Pilot Evaluation Plan
Evaluating Institution: NatCen Social Research
Principal investigator: Lydia Marshall
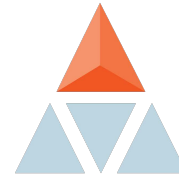
PROJECT TITLE	National Online Tuition Pilot
DEVELOPER (INSTITUTION)	Action Tutoring MyTutor The Access Project Tutor Trust
EVALUATOR (INSTITUTION)	NatCen Social Research
PRINCIPAL INVESTIGATOR(S)	Lydia Marshall
STUDY PLAN AUTHOR(S)	Lydia Marshall, Jonah Bury, Robert Wishart
PUPIL AGE RANGE AND KEY STAGE	Age 9 - 18 Key Stage 2 – Key Stage 5
NUMBER OF SCHOOLS/ SETTINGS	70 schools
NUMBER OF PUPILS	c. 1600

Study plan version history

VERSION	DATE	REASON FOR REVISION
1.0	05.06.20	*N/A*

Intervention

As in countries across the world[1], education in the UK has been severely disrupted by the Covid-2019 outbreak. While schools have remained open for the children of key workers and other specific groups, the majority of learners have not attended school since the end of March 2020 and will not return until at least September 2020. Many will also be experiencing other disruption in their lives as a result of the outbreak, for instance through bereavement, anxiety or lost income in their households.

While policy makers, schools, parents and even celebrities have made various efforts to support children's learning while they are at home, it is widely accepted that the school 'closures' – as well as other impacts of the outbreak – will have a negative impact on learning. There is concern both about the general impact on all children's learning, and about the disproportionate impact on learners from already disadvantaged groups. Economically disadvantaged learners are likely to have less access to remote learning opportunities (for example because of a lack of technological equipment or internet access) and are more likely to be experiencing other negative impacts of the outbreak. A rapid evidence review for the Education Endowment Foundation (EEF) has estimated that the school closures could reverse a decade's progress made in closing the attainment gap between disadvantaged children and their peers[2].

Targeted tuition has the potential to ameliorate these negative impacts. The EEF estimates that one-to-one tuition can boost learning by the equivalent of five additional months' progress[3]. There is some evidence that tutoring can be particularly beneficial for disadvantaged learners[4]. In addition, tutoring can be targeted at learners expected to fall behind, learners from particular disadvantaged groups and/or learners whose families are least likely to source private tuition. However, there is less evidence about how tuition can be delivered online, and a lot to learn about how tuition might and should work in the context of school closures.

The EEF, Sutton Trust, Impetus and Nesta are funding the national online tuition pilot to support disadvantaged pupils across the summer of 2020 following the Covid-19 school closures. The pilot will involve four established tutoring organisations providing online tuition to around 1,600 pupils as schools begin to reopen for more pupils. Table 1 summarises key features of the four programmes. Further information on the four programmes is provided below.

Table 1 Summary of the four tutoring programmes

	Action Tutoring	MyTutor	The Access Project	Tutor Trust
Year groups	Y6 & Y10	Y10/11	Y10/11 & Y12/13	Y5-Y11
Subjects	English & Maths	English, Maths & Science	English, Maths & Science	English, Maths & Science
Tutors	Trained volunteers	Trained uni students	Trained volunteers	Trained uni students
Previous mode	Face-to-face	Online	Face-to-face & online	Face-to-face
Number of schools/pupils	6 schools 86 pupils	20 schools 1000 pupils	34 schools 483 pupils	10 schools 90 pupils
Duration/ dosage	4-5 weekly sessions 1hr per session	16 weekly sessions 55min per session	Weekly sessions 1hr per session	12 sessions per subject 1hr per session
Tutor:learner ratio	1:1 initially, could increase to 1:2-3	1:1	1:1	1:1 initially, could increase to 1:2-3

[1] UNESCO (2020) School closures caused by Coronavirus (Covid-19) Paris: UNESCO
[2] EEF (2020) Impact of school closures on the attainment gap: Rapid Evidence Assessment London: EEF.
[3] EEF (2020) Teaching and Learning Toolkit London: EEF.
[4] see for example Torgeson et al. (2018) Tutor Trust: Affordable Primary Tuition. Evaluation report London: EEF.

