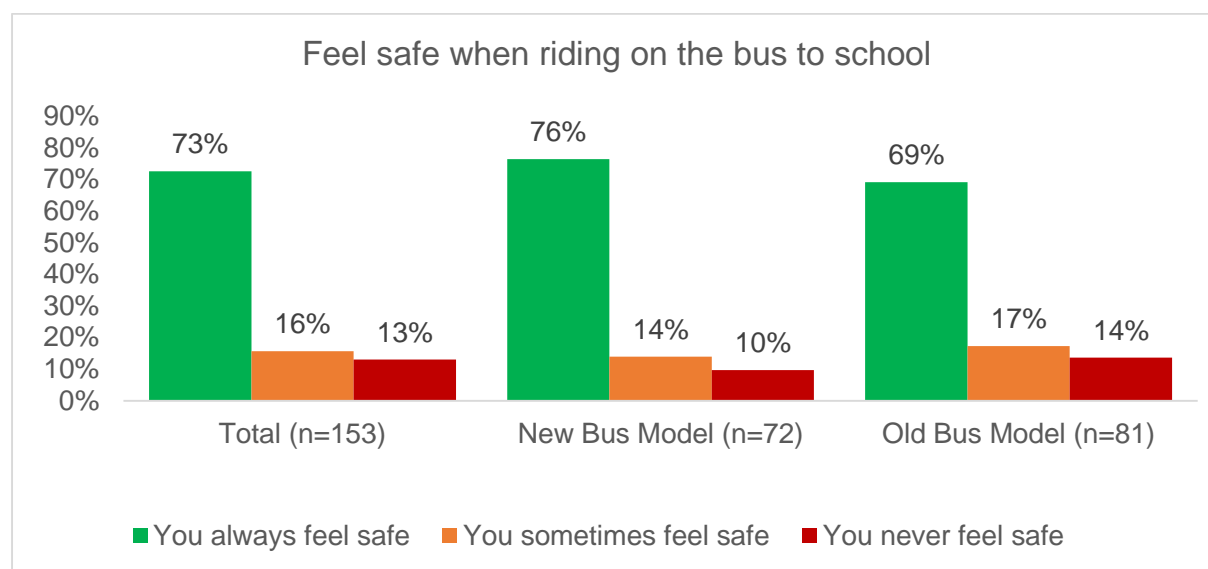
Less than half of the learners (46%) reported that they always feel safe when they walk alone to the pick-up point in the morning. However, the majority of the learners reported that they always feel safe when they walk with other learners (78%) to the pick-up point in the morning.



More than 7 in 10 (76%) of the learners who use the new bus model and 58% of the learners who use the old bus model reported that they always feel safe when waiting for the transport at the pick-up point in the morning.

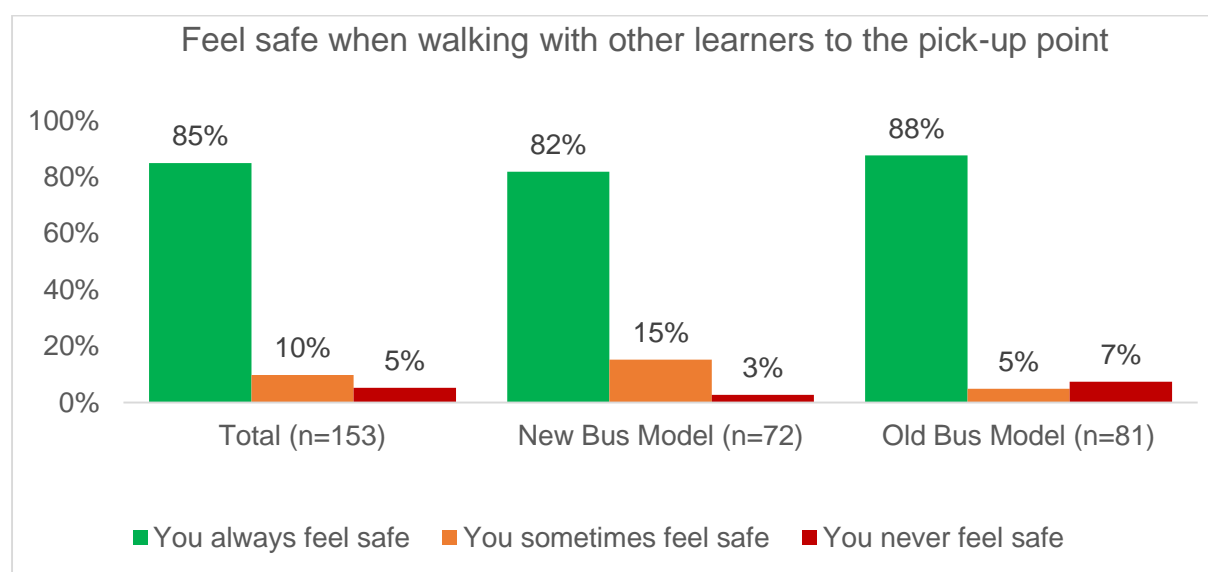
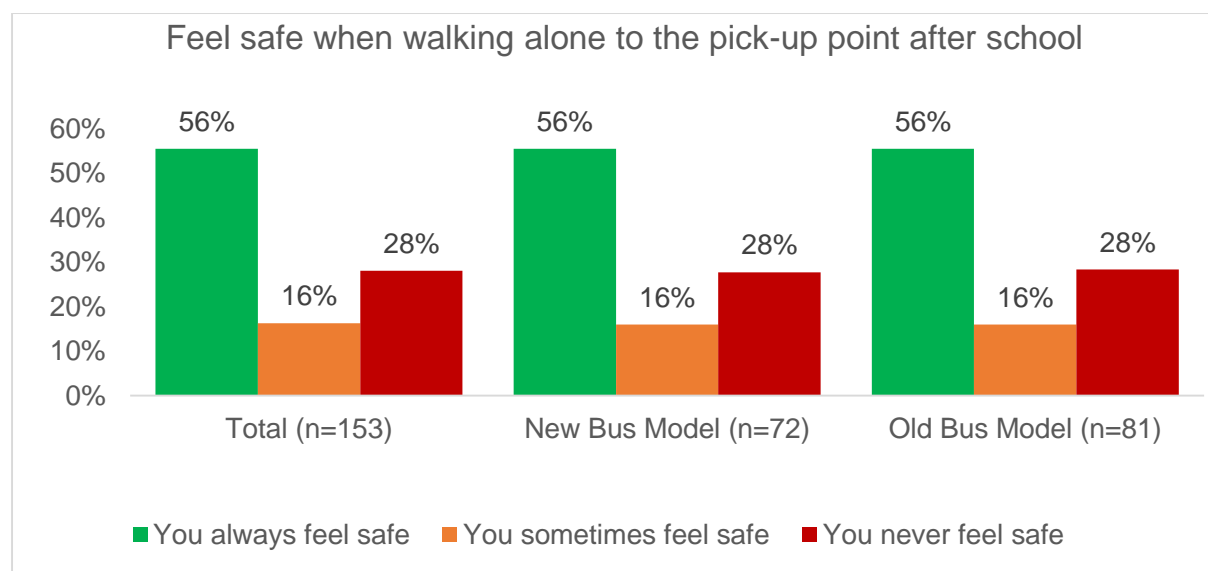


On the other hand, most of the learners who use the new bus model (76%), compared to those who use the old bus model (69%), indicated that they always feel safe when riding on the bus to school in the morning.

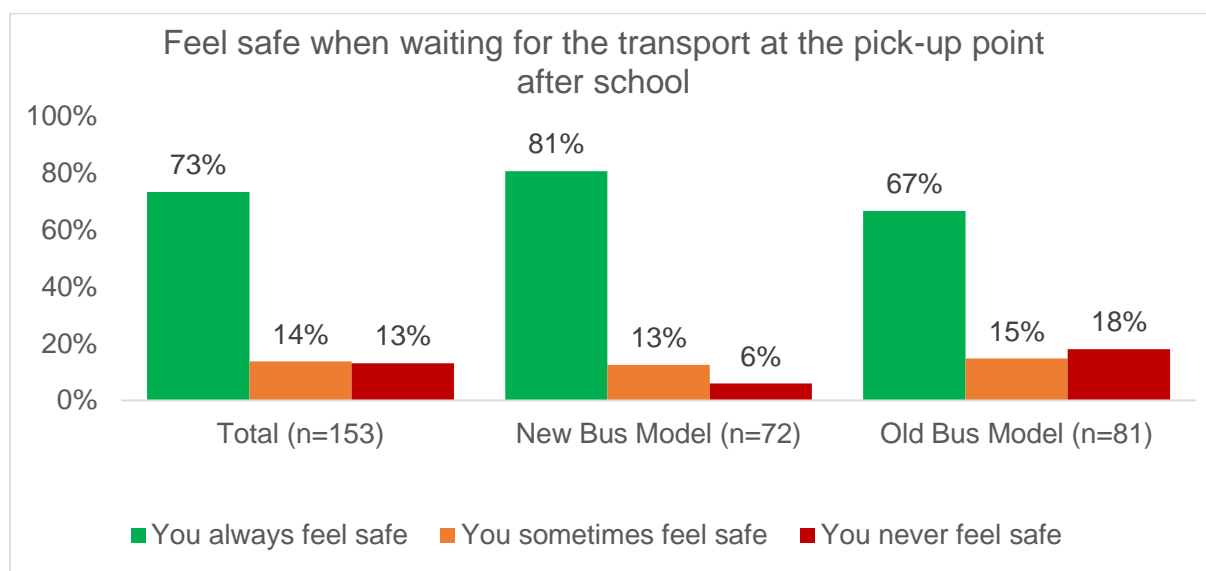


2.0 Safety on Afternoon Trip

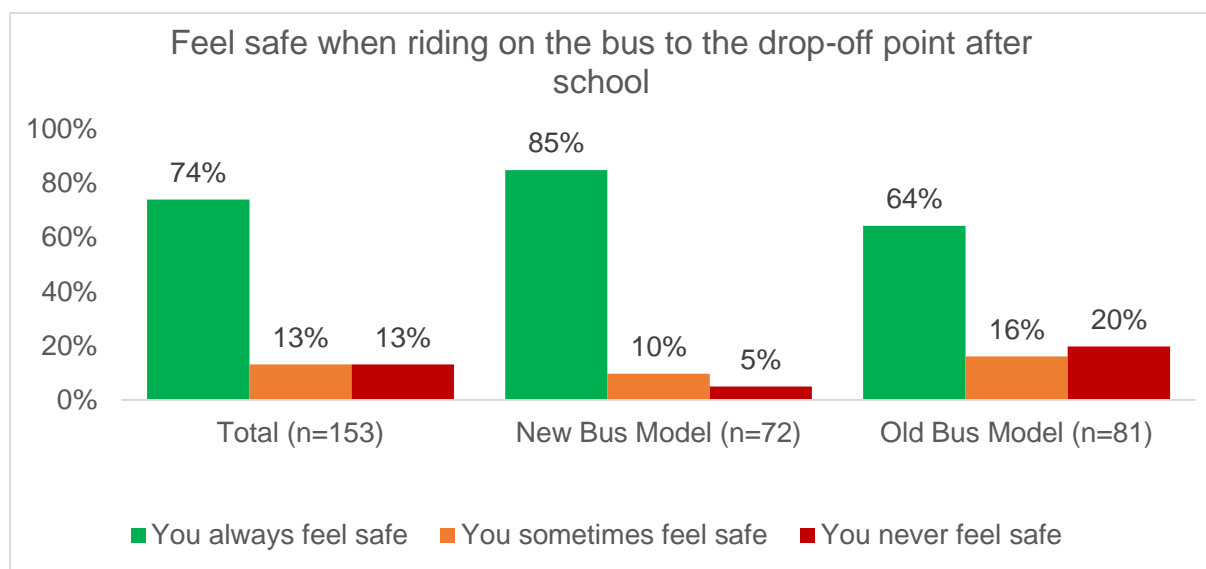
Overall, most of the learners feel safer when they walk with other learners (85%), than when they walk alone (56%) to the pick-up point after school.



A larger proportion of the learners who use the new bus model (81%), in comparison to the learners who use the old bus model (67%), reported that they feel safe when they wait for the scholar transport at the pick-up point after school.



In addition to the above, when riding the bus to the drop-off point, the majority of the learners who use the new bus model (85%), as opposed to the learners who use the old bus model (64%) said that they feel safe when they are riding on the bus after school.



Overall, 41% of the principals, educators and parents rated the safety of the learners on their way to the pick-up point in the morning as excellent or good. A similar proportion of these respondents also felt that the learners' safety while waiting for the bus at the pick-up point in the morning was excellent or good (46%).

Safety on the way to the pick-up point in the morning			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	15%	13%	16%
2 (Poor)	7%	7%	6%
3 (Neither poor nor excellent)	38%	33%	42%
4 (Good)	18%	27%	10%
5 (Excellent)	23%	20%	26%

A relatively similar proportion of the principals, educators and parents from schools that use the new bus model (47%) as well as their counterparts (45%) rated the safety of the learners at the pick-up point in the morning as being excellent or good.

Safety while waiting for the bus at pick-up point in the morning			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	7%	13%	-
2 (Poor)	11%	3%	19%
3 (Neither poor nor excellent)	36%	37%	35%
4 (Good)	23%	27%	19%
5 (Excellent)	23%	20%	26%

Nearly 6 in 10 (56%) of the principals, educators and parents across both bus models rated the safety of the learners while riding the bus to school in the morning as good or excellent. However, 66% of those from schools that use the new bus model, in comparison to 45% of those from schools that use the old bus model shared this sentiment.