Action Tutoring supports young people facing socio-economic disadvantage to achieve a meaningful level of academic attainment, with a view to enabling them to progress in education, employment or training. They do this by recruiting high-quality volunteer tutors, with at least a B at A level in the subject they wish to tutor, to work with pupils to increase their subject knowledge, confidence and study skills.

Sessions run before, during or after the school day with an Action Tutoring staff member to oversee the delivery and enable the development of tutors. Action Tutoring have produced a portfolio of ten carefully structured workbooks, designed by curriculum specialists, that include activities intended to be effective in a tutoring environment. Tutor workbooks, which mirror the pupil workbooks, contain guidance on how to explain topics and common misconceptions. All pupils sit an initial baseline assessment before they begin their tutoring which is used to identify the subject areas where they need the most support, and complete a progress assessment half way through their programme to help tailor their support in the remaining sessions.

The Access Project (TAP) supports students from disadvantaged backgrounds to access top universities through a unique combination of personalised tuition and in-school mentoring. TAP works with them to make good applications, get the grades and transition to university.

TAP trains volunteers who have an A-Level or a degree in their specialist subject. Tutors work with their students for an hour a week. Schools allow TAP staff – University Access Officers – to work alongside theirs, focusing on boosting attainment. These University Access Officers help students with revision skills, university applications and building their self-belief.

The Tutor Trust was created in 2011 and is a registered charity that tackles educational inequality in a unique way. The Tutor Trust's mission is to 'transform lives through tutoring' by making sure every child in Years 5-11 who needs some additional academic support can access a great tutor.

The charity recruits and trains bright university students as tutors in the core subjects of Maths, English and Science and places them in state schools. Tutors are paid competitive rates to ensure that beneficiaries receive a professional service that boosts their attainment and aspirations. Only a third of applicants make it through the rigorous tutor selection process, which ensures that Tutor Trust tutors are academically able and inspiring role models to their tutees.

MyTutor is an online tutoring platform set up to provide affordable, high-quality tuition to the pupils who most need it. MyTutor's focus is on transforming lives by helping pupils to hit their target grades and unlock better future opportunities. They provide one-to-one online tuition from handpicked tutors currently studying at the UK's top universities. As they're relatively close in age to pupils, these tutors can share recent exam experience and offer near-peer support in a safe environment.

Tailored to pupils' individual needs, the tuition sessions are designed to:
●   Accelerate academic progress
●   Reinforce and build on classwork
●   Target specific learning gaps, using school assessment data and input from teachers
●   Allow pupils to go over difficult topics at their own pace
●   Build confidence and aspirations

During sessions, tutors and pupils communicate in real-time through our interactive Online Lesson Space, using live video, microphone and a shared whiteboard. All lessons are recorded, enabling pupils to revisit them for revision.

Research questions

This formative pilot evaluation will evaluate the feasibility of providing online tuition to disadvantaged pupils during the COVID-19 school closures (and possible reopening). Findings will inform ongoing delivery of the four programmes during this pilot and future delivery of online tuition to disadvantaged pupils.

The evaluation will address five research questions:
1. Can online tuition reach a high proportion of disadvantaged learners in the school?
2. Can online tuition improve engagement with education for disadvantaged learners?
3. What contextual factors support successful take-up?
4. Are there particular barriers to take-up and engagement with online tuition and successful approaches to overcoming those barriers?
5. Are there particular features of programmes that show best promise?

Methods

Overview

We have designed a methodology that will:

- meet the dual aims of this pilot evaluation – informing both ongoing delivery of the four programmes during this pilot and future delivery of online tuition to disadvantaged pupils
- be responsive to the dynamic and changing situation around school closures
- minimise respondent burden during the Covid-19 pandemic
- address variability across and within the four tutoring organisations' delivery models

The methodology will include analysis of monitoring information and feedback data collected routinely by the four tutoring organisations and primary research with the strategic leads at the four organisations, tutors, school staff, learners and parents. Figure 1 sets out how these activities will address each of the five research questions set out above.

Figure 1 Evaluation matrix

		RQ1	RQ2	RQ3	RQ4	RQ5
Analysis of routine data	Attendance data	*				*
	Feedback data		*			*
Tutoring organisations	Conference calls			*	*	*
	Interviews			*	*	*
Tutors	Focus groups		*	*	*	*
Schools	Survey	*		*	*	*
	Focus groups		*	*	*	*
Learners and parents	Survey		*	*	*	*
	Focus groups		*	*	*	*

Recruitment

The tutoring organisations recruited schools to take part in the pilot in the Summer term 2020, with the exception of The Access Project, who had already transitioned schools and learners already receiving tuition onto their online platform. Action Tutoring and Tutor Trust recruited schools that they already had some experience of working with to the pilot, whilst MyTutor recruited new schools through a Multi-Academy Trust. These tutoring organisations then asked schools to identify learners to offer the tutoring to. Table 2 summarises the eligibility criteria for schools and learners for each of the four organisations.