Safety while riding the bus to school in the morning			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	3%	-	6%
2 (Poor)	3%	3%	3%
3 (Neither poor nor excellent)	38%	30%	45%
4 (Good)	25%	33%	16%
5 (Excellent)	31%	33%	29%

On the other hand, more than 70% of the principals, educators and parents across both bus models rated the safety of the learners while waiting for the bus at the pick-up points after school as good or excellent. A higher proportion of the principals, educators and parents from schools that use the new bus model (77%), compared to 68% of the principals, educators and parents from schools that use the old bus model shared this view.

Safety while waiting for the bus at the pick-up points after school			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	5%	7%	3%
2 (Poor)	3%	-	6%
3 (Neither poor nor excellent)	20%	17%	23%
4 (Good)	20%	27%	13%
5 (Excellent)	52%	50%	55%

More than 6 in 10 (66%) of the principals, educators and parents from schools that use the new bus model, in comparison to 52% of the principals, educators and parents from schools that use the old bus model, rated the safety of the learners while riding the bus after school in the afternoon as good or excellent.

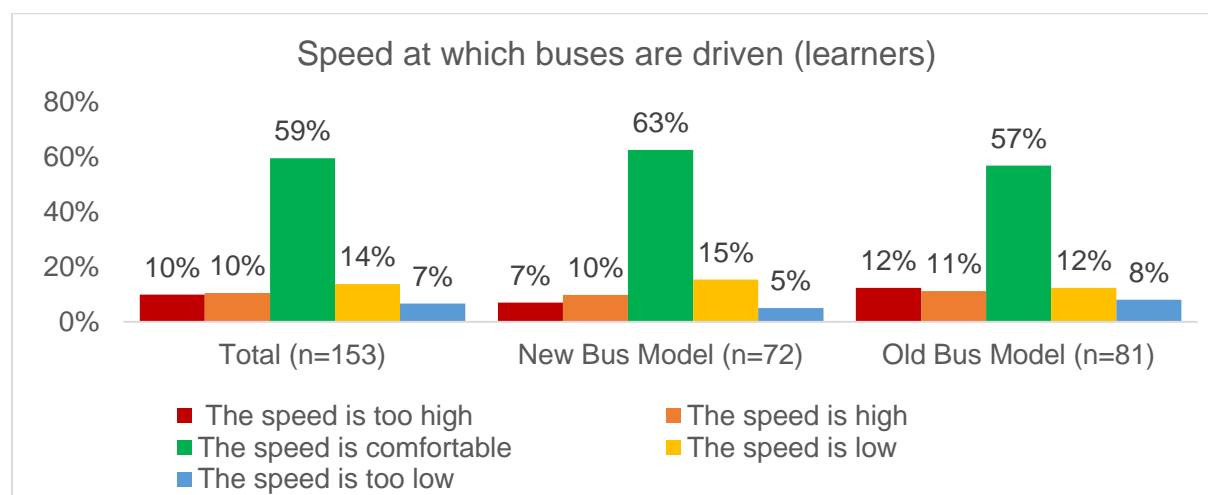
Safety while riding the bus after school in the afternoon			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	3%	-	6%
2 (Poor)	3%	-	6%
3 (Neither poor nor excellent)	34%	33%	35%
4 (Good)	25%	23%	26%
5 (Excellent)	34%	43%	26%

Over half (60%) of the principals, educators and parents from schools that use the new bus model, in comparison to 45% of the principals, educators and parents from schools that use the old bus model, rated the safety of the learners at the drop-off points after school as good or excellent.

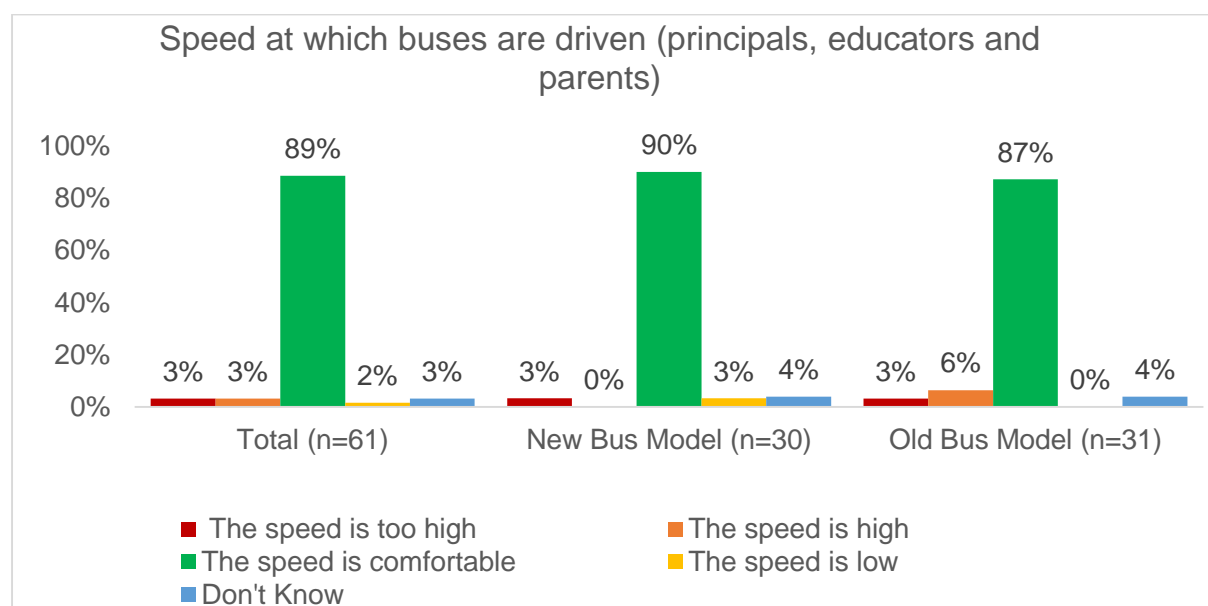
At the drop-off points after school			
Rate	Total (n=61)	New Model (n=30)	Old Model (n=31)
1 (Very Poor)	8%	7%	10%
2 (Poor)	8%	7%	10%
3 (Neither poor nor excellent)	31%	27%	35%
4 (Good)	23%	30%	16%
5 (Excellent)	30%	30%	29%

3.0 Speed at which the Buses are driven

About 6 in 10 (59%) of the learners across both bus models reported that the speed at which the buses are driven is comfortable. On the other hand, 15% of the learners who use the old bus model and 12% of the learners who use the new bus model reported that the speed is high, as shown in the graph below.

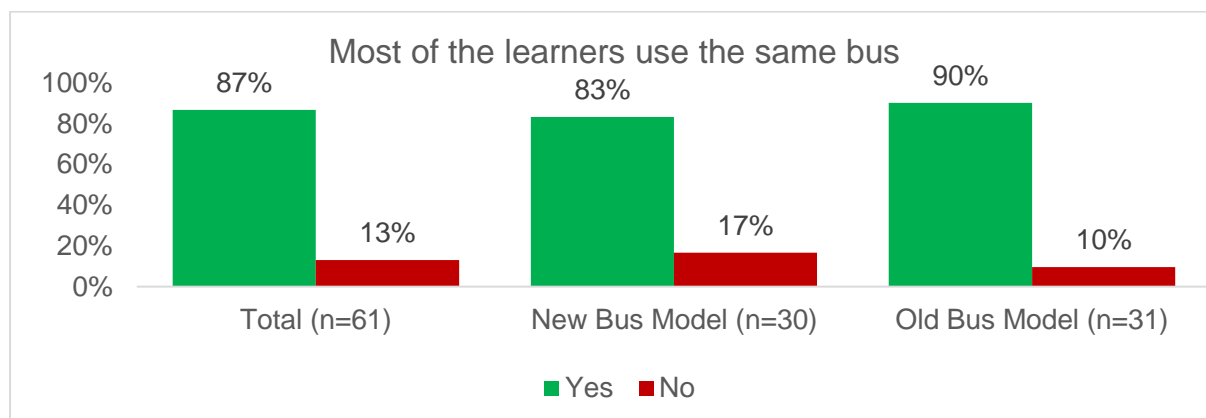


A significant proportion of the principals, educators and parents from schools that use the new bus model (90%), as opposed to 87% of their counterparts, reported that the speed at which the buses are driven is comfortable.



4.0 Use of Different Buses

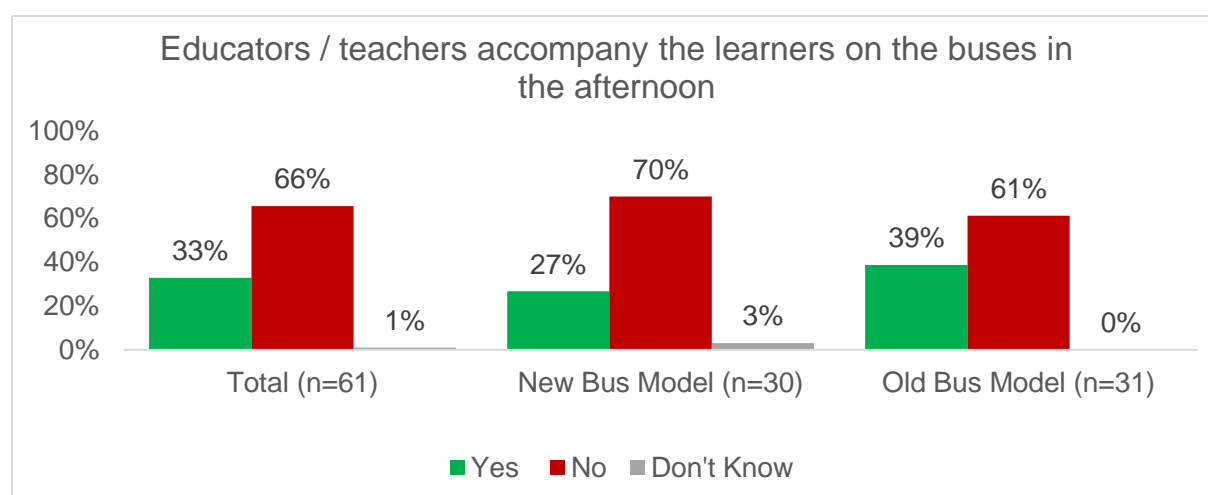
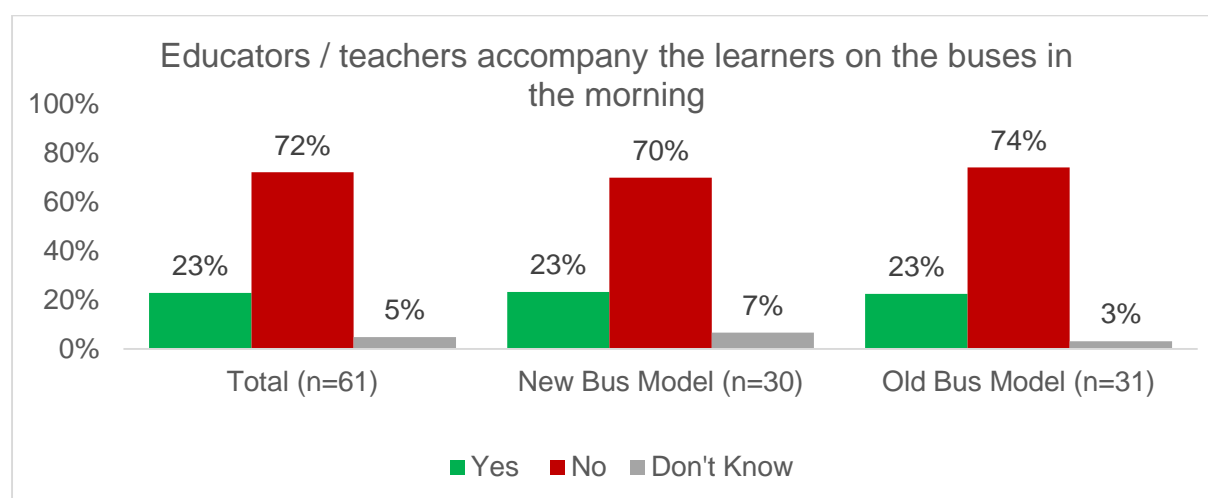
Nine in ten (90%) of the principals, educators and parents from schools that use the old bus model, in comparison to about 8 in 10 (83%) of the respondents from schools that use the new bus model, reported that most of the learners always use the same bus.



Reason	Total (n=8)	New Model (n=5)	Old Model (n=2)
Different buses are sent due to buses not being roadworthy	38%	40%	33%
Due to inconsistent routine change of drivers/buses	25%	20%	33%
The bus drivers pick up learners from other schools	13%	20%	-
Learners have a variety of buses to choose from	13%	20%	-
Buses leave learners behind	13%	20%	-
They live in different areas/places	13%	-	33%

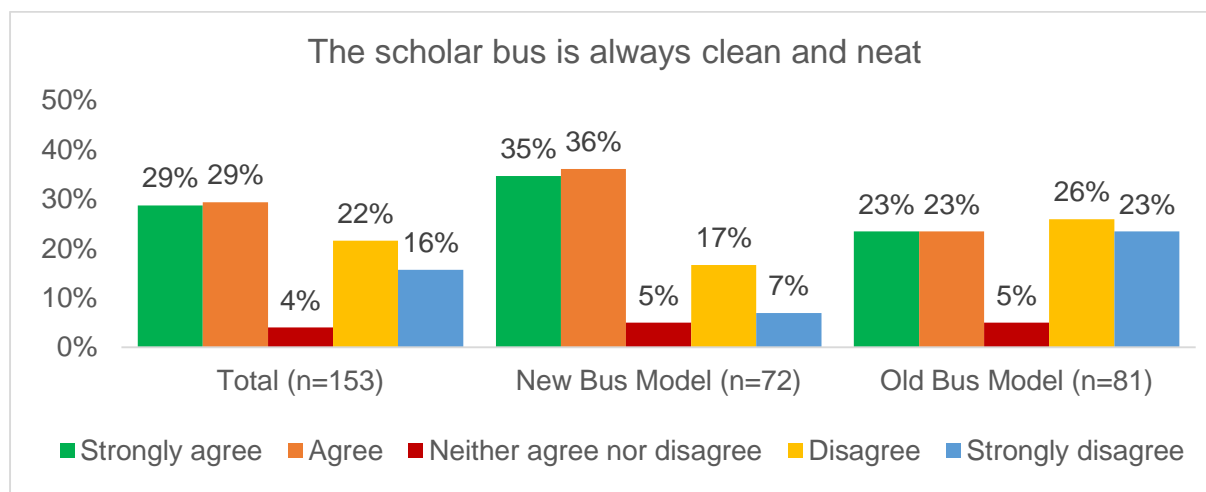
5.0 Learner Accompaniments on the Buses

About one in five of the principals, educators and parents reported that teachers accompany the learners on the bus in the morning (23%), while about 3 in 10 of them reported that teachers accompany the learners in the afternoon (33%). Schools that use the old bus model had a significant proportion (70%) of the respondents stating that teachers accompany learners in the morning.

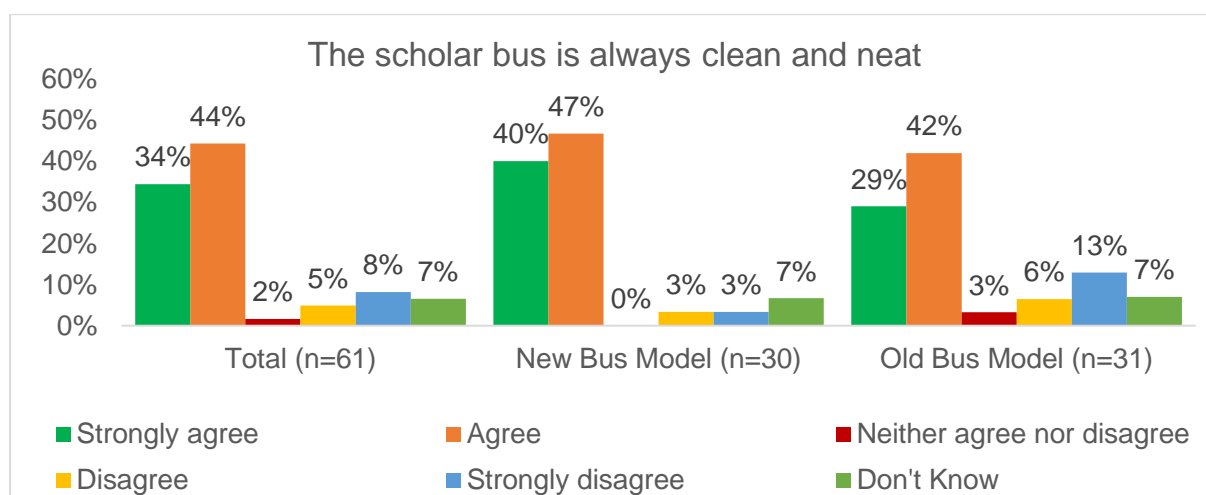


6.0 Bus Cleanliness

Approximately 6 in 10 (58%) of all the learners strongly agreed / agreed with the statement that the scholar bus is always clean and neat. Across the two bus models, a significant proportion of the learners who use the new bus model (71%), as opposed to the learners who use the old bus model (46%) strongly agreed / agreed with the statement that the bus is always clean and neat.

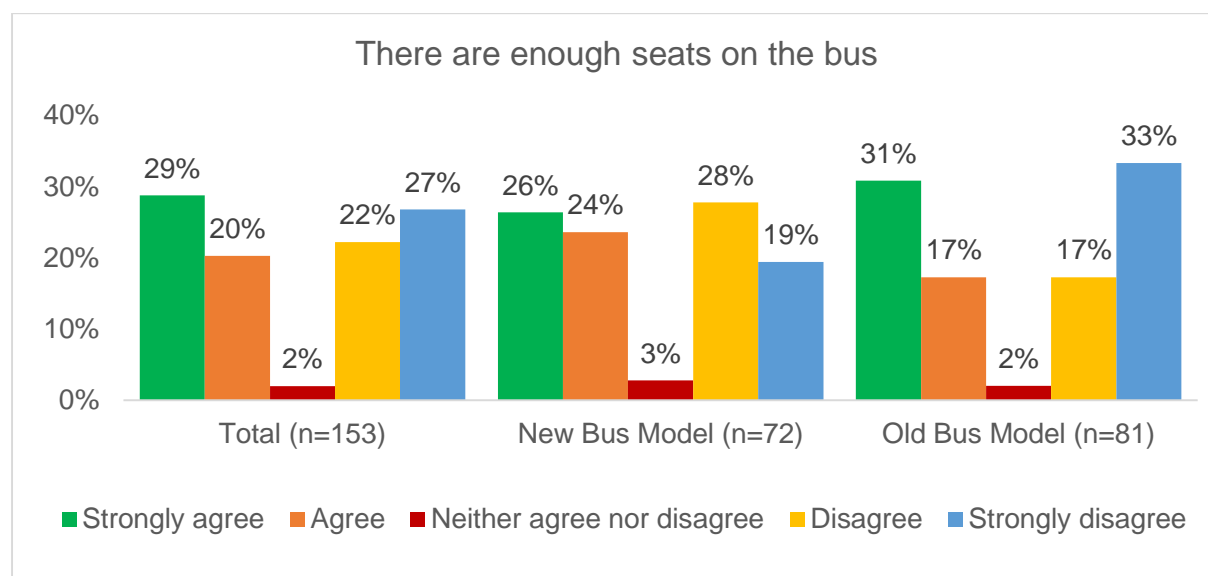


On the other hand, nearly 8 in 10 (78%) of all the principals, educators and parents strongly agreed / agreed with the statement that the scholar bus is always clean and neat. Across the two bus models, a significant proportion of the principals, educators and parents from schools that use the new bus model (87%), as opposed to those from schools that use the old bus model (71%) strongly agreed / agreed with this statement.

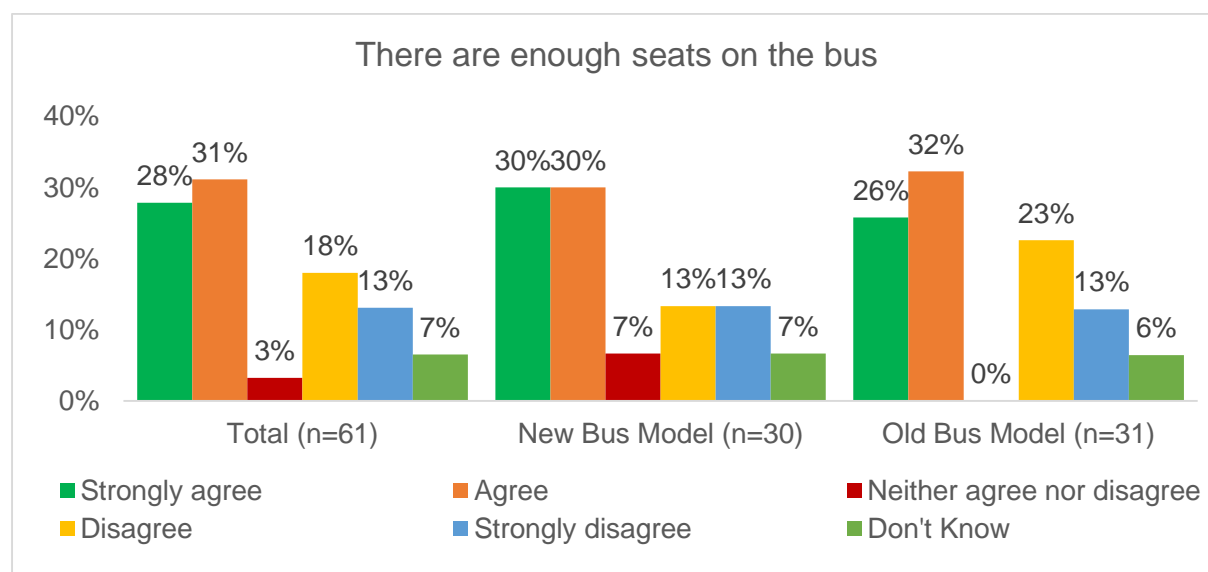


7.0 Seating Capacity

Overall, only 49% of all the learners strongly agreed / agreed with the statement that there were enough seats for all the learners on the buses. About half of the learners who used the old bus model (50%), as well as those who used the new bus model (47%), strongly disagreed / disagreed with this statement.

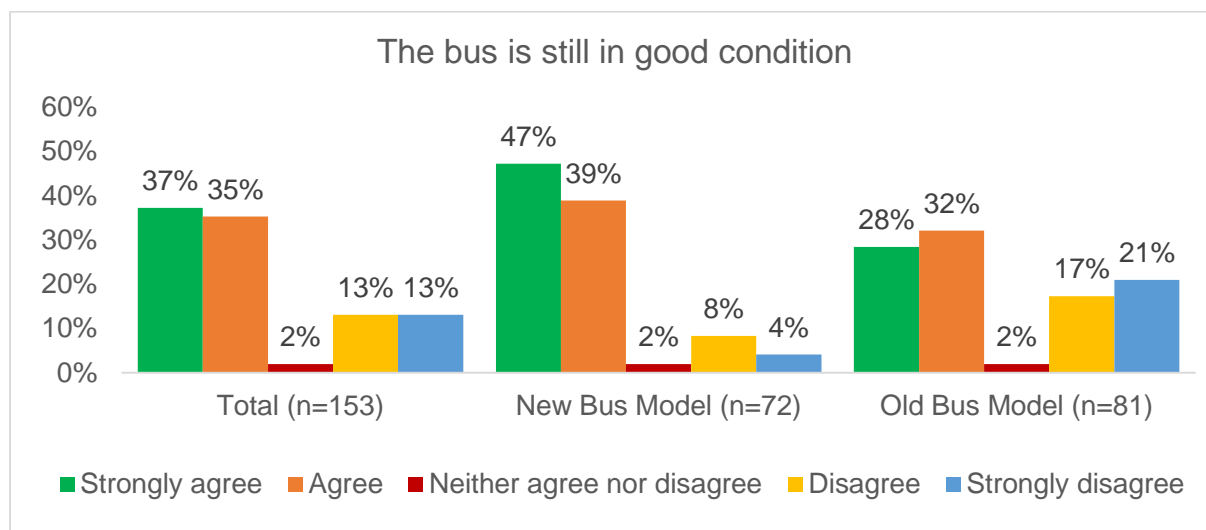


Among the non-learners, about 6 in 10 of the principals, educators and parents from schools that used the new bus model (60%), and those from schools that use the old bus model (58%), strongly agreed / agreed with the statement that there were enough seats for all the learners on the buses.

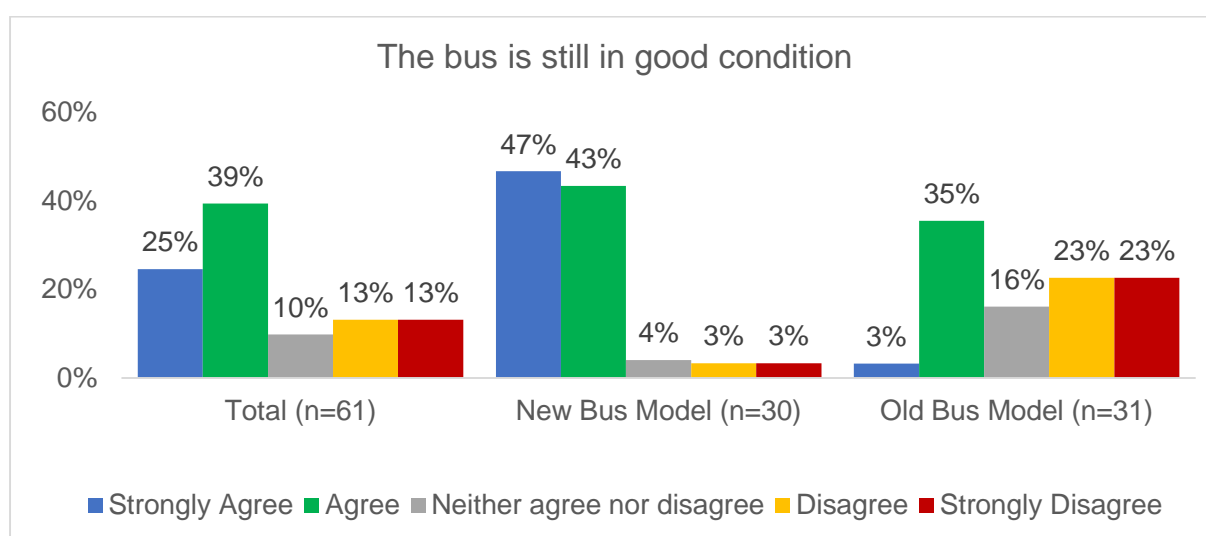


8.0 Condition of the Buses

A very significant proportion of the learners who use the new bus model (86%) strongly agreed / agreed with the statement that the bus they use most often is still in good condition. This was in contrast to the learners who use the old bus model, with only 60% sharing this sentiment.