Table 2 Eligibility criteria for the four tutoring programmes

	Action Tutoring	MyTutor	The Access Project	Tutor Trust
Eligibility of schools	School has a 'significant proportion' of disadvantaged learners. Other criteria: • adequate IT infrastructure • staffing to coordinate pilot • good relationship with Action Tutoring	Multi-Academy Trust on EEF priority list.	School meets one or more of the following criteria: • 30% of learners on Free School Meals (FSM) • 50% of learners on Pupil Premium (PP) • based in Polar 4 quintile 1 • based in ACORN 4/5 post codes	School has a 'significant proportion' of disadvantaged learners. Other criteria: • good school and learner engagement with Tutor Trust to date
Eligibility of learners	Learner is in receipt of pupil premium and 'underperforming'.	Learner is in receipt of pupil premium and meets of the following criteria: • underperforming • identified as disengaged during COVID-19 school closures	Learner has a minimum target grade of B and meets one or of the following criteria: • in receipt of pupil premium • eligible for free school meals • in care • a care leaver • resides in Quintile 1 Polar 4 or 4/5 ACORN post codes	80% of pupils within the school need to be in receipt of pupil premium or in care.

The tutoring organisations will provide all tutors, schools and learners (plus parents of Key Stage 2 and 3 learners) with information letters informing them of the evaluation and what it involves and linking to the project privacy notice. Learners and parents will have the right to object to their (child's) attendance data and feedback being shared with NatCen and used in the evaluation.

All participating schools will sign an Evaluation Agreement which explains in detail what their participation in the pilot evaluation will involve. In signing the agreement, schools agree to the tutoring organisations sharing monitoring and feedback data with NatCen for the purposes of the evaluation and to completing a fortnightly survey (see below).

Individuals at the tutoring organisations, tutors, school staff, learners and parents will be invited to take part in surveys, interviews and focus groups by email. The emails will include detailed information about what the activity will involve, as well as a link to more information about the evaluation and the privacy notice. For tutors, school staff, learners and parents this email will be sent via their tutoring organisation. Participation in these activities will be voluntary, and individuals will opt-in by clicking on a survey link or by contacting NatCen directly to say that they wish to take part in qualitative activities. Learners and parents who take part in the focus groups will be offered a £20 voucher as a thank you for their time.

Analysis of routine data

We will analyse ***attendance data*** collected by the four tutoring organisations on a fortnightly basis to assess the reach of the pilot and understand delivery. This will primarily involve analysing monitoring data collected from the digital platforms used to deliver the online tuition. Some tutoring organisations may collect information attendance in a more manual fashion, such as asking tutors to submit registers. We will work with organisations during the project inception phase to agree templates for data collection and sharing, but at a minimum will require all four to provide a small number of consistent variables – the number of and duration of sessions delivered to what number of learners each week.

We will also analyse ***feedback data*** that the four tutoring organisations collect from learners and schools. Depending on the data being collected, this will allow us to assess the acceptability of the interventions, factors supporting and hindering uptake and perceived impacts on (engagement with) learning. We understand that the different tutoring organisations will be gathering various forms of feedback and with very different levels of regularity and will review any data available on a fortnightly basis. As discussed later in this plan, this feedback data will be supplemented by primary research with learners that will be more comparable across the four programmes.

Research with tutoring organisations

The four tutoring organisations will be the first participant group for our primary research, as well as the primary audience for evaluation findings.

Central to the evaluation design will be fortnightly ***conference calls*** bringing together representatives from all four organisations. In these calls, we will gather qualitative data from participants on barriers and enablers to effective delivery and successful approaches to overcoming any barriers and challenges. We expect that the representatives of the four organisations will feed in both their own experiences and insights that they have gathered from tutors, schools and learners.

As well as gathering this qualitative data, we will use the conference calls to disseminate findings from our research activities with other stakeholder groups on a fortnightly basis and to facilitate peer-to-peer learning and collective problem solving. We will encourage the four tutoring organsations to work together to share and formulate solutions to any problems arriving in order to inform ongoing delivery of their programmes (during the pilot and beyond).