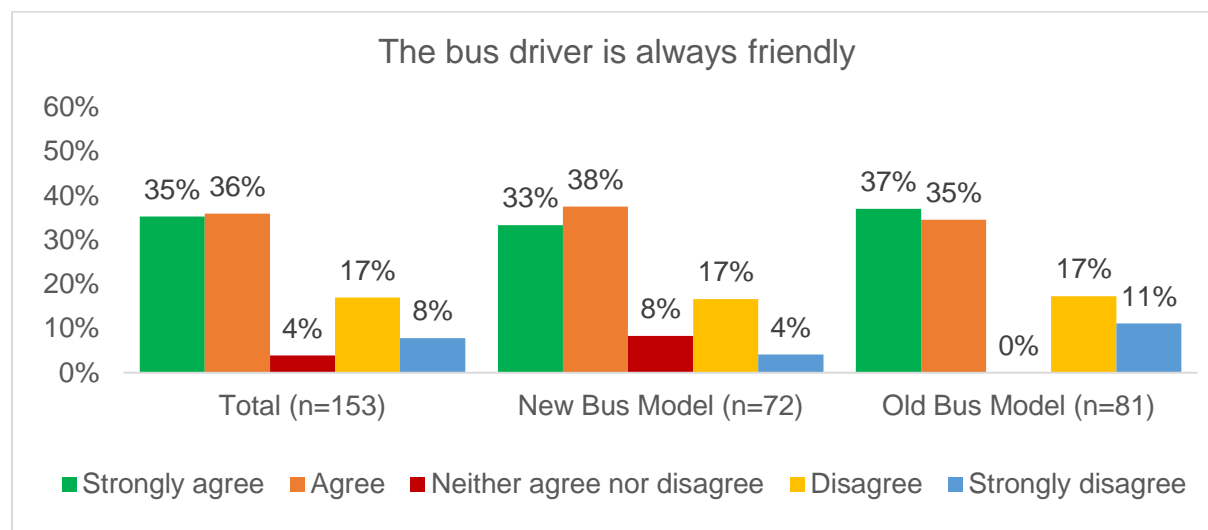


Among the non-learners, a very significant proportion of the principals, educators and parents at schools that use the new bus model (90%) strongly agreed / agreed with the statement that the bus the learners use most often are still in good condition. This was in contrast to the principals, educators and parents at schools that use the old bus model, with only 38% sharing this sentiment.

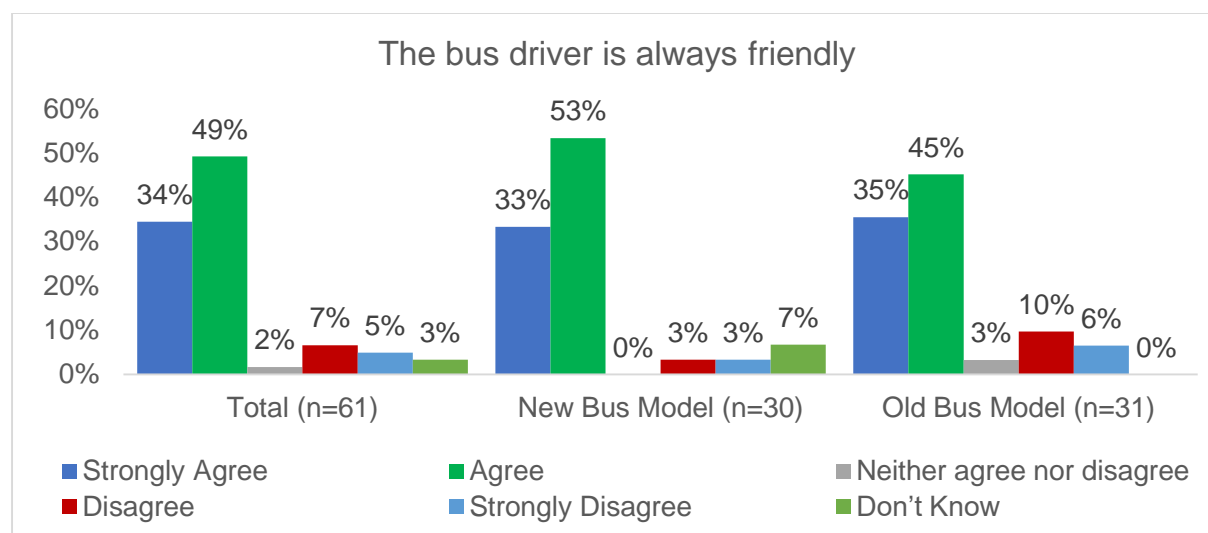


9.0 Bus Drivers: Friendliness

The majority of the learners who use the new bus model (71%) as well as those who use the old bus model (72%) strongly agreed / agreed with the statement that the bus drivers are friendly.

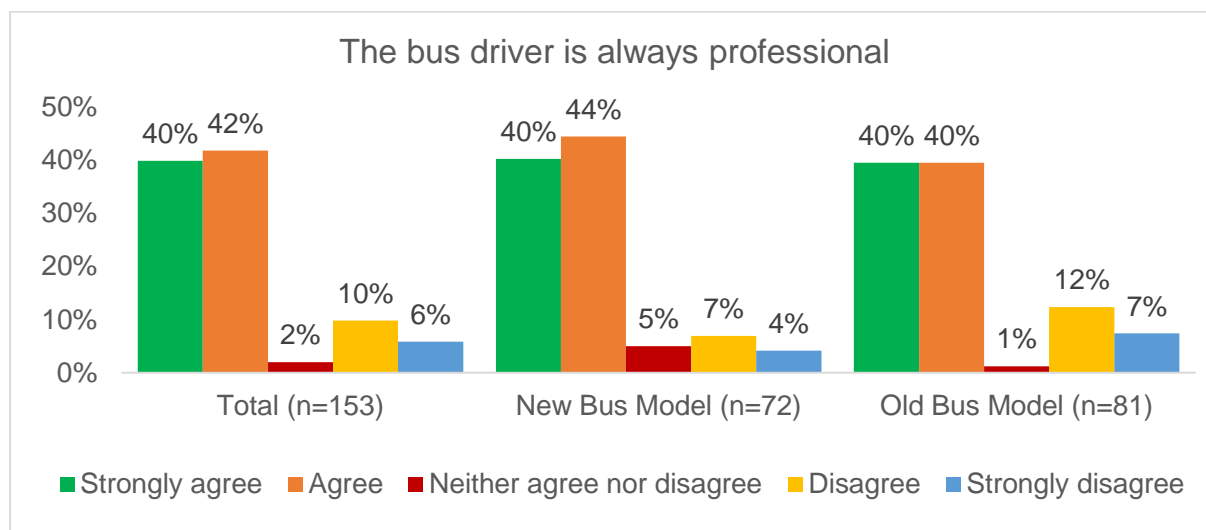


On the other hand, about 8 in 10 of the principals, educators and parents at schools that use the new bus model (86%), as well as those from schools that use the old bus model (80%) strongly agreed / agreed with the statement that the bus drivers are friendly.

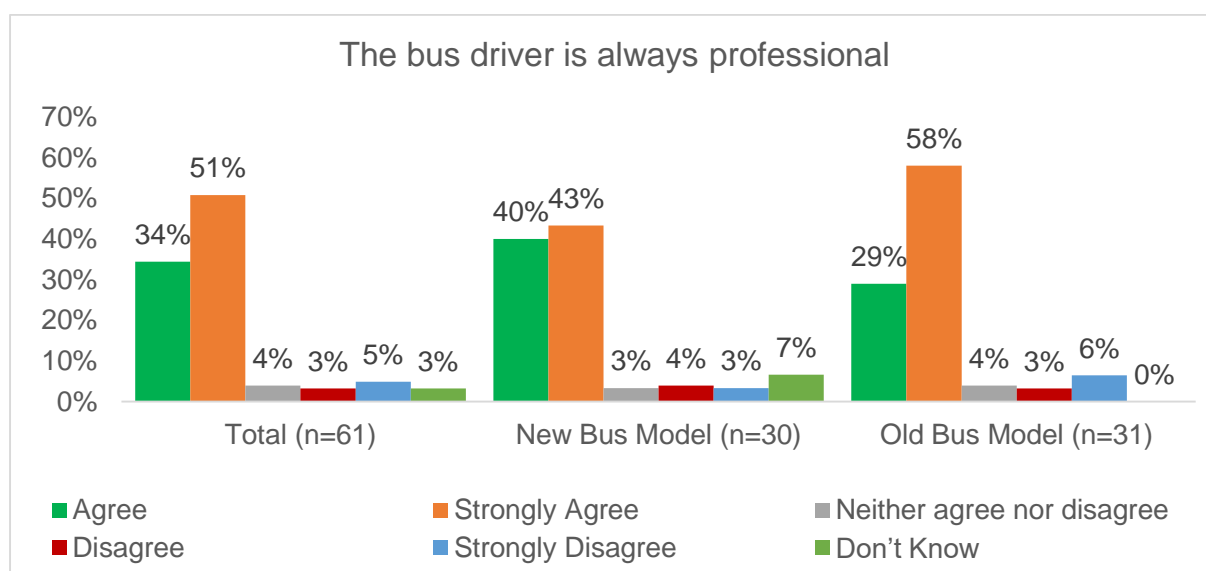


10.0 Bus Drivers: Professionalism

A slightly higher proportion of the learners who use the new bus model (84%), in comparison to those who use the old bus model (80%) strongly agreed / agreed with the statement that the bus drivers are always professional.

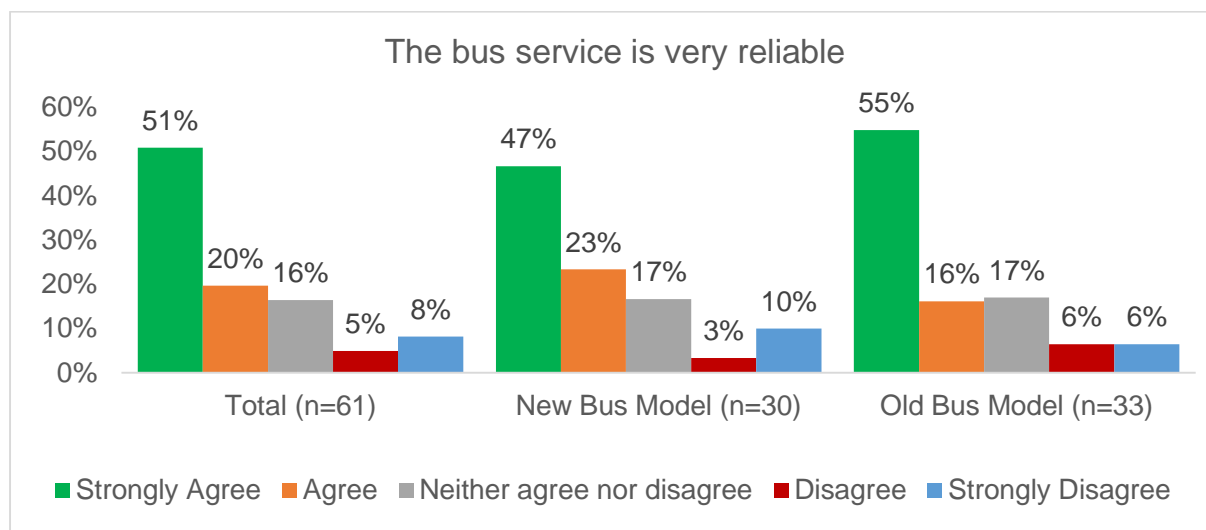


Similar to the learners, a slightly higher proportion of the principals, educators and parents at schools that use the old bus model (87%), in comparison to those who use the new bus model (83%) strongly agreed / agreed with the statement that the bus drivers are always professional.

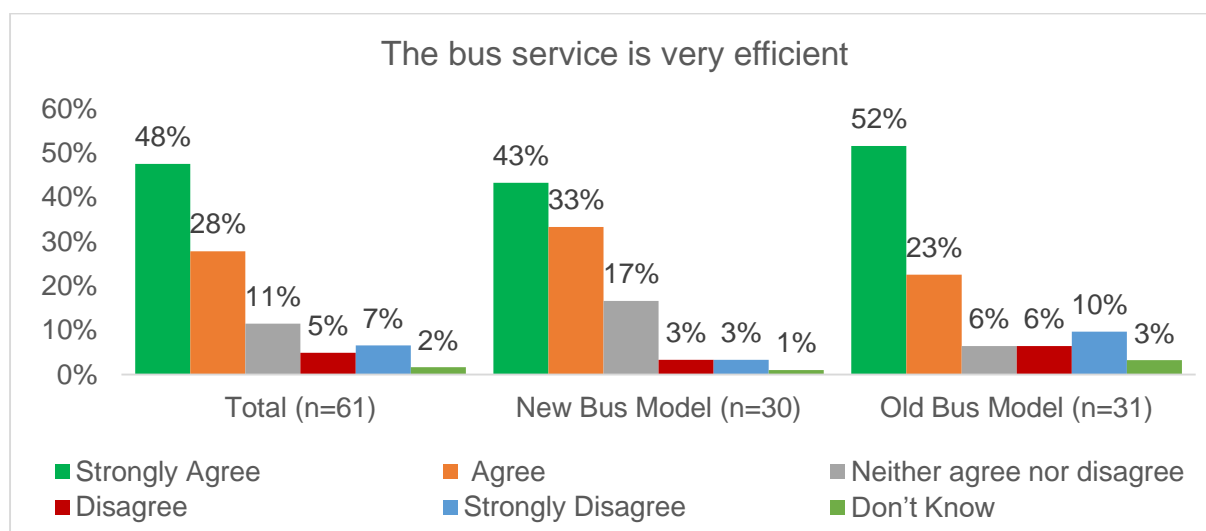


11.0 Reliability and Efficiency

Seven in ten of the principals, educators and parents from schools that use the new bus model (70%), as well as those from schools that use the old bus model (71%), strongly agreed / agreed with the statement that the scholar bus service is very reliable.

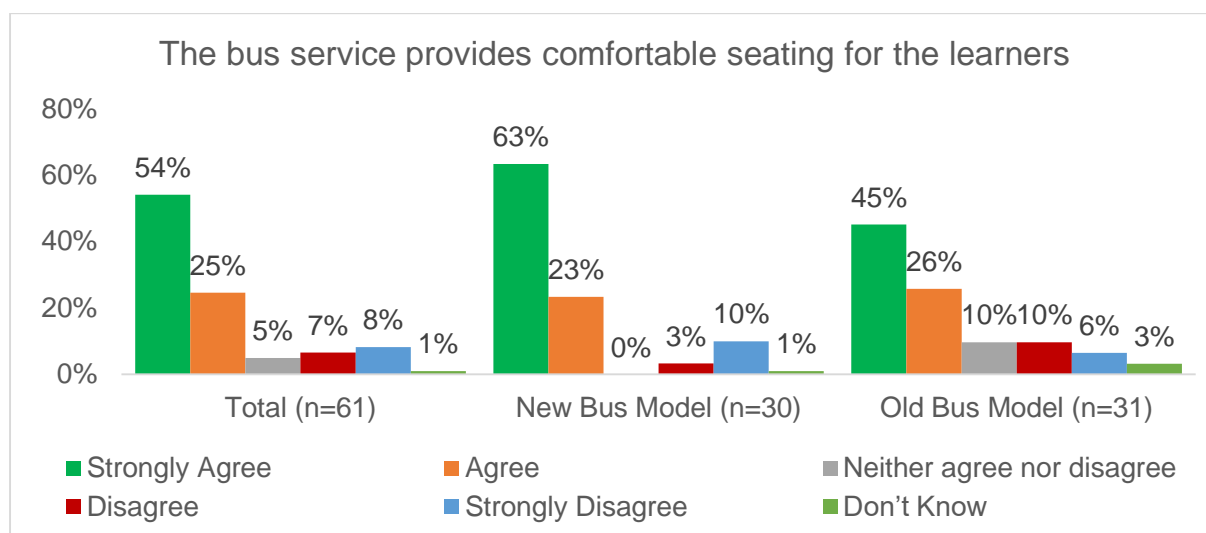


With regards to efficiency, the proportion of the principals, educators and parents from schools that use the new bus model who strongly agreed / agreed with the statement that the bus service is very efficient (76%) was the same as the proportion of those from schools that use the old bus model (75%).

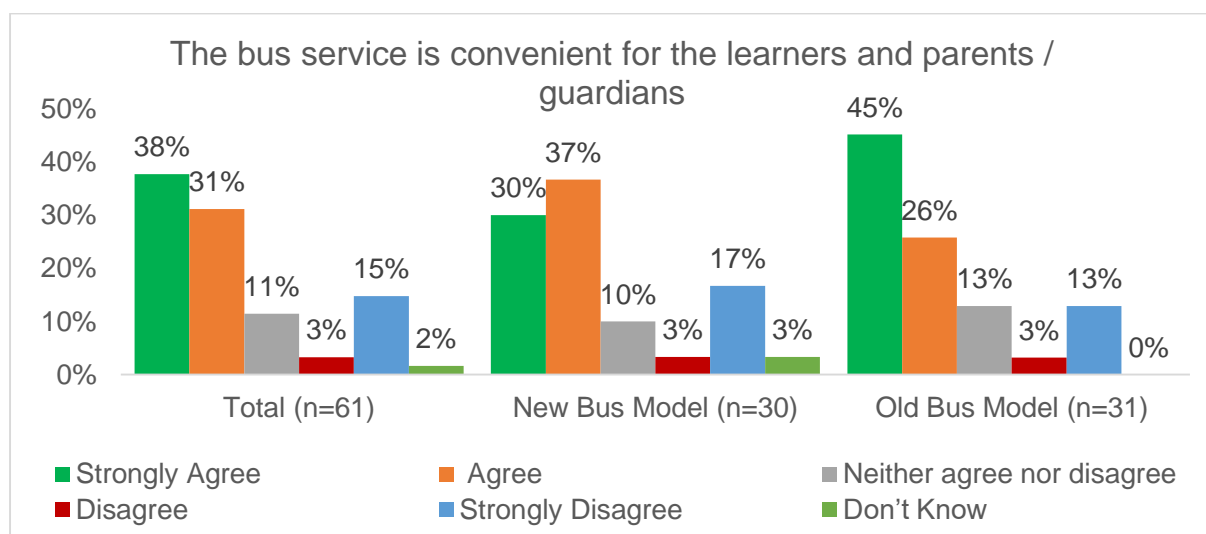


12.0 Seating and Convenience

A large proportion (86%) of the principals, educators and parents from schools that use the new bus model, compared to 71% of those from schools that use the old bus model, strongly agreed / agreed with the statement that the scholar bus service provides comfortable seating for the learners.

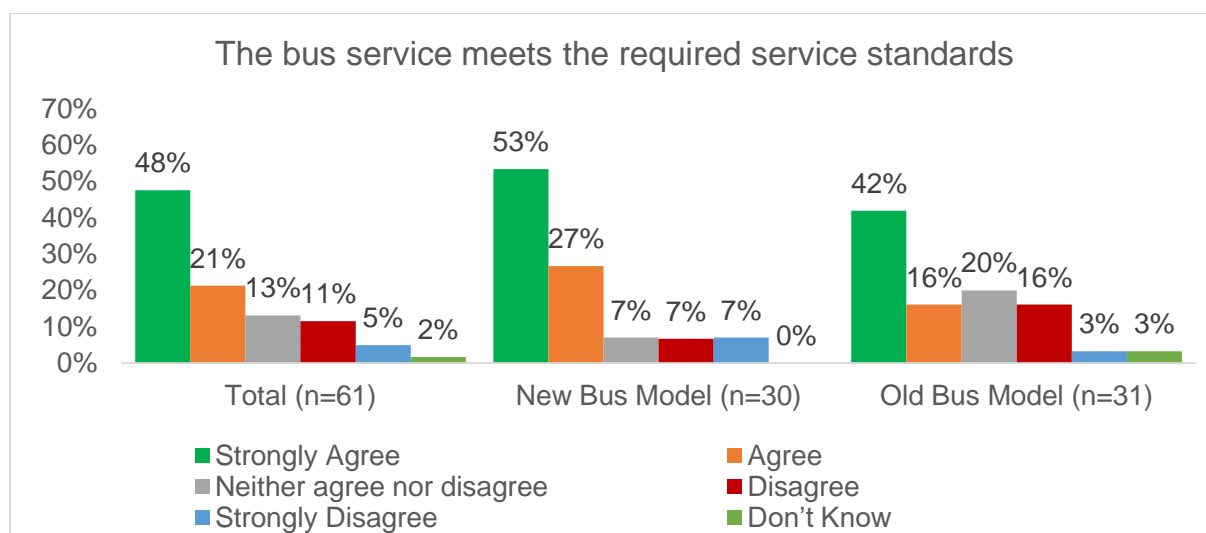


In addition, 67% of the principals, educators and parents from schools that use the new bus model and 71% of those from schools that use the old bus model strongly agreed / agreed with the statement that the bus service is convenient for the learners and parents/guardians.

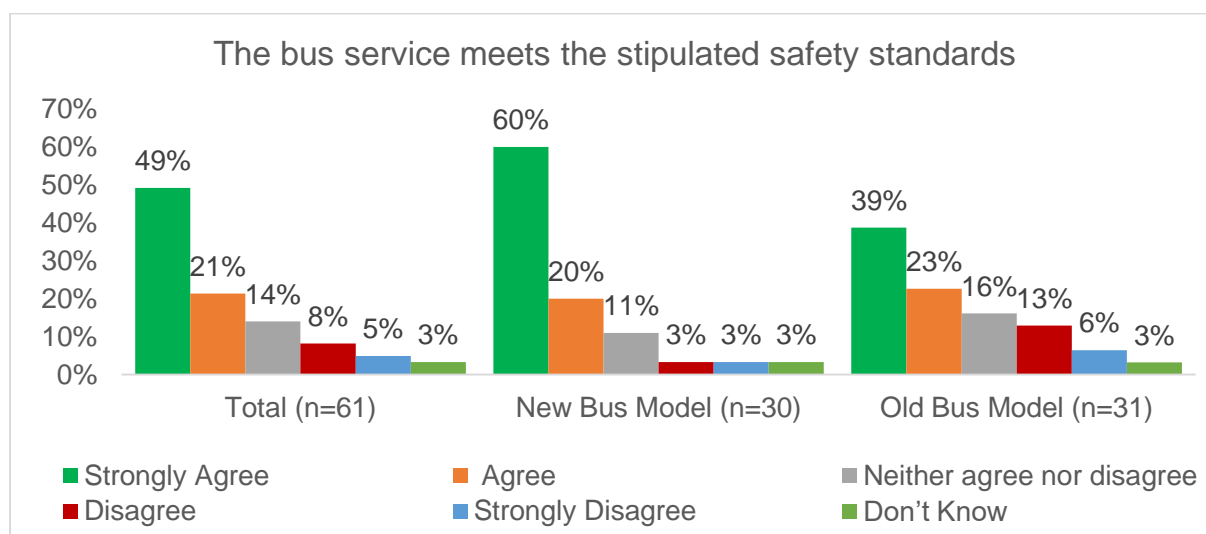


13.0 Meeting Service and Safety Standards

Eight in ten (80%) of the principals, educators and parents from schools that use the new bus model, in comparison to about 6 in 10 (58%) of those from schools that use the old bus model, strongly agreed / agreed with the statement that the scholar bus service meets the required service standards.



On the other hand, 80% of the principals, educators and parents from schools that use the new bus model, in contrast to 62% of those from schools that use the old bus model, strongly agreed / agreed with the statement that the bus service meets the stipulated safety standards.



14.0 Likes about the Scholar Transport

A large proportion of all the learners stated that they like the fact that the scholar transport is convenient for them (40%). This sentiment was held by 43% of the learners who use the new bus model and 37% of the learners who use the new bus model.

Likes	Total (n=153)	New Model (n=72)	Old Model (n=81)
Convenient transport	40%	43%	37%
The bus is always on time / punctual	27%	26%	27%
Safe / secure transport	24%	24%	23%
They drive at a normal speed	10%	13%	7%
It is clean / neat	8%	7%	9%
Enough seating capacity	7%	6%	9%
It is reliable	6%	1%	10%
Comfortable seating	5%	3%	7%
Friendly drivers	5%	7%	2%
It is in good condition	4%	6%	2%
Professional drivers	4%	8%	-
We do not pay for the transport / it is free	3%	3%	2%
It is spacious	2%	4%	-
My friends are using the same bus	2%	1%	2%
Bus driver is polite / well mannered	1%	-	2%
Strict bus rules	1%	-	2%
Don't get wet when it rains	1%	1%	-
The driver has a sense of humour	1%	1%	-
The driver is always sober	1%	1%	-
Good atmosphere inside the bus	1%	1%	-
It only transports learners from my school / not different schools	1%	1%	-
The drivers listen / understand our needs	1%	1%	-
The bus continuously uses the same route	1%	-	1%

Punctuality (52%) was cited as one of the main aspects that the principals, educators and parents like about the current scholar transport. Other aspects that they like include the fact that the service assists scholars who live far from their schools (33%) and that the service is safe and secure (31%).

What Principals, Educators and Parents Like	Total (n=61)	New Model (n=30)	Old Model (n=31)
Buses are punctual / always on time	52%	53%	52%
Assist learners who lives far away with transport	33%	40%	26%
It is safe / secure	31%	33%	29%
It is convenient	18%	13%	23%
The buses are clean	11%	17%	6%
The buses are reliable	10%	7%	13%
The buses are roadworthy	10%	17%	3%
Friendly drivers	8%	10%	6%
Drivers listen/understand our needs	7%	-	13%
Kids don't have to walk to school but use a transport to get to school safe and on time.	7%	3%	10%
Comfortable bus service	5%	7%	3%
It is free / don't have to pay	5%	7%	3%
They go an extra mile	5%	-	10%
Have cautious drivers	3%	-	6%
The driving speed is comfortable	3%	-	6%
Buses are monitored regularly	2%	-	3%
Learners are picked /dropped off at specific points	2%	3%	-
The drivers are committed	2%	3%	-
The drivers provide daily reports	2%	3%	-
Provides good service	2%	-	3%
Buses are easy to identify/have names printed on it	2%	3%	-

15.0 Dislikes about the Scholar Transport

Most of the learners stated that they dislike the fact that the scholar transport is not reliable (21%). This sentiment was shared by 26% of the learners who use the new bus model as well as 16% of the learners who use the old bus model.