We will also invite representatives from the four tutoring organisations to take part in two ***qualitative interviews***. The first interviews, taking part in the project inception stage, will be used to:
- map in detail the intended inputs and activities for programme delivery during the pilot
- identify any challenges that the organisation anticipates encountering
- understand the feedback that the organisation would find most useful from the evaluation

The second interviews will be conducted towards the end of the pilot. These interviews will
- establish how the programme was delivered in practice
- understand the reasons for any variation from initial plans
- explore barriers and facilitators to successful delivery of the online tuition
- draw out lessons learnt for delivery of online tutoring beyond COVID-19

These will be individual or paired interviews conducted using video call software. We will ask the lead contact at the organisation (typically the CEO) to identify the individual(s) best placed to take part in these interviews.

Research with tutors

We expect that the four tutoring organisations will be gathering feedback and insights from their tutors and – as detailed above – will discuss these in the fortnightly conference calls.

In addition, we will conduct ***focus groups*** with tutors to understand:

- contextual factors supporting successful delivery
- barriers to engagement
- successful approaches to overcoming any barriers encountered
- perceived impacts on learners' engagement and learning

Where possible, we will schedule these focus groups for mid-way through delivery, so that tutors have enough experience of delivering the intervention to speak to challenges and opportunities, while allowing time for the tutoring organisations to address any issues arising[5]. We will conduct the focus groups online, with two focus groups per organisation, bringing together 3-4 tutors in each. We will recruit participants to achieve a diverse sample in terms of factors relevant to that organisation. For example, this might include ensuring a mix of student and professional volunteers, or a balance of tutors working in primary and secondary schools.

Research with school staff

The main source of data collection from schools will be a short fortnightly online *survey*. This survey will ask five questions to assess the reach of the programme, identify barriers to take up and map any support that schools are giving to facilitate learners' access (for instance loaning out hardware, allowing learners to come into school to take part in the tuition or providing advice and guidance). The four organisations will send out a link to the survey to the lead member of staff at all of their pilot schools every two weeks for the duration of delivery.

We will also conduct a small number of online *focus groups* with these school leads, to gather qualitative insights into:
- barriers to take up and engagement
- successful approaches to overcoming these barriers
- factors supporting successful delivery (support offered by the school and factors at home)
- perceived impacts on learner engagement

We will conduct two focus groups per tutoring organisation at the end of the Summer term[6], bringing together leads from 3-4 schools in each. We will recruit participants to achieve a diverse sample in terms of factors relevant to that organisation. For example, this might include ensuring a mix of leads from primary and secondary schools.

Research with learners and parents

We will also conduct online *focus groups* mid-way through delivery[7] with learners and parents to gather their perspectives on:
- barriers to take up and engagement
- contextual factors supporting participation
- perceived impacts on engagement and learning
- recommendations for improvements to the online tuition

We will conduct two focus groups per tutoring organisation, bringing together three or four learners from the same school in each. We will recruit learners from Years 5-6 and Years 10-11 as these are the common year groups across the four organisations, and represent important transitional stages. The focus groups will differ for the two age groups. For Years 5-6, the focus groups will involve a half-hour discussion with parents (including gathering parental consent) followed by a half-hour discussion with the learners themselves. For Years 10-11, we will only speak to the learners themselves.

---

[5] The timeline for the pilot means that, for programmes only running until the end of the 2019/20 academic year, the focus groups will take place towards the end of delivery. This means that some organisations will have less opportunity to action findings within the course of the pilot. Instead they will inform future delivery of online tuition.

[6] As with the tutor focus groups these will take place towards the end of delivery for shorter programmes, with the same implications for opportunities to act on any findings.

[7] As with the focus groups with other participant groups, these will take place towards the end of delivery for shorter programmes, with the same implications for opportunities to act on any findings.

We will recruit participants for these focus groups with the aim of achieving a diverse sample in terms of factors relevant to their tutoring organisation. For example, this might include ensuring a mix of learners who are accessing the tutoring at home and learners who are going into school to take part.

We will also invite all learners who have received tuition as part of the pilot to complete a short online *survey*. This will gather quantitative data on:

- the acceptability of the tutoring programme
- barriers to take up and engagement
- factors supporting take up and engagement
- perceived impacts on engagement and learning

The tutoring organisations will send the survey to all of their learners at the end of delivery. For some organisations this will mean sending the survey out to all learners at the same point at time, while others will have learners finishing in a staggered manner. We will also ask the organisations to send the survey to any learners who have disengaged with the tutoring (we expect response to be lower among this group).