Dislikes	Total (n=153)	New Model (n=72)	Old Model (n=81)
Unreliable transport	21%	26%	16%
Poor bus conditions	18%	7%	27%
Not enough seats	12%	14%	11%
Bullying inside the bus	10%	11%	10%
The bus speed is too high	7%	4%	10%
It is always full / overloading	9%	8%	8%
It is not clean / it is dirty	7%	3%	10%
Rude drivers	6%	7%	5%
Drivers are not punctual	6%	-	11%
The bus arrives too early	3%	7%	-
Unprofessional driver	3%	6%	1%
Changing drop off points	3%	4%	1%
Noise inside the bus	3%	4%	1%
Poor air conditioning facilities/no air conditioning	3%	-	5%
Poor safety	2%	1%	2%
The bus speed is too low	1%	1%	1%
Transporting community in the scholar buses	1%	3%	-
Unfriendly drivers	1%	1%	1%
Strict rules on the bus	1%	1%	1%
Regular staff changes	1%	-	1%
No specific area to place books	1%	1%	-
Nothing	10%	11%	10%

The inability to accommodate all the learners on the buses (21%) was one of the aspects that most of the principals, educators and parents didn't like about the current scholar bus service. Other aspects that they disliked are that the buses are not roadworthy (20%) and they are not reliable (18%).

What Principals, Educators and Parents Dislike	Total (n=61)	New Model (n=30)	Old Model (n=31)
Buses can't accommodate the total number of learners / the buses are full	21%	17%	26%
The buses are not roadworthy	20%	10%	29%
They are not reliable	18%	13%	23%
Scheduled time on the pick-up point is not convenient	10%	13%	6%
They are not punctual	10%	13%	6%
Learners are exposed to bullies	7%	7%	6%
Not enough buses to accommodate all the kids	7%	3%	10%
The buses are not customised to suit learners with special needs	5%	7%	3%
Poor air-conditioning services	5%	-	10%
Uses one bus for different grades/schools	5%	7%	3%
Some buses don't arrive at their pick-up points	3%	3%	3%
Drivers drive at high speed	3%	7%	-
Learners are dropped late at their drop-off points	3%	7%	-
The bus drivers are not friendly	3%	3%	3%
The buses are not clean	3%	3%	3%
There are no assistant drivers	3%	7%	-
Buses are used by the community	3%	-	6%
Buses are old	3%	-	6%
Buses are not available on weekends	2%	3%	-
Parking / pick-up point is not safe	2%	3%	-
The pick-up points are not easily accessible / not convenient	2%	3%	-
Bus drivers intimidate the girls	2%	-	3%
Government gives short notice for information needed	2%	-	3%
Nothing	10%	17%	3%

16.0 Suggestions for Improvement

The principals, educators and parents offered a number of suggestions relating to how the scholar bus service could be improved. The main aspects that they identified were the need for more buses (28%) and ensuring that the buses are roadworthy (16%).

Improvements	Total (n=61)	New Model (n=30)	Old Model (n=31)
Should add more buses	28%	27%	29%
Buses should be roadworthy	16%	7%	26%
Should allocate buses / drivers for different schools	15%	20%	10%
Should provide buses with air conditioning	7%	7%	6%
Should have standby drivers / assistants	5%	7%	3%
Buses should be customised to suit learners with special needs	3%	3%	3%
Buses in the afternoon should arrive early	3%	-	6%
Improve on seating / not enough to accommodate all learners	3%	3%	3%
Pick up points should be close	3%	-	6%
Bus routes should be extended as learners walk long distances	3%	-	6%
Should provide new buses/buses are old	3%	-	6%
Buses should be easily recognized	2%	-	3%
Have coupons	2%	3%	-
Pick-up points should be sheltered	2%	3%	-
Should bring back the old VW buses	2%	3%	-
Should have a security personnel on the bus	2%	3%	-
Should improve the road infrastructure	2%	3%	-
The buses should park inside the school yard	2%	3%	-
Improve communication between bus drivers and the school/parents in case of a breakdown	2%	3%	-
Buses should be serviced during school holidays/not during the school term	2%	3%	-
Should use reliable bus companies / reliable bus services	2%	3%	-
Buses should be for scholars not the community	2%	-	3%
Should give flexible time for afternoon classes	2%	-	3%

17.0 Value for Money

- Budget for 2017

2017	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)	Average total budget per learner for the year (ATBPL)	Variance (BPLPR-ATBPL)	Comment on cost per learner per centre
Bohlabela	R30 643 000,00	1457	R21 031,57	R7 914,80	R13 116,77	Higher than ATBPL
Ehlanzeni	R46 000 000,00	4761	R9 661,84	R7 914,80	R1 747,04	Higher than ATBPL
Gert Sibande	R280 271 000,00	41750	R6 713,08	R7 914,80	-R1 201,72	Lower than ATBPL
Nkangala	R120 000 000,00	12288	R9 765,63	R7 914,80	R1 850,83	Higher than ATBPL
Total	R476 914 000,00	60256				
Average total budget per learner for the year (ATBPL) (Total budget per year / total no. of learners per year)			R7 914,80			

A total of R476 914 000.000 was budgeted for the scholar transport programme for the 2016/2017 financial year. Each of the four regions in Mpumalanga, namely Bohlabela, Ehlanzeni, Gert Sibande, and Nkangala were allocated a portion of these funds. Based on the total budget cost for the year and the estimated number of learners of 60, 256, the average total budget per learner for the year was R7, 914.80. A review of the funds allocated to each region and the number of beneficiaries for the region showed that the budgeted cost per learner within the Gert Sibande region (R6 713,08) was about R1 201,72 lower than the overall average total budget per learner of R7 914,80. On the other hand, within the Bohlabela region, the cost per learner was extremely higher at R13 116.77 above the budgeted overall average total budget per learner for the four regions.

- **Budget for 2016**

2016	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)	Average total budget per learner for the year (ATBPL)	Variance (BPLPR-ATBPL)	Comment on cost per learner per centre
Bohlabela	R24 148 000,00	1342	R17 994,04	R7 309,54	R10 684,50	Higher than ATBPL
Ehlanzeni	R44 000 000,00	4749	R9 265,11	R7 309,54	R1 955,57	Higher than ATBPL
Gert Sibande	R255 113 000,00	41808	R6 102,01	R7 309,54	-R1 207,53	Lower than ATBPL
Nkangala	R117 000 000,00	12332	R9 487,51	R7 309,54	R2 177,97	Higher than ATBPL
Total	R440 261 000,00	60231	R7 309,54			
Average total budget per learner for the year (ATBPL) (Total budget per year / total no. of learners per year)			R7 309,54			

During the 2015/2016 financial year, **R440 261 000.00** was budgeted for the scholar transport programme in Mpumalanga. These funds were distributed across the four regions, namely Bohlabela, Ehlanzeni, Gert Sibande, and Nkangala as shown in the table above. Based on the total budget cost for the year and the estimated number of learners of 60 231, the average total budget per learner for the year was R7, 309.54. An analysis of the funds allocated to each region and the number of beneficiaries for the region showed that the budgeted cost per learner within the Gert Sibande region (R6 102.01) was about R1 207.53 lower than the overall average total budget per learner of R7 309.54. As was the case during the 2016/2017 financial year, Bohlabela had the highest average cost per learner at R17, 994.04 which was R10, 684.50 more than the budgeted overall average total budget per learner for the four regions of R7 309.54. The cost per learner in Ehlanzeni and Nkangala was R2000 above the average total budget per learner for the year.

- **Budget for 2015**

2015	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)	Average total budget per learner for the year (ATBPL)	Variance (BPLPR-ATBPL)	Comment on cost per learner per centre
Bohlabela	R30 928 000,00	1423	R21 734,36	R8 145,69	R13 588,67	Higher than ATBPL
Ehlanzeni	R43 301 000,00	5046	R8 581,25	R8 145,69	R435,56	Higher than ATBPL
Gert Sibande	R295 111 000,00	40395	R7 305,63	R8 145,69	-R840,06	Lower than ATBPL
Nkangala	R114 180 000,00	12495	R9 138,06	R8 145,69	R992,37	Higher than ATBPL
Total	R483 520 000,00	59359				
Average total budget per learner for the year (ATBPL) (Total budget per year / total no. of learners per year)			R8 145,69			

During the 2014/2015 financial year, a total of **R483 520 000.00** was budgeted for the scholar transport programme in Mpumalanga. Based on the 59,359 learners who relied on the scholar transport, the average total budget per learner for the year was t R8 145.69. As was the case during the 2016/2017 and 2015/2016 financial years, the cost per learner per region was lower in Gert Sibande at R7, 305.63. This was in contract to the extremely high cost per learner in Bohlabela of R21, 734.36. While the cost per learner in Ehlanzeni was R435.56 above the average total budget per learner for the year, the cost per learner for Gert Sibande was R840.06 below the average total budget per learner.

- **Budget for 2014**

2014	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)	Average total budget per learner for the year (ATBPL)	Variance (BPLPR-ATBPL)	Comment on cost per learner per centre
Bohlabela	R19 283 000,00	1724	R11 185,03	R6 335,90	R4 849,14	Higher than ATBPL
Ehlanzeni	R39 324 000,00	5242	R7 501,72	R6 335,90	R1 165,82	Higher than ATBPL
Gert Sibande	R225 412 000,00	42475	R5 306,93	R6 335,90	-R1 028,96	Lower than ATBPL
Nkangala	R116 961 000,00	13846	R8 447,28	R6 335,90	R2 111,38	Higher than ATBPL
Total	R400 980 000,00	63287				
Average total budget per learner for the year (ATBPL) (Total budget per year / total no. of learners per year)			R6 335,90			

During the 2013/2014 financial year, **R400 980 000.00** was allocated to the scholar transport programme in Mpumalanga for 63,287 learners. Based on these figures, the average total budget per learner for the year was R6 335.90. Once again, the cost per learner was high at R11, 185.03 in Bohlabela and lowest in Gert Sibande at R5 306.93.

18.0 Conclusions

Research Background

The main aim of this Scholar Transport evaluation was to **investigate the benefits of the Buy, Operate & Transfer (BOT) Model** that is being pioneered within the scholar transport system in Gert Sibande in comparison to the performance of the scholar transport model that was being used Nkangala in Mpumalanga.

Objectives: The evaluation focused on the following specific objectives:

- **Efficiency and convenience:** This focused on pick-up time, travelling time; and arrival time of the buses at designated points;
- **Reliability:** This focused on the reliability of service and comfortable seating;
- **Safety:** This addressed the safety of the learners, provision of safe means of transportation and the condition of the buses; and
- **Value for money:** This evaluated the department's budgeted costs against the number of beneficiaries to ascertain the budget cost per learner.

Evaluation period: The scholar transport evaluation was conducted between June and July 2017. A total of 214 interviews were conducted with learners (153) and principals, educators and parents (61) at schools that use the scholar transport within the Gert Sibande and Nkangala regions in Mpumalanga.

Sampling: A list of schools that was provided by the Mpumalanga Department of Public Works, Roads & Transport was used as a sampling frame to randomly select the sample of schools that were visited. The number of learners who used the scholar transport was used as the main criterion for including a school in the evaluation. Other factors, such as proximity to the base where the fieldworkers were located, were also taken into consideration. A total of 20 schools, consisting of both primary and secondary schools, were selected.

Outcomes on Efficiency and Convenience

- Eight in ten (83%) of the learners who use the new bus model, in comparison to 73% of the learners who use the old bus model reported that they were familiar with the pick-up and drop-off times. In addition, 96% of the learners who use the new bus

model, in comparison to 81% of those who use the old bus model, reported that they were familiar with the pick-up and drop-off points.

- About 70% of the principals, educators and parents from schools across both bus models strongly agreed or agreed with the statement that the bus service is very efficient.
- The majority of the learners who use the old bus model (69%), in comparison to 49% of those who use the new bus model, take between 0 and 10 minutes to walk from their homes to the pick-up points in the morning.
- More than 7 in 10 (74%) of the learners who use the new bus model, compared to 57% of those who use the old bus model, reported that they spend between 0 and 10 minutes waiting for the bus at the pick-up point in the morning.
- Less than half (46%) of the learners who use the new bus model, as opposed to 27% of the learners who use the old bus model, indicated that it takes them up to 20 minutes to travel from the pick-up points to school in the morning.
- About 6 in 10 (57%) of the learners who use the new bus model, in contrast to 27% of those who use the old bus model, reported that the scholar bus always arrives on time at the pick-up point in the morning.
- More than 7 in 10 (76%) of the learners who use the new bus model and 38% of those who use the old bus model mentioned that the scholar bus arrived before school started in the morning.
- Nearly 8 in 10 (78%) of the learners who use the new bus model, compared to 61% of those who use the old bus model, indicated that the buses always or very often drop them off at the designated points close to their schools.
- More than half (60%) of the learners who use the new bus model and 56% of those who use the old bus model stated that the buses always arrive on time in the afternoon.
- About 75% of the principals, educators and parents across both bus models strongly agreed / agreed that the scholar bus service is very efficient.

Outcomes on Reliability

- More than 8 in 10 of the learners who use the new bus model (86%) as well as those who use the old bus model (89%) stated that the scholar buses always use the same route in the morning.
- About 50% of the learners and 60% of the principals, educators and parents across both bus models indicated that there were enough seats on the buses.
- About 70% of the principals, educators and parents across both bus models also reported that the scholar bus service is very reliable.

Outcomes on Safety

- Four in ten (40%) of the learners who use the new bus model, as well as 52% of the learners who use the new bus model, reported that they feel safe when walking alone to the pickup point in the morning. This could be attributed to the pick-points being located very close to their communities.
- Most of the learners who use the new bus model reported that, in the morning, they felt safe when walking with other learners to the pick-up point (81%), while waiting for the bus at the pick-up point (76%) and while riding on the bus to school (76%). This was in contrast to the relatively lower proportions of the learners using the old bus model who reported that they feel safe under these conditions as shown in the table below.

Description	New Bus Model (n=72)	Old Bus Model (n=81)
Learners who feel safe when walking alone	40%	52%
Learners who feel safe when walking with other learners	81%	77%
Learners who feel safe while waiting at the pick-up point	76%	58%
Learners who feel safe when riding on the bus to school	76%	69%

- In the afternoon, 82% of the learners who use the new bus model, compared to 88% of those who use the old bus model, reported that they feel safe when they walk alone to the pick-up point.
- On the other hand, 81% of the learners who use the new bus model, compared to 67% of those who use the old bus model, reported that they always feel safe while waiting for the bus at the pick-up point.
- Over 8 in 10 (85%) of the learners who use the new bus model, in comparison to 64% of those who use the old bus model, mentioned that they feel safe when riding on the bus after school.
- Close to 9 in 10 (86%) of the learners and 90% of the principals, educators and parents from schools that use the new bus model reported that the scholar buses are still in good condition. This is in contrast with 60% of the learners and 38% of the principals, educators and parents from schools that use the old bus model who mentioned that the buses are still in good condition.
- About 6 in 10 (63%) of the learners from schools that use the new bus model and 57% of the learners from schools that use the old bus model reported that the speed of the

buses is comfortable. On the other hand, about 90% of the principals, educators and parents across both bus models reported that the speed was comfortable.

Outcomes on Value for Money

Between 2014 and 2017, the cost per learner within the Gert Sibande region has consistently been lower than the average total budget per learner for the province. While the cost per learner for all the other three regions, namely Bohlabela, Ehlanzeni and Nkangala have been higher than the average total budget per learner per year for the province, Bohlabela has consistently recorded the highest cost per learner per year as outlined in the tables below.

During the 2016/2017 financial year, the cost per learner in Bohlabela was R21, 031.57. In contrast, the cost per learner in Gert Sibande was R6 713.08 and R9 765.63 in Nkangala as shown in the table that follows.

2017	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R30 643 000.00	1457	R21 031.57
Ehlanzeni	R46 000 000.00	4761	R9 661.84
Gert Sibande	R280 271 000.00	41750	R6 713.08
Nkangala	R120 000 000.00	12288	R9 765.63
Total budget for the province	R476 914 000.00	60256	R7 914.80

The table that follows shows that during the 2015/2016 financial year, the cost per learner in Bohlabela was R17 994.04. This amount was extremely high in comparison to the cost per learner of R6 102.01 in Gert Sibande and R9 487.51 in Nkangala.

2016	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R24 148 000.00	1342	R17 994.04
Ehlanzeni	R44 000 000.00	4749	R9 265.11
Gert Sibande	R255 113 000.00	41808	R6 102.01
Nkangala	R117 000 000.00	12332	R9 487.51
Total budget for the province	R440 261 000.00	60231	R7 309.54

The table below shows that during the 2014/2015 financial year, the cost per learner in Bohlabela was slightly lower in comparison to the current financial year at R11 185.03. On the other hand, the cost per learner was R5 306.93 in Gert Sibande and R8 447.28 in Nkangala.

2015	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R30 928 000.00	1423	R21 734.36
Ehlanzeni	R43 301 000.00	5046	R8 581.25
Gert Sibande	R295 111 000.00	40395	R7 305.63
Nkangala	R114 180 000.00	12495	R9 138.06
Total budget for the province	R483 520 000.00	59359	R8 145.69

As shown below, during the 2013/2014 financial year, the cost per learner in Bohlabela was slightly lower in comparison to the current financial year at R11 185.03. On the other hand, the cost per learner was R5 306.93 in Gert Sibande and R8 447.28 in Nkangala.

2014	Budget per Region	Number of Learners per Region	Budget Per Learner per Region (BPLPR)
Bohlabela	R19 283 000.00	1724	R11 185.03
Ehlanzeni	R39 324 000.00	5242	R7 501.72
Gert Sibande	R225 412 000.00	42475	R5 306.93
Nkangala	R116 961 000.00	13846	R8 447.28
Total budget for the province	R400 980 000.00	63287	R6 335.90

19.0 Appendix 1 - Principals, Educators & Parents' Questionnaires

Quantitative Questionnaire – School Principals, Educators & Parents (FINAL)

GUIDE NOTES FOR THE INTERVIEWER	
Description	Interpretation
✓ Text in bold	Instructions for the interviewers / questionnaire routing & skip instructions
✓ ASK ALL	Question applies to all the respondents
✓ SMO	Single mention only (i.e. only one response is possible)
✓ MMP	Multiple Mention Possible (i.e. multiple responses can be obtained)
✓ Not sure/don't know	Code 98 [DO NOT READ THIS]
✓ Refuse to answer	Code 99 [DO NOT READ THIS]
Note: For Principals, Head teacher and teachers	

INTRODUCTION		
<p>Good Day. My name is _____ and I work for Plus 94 Research, an independent market research company. We are conducting research to obtain your views on the Scholar Transport project in your community. As a valued stakeholder, your honest opinion is important to us because it will enable us to get a better understanding of the scholar transport system. Everything you say will be kept confidential and your name and personal details will not appear in any of our reports.</p>		
SECTION A: RESPONDENT'S PROFILE		
A1		
RECORD SCHOOL NAME		
.....	CONTINUE	
A2		
RECORD RESPONDENT'S SEGMENT		
Principal	1	CONTINUE
Educator	2	
Parent	3	
A3		
RECORD RESPONDENT'S GENDER		
Male	1	CONTINUE
Female	2	
A4		
ASK ALL: How long have you been the principal / an educator / an employee at this school? CAPTURE DURATION.		
Years	Months	CONTINUE
.....	

A5		
ASK ALL: Do most of the learners at your school live within the community in which your school is located? SMO		
Yes	1	CONTINUE
No	2	
A6		
ASK ALL: Thinking about the government's scholar transport bus service that is used by the learners at your school, which of the following statements is most applicable? READ OUT. SMO		
Most of the learners use the scholar transport go to school and to get home after school	1	CONTINUE
Most of the learners only use it to go to school in the morning	2	
Most of the learners only use it to get home after school	3	
Most of the learners don't use the bus service at all	4	
A7		
ASK IF CODE 1 – 4 IN A6: When did the school start using the scholar transport bus services? CAPTURE THE DATE		
.....		

SECTION B: EFFICIENCY, CONVENIENCE AND RELIABILITY					
B1					
ASK ALL: On average, how often do most of the learners use the scholar transport bus to get to school? READ OUT. SMO					
5	4	3	2	1	
Five times per week	Four times per week	Three times per week	Two times per week	Once a week	
B2					
ASK IF CODE 1- 4 IN B1: Why don't some of them use the scholar transport bus every day of the week? OPEN ENDED. PROBE FULLY					
.....					
B3					
ASK ALL: Which of the following statements do you agree or disagree with? READ OUT. SMO					
	strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a) All the learners are very familiar with the pick-up and drop-off times	1	2	3	4	5
b) All the learners are very familiar with the pick-up and drop-off points	1	2	3	4	5
c) The scholar transport service is run according to the agreed schedule	1	2	3	4	5
d) The scholar transport service is always available	1	2	3	4	5

B4

- a) **ASK ALL:** Thinking about the time the buses arrive at the pick-up points in the morning, which of the following statements is applicable? **READ OUT. SMO**
b) **ASK ALL:** Thinking about the time the buses arrives at the pick-up points in the afternoon after school, which of the following statements is applicable? **READ OUT. SMO**

RANDOMISE THE STATEMENTS	(a)	(b)
The buses always arrives on time	1	1
The buses are sometimes late	2	2
The buses are always late	3	3
Sometimes the buses doesn't go to the pick-up points	4	4

B5

- a) **ASK ALL:** Do some of the educators/ teachers at your school accompany the leaners on the bus in the morning? **SMO**
b) **ASK ALL:** Do some of the educators/ teachers at your school accompany the leaners on the bus in the afternoon? **SMO**

	(a)	(b)	CONTINUE
Yes	1	1	
No	2	2	
Not sure / don't know	3	3	

B6

- a) **ASK ALL:** In the morning, who do you think most of the learners walk with to the pick-up points most often? **DO NOT READ OUT. MMP**

Alone	1	CONTINUE
With other school children	2	
With my father	3	
With my mother	4	
With my uncle	5	
With my auntie	6	
With my sibling	7	
With my grandparent	8	
Other (specify)	

B7

- b) **ASK ALL:** How long do you think it takes most of the learners to reach the pick-up points in the morning? **READ OUT. SMO**
c) **ASK ALL:** How long do you think the learners have to wait for the scholar buses at the pick-up points in the morning? **READ OUT. SMO**
d) **ASK ALL:** When the buses pick them up from the pick-up points in the morning, how long does it take the leaners to get to school? **READ OUT. SMO**

	(a)	(b)	(c)	CONTINUE
0 – 10 minutes	1	1	1	

11 – 20 minutes	2	2	2	
21 to 30 minutes	3	3	3	
30 to 45 minutes	4	4	4	
More than 45 minutes	5	5	5	
Not sure	6	6	6	

B8

ASK ALL: In general, at what time do most of the buses usually get to school in the morning? **READ OUT. SMO**

Before school starts	1	CONTINUE
Exactly on time for school	2	
Sometimes just after school has started	3	
Always late after school has started	4	

B9a

ASK ALL: Which of the following statements is applicable to your school? **MMP**

There is a designated drop-off and pick-up point within the school premises	1	CONTINUE
There is a designated drop-off and pick-up point outside the school premises	2	

B9b

ASK ALL: Thinking about where the buses usually drop off the learners in the morning, how often do the buses drop them...
[READ STATEMENT]....? READ OUT. SMO

RANDOMISE THE STATEMENTS	Always	Very often	Sometimes	Rarely	Never
a) At the designated drop-off point inside the school	1	2	3	4	5
b) At the designated drop-off point outside the school	1	2	3	4	5
c) At the designated drop-off point close to the school	1	2	3	4	5
d) At the designated drop-off point far away from your school	1	2	3	4	5

B10

ASK ALL: Thinking about where the buses usually pick-up the learners after school, how often do the buses pick them up...
[READ STATEMENT]...? READ OUT. SMO

RANDOMISE THE STATEMENTS	Always	Very often	Sometimes	Rarely	Never
a) At the designated pick-up point inside the school	1	2	3	4	5
b) At the designated pick-up point outside the school	1	2	3	4	5
c) At the designated pick-up point close to the school	1	2	3	4	5
d) At the designated pick-up point far away from school	1	2	3	4	5

B11

ASK ALL: On an ordinary school day, at what time does school end? **CAPTURE THE TIME**

CONTINUE

B12

- a) **ASK ALL:** After school, how long does it take the learners to walk from their classes to the pick-up point? **READ OUT. SMO**
b) **ASK ALL:** How long do they have to wait for the bus at the pick-up point after school? **READ OUT. SMO**
ASK ALL: When the buses pick them up from the pick-up point after school, how long does it take them to get to the drop off point? **READ OUT. SMO**

	(a)	(b)	(c)	CONTINUE
0 – 10 minutes	1	1	1	
11 – 20 minutes	2	2	2	
21 to 30 minutes	3	3	3	
30 to 45 minutes	4	4	4	
More than 45 minutes	5	5	5	
Not sure	6	6	6	

B13

- a) **ASK ALL:** On the way to school in the morning, which other people do the scholar bus drivers pick-up on their route? **DO NOT READ OUT. MMP**
b) **ASK ALL:** On the way home after school, which other people do the scholar bus drivers pick-up on their route? **DO NOT READ OUT. MMP**

	(a)	(b)
Learners from your school	1	1
Learners from other schools	2	2
Teachers	3	3
Other members of the community	4	4
Other (specify)

SECTION C: SAFETY AND COMFORTABLE SEATING

C1

ASK ALL: On a scale of 1- 5, where **1 IS VERY POOR** and **5 IS EXCELLENT**, how would you rate the safety of the learners ... **(READ OUT STATEMENT)... ? READ OUT. SMO**

STATEMENTS					
On their way to the pick-up point in the morning	1	2	3	4	5
While waiting for the bus at the pick-up point in the morning	1	2	3	4	5
While riding the bus on their journey to school in the morning	1	2	3	4	5
While waiting for the bus at the pick-up point after school	1	2	3	4	5