Data analysis

Quantitative attendance, feedback and survey data will be analysed descriptively using frequencies and correlation or "cross-tab" analysis (given the small number of schools in the pilot). Throughout the pilot, survey findings will be analysed on a fortnightly basis by provider and phase of education (if sample sizes allow). The final published report will synthesise the findings presented in the fortnightly conference calls. The analysis will be presented by provider and phase of education (if sample sizes allow). Data visualisation will be used to illustrate volumes of learners and attendance over the duration of the pilot. Response rates to the school surveys and feedback surveys will be reported.

All analysis will be unweighted and conducted in Stata 16 SE. Analysis syntax will be published in an appendix to the published report.

All qualitative interviews and focus groups data will be digitally recorded with permission from participants. We will use a light-touch version of the "Framework"[8] approach to qualitative data management and analysis to manage the data and carry out within and cross-organisation analysis. Using the themes covered in topic guides and new emerging themes, we will assemble a matrix in which each row represents an individual interview or focus group and each column a theme and any related sub-themes. We will then summarise the interview data in the matrix, including illustrative verbatim quotes where appropriate. Once all interviews and focus group discussions have been coded in this matrix, we will analyse the data. This approach will help us to make conclusions for the pilot as a whole and for the four individual tutoring programmes. We will be able to identify convergence and dissonance between the four programmes, between participant groups and across particular features of programmes.

Our analysis will be ongoing for the duration of the pilot in order to provide formative and summative outputs (see below). Throughout, we will triangulate quantitative and qualitative findings to address the five research questions set out in this evaluation plan.

Outputs

We will produce the following evaluation outputs:

- Fortnightly summaries of emerging findings for tutoring organisations and co-funders
- Presentations of lessons learnt for tutoring organisations, co-funders and other stakeholders
- Final evaluation report for publication

---

[8] Ritchie *et al.* (2013) *Qualitative Research Practice: A Guide for Social Science Students and Researchers* London: Sage

Ethics and registration

This pilot evaluation has been reviewed and approved by the NatCen Research Ethics Committee.

Data protection

Data collected for this evaluation will only be used for research purposes. All data will be stored and handled securely in line with the General Data Protection Regulation (GDPR). Reports and publications will not identify any individuals or schools by name. However, due to the small size of the pilot, some staff at tutoring organisations will be identifiable and schools may be recognisable to those involved in the pilot. We will advise all participants on the limits to confidentiality and anonymity.

Like with all NatCen projects that involve the collection, storage or processing of personal data, this project will have its own data security plan. The plan will detail all data security procedures to be applied, including names of those who have access rights to respondent confidential data, details of third parties (e.g. transcribers) involved in the project and specific requirements for data destruction. The plan will be updated throughout the project via regular monitoring and internal audits. In the unlikely event of a breach to data security procedures, this will be immediately raised as an Information Security incident. Incidents will be automatically flagged and reviewed immediately by Lydia Marshall and other senior staff in the organisation to agree corrective actions. This will include amendments to the data security plan where required to minimise risk of reoccurrence.

NatCen will be the data controller and processor for data collected through primary research with the tutoring organisations, tutors, school staff, learners and parents. We will be a data processor for routine data shared with us by the tutoring organisations for the purposes of the evaluation. The lawful basis for processing data is 'legitimate interest'. We will publish a privacy notice online and circulate it to all concerned parties. All data will be deleted six months after the project ends.

Personnel

Delivery personnel:

<u>Action Tutoring</u>
Jen Fox (Interim London and Impact Director)
Will Hine (Data and Evaluation Manager)

<u>MyTutor</u>
James Grant (Co-Founder)
Dilpreet Bhagrath (Head of Customer Success)
Will Beaton (Head of Operations)

<u>The Access Project</u>
Fay Mahdi (Impact and Strategy Director)
Lucy Ball (Programme Director)

<u>Tutor Trust</u>
Nick Bent (CEO and Co-Founder)
Jenny Muter (Director of Tutor Recruitment & Impact)

Evaluation team at NatCen:

Lydia Marshall (Research Director)	Principal Investigator
Jonah Bury (Senior Researcher)	Day-to-day project manager
Robert Wishart (Research Director)	Lead on analysis of MI, feedback and survey data
Molly Mayer (Researcher)	Qualitative data collection and analysis
Rebekka Hammelsback (Researcher)	Qualitative data collection and analysis
Anysia Nguyen (Researcher Analyst)	Analysis of MI, feedback and survey data
Adam Gilbert (Researcher)	Analysis of MI, feedback and survey data
Daniel Phillips (Head, Evaluation)	Quality assurance and strategic oversight
Ellen Broomé (Head, Children and Families)	Quality assurance and strategic oversight

Risks

As part of our project management system we will develop and maintain a risk register, which will help us to anticipate and communicate risks in a timely way and to set out mitigation strategies. The main risks to this project are detailed in Table 3.

Table 3 Initial risk register

Risk	Likelihood / Impact	Mitigation/Contingency
Feedback loops are not rapid enough to usefully inform delivery	**Likelihood:** Low **Impact:** High	• 'Live' feedback during regular conference calls • Regular feedback via two key channels (conference calls and update circulated by email) • Simple and consistent data collection to allow for efficient analysis • Rapid analysis of qualitative encounters
Feedback does not meet tutoring organisations' (varying) needs	**Likelihood:** Medium **Impact:** High	• Initial interviews to gauge needs and draw on existing expertise • Two-way dialogue during regular conference calls • Feedback to include cross-organisation findings and recommendations specific to particular (sub-groups of) organisations
Participant groups do not engage with the evaluation	**Likelihood:** Low **Impact:** High	• Emphasising value of pilot and findings to all participant groups • Minimising burden by making the most of monitoring information • Minimising burden by keeping all data collection encounters short and offering flexible timings • All communications sent via tutoring organisations • Short and engaging communications with a clear ask
Schools and learners fall out of contact during school holidays	**Likelihood:** Medium **Impact:** Medium	• Explaining requirements of evaluation at outset, including timeline • Building rapport and obtaining appropriate contact details ahead of holidays • Minimising data collection from school staff during holidays (short surveys only)
Routine data does not meet needs of the evaluation	**Likelihood:** Low **Impact:** High	• Agree basic information to be collected across all tutoring organisations (to be built into platforms where possible, or collected manually) • Addition of learner survey as well as analysing routine feedback data
Participants are unwilling to discuss barriers in group discussions	**Likelihood:** Medium **Impact:** Medium	• Tutoring organisations encouraged to work collegiately around shared aims • Learner focus groups to largely focus on specifics internal to intervention • Use of projection techniques to discuss more sensitive barriers • Additional data collection through more confidential avenues
Nature of delivery changes significantly if/when schools reopen	**Likelihood:** Medium **Impact:** Low	• Flexible design to address rapidly changing situation • Evaluation timeline adjusted (if applicable) to reflect delivery • Agree protocols at inception and set out in initial communications to schools • Recognition of multiple demands on school staff time in particular

Timeline

Category	Task	May 04	May 11	May 18	May 25	Jun 01	Jun 08	Jun 15	Jun 22	Jun 29	Jul 06	Jul 13	Jul 20	Jul 27	Aug 03	Aug 10	Aug 17	Aug 24	Aug 31	Sep 07	Sep 14	Sep 21	Sep 28	Oct 05	Oct 12	Oct 19	Oct 26	Nov 02	Nov 09	Nov 16	Nov 23
Evaluation set up																															
Kick-off meetings			X	X	X	X																									
Ethical approval			X	X																											
Delivery																															
Action Tutoring								X	X	X	X	X																			
MyTutor								X	X	X	X	X	X	X	X	X	X	X	X												
The Access Project		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X												
Tutor Trust								X	X	X	X	X	X	X	X	X	X	X	X												
Evaluation data collection																															
Routine data	Attendance								X		X		X			X		X													
Routine data	Feedback								X		X		X			X		X													
Tutoring organisations	Conference calls							X		X		X			X		X			X											
Tutoring organisations	Interviews				X	X											X														
Tutors	Focus groups													X	X																
Schools	Survey								X		X		X																		
Schools	Focus groups											X																			
Learners / parents	Survey												X	X	X	X	X	X													
Learners / parents	Focus groups												X	X																	
Evaluation outputs																															
Emerging findings summaries										X		X		X		X		X		X											
Lessons learnt presentations																							X	X							
Final evaluation report (draft)																												X			