While riding the bus on their way home after school	1	2	3	4	5
At the drop-off point after school in the afternoon	1	2	3	4	5
C2					
ASK ALL: Do most of the learners always use the same bus? SMO					
Yes	1	GO TO C5			
No	2	GO TO C4			
C3					
ASK IF CODE 2 IN C3: Why do they use different buses? OPEN ENDED. PROBE FULLY					
.....					
C4					
ASK ALL: Which of the following statements do you think applies with regards to the speed at which the buses that transport the learners are driven? READ OUT. SMO					
1	2	3	4	5	
The speed is too high	The speed is high	The speed is comfortable	The speed is low	The speed is too low	
C5					
ASK ALL: Are you aware of any learners with special needs who use the school bus services? SMO					
Yes	1	CONTINUE			
No	2				
Not sure / Don't know	3				
C6					
ASK ALL: Thinking about the scholar bus service that is used by the learners at your school, which of the following statements do you agree or disagree with? READ OUT. SMO					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The buses are still in a good condition	1	2	3	4	5
The buses are always clean and neat	1	2	3	4	5
There are enough seats for all the learners on the buses	1	2	3	4	5
The buses are roadworthy	1	2	3	4	5
The buses always uses the same route in the morning on the way to school	1	2	3	4	5
The buses always uses the same route in the afternoon after school	1	2	3	4	5
The bus drivers are always friendly	1	2	3	4	5

The bus drivers are professional	1	2	3	4	5
The buses are customised to make it suitable for learners with special needs	1	2	3	4	5

C7

ASK ALL: On a scale of 1 – 5, where **1 IS STRONGLY DISAGREE** and **5 IS STRONGLY AGREE**, to what extent do you agree or disagree with the following statements as they apply to the current scholar bus services that is used at your school? **READ OUT. SMO**

The scholar bus service is very reliable	1	2	3	4	5	D/K
The scholar bus service is very efficient	1	2	3	4	5	D/K
The scholar bus service is widely used by community members	1	2	3	4	5	D/K
The buses that are used provide comfortable seating for the passengers	1	2	3	4	5	D/K
The scholar bus service meets the needs of the community	1	2	3	4	5	D/K
The schedule of the scholar bus service is convenient for the learners and parents/ guardians	1	2	3	4	5	D/K
The scholar transport service meets the required service standards	1	2	3	4	5	D/K
The scholar transport service meets the stipulated safety standards	1	2	3	4	5	D/K

C8

a) **ASK ALL:** What do you like about the current scholar bus service that is used by the learners at your school? **OPEN ENDED. PROBE FULLY.**

b) **ASK ALL:** What do you dislike about the current scholar bus service that is used by the learners at your school? **OPEN ENDED. PROBE FULLY.**

(a)	(b)
.....
.....
.....
.....

C9

ASK ALL: Finally, what do you think should be done to improve the current scholar transport that is used by your school? **OPEN ENDED. PROBE FULLY**

.....

.....

.....

THANK RESPONDENT FOR TAKING PART IN THE SURVEY

-END-

20.0 Appendix 2 – Learners' Questionnaires

Quantitative Questionnaire - **Scholars** (FINAL)

GUIDE NOTES FOR THE INTERVIEWER	
Description	Interpretation
✓ Text in bold	Instructions for the interviewers / questionnaire routing & skip instructions
✓ ASK ALL	Question applies to all the respondents
✓ SMO	Single mention only (i.e. only one response is possible)
✓ MMP	Multiple Mention Possible (i.e. multiple responses can be obtained)
✓ Not sure/don't know	Code 98 [DO NOT READ THIS]
✓ Refuse to answer	Code 99 [DO NOT READ THIS]
Note: Only interview learners who are 12+ years old and have a consent letter signed by the parents or guardians.	

INTRODUCTION											
<p>Good Day. My name is _____ and I work for Plus 94 Research, an independent market research company. We are conducting research to obtain your views on the Scholar Transport project in your community. As a valued beneficiary of this project, your opinion is important to us because it will enable us to get a better understanding of the scholar transport system. Your honest opinion is important to us. Everything you say will be kept confidential and your name and personal details will not appear in any of our reports.</p>											
SECTION A: RESPONDENT'S PROFILE											
A1											
RECORD SCHOOL NAME											
.....										CONTINUE	
A2											
RECORD SCHOLAR'S GENDER											
Male						1		CONTINUE			
Female						2					
A3											
ASK ALL: How old are you? CAPTURE AGE.											
.....										CONTINUE	
A4											
ASK ALL: What grade are you currently doing? DO NOT READ OUT. SMO											
Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
A5											
ASK ALL: Who do you presently live with? DO NOT READ OUT. MMP											
Father						1		CONTINUE			
Mother						2					

Uncle	3	
Aunt	4	
Sibling(s)	5	
Grandparent(s)	6	
Other (specify)	
A6		
ASK ALL: Do you go to a school that is within the same community in which you live? SMO		
Yes	1	CONTINUE
No	2	
A6		
ASK ALL: Do you use the government's scholar transport bus service to travel to and from school? READ OUT. SMO		
Yes, you use it to go to school and to get home after school	1	CONTINUE
Yes, but you only use it to go to school	2	
Yes, but you only use it to get home after school	3	
No, you don't use the bus service at all	4	THANK AND CLOSE
A7		
ASK IF CODE 1 – 4 IN A6: When did you start using the scholar transport bus services? CAPTURE THE DATE		
.....		

SECTION B: EFFICIENCY, CONVENIENCE AND RELIABILITY					
B1					
ASK ALL: On a weekly basis, how often do you use the scholar transport bus to get to school? READ OUT. SMO					
5	4	3	2	1	
Five times per week	Four times per week	Three times per week	Two times per week	Once a week	
B2					
ASK IF CODE 2 – 5 IN B1: Why don't you use the scholar transport bus every day of the week? OPEN ENDED. PROBE FULLY					
.....					
B3					
ASK ALL: Which of the following statements do you agree or disagree with? READ OUT. SMO					
	strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
e) You are very familiar with the pick-up and drop-off times	1	2	3	4	5

f) You are very familiar with the pick-up and drop-off points	1	2	3	4	5
---------------------------------------------------------------	---	---	---	---	---

B4

c) **ASK ALL:** Thinking about the time the bus arrives at your pick-up point in the morning, which of the following statements is applicable? **READ OUT. SMO**

d) **ASK ALL:** Thinking about the time the bus arrives at your pick-up point in the afternoon after school, which of the following statements is applicable? **READ OUT. SMO**

RANDOMISE THE STATEMENTS	(a)	(b)
The bus always arrives on time	1	1
The bus is sometimes late	2	2
The bus is always late	3	3
Sometimes the bus doesn't come to the pick-up point	4	4

B5

ASK ALL: On an ordinary school day, at what time do you leave home in the morning to go to the scholar bus pick-up point?
OPEN ENDED. CAPTURE TIME

.....	CONTINUE
-------	-----------------

B6

e) **ASK ALL:** In the morning, who do you walk with to the pick-up point? **DO NOT READ OUT. MMP**

Alone	1	CONTINUE
With other school children	2	
With my father	3	
With my mother	4	
With my uncle	5	
With my auntie	6	
With my sibling	7	
With my grandparent	8	
Other (specify)	

B7

f) **ASK ALL:** Walking from your home, how long does it take you to reach the pick-up point? **READ OUT. SMO**

g) **ASK ALL:** How long do you have to wait for the scholar bus at the pick-up point in the morning? **READ OUT. SMO**

h) **ASK ALL:** When the bus picks you up from the pick-up point in the morning, how long does it take you to get to school?
READ OUT. SMO

	(a)	(b)	(c)	CONTINUE
0 – 10 minutes	1	1	1	
11 – 20 minutes	2	2	2	
21 to 30 minutes	3	3	3	
30 to 45 minutes	4	4	4	

More than 45 minutes	5	5	5		
Not sure	6	6	6		

B8

ASK ALL: What time does the bus usually get to school in the morning? **READ OUT. SMO**

Before school starts	1	CONTINUE
Exactly on time for school	2	
Sometimes just after school has started	3	
Always late after school has started	4	

B9

ASK ALL: Thinking about where the bus usually drops you off in the morning, how often does the bus drop you... **[READ STATEMENT]....? READ OUT. SMO**

RANDOMISE THE STATEMENTS	Always	Very often	Sometimes	Rarely	Never
e) At the designated drop-off point inside the school	1	2	3	4	5
f) At the designated drop-off point outside the school	1	2	3	4	5
g) At the designated drop-off point close to the school	1	2	3	4	5
h) At the designated drop-off point far away from your school	1	2	3	4	5

B10

ASK ALL: Thinking about where the bus usually picks-up the learners after school, how often does the bus pick you up... **[READ STATEMENT]...? READ OUT. SMO**

RANDOMISE THE STATEMENTS	Always	Very often	Sometimes	Rarely	Never
e) At the designated pick-up point inside the school	1	2	3	4	5
f) At the designated pick-up point outside the school	1	2	3	4	5
g) At the designated pick-up point close to the school	1	2	3	4	5
h) At the designated pick-up point far away from school	1	2	3	4	5

B11

ASK ALL: On an ordinary school day, at what time does school end? **CAPTURE THE TIME**

.....	CONTINUE
-------	-----------------

B12

c) **ASK ALL:** After school, how long does it take you to walk from your class to the pick-up point? **READ OUT. SMO**
d) **ASK ALL:** How long do you have to wait for the bus at the pick-up point after school? **READ OUT. SMO**
ASK ALL: When the bus picks you up from the pick-up point after school, how long does it take you to get home? **READ OUT. SMO**

	(a)	(b)	(c)	CONTINUE
0 – 10 minutes	1	1	1	

11 – 20 minutes	2	2	2	
21 to 30 minutes	3	3	3	
30 to 45 minutes	4	4	4	
More than 45 minutes	5	5	5	
Not sure	6	6	6	

B13

- c) **ASK ALL:** On your way to school in the morning, which other people does the scholar bus driver pick-up on your route? **DO NOT READ OUT. MMP**
- d) **ASK ALL:** On your way home after school, which other people does the scholar bus driver pick-up on your route home? **DO NOT READ OUT. MMP**

	(a)	(b)
Learners from your school	1	1
Learners from other schools	2	2
Teachers	3	3
Other members of the community	4	4
Other (specify)

SECTION C: SAFETY AND COMFORTABLE SEATING

C1

ASK ALL: Thinking about your journey to school in the morning, how safe do you feel when you ... **[READ STATEMENT]? READ OUT. SMO**

RANDOMISE THE STATEMENTS	You always feel safe	You sometimes feel safe	You never feel safe
Walk alone to the pick-up point	1	2	3
Walk with other school learners to the pick-up point	1	2	3
Walk with your parents or other family members to the pick-up point	1	2	3
Are waiting for the bus at the pick-up point	1	2	3
Are riding on the bus to school	1	2	3

C2

ASK ALL: On your way home after school has ended, how safe do you feel when you... **[READ STATEMENT]? SMO**

RANDOMISE THE STATEMENTS	You always feel safe	You sometimes feel safe	You never feel safe
Walk alone to the pick-up point	1	2	3
Walk with other school learners to the pick-up point	1	2	3
Are waiting for the transport at the pick-up point	1	2	3

Are riding on the bus home	1	2	3	
Get off the bus at the drop-off point				
C3				
ASK ALL: After school, who do you walk with from the drop-off point to your home? DO NOT READ OUT. MMP				
Alone	1	CONTINUE		
With other school children	2			
With my father	3			
With my mother	4			
With my uncle	5			
With my auntie	6			
With my sibling	7			
With my grandparent	8			
Other (specify)			
ASK IF CODE 2 – 8 IN C3: Do you always find your [PERSON THEY WALK WITH IN C3] ... waiting for you at the drop-off point?				
Yes	1	CONTINUE		
No	2			
C4				
ASK ALL: Do you always use the same bus? SMO				
Yes	1	GO TO C5		
No	2	GO TO C4		
C5				
ASK IF CODE 2 IN C3: Why do you use different buses? OPEN ENDED. PROBE FULLY				
.....				
C6				
ASK ALL: Which of the following statements do you think applies to you based on how you feel about the speed at which the bus is driven? READ OUT. SMO				
1	2	3	4	5
The speed is too high	The speed is high	The speed is comfortable	The speed is low	The speed is too low
C7				
ASK ALL: Are you aware of any learners with special needs who use your school bus? SMO				
Yes	1	CONTINUE		

No	2				
Not sure / Don't know	3				
C8					
ASK ALL: Thinking about the bus that you use most often, which of the following statements do you agree or disagree with? READ OUT. SMO					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The bus is still in a good condition	1	2	3	4	5
The bus is always clean and neat	1	2	3	4	5
There are enough seats for all the learners on the bus	1	2	3	4	5
The bus always uses the same route in the morning on our way to school	1	2	3	4	5
The bus always uses the same route on our way home after school	1	2	3	4	5
The bus driver is always friendly	1	2	3	4	5
The bus driver is professional	1	2	3	4	5
The bus is customised to make it suitable for learners with special needs	1	2	3	4	5
C9					
c) ASK ALL: Finally, what do you like about the scholar bus that you use? OPEN ENDED. PROBE FULLY. d) ASK ALL: What do you dislike about the scholar bus that you use? OPEN ENDED. PROBE FULLY.					
(a)			(b)		
.....				

THANK RESPONDENT FOR TAKING PART IN THE SURVEY

-END-



Thank You



public works,
roads & transport
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA