

**The effectiveness of teacher development
workshops as a strategy for OBE/Curriculum 2005
implementation in KwaZulu-Natal : The case of
Mshwathi and Wartburg circuits**

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DECLARATION OF ORIGINALITY

I declare that the whole of this work, unless specifically indicated to the contrary in the text, is my original work.

This work has not been submitted for a degree in any other university.

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ABSTRACT

The implementation of Outcomes Based education in countries such as Australia, New Zealand and American states had problems (Steyn & Wilkinson, 1998). South Africa was no exception during the implementation of OBE in the foundation phase.

Since 1997 the National Department of Education has spent millions of rands on providing training and materials to facilitate the implementation of Curriculum 2005 (C2005) / OBE in the compulsory school phase. Educators who were to implement C2005 the following year had to attend development workshops the previous year. Nevertheless educators have had problems in implementing C 2005. The purpose of this study was to determine the extent to which the training of trainers is effective in training other educators to implement OBE.

A review of the related literature revealed that much research has been done on the implementation of OBE / C2005. General recommendations for the training of educators and for implementation were given. The literature consulted did not, however, address the criteria used for the selection of trainers, how the training programme was implemented and delivered and, neither was the effectiveness of trainers addressed.

The study employed a qualitative approach and data were collected by the use of questionnaires and interviews. Interviews were utilised because they involve direct personal contact with the respondents. A non-scheduled structured interview was conducted since issues to be investigated were determined prior to the interviews. The sites were three schools from different ex Departments of Education in the Umvoti District in the region of Pietermaritzburg in Mshwathi and Wartburg circuits.

The subjects of the study were the educators of grades one to three, foundation phase and the educators of grade seven. All these educators had attended the training workshops. The sample included Subject Advisers, who were involved in the training of the educators and the Superintendents of Education Management (SEMs).

The study revealed that the workshops were not effective as a cascading model towards the implementation of C2005 / OBE. Information was diluted along the way and the facilitators were not fully prepared for their roles. The methods used in the training workshops were not relevant to the different contexts of implementation. The study also revealed that educators, the implementers of C2005 / OBE lacked support from the different stakeholders.

The recommendation is that authorities take into account different contexts of implementation and different levels of professional development of educators, so that training methods used are relevant to the participants. It is also recommended that support is offered from all stakeholders.

DEDICATION

This work is dedicated to my family, my husband Mlamuli and children Bongeka, Mondli and Lungisani for their support and encouragement they constantly offered.

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LIST OF ABBREVIATIONS USED

CEPD	-	Centre for Education Policy Development
COLTS	-	Culture of Learning and Teaching Services
GEAR		Growth Employment and Redistribution Programme
MIET	-	Media in Education Trust
NECC	-	National Education Co-ordinating Committee
NGO	-	Non - Government Organisation
NQF	-	National Qualifications Framework
OBE	-	Outcomes Based Education
PEI	-	Presidential Education Initiative
RDP	-	Reconstruction and Development Programme
READ	-	Read Education Trust
R and R	-	Rationalisation and Redeployment
SACE	-	South African Council for Educators
SADTU	-	South African Democratic Teachers' Union
SASA	-	South African Schools Act
SAQA	-	South African Qualifications Authority
SGB	-	School Governing Body
SMT	-	School Management Team
SRN	-	Schools Register of Needs

Chapter 1

BACKGROUND TO THE RESEARCH PROBLEM

1.1 INTRODUCTION

Since 1994 South Africa has seen new legislation and policies that address many spheres of life. Education transformation has been driven by the need to increase access, promote democratic governance, achieve redress and ensure equity, efficiency and quality. These goals are seen as targets that give substance to the notion of transformation of the education system.

Apartheid education failed learners in many different ways. With the advent of political transformation in the 1990s, South Africa emerged from decades of oppressive policies of segregation and apartheid, which had seen access to education, skills and jobs allocated according to racial criteria. The post apartheid government was faced by challenges to eradicate poverty, create jobs and develop human resources. To address these challenges, a change of the education system was imperative in order to meet the social and economic needs of South Africa.

The period 1994 to 2000 was characterised by a policy process that sought to address multiple concerns. These include the process of transformation, diversity management and organisational change. New education policies must be seen against a historical background. To understand educational policy developments in South Africa, it is necessary to understand the context in which the making of educational policy was conditional and constrained by the outcomes of negotiations between the then ruling National Party and opposition groups (Sayed, 2001).

This chapter gives a brief outline of the historical background of South Africa prior to the introduction of Curriculum 2005 (C2005) and the attempts at developing policy to usher in the vision of a new kind of society.

1.2 HISTORICAL BACKGROUND

The historical background of South Africa prior to the introduction of C2005 is discussed with the focus on political, social and educational change. Some issues overlap.

1.2.1 Political change

Particularly since 1948, education in South Africa had been used to divide and control, to protect white privilege and power: socially, economically and politically (Hofmeyer and Buckland, 1992:21). The apartheid state managed a centralised policy system, which was variously described as racist, euro centred, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory (Jansen, 1999:4).

It is of importance to understand that this curriculum system had core curricula which had been devised for all schools based on a school subjects approach. These curricula were introduced into schools with vastly different resource environments. Accordingly these curricula produced vastly different outcomes in these different race-based resource contexts. Numerous oppositional attempts were made to introduce “alternative curricula” but they were muted. Amongst these was the People’s Education which was education that enabled the oppressed to understand the evils of apartheid and prepared them for participation in a non-racial, democratic system.

The curriculum of the apartheid state continued to be dominant and exclusive medium for education in the school sector.

The year 1990 was of significance as a critical turning point in the curriculum debates inside South Africa. Its significance arose from the changes in the political landscape both inside South Africa and in the Southern African region. In South Africa there were political and economic pressures from the liberation movements and the international community whereby the apartheid state was coerced into releasing the political prisoners (including Nelson Rolihlahla Mandela) and the unbanning of political organisations. This was followed by a national, non racial election of 1994 which resulted in the emergence of South Africa's first democratic state. In 1994 the apartheid regime was officially abolished, culminating in the abolition of the old segregated education system.

1.2.2 Educational reform

As mentioned in the context of political change, the thrust of post apartheid in the field of education revolved around the principles of equity, equality and redress, with a view to providing quality education. A policy of equity and redress required resolute intervention in the different levels of working and social life of South Africa to rectify the consequences of past discrimination.

According to Dowling, (1999) such a policy was required in order to enable people who were historically disadvantaged to compete on a par with their more privileged colleagues. Equity and redress therefore is more than merely providing equal opportunities. Dowling, (1999) defines equity and redress as an intervention aimed at getting rid of the historical deficits completely, which implies that equity and redress must be a temporary intervention that has to disappear as soon as the objective of abolishing the deficits has been accomplished.

Policy developments in the immediate post apartheid years were mainly symbolic in nature (Jansen 1999), but they marked an important departure from the preceding authoritarian and racist outlook. These policies were developed following important events of the eighties. In the mid 1980s popular forces opposed to apartheid policies had mobilised to protest and demand change. In 1985 this led to the formation of the National Education Co-ordinating Committee (NECC), which was a nominal alliance of progressive education and labour stakeholders. The NECC initiated the National Education Policy Investigation (NEPI) to develop education 'policy options' for the broad democratic movement in effect the African National Congress (ANC) and its allies. What NEPI did was to provide a broad values framework for thinking about democratic education policy after apartheid.

Before the democratic elections of 1994, recognition of the need for curriculum change led to a number of initiatives such as the Educational Renewal Strategy (ERS). Proposals for the transformation of education and training in South Africa first emerged during the civil society policy activities that led up to the 1994 elections. During this period of intense debate within and between ANC, COSATU, private sector groups and community groups, an education agenda was drawn up borrowing explicitly from a range of international experience to meet the joint goals of equity and social and economic development (Christie et al, 1997).

The private sector, on the other hand initiated the Private Sector Education Council (PRISEC), which, predictably placed within the public debate a series of proposals calling for more vocational and entrepreneurial education rather than formal academic education, given the demands of economy. The same ideas were expressed in the Education Policy and Systems Change Unit (EDUPOL) of the Urban Foundation. A number of businesses and corporations placed on the public agenda a prominent role for business in education reform and also outlined a key set of

operational areas for state attention in the future, two such areas being educational governance and teacher education. The most important curriculum actor at the time was the National Training Board (NTB) where the roots of what later came to be called outcomes-based education emanated. The early NTB lost legitimacy among the unions, given its failure to consult. The later NTB secured the full participation and leadership of COSATU and produced one of the most significant policy documents of the time, the National Training Strategy (NTSI) which provided the foundation of curriculum and assessment thinking within South Africa. Jansen (1999:5).

While the primary focus of this strategy was on labour and the training sector, its proposals for an integrated approach to education and training bound the education sector including schools, into this framework of thinking. More radical calls for the integration of education and training were being made by large employers, concerned at the inadequate “output” of schools which were held to be responsible for the low productivity of workers.

The private sector pressure group PRISEC argued for the portability of credits across the binary divide in higher education, explicitly accepting a notion of articulation if not integration. (Mahomed, 1996: 25-27).

Pressure to integrate education and training indicated a need for radical change. It seems to have been realised by the current government that the economic upliftment of this country had been and was still being crippled by a lack of competent socio-economic knowledge and development.

It also became apparent that incompetent workers were the products of Christian National Education (CNE). The assumption by the state was that by changing CNE and introducing skill based Outcomes Based Education (OBE), the level of

competence would be addressed.

The introduction of skills and knowledge-based programmes is what De Clercq defines as... “a shift from a system that differentiates and socialises students for rigid hierarchal division of labour of modern industrial societies, to a system producing high ability to solve problems, think critically and apply new skills and techniques to different situations.” (De Clercq ,1997:156).

To initiate this radical change, South Africa had to consider variables or agents of change which determine whether a change programme is initiated or not. According to Fullan, (1993) there are eight such variables only two of which were appropriate to the South African context. These are external and internal change agents which are elaborated below.

1.2.2.1 External change agents

South Africa had not been competing globally, it had been in isolation. Sanctions were applied against South Africa because of its apartheid system. After the lifting of sanctions it became clear that South Africa did not exist in isolation of the rest of the world and in order for “a country to be internationally competitive, its education and training system should be compatible with those in the rest of the world” (Bhengu in NQF Supplement, 1997:1).

Therefore in education, as in other sectors, a comprehensive array of education policies and legislation was enacted to ensure that education met the political, social and economic challenges of the present times. This is also stated by Chisholm (1997) who makes the point that education policies showed remarkable congruence with international trends and constituted a global language about education. She states that policies like elsewhere in the global village in South Africa show:

... Commitment to poverty alleviation, education for lifelong learning and the integration of formal and non-formal education (that) is mixed with the need for educational development to support economic growth (human capital theory), choice, community responsibility, flexibility, relevance, cost sharing” Chisholm et al. 1997:50).

The adoption of new policies in South Africa did simplistically mimic developments elsewhere in the new world, new policies addressed the challenges of the present times. The Government of National Unity (GNU) had to address the needs of people in order to ensure commitment and productivity that would in turn stimulate economic growth. This became the basis of the Reconstruction and Development Programme (RDP).

The RDP was underpinned by the assumption that investment in education was a necessary condition for sustained capital accumulation and a solution to the crisis of apartheid (Education, 2000 +, 2000:17). The need for the integration of education and training was further raised in order to put in place structures to deliver RDP. The argument for the integration of education and training was made in the following terms:

The fragmented, unequal and undemocratic nature of the education and training system has profound effects on the development of the economy and society. It results in the destruction, distortion or neglect of the human potential of our country, with devastating consequences for social and economic development..... We must develop an integrated of education and training that provides equal opportunities to all irrespective of race, colour, sex, class, language, age, geographical location, political or other opinion. It must address the development of knowledge and skills that can be used to

produce high-quality goods and services in such a way to enable us to develop our cultures, our society and our economy” (African National Congress, 1994: 58-60).

This was quoted at length because it explicitly shows that for South Africa to compete globally, education must produce learners with knowledge and skills, learners who would be critical thinkers and have the ability to create jobs. This became even more significant in 1996 when the Government of National unity shifted its vision from that expressed through the RDP to a different formulation in terms of growth, employment and redistribution (GEAR). This formulation had its emphasis on securing capitalist growth as a precondition for redistribution. One of the main assumptions underpinning GEAR was that the economy would grow at a rapid pace, but this did not materialise. In the absence of economic growth, service delivery currently proceeds at a slow pace, thus the ability of GEAR to unleash a rapid improvement in education provision.

According to Blakemore (1992 cited in Dawn 2002) globalisation causes considerable change in national economies and national labour markets. Consequently, it has become more difficult for the human capital acquired in education to be appropriate in the labour market. Dawn (2002) continues that at the micro level there is now a great deal of uncertainty as to the actual labour market requirement for technical skills, both on the part of the employee and employer. It is therefore apparent that “employability” is probably the only requirement that can be fulfilled. The rapid changes of labour market requirements have contributed to the drive for lifelong learning.

In a demonstration of response to globalisation, South Africa has adopted two key education strategies developed globally by countries intent on stimulating their own economic growth in a global economy characterised by intensified competition.

Firstly, the integration of education and training is manifested in the National Qualifications Framework (NQF). Secondly the technogising of teaching and learning in a way that attempts to insert order and predictability in an uncertain and changing world relies on an outcomes based education system embodied in Curriculum 2005 (C2005) (Mattson and Harley, 1999). According to Christie, (1997) cited in Mattson and Harley, (1999) in addition to meeting the local needs of the local context, the NQF and C2005 represent a strong thrust directed at the development of a more skilled, adaptable and flexible workforce.

According to Professor Sibusiso Bhengu in the foreword to C2005 (1997:1), the new curriculum would effect a shift from a content - based curriculum to the one that is based on outcomes. The curriculum would incorporate a view of learning which rejects a

rigid division between academic and applied knowledge, theory and practice, and knowledge and skills. It will also foster learning which encompass culture of culture rights, multilingualism and multiculturalism and sensitivity to the values of reconciliation and nation building” (NDE, 1997:1).

The implication of this transformation was that the model of teaching and learning and teaching would focus on outcomes based education system. Qualifications would be described in terms of the outcomes of learning which include the particular combinations of applied competences that must be achieved by the learner.

1.2.2.2 Internal change agents

Numerous concerns were raised about the new curriculum, but the greatest concern of South African institutions of higher learning which were involved in the process of transformation were the maintenance of quality standards in both academic staff and

students as most higher educational institutions experience tensions between growth and diversity on the one hand and maintaining quality education on the other.

The compartmentalisation of education and training, the absence of norms and standards for education and training and the lack of international recognition of South African qualifications led to the establishment of South African Qualifications Authority (SAQA) in 1995. SAQA was intended to monitor the quality of education and training at all levels. SAQA was also demanding that all learners should be encouraged to become critical and creative thinkers. This in turn implied that educators had to adopt a critical and creative approach to teaching.

Teacher education in the past had not concentrated on a form of education which adopted a critical and creative approach. The introduction of the new education policy required teachers to change their attitudes, values and their roles. Teachers therefore had to be educated about this new curriculum. Educating teachers would enable them to re-interpret their role as educators and facilitators. The new “facilitator” had to give up the symbolic as well as physical space within which she occupied at the centre of the classroom as “presenter”. The soft hearted facilitator had to simultaneously give up that other instrument of control : corporal punishment. Jonathan D Jansen (2001). Educators therefore needed to identify themselves with the new images and identities as defined by the new policy.

The critical cross-field outcomes, which underpin OBE at all levels of NQF cannot be achieved by learners if the educators are not well educated about policy requirements. The government therefore undertook to train all the educators in the implementation of the new Education Policy. Facilitators were chosen from all the provinces and were trained so that they could go in pilot schools in each of the provinces. Twenty educators from each province made up the training teams.

These provincial representatives consisted of ten people from the foundation phase, one representative from each of the Learning Areas and the heads of In-service Trainings (INSETS). Each province had 30 schools identified as pilot schools where the new curriculum 2005 would be on trial over a six-week period (National Department of Education: 1997:1). Carl (1995:135) states that curriculum “dissemination” comprises the preparation of curriculum utilizers through the distribution ... of information, thoughts and concepts in order to educate them of the envisaged curriculum” Carl (1995) also adds that if dissemination fails, the success of the implementation is at risk.

Knowledge is an elemental, irreducible aspect of teacher empowerment (Fullan, 1993:113). Teachers need the knowledge to empower themselves to pursue their profession with confidence, enthusiasm and authority. They need knowledge of their school community, knowledge of education policy as well as knowledge of the learning areas. Competent educators will breed competent learners.

✓ Fullan (1993) further argues that competence breeds confidence. The implication is that teachers need to be competent in the new curriculum in order to be confident to implement it. It became apparent that there was a great need for In-service Training or workshops. The in-service training or workshops were planned nationally to empower the teachers with the knowledge about the effective dissemination as well as the implementation of Curriculum 2005 (C2005).

Debates around C2005 have been characterized by criticism (most powerfully by Jansen, 1997), C2005 has been rightly accused of jargon and being inaccessible in its discourse. The design of learning programmes, for example, is regarded by educators, implementers of the curriculum, as complex and sophisticated (Jansen1997); Review Committee (200); Govender, 1999). Working with C2005 principles require well prepared teachers who are more likely to be found in

historically white than historically black schools. Review committee 2000? The new curriculum, according to Jansen (1997), is not targeted at conditions in the majority of South African classrooms.

In these circumstances of paradigm shift, the government provided emergency training and materials to ensure that all provinces could start from the same footing, however, in-service work with teachers and schools was minimal and resources totally inadequate. Consequently implementation of C2005 has been highly problematic (Jansen, 1999; Govender, 1999; Hiralaal, 2000; Oakes, 2001; Review Committee, 2000). The problem of implementation is partly due to the poorly planned and over-hasty introduction of C2005 in schools, the rapid change that was on a very large scale.

The key function of the departmental workshops for the teachers was to use workshops as agencies of curriculum change, and was intended “to cause teachers to initiate worthwhile changes in their classroom practices” (Doll cited by Carl, 1995). Having attended the workshops, teachers had to implement C2005, but they had problems in implementation (Jansen, 1997; Govender, 1999; Hiralaal, 2000; Oakes, 2001; Review Committee, 2000). It is apparent that there is a need for effective dissemination of information for successful implementation of C2005. The present study was undertaken to determine the effect of these departmental workshops in typical South African Schools, which are in different contexts.

1.3 STRUCTURE OF DISSERTATION

The following gives the structure of the dissertation of this study, are presented in the form of chapters.

Chapter 1

Chapter one began with a brief outline of the historical background of South Africa prior to the introduction of C2005. Historical background was discussed with the focus on political, social and educational change. The need for intensive training because of the radical nature of change is identified.

Chapter 2

Chapter two entails the literature survey on the implementation of Curriculum 2005. Factors affecting implementation and problems of curriculum reform are discussed.

Chapter 3

In this chapter a layout is given on the steps followed in developing methods and procedures for this research study. These include the statement of research of this study, critical questions and significance of the study. The theoretical framework underpinning the study is presented, the research design elaborated and limitations of the study and validation of the data are documented.

Chapter 4

In chapter four the findings of the study are presented.

Chapter 5

Findings are discussed in chapter five.

Chapter 6

Lastly chapter six presents conclusions pertaining to the study. Recommendations for further study are also made.

CHAPTER 2

CURRICULUM IMPLEMENTATION

2.1 INTRODUCTION

This chapter entails the literature survey on the implementation of Curriculum 2005 (C2005). Factors affecting implementation and problems of curriculum reform are discussed.

2.2 IMPLEMENTATION

In South Africa implementation is currently considered a critical stage of educational reform. According to Fullan (1991), implementation, the second stage in the change process, consists of putting into practice an idea, programme or set of activities and structures new to the people attempting or expecting to change. Fullan continues to state that change may be externally imposed, or voluntarily sought, explicitly defined in detail in advance or developed and adapted incrementally through use, designed to be used uniformly or planned so that users can make modifications according to the needs of the situation.

2.2.1 Categories of factors affecting implementation

Fullan (1991) organises the factors that affect the implementation into three categories: -

- a) The specific nature of the innovation or change project
 - Does it address a significant need?
 - Are the objectives (of the motivation) clear?

- What is the level of difficulty and extent of change required?

b) External factors which press for and facilitate change

- What role do political groups; reform organisations, government bureaucracies and the community play in enabling change to take place?

c) Local characteristics, which affect the degree to which the innovation is supported by its direct participants or stakeholders

- To what extent do teachers, parents and students etc, support change?
(Fullan, 1991: 65).

Factors for successful curriculum implementation are many and varied but fall into one of Fullan's three categories. The Review Committee refers to them as the "critical" factors for curriculum change and implementation. According to the findings of the Review Committee, these "critical" factors have resulted in variability of impact and experience amongst and between schools. The degree to which these factors influence implementation depends on various dynamic forces that provide a vivid, interactive picture of the change process (Ensor, 1999). Fullan's categories will be referred to later in this chapter.

2.2.2 Issues of implementation

Many policy analysts have attributed the poor policy implementation and service delivery in schools to the lack of departmental capacity and resources, which severely limits the national, provincial, district and school performance (De Clercq, 2002).

The teacher's role in the implementation of curriculum 2005 has not been considered critical, but teachers are at the heart of the educational reform implementation.

This is also indicated by O'Sullivan (2002) stating that the teachers' role in the reform process has received little empirical research attention and tends not to be seriously considered by policy makers. According to Rogan (2000), Curriculum 2005 has much to offer in South Africa as long as it is implemented in a realistic manner giving teachers ownership of both content of the curriculum and the process of implementation.

To the researcher, reform implementation, C2005 for this study, and the realities within which teachers work need to be explored.

2.2.3 Impact of teacher training on implementation

Literature reveals that the majority of educators received training. According to the Review Committee (2000), 90 - 98 % of educators received some or other form of training. An evaluation of OBE implementation in Grade 1 conducted in Eastern Cape revealed that 92% of educators had received training. Despite such a high percentage of educators having received training, implementation in schools is problematic. Issues of implementation at local characteristics have not received much attention from researchers on the implementation of C2005.

Kahn and Volmink (1999) reviewed recent trends on teaching and learning in mathematics and science education with the context of lifelong learning development. They were commissioned by the National Centre for Curriculum Research and Development (NCCRD). From the study of international literature, they argue that curriculum reform initiatives are highly contextual and that transfer across country systems is highly problematic. Kruss (1999) who was researching OBE, found that policy was developed at national level with inadequate understanding of local conditions, and that schools mediate policies differently

according to their context. For the present study, the researcher explored some literature from outside South Africa.

2.3 IMPLEMENTATION DIFFICULTY: A VIEW FROM OTHER COUNTRIES

2.3.1 PRE-SERVICE TEACHER TRAINING: A STUDY IN PEOPLE'S REPUBLIC OF CHINA (PRC)

Pre-service is intense training, implementation after pre-service is therefore presumed to be easier. Unlike the in-service training which teachers receive in preparation for the implementation of C2005 and have difficulties in implementation. A study written by Chapman, Chen and Postiglione on the pre-service teacher training in the Peoples' Republic of China (PRC), gives a different view. The purpose of the study was to examine the policy implications of China's investment in teacher training as a mechanism of improving education quality.

The central question is the extent to which teachers who have received greater amounts of pre-service training actually employed different types of instructional practices in ways consistent with generally accepted notions of effective teaching.

Findings reveal that teacher training is remarkably controversial as a strategy for improving teachers' instructional practices. Bruce Fuller, (1987) cited Chapman et al (2000) reviewing 60 multivariate studies of school factors related to student achievement in the developing world, found that pre-service training was positively related to student learning in only 12 of the 26 studies that included amount of teacher training as a variable.

Findings suggest that, relative to the magnitude of the investment, the payoff from pre-service training is very small. This concern is echoed and amplified in a major

World Bank report, cited in the study, in which Marlaine Lockheed and Adrian Verspoor (1990) argue that pre-service teacher training has been largely ineffective in changing the quality of education.

Chapman and Snyder (1992) cited studying the relationship between the amount of pre-service training and teachers' classroom practices in Botswana, found statistically significant and meaningful differences in observed classroom behaviour of teachers who differed in level of pre-service training but not always in the directions anticipated.

Overall, the findings of the PRC study suggest that pre-service teacher training may make a small difference in teachers' subsequent instructional practice. Those differences however do not always suggest that more pre-service training necessarily yields more desirable instructional practices.

2.3.2 A NAMIBIAN CASE STUDY

The study of Reform Implementation and the Realities within which Teachers Work, was conducted by O'Sullivan, (2000). This study focuses on the pivotal role of teachers in the achievement of effective implementation. It discusses the findings of a three year (1995 - 1997) research study in Namibia which suggests that the failure of policy makers to take into account the realities within which teachers work, their 'class roots realities' lead to the development of reforms that were significantly beyond teachers' capacity and consequently did not successfully implement them. The term 'class roots' was borrowed from Hawes and Stephens (1990) who cleverly used it to replace 'grassroots'.

The purpose of the study was to explore, within a framework of teachers' 'class root realities', the reasons for the failure of the teachers participating in the study to

implement reforms. Research question was “What are the barriers to reform implementation?”

The findings of the Namibian study indicate that the attention of planners has focussed almost exclusively on the design of the reforms rather than on the implementation. Implementation is seen as a lower order activity as compared to national planning and evaluation de Clercq (1997). The findings reveal that ‘classrooms realities are not considered by the planners. Havelock and Huberman, 1977; Bishop, 1986; Hawes and Stephens, 1990; Fullan, 1991 are cited in the study supporting that literature is increasingly focussing on the extent to which the numerous educational reforms often fail to achieve their goals: they are rarely effectively implemented. According to O’Sullivan (2000) it is now widely accepted that policy makers need to consider and plan for implementations if reforms are to be successful.

2.3.2.1 Implications of the Namibian Study

The literature abounds with references to the centrality of the influence of the teacher for the success or failure of reforms in both industrialised and developing countries. Gottessman and Jennings, (1994) as cited in the study explain”..... that forgetting that the desired change was to take place in the classroom was responsible for numerous failed reforms in the USA”. The literature in the study highlighted a number of factors at the ‘class roots realities’ level that have implications for implementation (Bishop, 1986; Hawes and Stephen, 1990; Hurst, 1983; Fullan, 1991). These implications were subdivided to ‘Objective reality factors’ which refer mainly to the physical and personal context within which teachers work, and ‘Subjective reality factors’ which are concerned with a teachers emotional and social context, their views and attitudes etc.

Firstly, objective reality factors, according to literature findings a 'typical' classroom in a developing context: a temporary mud / stick classroom, an unqualified teacher who receives very little professional support and very few resources if any (Hawes, 1979; Hawes and Stephens, 1990; Lockheed and Verspoor, 1991). This is prevailing yet numerous projects provide evidence that suggests that implementation failures resulted from not taking inadequate resources and teacher support systems into account.

Havelock and Huberman (1977) are cited highlighting geographical barriers as a significant implementation factor. In their survey among 81 UNESCO - UNDP project directors, geographical / location factors were found to be most serious. Schools with isolated locations tend to have poor communication networks, poor roads an inefficient and infrequent postal service and no telecommunication links. Chelu and Mpulwe (1994) are cited giving one of the reasons for the failure of the SHAPE programme being the difficulty of reaching many rural schools.

Secondly, subjective reality factors (Hawes, 1979), according to Verspoor, (1991) personal factors are also significant. Obligations in teachers' personal lives, which Broadfoot et al, (1987), also cited in the study, term the humanity of teachers may prevent them from investing the time and energy necessary to implement changes.

2.3.3 Relevance to the present study

The findings of the PRC study reveal that pre-service teacher training are valuable and may make a small difference in instructional practice. According to the findings, the differences do not always suggest that more pre-service training necessarily yields more desirable instructional practices. The report of Review Committee (2000) reflects that educators have received 'extensive' training on OBE, (the extensiveness which the researcher is sceptical about) but there are various problems in the

implementation process. Educators received 3 - 5 day training workshops and are expected to yield drastic changes, the PRC study reveals that even a more pre-service teacher training has been largely ineffective in changing quality education. Difficulties are experienced in implementation after pre-service training; it is therefore not surprising that more difficulties are experienced in implementation after INSET.

The small difference in the implementation is in accordance with the findings of the PRC study, but the implementation of OBE/C2005 has an implication of drastic changes which are not in place. The researcher then seeks to find the barriers of implementation at schools. Literature on the studies cited above have indicated that there are numerous barriers to reform implementation, which point to the failure of policy makers to take 'class roots realities' into account.

The studies were conducted outside South Africa, in Namibia, the researcher therefore undertakes an investigation on the 'class roots realities' in South Africa to make informed judgements on the barriers to reform implementation in the Mshwathi and Wartburg Circuits.

2.3.3.1 Conclusion of the findings

Efforts to answer the research question concerning the barriers to reform implementation indicated a number of barriers, all of which pointed to one explanation: the failure of policy makers to take 'class roots realities' into account.

2.4 CONTEXT FOR CHANGE IN SOUTH AFRICA

C2005 was implemented in a context where there was a backlog of historically accumulated inequalities in schools. The School Register of Needs Survey (SRNS)

and the Annual Survey of Schools undertaken by the Department of Education, indicate the inequalities that continue to exist in a largely under - resourced system. Department of Education, (1997) which schools differ from one another is an indisputable fact of life. Woods (1983) writes that school consists of a number of different contexts and situations and people's interpretations have been shown to differ among them. C2005 is currently implemented in South African schools with these differences, which are particularly evident for a variety of reasons, Rogan (2000).

2.4.1 Introduction of many educational reforms

C2005 was implemented simultaneously with many educational reforms and the priorities of which were not clearly stipulated. These included Rationalisation and Redeployment (R&R) 1998 which aimed at redeploying workers to areas of shortage in the public service. Educators were uncertain about their future in the Department of Education, this resulted in low morale.

The Voluntary Severance Package (SVP) 1996 where many experts in education left the Department. Some schools implemented C2005 when they did not have principals or Heads of Departments. This had an impact in the management of change in the school organisations, because some teacher's left in schools lacked skills of management.

2.4.2 Challenges facing educators

In many ways C2005 challenges teachers to question their current teaching practices. Teachers were further confused by the demands made on them. The Norms and Standards for Educators indicate that seven roles applied competencies are proposed for school-based practitioners.

They are:

- **The teacher as learning mediator**
- **The teacher as designer of learning materials**
- **The teacher as leader, administrator and manager**
- **The teacher as scholar, researcher and lifelong learner**
- **The teacher as learning area and phase specialist and lastly**
- **The teacher as involved in the community, citizenship and pastoral care.**
- **The teacher as the interpreter and designer of learning programmes and materials**
- **It is questioned by Jansen (1995) how these demands will impact on teachers' practices and their sense of agency within a developing professionalism, while they interpret, re-interpret and implement policy reform.**

2.4.3 Teacher identities and policy images

Jansen (2001:242) defines policy images as the official projections through various policy texts of what the ideal teacher looks like, and describes teacher identities as the way teachers feel about themselves professionally, emotionally and politically given the conditions of their work. Professionally teacher identity concerns about how teachers understand their capacity to implement a proposed policy.

Teachers are not the same and they work in different schools with different contexts, there is confusion between the policy images and teacher identities because in implementation the "ideal" teacher does not come from the 'ideal context', the conditions of their work (context) determine how they contextualise and implement policy. Teachers are now challenged by these teacher identities and policy images.

2.5 REALITIES WITHIN WHICH TEACHERS WORK IN SA

Successful implementation will ultimately depend on the extent to which planners take 'class root realities' into account. Lockheed and Verspoor, 1991; Henoveld and Craig, (1996) as cited by O'Sullivan (2002) a travel through literature highlighted a number of factors at the 'class root realities' level that have implications for implementation. Sikes, (1992) states that teachers believe that working conditions adversely affect what they do, or more precisely what they are able to do. This is also highlighted by Fullan, (1991:126) writing that under poor conditions can be a "two edged sword, it can aggravate the teacher's problem or it can provide a glimmer of hope" The researcher proposes to use the 'class roots reality' implementation factors as an organising framework within which to explore the realities in which teachers work in SA.

2.5.1 OBJECTIVE REALITIES

2.5.1.1 Infrastructure and equipment

An update of the School Register of Needs Survey (SRNS) conducted by the Department of Education in 2000 makes it possible to track the extent to which backlogs in infrastructure and facilities have been redressed. According to SRNS there has been an improvement in terms of infrastructure in most areas between 1996 and 2000.

The SRNS indicates that the number of schools with telephones increased from 10 814 to 17 268 or from 40% to 64% of the total. Of the schools, however 7210 have cellphones which are owned by staff. Nationally, the number of schools with water increased from 17 366 to 19 331. However 7 405 schools are without water most of which are KwaZulu Natal. Schools with electricity (from all sources) increased by

29% from 11 568 to 14 891. There are still schools without power, most of these are from Eastern Cape, KwaZulu Natal and Limpopo. The number of schools with toilets increased from 23 469 to 24 639. The majority of the remaining schools without toilets are in the Eastern Cape. Out of the schools which have toilets 15.5% were not working. Whereas in 1996, 4 397 schools were in weak or very weak conditions, this number more than doubled to 9 375 in 2000. Most of these are in Eastern Cape (3 299), Limpopo (1 569) and KwaZulu Natal (1 896).

At the launch of the Education Technology in February 2002, Minister Asmal said the department was faced with the challenge of equipping 23 518 schools, 34% of them severely disadvantaged with computers (SRNS 2000).

According to Sikes (1992) cited in Govender (1999), poor conditions carry messages about the value that is placed upon the work teachers do.

Govender, (1999) reports that many teachers believe that if the politicians and administrators valued education they would put more money into improving the conditions, thereby enabling teachers to improve the quality of their teaching.

2.5.1.2 Overage

According to Education (2000), the most notable change is in the composition of enrolment. Since 1991 secondary enrolment has grown by 42% while primary enrolment increased by 10%. The proportion of learners who are over aged is still very high, 12 - 13% of primary level in grade 7 approximately 46% were over aged. In five provinces, nearly four out of every ten secondary learners were over aged.

2.5.1.3 Learner support materials

In view of the extent of the backlogs and the limited amount of finance available for physical infrastructure, buildings and learning materials, it is unlikely that inequalities will persist for a number of years. There are still 760 000 learners who are taught under trees, that is according to provincial education department. Education, 2000. According to Rogan, (2000) physical resources and conditions can confine the best of teachers to the mindless routines of rote memorisation. This is also expressed by Beeby (1976) who notes that a teacher with fifty to eighty children in a small bare room, with no equipment but a blackboard, a piece of chalk and a few miserable dog-eared texts, with not enough pencils and pieces of paper to go around.....can scarcely be expected to encourage the unfolding of personalities and the emergence of creative minds.

2.5.1.4 School enrolment

According to Education 2000, between 1997 and 1999, total school enrolment remained more or less steady at just over 12m learners. While the number of learners at primary schools decreased by 2% over this period (from 8.1m to 7.9m) secondary enrolment increased by 4% (from 3.9m to 4.1m). This suggests that learners are staying in the system for longer which is a welcome development.

2.5.1.5 Gender enrolment

Report by Education 2000 indicates that there continued to be more girls enrolled in schools than boys in 1999, despite the fact that in the early grades boys made up the majority (51-52% of enrolment in grades 1 - 9). In grades 5 - 6 there were roughly the same number of boys and girls but therefore girls started outnumbering boys until boys made 44% of the enrolment in grade 12. While this pattern was very similar to

that reported in 1991 -1996 comparison according to Bot and Shindler, 1997 as cited in the report, there is a slight improvement, indicating somewhat better retention among boys.

2.5.1.6 Out of school population

According to 1996 census among 7 - 18 age group which totalled 10 751 718, 12% (1 270 178 youths) were not studying. The Education for All 2000 Assessment obtained an even higher estimate among 6 - 14 year olds, using a 10% sample from the 1996 census (DoE, 1999). The out of school population is highest in the more rural provinces.

2.5.1.7 Medium of instruction

At primary level the medium of instruction used most often is English, followed by Zulu and Afrikaans. According to Education 2000 , the use of English increased from 33% in 1991 to 42% in 1997 to the detriment of most other South African languages. In 1997, 76% of secondary schools cited English as the most often used medium of instruction, followed by Afrikaans (11%).

Increasing debate is taking place on the medium of instruction in schools as part of a wider debate on the teaching of languages in schools. The consequences of learners being taught to read and write in a second language are usually negative. Apart from a shortage of books, many educators struggled to teach children to read in a second language or multilingual classes (Sunday Times Supplement, 21 February 1999).

2.5.1.8 PEDAGOGICAL CONDITIONS

a) LEARNER : EDUCATOR RATIOS

In 1995, agreement was reached about guideline of learner to educator ratios of 40 to 1 in primary schools and 35 to 1 in secondary schools. These ratios would be phased over in five years. Considerable discrepancies existed between the provinces in terms of educator provision and provinces with majority African enrolment such as Eastern Cape, KwaZulu Natal and Northern Province faced serious shortages. The learner: educator ratios are still quite high in Eastern Cape, KwaZulu Natal and Mpumalanga.

b) LEARNER: CLASSROOM RATIOS

Classroom building has not kept pace with existing backlogs, increasing enrolment or improved learner: educator ratios. As a consequence, some schools have more educators than classrooms and average class sizes remain high (DoE 1999). The Medium Term Expenditure Review is cited noting that in some provinces, only some 70% to 80% of educator time can be properly utilised... Platoonian or double shifting is relatively under - utilised, even as an emergency measure when there is a large excess of educators over classrooms DoE, 1998).

Education 2000 reports that in KwaZulu Natal, the average class size is close to 45, compared to 33 in Gauteng. This calculation takes into account the average educator load, the level of platooning and the extent of educator substitutions. This is also affected by management decisions at school and district level. In North West, overcrowding remains a problem with some classrooms having up to 83 learners (Edu Source data News, no28 / March 2000).

2.5.2 SUBJECTIVE REALITIES

2.5.2.1 Willingness

The Khulisa Management Services report (1993 : 32) on the implementation of C2005 in Gauteng report that data collected, on what people think about C2005, demonstrate that nearly all stakeholders lean towards positive views of C2005, particularly in terms of what the curriculum means for learners and educators. Respondents from ex DET schools believe most of the value of C2005. Hence, at this point, according to Khulisa Management Services report, willingness does not appear to be a measure stumbling block. Educators are willing to implement C2005 but for some other objective reality factors implementation is difficult.

2.5.2.2 Feasibility

The problem of the current implementation of C2005 is that the training is directed at teachers who are expected to change immediately and drastically. Teachers who are willing to change are overwhelmed by the enormity of the task and implementation is not feasible. Rogan (2002). O'Sullivan (2002) concludes that the complexity of the reform must be realistic and feasible for teachers to implement.

2.5.2.3 Relevance

O'Sullivan, (2002) argues that for reforms to be implemented successfully, need to be with teachers capacity and relevant to the realities in which they work. Reforms ought to address teachers' problems or needs - inadequate resources, lack of professional training and so on. According to Rogan, (2000) curriculum implementation needs to be guided by the differing realities of each school.

2.5.2.4 Desirability

According to Rogan, (2000) teachers will only make changes when they themselves are convinced that a change is both necessary and in the best interest of themselves and their learners. Guskey (1986) cited in Rogan, (2000) claims that any change in teachers' beliefs and attitudes and hence practice will most likely come about after they have explored and judged the innovation in their classroom.

2.5.2.5 Conclusion

Literature cited on studies above has indicated that there are various factors affecting policy implementation of C2005 in SA. According to Clercq (2002) many policy analysts have attributed the poor policy implementation and service delivery in schools to the lack of departmental capacity and resources, which severely limits the national, provincial district and school performance.

According to O'Sullivan (2002) the question concerning the barriers to reform implementation indicated a number of barriers all of which pointed to one explanation, the failure of policy makers to take 'class roots realities' into account.

Rogan (2000) suggests that there are some major problems in which C2005 is being implemented, but also that there are solutions to these problems. The essence of these solutions is that schools need to be given ownership of both the curriculum and how it is to be implemented, he continues to say that the curriculum must be indigenous rather than imported, a long term implementation strategy involving a series of smaller steps need to be devised, all of which needs to be developed and researched according to a systematic and long term framework. According to Rogan (2000), it is doubtful if any country has attempted as radical a change in so diverse a situation, with reference to C2005 in South Africa.

This study attempted to investigate the effectiveness of teacher development workshops as a strategy for C2005 implementation in KwaZulu Natal, bearing in mind that if teachers have the capacity and the desire to implement reforms, they are likely to do so, and also taking the 'class roots realities' within teachers work into account.

2.6 FINDING FROM STUDIES DONE IN SA ON IMPLEMENTATION OF C2005

There are numerous findings from the studies done on implementation of C2005. This study will discuss findings on training, support, and willingness of educators to change, top down model, the process being rushed and the context of implementation. Fullan's categories of factors affecting implementation are utilised as a framework to classify the findings.

2.6.1 The process was rushed

In South Africa the DoE needed to rely increasingly on strategic policy implementation because provincial bureaucrats faced serious challenges in implementing the comprehensive educational reforms, with the fragile governance system and lack of financial and human resources and capacities De Clercq (2002: 91). Educational bureaucrats pointed out that the education departments are overwhelmed by severe inherited backlogs but lack policy prioritisation.

The first task according to the Ministerial Task Team report on Education Management Development (DoE, 1996) cited in De Clercq (2002), was to transform the fragmented state bureaucracies reorient their work to development needs of the majority and promote values associated with the anti-apartheid struggle. C2005 with expected drastic changes was implemented in this condition. This rapid,

transformational change is compromised by long-term time constraints like current matric system in place till 2005. There was considerable political pressure for the implementation of C2005 and there was little time for adequate consultation and piloting . The external factors, which press for and facilitate change, as categorised by Fullan (1991) resulted in the rushing of the process of implementation.

2.6.2 Top down model

Curriculum 2005 is a policy, which is top down. The national government developed the policy and the provincial government has policy-making powers, which should not contravene the national legal framework but assist in fulfilling its main responsibility of policy implementation and service delivery (De Clercq, 2002). The provinces were mandated to implement policy and use the cascade model, which was not negotiable (Govender, 1999; Ramhurry, 2002; Waghid, 2001). “C2005 is an essentially top down policy process which is not rooted in the realities of schools or responsive conditions on the ground” Jansen (1995: 246). Jansen argues that this top down approach has resulted in an overemphasis on the products or results of training rather than on training approaches that build on knowledge and strategies that teachers feel have to be successful.

2.6.3 Teachers willing to change

Literature reviewed reflect that teachers are supportive of OBE but historically disadvantaged schools lack the capacity to implement it.(Harber, 2001; Hiralaal, 2000; Le Grange, 2000; Singh, 2000; Vally and Spreen, 1998).

2.6.4 Training was inadequate

Reviews of the implementation of C2005 indicate that the quality of orientation has been weak. Often what was called training was actually orientation Review Committee, (2002). The training itself was in the form of workshops which were mostly short of two-day to five-day duration and this was not adequate for the expected level of change. The cascade approach which follows traditional model in which individual teachers are taken out of their schools for training and returned is often judged as irrelevant to the diverse contexts from which teachers come. As a result the training fails to address the needs of different contexts. The training received was not adequate for the extent of change required by C2005. There is an over reliance on workshops and consultants that respond to quick and ill - conceived beliefs. Evidence suggests that the impact of these projects is less than satisfactory thus far” Ministers Report (2000).

Literature also reveals that poor training made teachers to be uncertain as they were inadequately prepared for successful implementation. (Govender, 1999; Hiralaal, 2000; Oakes, 2001 and Singh, 2000).

The efforts to implement C2005 assume that schools are essentially the same and that teachers are at the same level of profession (and understanding) and therefore will benefit from the same kind of training. The training therefore did not cater for the need of all the educators and did not prepare them adequately to implement C2005. This falls under Fullan’s category of factors which address there specific nature of the innovation or change project.

2.6.5 Support inadequate

Literature viewed show that state support rated as inadequate by 41% teachers in Western Cape (including 63% of teachers in ex DET schools) Schlebusch, (1999). In the same vein Mohamed (2002) and Oakes (2001) mention the lack of support from the Department. However Mohamed mentions that the focus of the department is still on matric. Great deal of department attention is thus focussed on the 'old' system especially when matric has become the yardstick of school effectiveness. According to Faasen (1999) teachers are at different developmental stages, they need peer support and support from master teachers.

There is virtually no ongoing support and development when teachers are back on site after receiving orientation and training at workshops. See Khulisa, 1999; Kumalo, Papo, Mabitla and Jansen, 1999; NCCRD, 2000; CEPD, 2000; Marneweck and Spreen, 1999) cited in Review Committee Report. A single subject adviser for a district in the Northern Province has to attend to 170 schools, a number which normally requires six people. (Sunday Independent, April 16, 2000) Follow up training and support has not been forthcoming although there is evidence that training has improved with time and experience (Report of the Review Committee, 2000).

Fullan's category of factors affecting implementation which focuses on the local characteristics which affect the degree to which the innovation is supported by its direct participants or stakeholders is indeed neglected in the implementation of C2005 in SA.

2.6.6 Context of implementation

After high quality pre-service training, actual practice is governed by context of schools in which teachers work (Ensor, 2001). This is echoed by Harber, (2001) stating that practice of well trained teachers is constrained and governed by the context in which they work.

In the historically disadvantaged schools, recontextualisation is hindered by classroom realities like teacher pupil ratio where a teacher is unable to give individual attention.

Sullivan (2002) suggests that the implementation of reforms will not take place if one or only a few implementation factors are conducive to implementation. According to Sullivan, (2002) successful implementation depends on taking all factors into account.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter a layout is given on the steps followed in developing methods and procedures for this research study. These include the statement of research, critical questions and significance of the study. Theoretical framework underpinning the study will be discussed, the research design will be elaborated on, limitations of the study and validation of the data will be documented. Data will also be analysed.

3.2 STATEMENT OF RESEARCH

Generally, educators are complaining about a lot of information, new terminology and the changes that they are expected to undergo in the implementation of OBE informed C2005. Educators also have a problem in the implementation of the curriculum and they do not know where to go for assistance because the subject advisers who should be monitoring the implementation have their focus on secondary schools.

These problems are experienced by educators irrespective of their qualifications in the grades. These educators have these problems although they did attend orientation workshops. The assumption is that the workshops for the delegates were not successful. The researcher suspects that too much information was given over a short period of time and that the delegates were unable to recontextualise their information in their own schools. The researcher is then prompted to determine whether the assumption is true. The study will also assist the researcher to determine whether giving too much information in the workshop has an effect on the implementation of

the curriculum. with these findings the researcher will determine the effectiveness of the teacher development workshops as a strategy for OBE / C2005 implementation.

The researcher's point of argument is that almost all levels of educators are complaining or have problems with implementation. These include educators who have long experience in the learning area and those who have diplomas in education. The fact that educators have problems in implementing the curriculum although they attended the workshops raises suspicions that either the model, the trainers or the resources are a problem. The training approaches which were used to prepare educators for changes have to be examined. It is for the above reasons that the researcher examines the impact of the cascading model in the communication process. It is suspected that it was not possible for the model to cover all the (required) necessary information within the given period. Typical South African schools are targeted for the study to determine if the context for implementation has an effect on implementation.

Jansen (1997) wrote that in order for OBE to succeed, policy implementation would require massive injections of training and resource support for educators. His attention was to stress the importance of planning and training to avoid problems encountered in the countries like Australia. The researcher suspects that both the conceptualization of the training programme, the cascade model adopted and the time frame have been problematic, hence the complaints from educators on inability to train others to implement C2005. Implementation of C2005 at school level is therefore problematic.

The cascade model began in June 1997 where a group of 20 Junior Primary Subject Advisors from different regions in Kwa-Zulu Natal went to Pretoria, the Capital City of South Africa, for training on OBE. They formed the provincial Core Team, which constituted only one Junior Primary subject advisor from Pietermaritzburg. In

Pietermaritzburg the subject advisor enlisted the services of the Psychological, Guidance and Special Educational Services Department (PGSES) to assist with the training. The training of teachers on OBE/C2005 took the form of in-service workshops, these teachers were trained for one week, and they formed the district task team. In the study these educators are referred to as delegates. These delegates trained educators in their districts, educators who attend these workshops by delegates in turn trained colleagues at their schools. (Interview with the subject advisor from Pietermaritzburg, who is in the Provincial Core Team, 13 October 2000)

Communication is defined by Huebsch (1999) as the effective transmission of a sensible message from one person to another with a view of eliciting positive results. In the 1997, 1998 and 1999 workshops, the delegates were given information about OBE and Curriculum 2005 with the view that they will understand and be able to educate and communicate with their colleagues. The one week workshop therefore attempted to cover all contingencies at the outset. Jansen (1997) argues that training programmes that attempt to be comprehensive and cover all agencies at the outset are bound to miss their mark and also to be less meaningful to the participants. This study attempted to determine if these workshops do not fall into that trap of having missed their mark. For if the workshops have missed the marks, then the delegates would not be able to educate their colleagues.

Huebsch (1999) argues that for information to be transferred, the sender should know before hand what he/she wants to transmit as well as the moment of doing so. Facts and logical conclusions obtained from authentic sources must be presented. This study therefore aimed determining how the implementation of the model, (cascade) was addressed in the workshops, thus finding if information was transferred to the educators as it was intended.

Reference is made to the article by Jansen (1997) where he commented that educators have not been adequately informed and motivated regarding OBE, and that there were many areas with which educators were not familiar. The trainers of these educators on the contrary, indicated that all the necessary aspects were addressed in the training. This prompted the researcher to inquire about the people who trained the original trainers and how much time the original trainers had in their training. The reasoning behind this thinking being that understanding needs to be acquired through self motivated study and professional commitment (Tickle 1987:37).

If the people who trained the original trainers are outside the profession, it is possible that they lacked professional commitment because they are not directly involved in the profession and also in the classroom situation. This implies that if trainers of original people were from Non-Governmental Organisations (NGOs), they would be working on a contract basis and their interest would mostly be on the payment for service done. They might lack the core understanding of how to motivate people and also that they might not be informed of the curriculum as are the curriculum planners who are regarded as the specialists in the issues of the curriculum. This can create training problems and lead to a rushed time scale for workshops. This study hopes to find out if these were issues in the case of C2005 training in the Mshwathi and Wartburg circuits.

Mr Ndlovana (1999) of Gauteng Province, cited by Hiralaal (2000), in his report mentions that educators were given documents with OBE information to read. Having these documents gave the (facilitators) trainers the impression that the delegates would read and understand the information and thus impart it to their colleagues. The argument of the researcher is that for the information to be in the documents and handed to the teachers does not mean that teachers have read or can understand it without mediation from trainers. These delegates would not be expected to transfer the information if they do not understand it. This is also

confirmed by Jansen (1999) that the curriculum innovation should be presented in language that is simple and accessible. Since Ndlovana's report is based on a study conducted in Gauteng, this study will be done in a different environment, where it will determine if the delegates were also given the documents with information to read, and also find out if the delegates were equipped in such a way that they would be able to educate their colleagues or whether there were times when they were given information which they were to regurgitate.

Educators received training but implementation is problematic. The researcher aims to determine if the problem emanates from the workshops or the context of schools.

3.3 CRITICAL QUESTIONS

To attend to the issues in the statement of the research, the study aims to address the following questions.

The study will specifically aim at addressing the following questions:-

1. What are the general principles informing OBE based C2005 with respect to the workshop?
2. How is the implementation OBE /C2005 addressed in the training programme?
 - What is the training model and how does it work?
3. What are the characteristics of the trainers?
 - Are the trainers educators or interested people from Non Governmental Organisations (NGOs)
4. What criteria were used to choose these trainers with respect to socio-economic and educational level?
 - What is their experience in the learning area (LA)?
 - Who chose them?

5. **How is the training programme implemented?**
 - **Who trained the original people?**
 - **What materials were used?**
 - **How much time for training did the original people have?**
 - **How do the facilitators determine the effectiveness of their own training within the programme? i.e Do they meet their own objectives?**
6. **How effective do the delegates think the training is?**
7. **What suggestions do they make to improve the training?**
 - **training?**
 - **material used in the training?**
 - **assessment of training effectiveness?**
8. **Is the context for implementation conducive**
 - **Are there resources**
 - **access roads**
 - **electricity**
 - **telephone**
 - **library**
 - **staffroom**
9. **Are the teachers staying in the community of learners**
 - **Their needs**
 - **language of instruction**

Discovering characteristics of the trainers (trainers of the delegates) will help the researcher to determine some of the cause of the problem. If the trainers of the delegates have higher qualifications than the delegates, they would be knowledgeable and have a better understanding of the policy.

They would use their knowledge to explain to the delegates and not merely use the

information in the handouts. According to Russel (1992) novices, in contrast to experts often have to develop or modify and elaborate their schemata as they plan. He continued to say that their schemata for pedagogical content knowledge seem to be limited. Because of limited knowledge, it would not be possible to construct explanations and examples on the spot for they would depend on the handouts or material supplied to them.

If the trainers were curriculum planners, they would be familiar with the curriculum. This implies that they might be specialists in the field and thus be well informed of the curriculum policy. Delegates trained by such specialists would be more informed and educated as compared to those trained by the novice. Specialists would be able to assess the understanding of the delegates and provide examples when delegates were uncertain or confused. This clarity would enable the delegates to have clarity and communicate successfully with their colleagues at their school. It is hoped that this will make implementation of OBE/C2005 easier.

The researcher will also find the criteria used to choose the delegates. Considering the experience in the subject does not imply that the educator will be able to adapt to OBE and accept change. Naturally, one has fear for the unknown, and prefer not to change to the unknown. This also applies to the delegates, who might be in comfort zones in that subject and resist to change but conduct the workshops for their colleagues as per instruction. If the delegates do not see the need for change, they cannot be the successful agents of change.

The negative attitude of the delegates would then have a negative effect on the implementation of C2005. This research will find out if this is the case with respect to these educators.

Related literature reviewed reveals that personal development is difficult and demanding. It requires time and opportunity Russel (1992). The findings of teacher change as remarked by Russel indicate that the time needed for durable, substantive change is often of the order of months or years, rather than days or weeks. This has an implication that one of the essential factors which assists teachers to overcome the limitation to change is to undergo personal change, which needs time.

The delegates might understand the contents of the workshop but they have to accept and commit themselves to change before they can teach the educators in their schools. This then requires time, first to unlearn what they know and then learn (gain the new knowledge) what they have to communicate to the other teachers. This is believed to be the basis of an effective model of cascading which decreases the problems in the implementation. This study aims to determine the extent to which the cascade model used in the training of teachers was undermined in this or other ways to make educators feel uncertain about their capacity to implement C2005.

3.4 SIGNIFICANCE OF THE STUDY

This study contributes to two lines of policy research. First it builds on and extends on a stream of research and submissions as well as recommendations of the Review Committee on Curriculum 2005. Secondly it emphasises the impact of the context of initiation and implementation.

It is hoped that the findings from the study will assist the trainers the 'classrooms' realities of educators so that the workshops are relevant to them. In the same vein Bridges and Kerry, (1993: 69) state that much of what can be called change in education has been brought about from grassroots level when the teachers themselves become convinced about the need for change.

3.5 THEORETICAL FRAMEWORK

The research design of this study is informed by the theories of communication and change and symbolic interaction.

3.5.1 Communication and change

Communication changes maintain that people may be informed but lack the understanding of the information that they possess. Huebsch, (1995:1). This implies that people are capable of hearing but lack the knowledge of what they hear. When people have information they need to be educated about that particular aspect. An educated person is then expected to behave accordingly. This is in accordance with Bloom's taxonomy which identifies behaviours to be developed with education. The researcher believes that before observing the behaviour of the educators, (including the delegates from schools) one needs to communicate with them so as to determine if they are informed or educated.

The delegates attended the workshops where they were informed of OBE which is informed by C2005. Having attended the workshops, the delegates were expected to behave like people who are educated about OBE/C2005. The problems encountered in the implementation raise the suspicion that the delegates were informed and still needed to be educated. Educated people are knowledgeable people. People think in terms of knowledge bases they have. Out of that knowledge comes understanding (Schulze 1998:62).

This leads the researcher to believe that when the delegates are educated, they will be able to communicate with the educators in their schools. "If a communication system is to function effectively and purposefully, the communicator will convey thoughts and ideas precisely, effectively and efficiently" (Huebsch,1995:1).

The delegates as communicators will not be able to do as Huebsch suggests if they lack the necessary understanding, insight and knowledge and in general this would make communication impossible. The researcher therefore aims to determine how the implementation of OBE is addressed in the training programme.

Change is a process and not an event. Therefore change occurs over a period of time. This myth about change gives the basis for the argument that the delegates and educators are both informed through the workshops. Because change is a process both the delegates and educators need time to unlearn what they were taught at the colleges of education and learn about OBE/C2005. When they have learnt about OBE/C2005 it is believed that the implementation will be easier. The study is therefore aimed at determining if enough time was allocated for the process of change to be observed for both the delegates and educators to be able to implement change successfully.

Change is a process of coming to grips with new personal meaning, and so it is a learning process. One can see why a climate that encourages risk taking is so critical." Bertram, Gultig and Ndhlovu (1999:82). The change from CNE to OBE /C2005 was implemented in the atmosphere which is not conducive to change, when educators are faced with uncertainty at work due to Rationalisation and Redeployment (R&R). Some of the educators are about to retire and they do not see the need to change. Change is complex, it cannot be understood by everybody. Educators, being affected by R&R are then introduced to the unknown. This causes a lot of uncertainty.

“If people do not venture into uncertainty, no significant change will occur”Bertram, Gultig and Ndhlovu (1999:82). Since the atmosphere in which OBE/C2005 is implemented is not conducive to change and educators are demotivated and uncertain about their own future in the department of education, no significant change is occurring an implementation is not successful. If there were incentives for change, it is assumed that the educators would be willing to move from their comfort zones.

3.5.2 Symbolic interaction

The present case study is concerned with the training of teachers to enable them to implement C2005. A useful framework theoretical framework for this study is provided by Symbolic interactionism. This theory has been widely used in studying the world of micro worlds of classrooms, teachers and pupils and has been especially well developed by Peter Woods, (1983) and Wood, (1990).

Woods, (1983) states that at the heart of symbolic interactionism is the notion of people as constructors of their own actions and meaning. Symbolic is a theory which draws attention to the way in which people (actors) make sense of their world. Research informed by symbolic interaction thus focuses strongly on people’s perspectives or frameworks through which they interpret the world. Such frameworks are crucially shaped and influenced by the various situations and contexts in which people work.

3.5.2.1 Contexts

Having attended an informative workshop, the participants have to contextualise the information in their schools, and implement in their contexts and situations. Educators came from different schools but as stated by Woods, (1983) a school

consists of a number of different contexts and situations and people's interpretations have been shown to differ them. According to Woods, (1983) the situation is not simply the scene of action. It has an effect on that action, an effect which is both determining and enabling.

In implementation one has to consider the context and the situation because if they are not conducive, implementation will not be as effective as planned. No matter what the objective circumstances are... if a person defines a situation in a certain way, that will be the context in which his plans for action are formed. Woods, (1983):p7. If the context does not enable implementation, the plan is affected. This implies that the contexts in which both the training and implementation occurred have to be considered as variables which have effect on the implementation of C2005. Implementation varies according to the contexts, this is also expressed by Spady, (1998) cited in the Report of the Review Committee on Curriculum 2005 that the implementation of outcomes-based education in different national contexts has varied.

The effect of context was observed when Education Minister Bhengu appointed a Ministerial Committee which, amongst other things, was mandated to assure the quality of the examination. This initiative was taken after the public outcry about disappointing senior certificate examination results (CEPD 2000). One of the recommendations made by this committee was the inclusion of a year mark in the overall senior certificate assessment. Results continued to be disappointing and showed differences between provinces and between candidates' learning resources and conditions (CEPD 2000). The implementation of this recommendation (inclusion of year mark) had a positive impact in the provinces and schools which have a context that determined and enabled its implementation.

The importance of context was considered by different provinces to solve problems emerging in the course of the implementation of C2005. This was also confirmed by the Review Committee. Chisholm et al (2000) that a number of provinces have adopted different strategies to adapt to cascade model, in the North West province a team of core trainers moved from district to district conducting workshops while in Western Cape regional teams performed the same function. The context in which training of educators was to take place was not regarded as a scene of action.

Considering the impact of context only in the training of educators and not where actual implementation has its impact on core business of education in the sense that it was assumed that teachers working in different contexts would cope equally well. Rogan, (2000). The context of 'typical' South African School requires consideration or focus in addressing the problems encountered in implementation because, as stated by Wedekind, Lubisi and Harley, (1996), citing Hargreaves, (1988), teachers make sense of and interpret their situations , and in this way adjust to the demands and requirements of their social and political worlds.

In the implementation of C2005, schools were regarded to consist of the same contexts and having both determining and enabling effects of implementation. Literature reviewed reflects that historically disadvantaged schools are experiencing various problems in the implementation of C2005 while ex-Model C schools are observed to be implementing C2005 without problems. 'Means can only be judged in terms of the desired outcomes of schooling and these vary from context to context, from school to school and even from classroom to classroom.' Harber and Muthukrishna, (2000:422).

3.6 METHODOLOGY

3.6.1 Sampling

The researcher opted for a purposive sampling technique. Purposive sampling technique is described by Macmillan and Schumacher, (1993) as selecting information-rich key informants, groups, places and events to study. This is also stated in other words by Bailey (1987) stating that in purposive or judgmental sampling the researcher picks only those who best meet the purposes of the study. In the same vein, Robson, (1995) cited by Hiralaal, (2000) states that samples are chosen because they are likely to knowledgeable about the phenomena under investigation. Schumacher, (1984) gives the different types of purposive sampling as comprehensive sampling, maximum variation sampling, site sampling and sampling by case type.

Out of all the types of purposive sampling mentioned, the researcher opted for the site selection. Macmillan and Schumacher, (1993) define site selection as when the researcher selects a site to locate people involved in a particular event.

3.6.2 Selection of schools

For this study the researcher attempted to determine the impact of training on implementation in typical South African schools. A cross-section sample of schools within Mshwathi and Wartburg circuits was selected from different ex-Departments of Education. These schools are from rural and semi-urban areas. Having selected schools from different contexts with different needs elicit bias on study.

Due to time constraints, (limited time to complete the study), three schools were selected from ex Department of Education and Training (ex DET), ex-Department of

Education and Culture (ex- DEC) and ex-House of Delegates (ex- HOD) respectively. For the purpose of this study schools are referred to as follows: ex DET school - Blueberry school, ex DEC school - Mulberry school and ex HOD school Strawberry school.

3.6.3 Description of schools

3.6.3.1 Blueberry School

Blueberry school is in a semi-urban area which is 40km from Pietermaritzburg. It is a farm school or a public school on a private property. The school caters for Black pupils only and the staff consists of only Blacks. The enrolment of learners is 582 with a teaching staff of 16, of which six are males and one female non teaching staff. Thirteen members of the staff are commuters from Pietermaritzburg, they use a common transport. The school does not have a staffroom, educators stay in their classrooms which are not sufficient. Two sections of the grades (A & B) are combined in the same classes which means there are two educators in each class. They take turns to teach the learners. This trend is from grade one to grade seven.

The principal uses the office which he does not want to share with his deputy principle. The deputy principal does her office work in the grade seven classroom, making three educators in grade seven classroom.

There is no playground, i.e. netball and soccer fields, on a sports day learners and educators utilise the sport facilities of the nearby high school where the learners go after completing grade seven. The school does not have resources like the ex-DET schools because it is a farm school, the department does not fully supply it with funding. It has old furniture some of which was donated by the local farmers. The deputy principal asked for donations, she managed to obtain a new computer from

the local company and six faulty computers from Telkom. The school has electricity and telephone. Most parents of the learners are farm workers who are illiterate as a result the School Governing Body (SGB) is in place but not functional, only the chairperson does the functions of the governing body. Learners get food from the feeding scheme. Each class has a library and a science table since there is no library and no laboratory.

3.6.3.2 Mulberry School

Mulberry school is in a remote rural area, 49 km from Pietermaritzburg. It caters for the Black community. men of the area work in Johannesburg and learners stay with their mothers. The area is usually affected by faction fights. There are 692 learners and 19 educators, five of which are males including the principal. All educators of the school are not from the community, eight of them stay in the cottages of a nearby high school, where learners go after completing grade seven, eleven educators commute using a common transport. There is no electricity, water is obtainable from the tanks and the nearby river, there is a school telephone which is usually out of order.

On rainy days there is poor attendance because the nearby rivers, for example uMvoti, get flooded and there is no bridge. The school has a staffroom which has no furniture, educators hardly use it. The deputy principal utilises it because she has no office. The school does not have resources, the educators use books and the chalkboard as their teaching aids. For photocopying, they have to photocopy in a nearby town which is 9km from school and use their own money for both photocopying and transport which is very expensive. (Transport R16 return journey and photocopying is 40c a copy). Educators are dedicated because even though they do not have resources they improvise and network with nearby schools, as a result there is a 10% increase in the pass rate from last year (2000) on the whole school.

The SGB is functional and meets once a month. The school is in the feeding scheme programme.

3.6.3.3 Strawberry School

This school is situated in a semi-urban area 38 km from Pietermaritzburg. Strawberry school previously catered for Indian pupils only, the staff also consisted of Indians. Black learners were initially admitted in the school from 1994. These learners were admitted in the previous grade (the one they had passed) without any interviews, the criteria used was that all learners from previously disadvantaged schools were to follow this procedure.

This is a combined school, from grade one to grade 12. It has 937 learners and 33 educators. Out of this enrolment 610 are Black (65%) and from the staff only 12 (36%) are Black, 7 of which are permanent staff. In the School Management Team (SMT) there is no Black educator.

The school is a typical ex-HOD school, fully resourced. It has electricity, telephone, a library, a staff room and a computer room. Despite having the resources, the matric pass rate is not what is expected, although it has improved for the past three years. In 1999 it was 48%, 2000 it increased to 54% and in the year 2001 it was 58%. All the educators of the school are commuters but they all remain in the school for an hour after the departure of the learners. The SGB is in place, consists of only Indians, it is functional and meets once a month.

3.6.4 The sample

The sample of this study comprised of 16 participants, distributed as follows:

3.6.4.1. From schools

Twelve (12) educators were selected from the three schools, each school had four participants. One from each grade in the foundation phase (grades 1,2 and 3) and 1 (one) from grade seven. All these educators had to have attended OBE workshops conducted either by facilitators at district level (delegates) or by their colleagues at school who had attended circuit workshops. In a school which had delegates, they were included in the study but still maintaining the number of educators per school to be four. These educators were adequate per school because each grade was represented.

What an educator of the grade presented was to be relevant to all members of the grade because in OBE educators of the grade assumed to be working as a team. They were expected to do both macro and micro planning together. The educators were selected for the study with the aim of determining the effectiveness of the workshops towards implementation of C2005. The data collected from them was on the workshops attended, principles informing OBE based C2005 addressed in the workshops, how the workshops prepared them for implementation and their confidence to implement C2005 after the workshops.

The delegates were to give information on the workshops attended and workshops at which they facilitated. They were also to mention who chose them and how they were chosen.

3.6.4.2 From the Department of Education

3.6.4.2.1 Subject Advisers

Two Subject Advisers from Pietermaritzburg region formed part of the study. The two Subject Advisers selected were involved in the cascading of OBE based C2005 in Umvoti District under which Mshwathi and Wartburg circuits are located. One of the Subject Advisers was the one representing Pietermaritzburg in Pretoria. Data collected from Subject Advisers was to answer critical questions of the research because they trained the delegates (they were the original people).

3.6.4.2.2 Senior Education Managers (SEMs)

SEMs of Mshwathi and Wartburg circuits were selected to be part of the study because one of their job descriptions is to monitor and coordinate the implementation of departmental policies. They were to give the criteria used for selecting the delegates in their circuits, how the cascading model was planned in their circuits and also what they consider to be the obstacles or problems affecting implementation.

3.7 NEGOTIATING ACCESS

Gaining access into a research site is not simply confined to the drafting and forwarding of a permission letter to the proposed research site. It requires permeating the ethos and culture of that site, it is not an easy task. Measor and Woods (1991:64) state that gaining access is not confined to the physical access only, it involves the issue of building trust and developing relationships.

According to Apple, (1996) cited in Oakes, (2001) educational research is a theoretical social practice to find the truth about the workings of educational

institutions. In the same vein Giddens, (1991) was also cited in Oakes, (2001) stating that sociological research tries to contribute to our understanding of why events happen as they do, rather than simply accepting them at face value.

A letter granting permission to obtain data from schools and departmental officials was received from the Department of Education. Having received the letter the researcher proceeded as follows:

Appointments were made with the Senior Education Managers (SEMs). In gaining entry an introduction was made and the name of the university the study was made was given. Mention was made that such studies had been conducted in other provinces and that the researcher specifically wanted to do the study in these two circuits. Interviews were then arranged.

Subject Advisers were approached, the same procedure was followed as with SEMs. They were asked to assist with the information and mention was made that they were not compelled to participate in the study but their participation would be appreciated. They willingly accepted to participate in the study. Interviews were then arranged.

Discussions were then arranged with principals. In all three schools, principals indicated that SGBs had to be informed. Having met with the chairpersons of the SGBs, the principals wanted to be assured about the protection of their staff, all correspondence had to be done through the office. In all three schools explanations were provided to the principals on the procedure for completing the questionnaires were provided. Questionnaires were then left with the principals. All selected respondents were summoned, anonymity and confidentiality were assured. Dates were set and time tables were given to the researcher so that her presence in the school would not disrupt the normal programme of the institution on her return.

3.8 DATA COLLECTION

According to Fraenkel and Wallen, (1993:100) the collection of data is an extremely important part of all research endeavours, for the conclusions of a study are based on what the data reveals. As a result, the kind(s) of data to be collected, the methods of collection to be used and the scoring of the data need to be considered with care. Instruments utilised to collect data must undoubtedly permit the researcher to draw warranted or valid conclusions about the characteristics of the individuals they study.

For this study, different instruments were developed to collect data from different subjects. According to Fraenkel and Wallen, (1993) selection of an already developed instrument when appropriate is preferred because such instruments are usually developed by experts who possess the necessary skills. They further recommend that a strong effort be made to find out if a suitable instrument is already available before trying to develop an instrument of ones own. The researcher therefore adapted the instruments designed by Govender, (1999) with modifications tailored to suit this study. In her study, Govender, (1999) was exploring how grade one teachers' attitudes to curriculum 2005 affect its implementation.

3.8.1 Data collecting instruments utilised in the schools

3.8.1.1 A school profile

The school profile was completed by the principal or a member of the School Management Team (SMT) who was delegated by him or her. It provided information about human and materials resources present in the school. See Appendix A.

3.8.1.2 Educator characteristic profile

This instrument was completed by the educator who was selected for the study. It aimed at obtaining more information about the educator. This included age, qualification and their teaching experience. Data obtained assisted in determining if these factors have an effect on the implementation of OBE / C2005.

See Appendix B.

3.8.1.3 Educator questionnaire schedule

This questionnaire was completed by the educator, its focus is on the workshops attended by the educator, principles of OBE that were addressed in the workshop, the educators' perceptions about the workshop and other related information. See Appendix C.

3.8.1.4 Delegate interview schedule

This instrument was completed by the researcher. Data collected informed the researcher about the delegates, the workshop(s) they attended and the workshop(s) they facilitated at. Delegates were also expected to give suggestions on improving the workshops which were yet to follow (See Appendix D).

3.8.1.5 Observation schedule

The observation schedule was completed by the researcher. The focus was on the educators' documents like workbooks, their practices and the classroom environment. During observation theory about the premises and principles of OBE were noted. See Appendix E.

3.8.2 Instruments used to collect data from Departmental Officials, Subject Advisers (trainers)

3.8.2.1 Subject adviser (trainer) characteristic profile

This instrument was completed by the subject advisers. Data collected provided information on their experience in the past, the criteria used to select them and their experience in the learning area. See Appendix F.

A: Interview on workshops attended

The researcher conducted interviews with the subject advisers. This data had detailed information on workshops attended, their duration, the designation of the facilitators and the materials used. This illuminated the fact that the facilitators were informed or not informed of the curriculum.

B: Interview on workshops facilitated at

Data collected from this instrument provided information on the duration of the workshops for the delegates and the focus of these workshops, materials used and their effect on the workshop and also how the trainers determined effectiveness of their own training within the programme. See Appendix G.

3.8.2.2 Senior Education Managers (SEMs)

SEM Interview Schedule

The researcher completed the interview schedule. Data collected had information on the experience in the post, human resource (including educators who were chosen as delegates in their circuits). It also provided information on the criteria used to choose

or select the delegates. See Appendix H.

3.8.2.3 Problems and difficulties encountered in collecting data

When data was collected it was in October. All participants of the study were busy preparing for examinations of their learners and 8 were also involved in their own examinations as they are furthering their studies. The appointments were postponed for more than three times but eventually data was collected.

In Blueberry school the researcher visited the school two days before the appointment day to confirm her appointment. When arriving as per appointment, three of the participants were (not available) absent, they were reported to be called by the SEM that morning to attend other transformation workshops. Another appointment was then made.

The location of Mulberry school created problems in data collection. On the day agreed upon it was raining and the road was very slippery. The researcher attempted to postpone the appointment by telephone but their line was out of order. She then tried to continue driving to school, but the car was stuck in the mud. She was helped by other community members who advised her not to continue because the road was worse closer to the school. Another appointment was later made. Other problems encountered and their solutions are discussed under the limitations of the study in 3.9.

3.9 LIMITATIONS TO THE STUDY

Limitations to the study are discussed in terms of the sample, unavailability of the respondents, access denied to complete checklists, recording problems, questionnaires not completed and bias among the respondents.

3.9.1 The sample of participants

The sample of the study is small, it is not a true representation of the target population. This limits the researcher to make an accurate generalisation of the results.

3.9.2 Unavailability of the respondents

In one school, two selected respondents were not available on the set date. They were reported to be attending other transformational workshops. Adding to this, the SEM visited one of the targeted schools unexpectedly during my interview with the delegate. The first priority was given to her.

This limited the study because the substitutes who were given had not attended the first discussion with the researcher. It is not possible that the way they responded would have been the same if they had been the initially selected participants and given the same time to prepare themselves. However this was not entirely a limitation because they belonged to the same grades as discussed before.

3.9.3 Questionnaires not completed

In Mulberry school the principal had forgotten to give questionnaires to other two respondents. He only remembered to give them when I arrived. One of these respondents refused to complete the questionnaire saying that she needed time. A substitute then hastily completed the questionnaire. This is believed to have had a negative impact on the data collected thus affecting the results of the study.

3.9.4 Access denied to complete check list

After the respondents had completed the questionnaires, the researcher asked for their documents and to observe some teaching in their classrooms. Out of the 12 educators, four denied her access to their documents. These educators stated that they had not completed their long term planning and also that they did not know how to write portfolios. This indicated that they lacked confidence in their work. In Blueberry school the principal advised the researcher not to study the required documents because his staff was not yet clear with assessment, they were yet to invite a Subject Adviser to their school.

They also limited generalisability of the study because from the small sample, not all documents were observed. The researcher could not make conclusions and generalisations based solely on data from questionnaires, but out of the 67% studied documents and observed lessons, generalisations were made because it was more than 50% of the targeted number.

3.9.5 Recording problems

There were minor recording problems. Mulberry school doesn't have electricity, battery cells were then bought. Sometimes the words of the respondent were inaudible because there were learners in the background sometimes in the adjacent classrooms. Notes were then written to supplement such data. This limits the study because as expressed by Fraenkel and Wallen, (1993) noise is difficult to control and often seriously interferes with the understanding of the content.

3.9.6 Bias among the respondents

The data collected through questionnaires was different from what was observed, there was contradiction. In the questionnaires there were positive responses towards the understanding of OBE / C2005 principles, but practically it was an opposite.

3.10 VALIDATION

In qualitative study, much depends on the perspective of the researcher. All researchers have biases. This is supported by Fraenkel and Wallen, (1993) when they stated that accordingly different researchers see some things more clearly than others. They further state that these researchers use a number of techniques, therefore to check their perceptions in order to ensure that they are not being misinformed. To validate this study, triangulation was utilised.

3.10.1 Triangulation

A variety of instruments was utilised to collect data, these were questionnaires, interview and observation schedules. When a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. Fraenkel and Wallen, (1993:400). Exclusive reliance on one method may bias or distort the researcher's picture of the particular slice of reality under investigation. according to Govender, (1999) the more methods contrast with each other, the greater the researchers confidence in findings by such different methods.

The use of interviews was elaborated in 3.5.3

Educators' documents such as daily preparation and planning workbooks were observed to determine if the educators were using materials from the workshop or they were still using their previous materials. Observing these documents avoided the

researcher from relying on what the participants said about their schools in interviews and questionnaires. Combining data obtained from observations, questionnaires and interviews assisted the researcher to make informed judgements. According to Foster, (1996:13) where evaluative judgements are required, it is usually inappropriate to rely on participants' views— observation clearly allows one to learn about the complexities of school life at first hand rather than relying on the descriptive or theoretical accounts others.

Semi-structured interviews were utilised to ensure that parallel information was collected from all participants while enabling the researcher to pursue unique lines of enquiry relevant to the research questions with individual educators. Interviews were tape recorded and transcribed to avoid distortion of information.

Despite all the limitations, using a variety of data collecting method really has assisted in filling the gaps of my understanding the impact of workshops on the implementation of C2005.

3.11 DATA ANALYSIS

The tapes which were utilised in the interviews were transcribed. The thorough reading of the transcripts enabled that the researcher to develop codes that were used to organise data. Where the respondents were unable to provide an answer, the researcher provided a standard scheme for coding non responses regardless of the particular question. A descriptive analysis was undertaken, this analysed data was then interpreted and compared against the critical questions. The obtained information was then presented. Some of it was presented in the form of tables where applicable. The next chapter gives the presentation of these results.

CHAPTER 4

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In this chapter findings from the study are presented with little analytical comment. Findings from educators are presented together irrespective of grades. Findings from delegates, Subject Advisers and SEMs are also presented. This strategy was adopted because information was collected from different role players for triangulation purposes. These findings will be discussed in chapter 5.

Out of the twelve educators participating in the study, four were delegates. As explained in the sample, delegates in this study are educators who were selected from schools and trained to facilitate in OBE workshops. Two delegates were from Mulberry School and two were from Blueberry School. From Blueberry School, one delegate was selected by the SEMs and principals in a principal's meeting. The other delegate was a South African Democratic Teacher Union (SADTU) representative.

Delegates were trained at a provincial workshop which was in Durban. That training was for five days. The second five days training which was at District level was held at Everglades. The presentation is addressing the critical questions of the study.

4.2 ABOUT THE SCHOOLS

The principals of the three schools delegated the Heads of Department to complete the school profiles. Some information about schools was presented in the description in the description of schools.

4.2.1 Number of Classrooms for each grade

Mulberry and Strawberry Schools have two sections for each grade, who occupied two classrooms respectively. Blueberry School also had two sections per grade, but each grade was taught in one classroom.

4.2.2 Number of learners and educators

In Strawberry school each class has fewer than 45 learners. In Blueberry, the number of learners per section in one class were in the category between 45 - 50, with the exception of grade one which was in the category of 56 - 60. Mulberry school had learners in excess of 60 in all the grades.

In all three schools, there are two educators per grade, irrespective of the enrolment in the grade. This will have an effect on implementation of C2005, but will be discussed in chapter 5.

4.2.3 Home language and medium of instruction

The home in language in both Blueberry and Mulberry schools is isiZulu. In Strawberry School 65% of the learners' home language is isiZulu, and 35% use English as their home language. The medium of instruction in all three schools is English.

4.2.4 Material resources

Questions 15, 16 and 17 needed information on the material resources and OBE / C2005 material in the school and whether there is material obtained from the workshop. Participants were to tick where relevant.

Table 1 shows material resources present in the school

Resources	Strawberry	Mulberry	Blueberry
Telephone			
Staffroom			
Storeroom			
Library			
Photocopier			
Fax machine			
OBE / C2005 material			
Policy Document for Foundation Phase			
Policy Document for Senior Phase			
Illustrative Learning Packages			

Strawberry school has all the material resources with the exception of the illustrative learning package which the HOD said they did not need. Strawberry was the only school which obtained its documents from the department offices. The other two schools obtained the OBE / C2005 documents from the workshops.

4.2.5 No of educators who attended OBE / C2005 workshop

The process of training and orientating teachers for implementation of Curriculum 2005 began in 1997. This process was in the form of workshops which were

conducted between 1st of July and 31st of December 1997. Those workshops were conducted at Colleges of Education and at other institutions which could accommodate educators.

For this study, each school had two educators per grade, that is six educators who were expected to have attended the workshop for each grade. Since for this study four grades were targeted , 2 educators were expected to have attended the four workshops. The number of educators who attend all four workshops was 20 (83%). For grade two 5 (83%) of educators attended, for grade three 4 (67%) while 5 (83%) educators attended the workshop.

Grade seven workshops were different because the invitation was for all the educators in the grade. That was done because each learning area had to be represented. For this study, the attendance was 100% except that some educators taught more than one learning area and had problems in choosing a learning area to attend. Mulberry had 100% of educators attending the workshops for all grades, 9 (64.3%) from Strawberry School and 11 out of 14 (79%) from Blueberry School.

4.3 EDUCATOR CHARACTERISTIC PROFILE

All educators from the foundation phase who were in the study were females. (There was no male in the foundation phase in the three schools) All were between 26 - 30 years of age except one who was in the category of 31 - 40 years.

4.3.1 Teaching experience

Teaching experience was to be determined in order to eliminate the influence of experience on the problems encountered in the implementation of C2005.

Only one educator had an experience of less than 5 years in the profession, the remaining seven had been with the department for more than 5 years, the majority being in the category between 16 - 20 years.

Four educators were affected by Rationalisation and Redeployment and were redeployed to the present schools in the previous year. In these schools they were teaching different grades from the ones they had attended workshops for, but they say they are at least in the same phase. The Rationalisation and Redeployment affected their experience in the present learning areas.

Academic qualification of the respondents differ ranging from Primary Teacher's Certificate (PTC) to Bachelor of Education (Bed). Six had the Primary Teacher's Diploma (PTD). The educator who had PTC had upgraded herself and now has Bed and one educator had HED.

4.4 EDUCATOR QUESTIONNAIRE SCHEDULE

4.4.1 Duration and attendance

All educators stated that they had attended two workshops which prepared them for implementation. The first workshop took five days and the second took three days. Three respondents did not attend the full course. The explanation given was that the circular inviting educators had not reached the schools. They were informed by the workshop participants on the first day of the workshop. Because of transport problems, they began to attend the following day. One respondent from Strawberry said that she did not want to attend on the first day because she already knew what was done on the first day. (The workshops followed the same pattern).

4.4.2 Understanding of OBE / C2005

To the respondents, OBE and C2005 are the same thing. They knew what OBE stood for and why this curriculum was called C2005 but the connection between the two still needed some clarity.

4.4.3 General OBE principles addressed in the workshop

All the respondents did not know the difference between OBE premises and OBE principles. The most popular principle is 'design down deliver up'. One educator who had BEd , also mentioned expanded opportunities. She mentioned that in the workshop they were arranged into groups and encouraged to discuss issues as a team.

Mention was then made that they were rushed, they were not given expanded opportunities, they were expected to have achieved the required outcome for the activity at the same time. " The facilitators forget that in a group some participants take longer than the others to achieve outcomes, but we were rushed to complete the programme for the day."

4.4.4 Implementation strategies

All the respondents agreed that they were informed of the steps to follow in implementation that is starting from macro planning to micro planning and arranging learners into groups. It was all theory.

4.4.5 Opinions about the workshop(s)

The response was positive that the workshop had helped them to understand principles of OBE but furnished them with confusing terminology. All the

respondents agreed that theory was emphasised and there was little emphasis in classroom practice.

Overall respondents from Blueberry and Mulberry Schools felt that the workshops were of value although there were sections which they felt were least valuable. They mentioned unpacking the Specific Outcomes (SOs), Developing Learning Programmes (LPs) and the presentation of useful examples of teaching resources to be valuable. To all these educators, the historical background of OBE was time consuming because they knew already about it. One educator referred to that section as “a history lesson”.

In rating the content of the material utilised every single educator focussed on handouts and the policy document. According to these educators, the handouts were easy to understand but the policy document was not user friendly. The terminology used confused them even more.

4.4.6 Confidence gained or lost

All the respondents expressed the view that they were not confident to implement OBE / C2005 after the workshop attended. In fact they were more confused than before the workshops. The reason given was that they were given a lot of information over a short time. Mention was also made that when questions were asked in the workshops for clarity, they were not given satisfactory answers. Neither the delegates nor subject advisers were clear in some instances and that confused the participants even more. The result was the lack of confidence to implement C2005.

4.4.7 Obstacles in classroom implementation

Lack of confidence to implement C2005 created uncertainty and this was compounded with the obstacles in the educators' classrooms, like large groups of learners and unavailability of text books. Implementation strategies provided in the workshops were also problematic in their contexts.

4.4.7.1 Learners' environment not conducive

Implementation strategies which were to be utilised were not relevant to the learners' environment. Learners in the Mulberry school stayed in the remote rural areas and were not exposed to information as much as those in the urban area. Their level of understanding therefore differed greatly. In Mulberry school learners were instructed to discuss advantages and disadvantages of cellular phones. When the learners reported back it became clear that most of the learners in that class did not know the difference between a flat battery of a cellularphone and the unavailability of air time. One educator from Mulberry school made the following comment

Learners stay away from shops, when asked to bring newspapers or flyers, they have to wait for the weekend to go to the nearest town which is 20km from where they live.

4.4.7.2 Lack of resources

Lack of resources was regarded as one of the major obstacles in classroom implementation. Resources which were mentioned were

- cupboards to keep learners work
- no photocopiers which are greatly needed for learners

- furniture for learners
- books supplied not enough for individual learners.

While educators from Blueberry and Mulberry schools regarded lack of resources to be an obstacle, Strawberry school felt comfortable with the resources in their school. Resources were not a problem or a hindrance in C2005 implementation in the classroom.

4.4.7.3 Large number of learners

Educators mentioned that they did group learners because they were told that learners must work in groups to enforce active participation, but they had many learners in the classrooms. Eventually many large groups were formed and there were small passages between plants for the educator to attend to the groups, not to mention giving attention to individual learners. Educators ended up using old methods of teaching with learners sitting in groups. One educator from Blueberry school made the following comment.

Even if they are in groups, I am compelled to stand at the front and use basic methods of teaching because there is no space for me to move.

Large numbers also prevent educators from implementing correct assessment methods because individual attention to each learner was not possible. The problem of large number of learners in classrooms did not affect educators of Strawberry school. They were able to attend to individual learners. They were also able to use different assessment methods.

4.4.7.4 Lack of support

Every single educator in the study complained that after attending the workshops they were expected to implement C2005 using the information obtained. They said that there was no follow-up or support from the Department to check if they were still on the right track or if they had problems. Educators felt that they were left on their own.

Educators mentioned that they expected support from their principals. An educator from Blueberry school said that her principal did not consider her continuous assessment, he demanded tests as before yet according to OBE learners in foundation phase do not write tests. That was an indication that the principal lacked information on OBE / C2005. The educator from Mulberry school also had a problem with her principal who always came to her class complaining that she was failing to control the learners in her classroom, because they were always making a noise in her presence. In Strawberry school, the principal and Heads of Department, had stated to the educators that they lacked information on OBE / C2005 but if educators needed assistance or support, they were free to network with other schools or Departmental officials.

All educators in the study had an understanding that nobody is an expert of OBE / C2005, because if the delegates were approached with problems , they referred you to the Subject Advisers on other issues. Subject advisers have tight schedules, if appointments were made with them, sometimes they were not available on the appointment date.

4.4.7.5 Absenteeism of learners

Absenteeism of learners obviously affects the implementation in classrooms. Learners are grouped according to their abilities and their progress towards the achievement of the SOs. When a learner is absent, the group proceeds and when returning, the learner then lacks in the knowledge and skills attained during his or her absence.

Some reasons of absenteeism cannot be blamed on the learners, for example the flooding of the river in Mulberry school. The farmer in Blueberry school needed the boys to work on the farm for a week or maybe accompanying a grandparent on a pension day because parents work away from home and they rely on the money from the pensioners.

4.4.8 Teachers' suggestions and recommendations

Educators who participated in the study were requested to offer suggestions and recommendations which could assist in the implementation of curriculum 2005. The following is their input.

4.4.8.1 Training

Educators from Blueberry and Mulberry schools recommended that the training should vary according to the need of the schools which were different. Mention was made that there was a need of intensive on-going training not the 3 - 5 day workshops. There was also a need to train managers of schools so that they can offer support.

4.4.8.2 Content of the material

There was an outcry that the content of the policy document was complex and confusing. The suggestion was that the policy document had to be user-friendly. 'One of the defining features of the new system of education and training was the over abundance of jargon', this being the comment by one of the educators from Strawberry school. Another educator from Blueberry school put it as,

"Rather than introduce teachers to new understandings in education, the new terms often serve to alienate and intimidate, not to mention confuse and frustrate."

"It seems as if those who dreamt up the high falluting language with which to bombard us had very little idea of how to encourage and enthuse".

These were views of the educators who recommended that the content of the material must be user friendly. It was noted that even educators from Strawberry school regarded the Policy Document not to be user friendly.

4.4.8.3 Assessment

Initially educators were to give suggestions on assessment of training sessions but they also included assessment for learners.

Assessing the training sessions was recommended to be done on a daily basis not at the end of the workshop to avoid the same shortfall from occurring for the entire workshop.

All educators in the study recommended that assessment of learners needed a workshop of its own because it was problematic and yet was an important aspect of

OBE, more time was needed to train educators on assessment. This was supported by the educator from Blueberry school who said they do not only assess learners, they also assess themselves and the methods used, this is new to some of them and needed more time.

4.4.8.4 Decrease number of learners per class

It was recommended that the number of learners per class be reduced. Schools with fewer learners in their classrooms (ex-Model C) were said to be implementing OBE without problems. This is a view from one of the teachers

Not one of the countries that are still using the OBE system have classes of more than 25 because it does not work in larger classes. We are the miracle workers - we will do it with 50 in a class!

4.4.8.5 Resources

Educators had a concern that schools were not equally resourced but expected to function the same way. The historically disadvantaged schools lack resources but were expected to implement OBE using the same implementation strategies which do not address their needs. The suggestion was that the historically underprivileged schools be supplied with necessary equipment to enable them to implement the new curriculum.

4.4.8.6 Provision of support

The absence of any supervision and support strategy for teachers during the course of implementation made teachers under study, uncertain whether they were implementing OBE correctly. They recommended that a plan was put in place to

support and supervise them. Support was suggested to come from the departmental officials (subject advisers and SEMs) and other knowledgeable educators.

4.5 OBSERVATION: ARE EDUCATORS PRACTICING OBE

The observation schedule was divided into two subsections . Section A was the classroom observation schedule and Section B was the observation of educators' documents. (see appendix E)

4.5.1 Observing the classroom

4.5.1.1 Learner arrangement

In Mulberry school learners were arranged in groups but the educator was unable to move from group to group because groups were large. The same applied to Blueberry. In one grade learners were not arranged in groups. The educator explained that groups gave her a problem because learners had to sit giving her their backs and she could not monitor their work. In Strawberry school, all learners sat in groups, they only changed to rows when they wrote tests or examinations.

4.5.1.2 Classroom environment

The classrooms had charts of OBE / C2005 displayed, these charts were per learning area. In Blueberry school the science kit was kept in the classroom. They also had a library corner with books displayed.

4.5.1.3 Teamwork or individual work

Although learners were sitting in groups, after giving the instructions, learners tended to work individually. Some were very passive. They did not want to share information. This happened in Mulberry and Blueberry schools, in Strawberry school learners were used to working in groups.

4.5.1.4 Methods used

Educators used a variety of methods and activities which were learner centred. Learners were encouraged to discuss but some learners had a problem in expressing themselves in English. Educators did not facilitate group work but had difficulties with large groups and they also lacked facilitation skills.

4.5.1.5 Learner development

Learners were given opportunity to report back on behalf of the group, they took turns to report. Reporting and communication skills were developed.

4.5.2 Educators documents

The workbooks of the educators were observed.

4.5.2.1 Long term plan

Educators had their long term plans which were complete in Mulberry school but incomplete in the other two schools. The explanation received was that they met once a week to see the progress they had made in what had been planned before they committed themselves to something they were not going to achieve at the end.

4.5.2.2 Learning programme (LP)

In Blueberry and Mulberry educators had started well with Learning Programmes but eventually they all stopped. In Mulberry the explanation was that they did not have money to photocopy the papers with LPs and they did not get support from the principal, it was just like their own thing. In Blueberry, the photocopier was broken and educators had to wait. In the mean time they were writing in exercise books.

4.5.2.3 Recording

There was real confusion when it came to recording. There was no uniformity even in the same school, educators were recording just for the sake of recording. One educator did not even understand her own recording. Educators claimed that they were not allocated time to practise recording in the workshops. Recording was theorised and facilitators used telling method.

4.5.2.4 Learner assessment

Assessment of learners was another problem. According to the records observed two educators from Mulberry were assessing the activities not the learners. In all three schools, the main focus was on tests and examinations. The marks were converted to percentages and recorded. Educators felt that they were assessing continuously because all the tests were recorded. Skills Attitudes and Values (SKAVS) were not assessed.

4.5.2.5 Portfolios

None of the targeted schools had portfolios. One educator from Blueberry commented that she did not even know what a portfolio looked like. The question raised here is whether the problem was with the training or the content of it or both.

4.6 EDUCATORS WHO WERE DELEGATES FROM SCHOOLS

These delegates were trained and facilitated at OBE / C2005 workshops at district levels and circuit levels. To obtain information from the delegates which would address the research critical questions, the researcher designed two sections for the delegates. The first section was the delegate schedule and the second section focussed on the information on workshops facilitated at. These educators did the same work as the subject advisers but at different levels. This implies that they were also trainers. Out of the four respondents three grew up in a semi-rural area and obtained primary education in that area. One respondent grew up in a semi-urban area, she also obtained primary education in that area

4.6.1 Workshops attended before facilitating at OBE / C2005 workshops

Respondents were asked to list the workshops they attended either than the OBE /C2005 workshops. The researcher wanted to find out if the facilitators were chosen because they were active people who attended other workshops. She also wanted to find out about the characteristics of the trainers.

Two educators have been engaged in all OBE / C2005 workshops that is for grades one, two, three and seven. These two educators have not participated in other workshops. One educator did not respond to this question. The last educator was participating a Zikhulise project workshops which were about empowerment of

educators in developing materials.

4.6.2 Experience in the Learning Area (LA)

One of the delegates has an experience of less than 5 yrs in the LA, the other three have an experience ranging between 6 - 10. This was to be discovered to determine if the experience in the learning area was taken into consideration in choosing the delegates.

4.6.3 Reason for these educators to be chosen (criteria used to choose them, their point of view)

The researcher asked the educators to give reasons for them to be chosen from their own point of view. Two educators indicated they were chosen for the OBE / C2005 workshops as facilitators because they had shown good presentation skills in their facilitation in the first workshop. One educator said she thought she was chosen because she is capable and is available to render her services to the department.

The last educator indicated that she was chosen because she is a hardworking, responsible and self motivated person.

4.6.4 Who chose the delegates

Three of the delegates indicated that they were chosen by their principals, SEMs for their circuits and other principals who were at the principal's meeting when they were chosen. One educator was chosen by the South African Democratic Teacher Union (SADTU), in other words this educator was representing the union.

4.6.5 Understanding of general principles informing OBE / C2005

These delegates were asked to give their understanding of general principles informing OBE / C2005. Two of these educators gave inappropriate answers which reflect that they did not understand what general principles were. Two educators had a clear understanding of these principles which are :-

- clarity of focus
- design down deliver up
- expanded opportunities

The question which followed asked educators to mention the principles mentioned above which were addressed in the workshop. Two educators mentioned flexibility, one educator said all of them and the last educator gave an inappropriate answer which was treated as no response, same as the question on the understanding of the general principles.

4.6.6 OBE / C2005 workshops attended

Question 7 asked the educators to list all the provincial workshops they attended in preparation for the facilitation at circuit level. In their response they included workshops at district and regional levels which also aimed at preparing them to facilitate at circuit level. All educators had a provincial workshop (training workshop) for each grade which had a duration of one five days. The facilitators were the subject advisers. All four educators then attended a regional workshop which also lasted for five days. The focus of this workshop was on unpacking the SOs and developing learning programmes for all learning areas.

4.6.7 Information gained or confusion

Question 8 asked the respondents to tell which of the preparatory workshops were found valuable and which was the least valuable. They were also expected to support their statements.

All four educators indicated that all the workshops they attended were of great value to them. They said that each workshop seemed to unfold new information which was not clear in the previous workshop. One delegate from Mulberry school also mentioned that the more she attended the workshop the more she understood OBE / C2005. All four educators indicated that none of the workshops had less value, except the first on which confused them.

4.6.8 Opinions about the workshops attended

Educators were asked to rate the workshops they attended. This question was close ended and limited respondents to focus on predetermined issues. A scale was provided where the respondents were to indicate the degree at which they agree or disagree with the given statements. (See appendix D).

All four educators responded to this question, but they differed in rating the workshops according to the given scale. The only exception being the question which aimed to determine if the workshop furnished the participants with terminology that was confusing. They all agreed that there was much emphasis on theory although they were furnished with implementation strategies.

4.6.9 Expectations from the delegates when they attended the workshop

From the responses, it is evident that some of these delegates already knew about OBE / C2005 but they did not understand it.

As one educator responded:

“I expected to know more about the implementation of OBE in the class”

Two other delegates expected changes, they already knew that OBE / C2005 was coming with changes. They expected the workshop to change them. As their responses are as follows:

1st delegate: “I expected to change from the traditional approach to new approach, which is OBE / C2005”

2nd delegate: “I expected to change from a traditional educator to be a facilitator”

Both these educators expected to undergo a process of change over a period of five days.

Out of the four educators, one educator indicated that she had no information on OBE / C2005, she expected to gain a lot about OBE / C2005 from the five day workshop.

Her response was

“I didn’t know anything about OBE and C2005 so I expected to know the difference between the two and also the relationship between the two”

It is evident that all four delegates came to the workshop with expectations. The question now is whether their expectations were met or not.

4.6.10 Meeting the expectations

The respondents were asked if the workshop met all their expectations.

Three of the four delegates responded that the workshop did meet their expectations. The educator whose expectation was to know more about the implementation of OBE in the classroom responded that the workshop did not meet all her expectations. When asked to mention the expectation which was not met, she commented on the policy document:

“I couldn’t peruse the policy document for Specific Outcomes and assessment criteria. I had little information on how to use it”

4.6.11 Information about the material used

Question 12 asked the respondents if they were given handouts or documents with OBE / C2005 information to read on their own. All four indicated that they were given information to read on their own. Respondents were then asked to rate the handouts or documents according to the given scale.

The respondents had to rate the materials responding to the close ended questions. The researcher has her focus on the content on the material used to determine whether the delegates would be able to recontextualise the information to the participants in the workshops because the very same information on these materials would have to be recontextualised by the participants in the schools.

Three of the participants strongly agree that the content of the materials was easy to understand, that the materials was a follow up on what was already done and also

that the materials helped them to understand OBE / C2005. Only one respondent strongly disagreed that the material was easy to understand.

4.6.12 Materials used in the workshop

Question 13 asked the respondents to mention other learning and teaching materials they were given and used in the workshop. One educator mentioned charts, another mentioned that they were given handouts only. One delegate wrote:

“Books from different publishers, handouts and policy documents supplied by the Department of Education”

The other respondent mentioned books for the grade that was to implement OBE / C2005 the following year. These were said to be supplied by the publishers.

4.6.13. Confidence to facilitate

Question 15 asked the respondents if they had confidence to facilitate at workshops after attending these training workshops. Three out of the four delegates responded that they felt confident enough to facilitate at OBE / C2005 workshops. They gave different responses for their feelings.

1st delegate: “I had and still have more information about OBE”

2nd delegate: “The information was sufficient”

3rd delegate: “It is because we have covered most of OBE aspects”

It is evident that the three educators believed that because they were informed, they could cascade the information to their colleagues.

The other educator who felt that she was not confident enough to facilitate OBE / C2005 at workshops gave her reason as:-

“I had insufficient or inadequate information to deliver to the people who haven’t attended the workshop”

The last question on the section of information on workshops attended was for the delegates to indicate how the effectiveness of the training workshops was determined . One respondent gave an irrelevant answer, this was regarded as no response. The other two had their focus on the reflections.

1st delegate: “On the reflections section we reflect aspects that were clearly covered”

2nd delegate: “On reflections most expectations proved to be covered”

The other educator mentioned that they were given evaluation forms.

4.6.14 Information on workshops facilitated at

The researcher wanted information on workshops at which the delegates facilitated to determine how the training programme was implemented.

Question 17 required the respondents to give the number of workshops they facilitated at, duration, designation of the participants.

All four delegates are coming from the same district, they were trained by the same subject advisers. They formed a team and had facilitated at the same workshops. They had three workshops each. The focus of the first workshop was on the introduction of OBE duration being five days, the second one was a follow up from the first one and lasted for three days. The last one was on developing the learning programmes. This lasted for two days. The trend followed by the delegates is the

same as the one done to them, they cascade the information as it was cascaded to them.

Question 18 aimed to determine if the delegates applied information which they gained in their training. Delegates were asked if they dealt with the whole group or they divided them into smaller groups. The responses were that they divided them according to the slots in their programmes.

“They were grouped according to learning areas”

“We dealt with the whole groups and small groups as in round robins”

All delegates responded that the approach adopted above (of grouping) was effective. In explaining why the approach was effective, the delegates gave different opinions as follows:

“It was more easy when they were working in groups because they were engaged in discussion and easy to see how much they know”

“They were easily engaged in the activities and they showed positive attitudes”

“In groups participants easily grasped information from all other learning areas before they went to specialised learning areas”

“It was easy to monitor and control smaller groups and this would also work with our learners”

4.6.15 Time frames

In question 19 the researcher wanted to find out if enough time was given to the educators to unlearn what they knew and then learn or gain new knowledge.

All four delegates spent 15 minutes on introduction. Question 19.3 was asking about the time spent on planning.

One delegate explained that in the first workshop they had allocated 21 - 30 minutes but later discovered from evaluation forms that educators needed more time, which was then they increased it to 40+ minutes in the following workshop.

The last section on question 19 was on the time spent on assessment and recording. Two delegates recorded that 31 - 40 minutes were spent on assessment and recording while the other two recorded that they spent 51+ minutes on the same aspect. The explanation given for the differences is the same as for the planning.

4.6.16 Material used

Question 20 had its focus on the materials that were used in the workshops.

Question 20.2 required the delegates to state if the materials they used were from workshop(s) they attended or they developed them. All three delegates responded that some material was from the workshops attended and some material was developed by them.

In question 20.3 the delegates were to give the effect of the use of those materials on the understanding of the participants. There were different responses:

Responses were as follows:

“The materials helped the participants, as they used them in designing the learning programmes and in assessment” (1st delegate)

“The materials were used by the participants for reference purposes and it gave them clarity at some stage” (2nd delegate)

“The materials helped the participants to understand better, because they kept on referring to them when they were presenting in their groups” (3rd delegate)

4.6.17 Effectiveness of the training from the side of the delegates

Question 21 aimed at determining how the delegates assessed the training sessions. It is evident that these delegates did attempt to assess the training sessions. Two delegates said they used evaluation forms and one delegate said they did reflections at the end of the training sessions to determine which expectations were met and which were not met.

In question 22 the respondents were asked if the workshop met their expectation. Three responded that it did meet their expectation. They had different reasons as to why they felt that way. One of the respondents felt that the workshop did not meet the desired expectations. The response from those whose expectations were met were as follows:

“Involvement of the participants in designing their learning programmes showed that they understood the previous sessions”

“All participants were actively involved in the hands on approach of designing learning programmes”

The last one stated that the expectations were met because of the results from the evaluation forms. The delegate who felt that the expectations were not met stated:

“Some of the participants of the workshop were still not clear about the terms when they were designing the learning programmes. Some even confused them thus creating problems when using the terms inappropriately.”

4.6.18 Suggestions and recommendations

In question 22.3 delegates were asked to make suggestions on improvements which could help to meet some of the expectations. Their focus was on the time allocated for the training.

“The facilitation training should take at least one month so that they get acquainted with the techniques of implementing OBE”

“Time for training educators was very short, it needs to be increased because they are the people who are dealing with the learners”

“Training time should be increased to at least two weeks”

The last question, question 23 requested the delegates to make suggestions for future workshops.

2) Duration of the workshop

All delegates suggested that more time should be allocated for training

ii) *Content of the material*

“More handouts must be given and they must be user friendly”

“Adequate and easy to understand, no difficult terms”

“Policy documents to be given to schools before the workshops and should be available to all participants”

iii) Assessment of training sessions (effectiveness of training)

Two delegates did not respond to this section. The other two suggested that assessment sheets should be provided instead of relying on reflections. The other suggestion was that the assessment should be done at the end of each day not at the end of the week.

Other suggestions and recommendations were the same as those made by the educators.

4.7 INFORMATION FROM SEMS

To find the criteria used to choose the delegates, the SEM's of both Wartburg and Mshwathi circuits were consulted. These two circuits operates as a single circuit, the reason being that Mshwathi circuit had been without an SEM for a year and the Wartburg SEM also acted on the Mshwathi circuit. When an SEM for Mshwathi was appointed the two circuits continued to have a common link, they have their planning meetings together and also principals' meetings are held together.

Background information about each SEM and the experience in the post was collected. The SEM of Wartburg circuit is a female who is above forty years old. Her teaching experience is above twenty-one years and has been in the position for more than five years. She has seven primary schools in the circuit.

The SEM of Mshwathi circuit is a male who is also above forty years old. His teaching experience is more than twenty one years and has been in this position for less than five years. He has eleven primary schools in his circuit.

4.7.1 Selection of delegates

Question 7 of this section required the number of educators who were chosen as delegates from each circuit. The table below gives the information from grade one to grade seven.

GRADE	MSHWATHI CIRCUIT	WARTBURG CIRCUIT	TOTAL
01	4	4	8
02	4	4	8
03	4	4	8
07	4	4	8

For each grade each circuit had four delegates.

Question 8 required full information of the procedure and criteria used to choose the delegates. Since these circuits operate as a single circuit the information given by both SEMs is the same. Below is the statement given by both of them, the underlined words being the key words to both SEMs:

“In a principal’s meeting, principals were informed of the OBE workshop and each circuit was to choose four educators who would be the delegates. They had to consider experience in the profession, experience in the learning area. It had to be someone who is committed and who shows dedication to his or her work. This educator must also be a person who is available.”

The names of these educators were then submitted to the curriculum section at the Regional offices.

4.7.2 Cascading of information by delegates

In question 9 the participants were to state how the information was cascaded to the educators in schools. Both SEMs gave the same response:

“Workshops were planned for the educators of the grade which was to implement OBE / C2005 the following year. There was a training workshop, which was followed by a follow-up workshop where Learning Programmes for different learning areas were developed” (female SEM).

“Delegates organised workshops for educators for that particular grade, first for training, then follow - up workshops where Learning Programmes were developed. For grades one, two and three it was one educator per school. For grade seven it was one educator per learning area”.

From the table completed by the respondents it is clear that all the educators who attended the workshop first had five day training workshop then a three day follow up workshop for the development of learning programmes.

4.7.3 Follow - up

Question 10 required the information on how the educators reported at the schools, as a way of cascading the information obtained in the workshops. Both respondents indicated that the educators were to report back at their schools for two hours a day and this was to be done for six days.

4.7.4 Support from the department

Both respondents indicated that their circuits had made no arrangements or plans with respect to the cascading of the information in schools. It was for the principal of the school to see to it that the educators do the two hour report back.

Application of Knowledge from Workshops

In question 11, both respondents indicated that educators in their circuits are implementing OBE / C2005.

In question 12, where respondents were to explain why they felt that OBE / C2005 is being implemented. Both respondents indicated that there are many things which are now done different in classrooms. Below are their responses:

“Many things have changed, these include classroom arrangement, teaching methods, educators now assess continuously and do group assessment as well as self assessment” *[response 1, Mshwathi]*.

“Learners now sit in groups. They have more teaching aids improvised for them by the educators. Educators assess continuously using different forms of assessments” *[response 2, Wartburg]*.

4.7.5 Obstacles in the implementation of OBE / C2005

Both respondents indicated that in monitoring the implementation they perceive limitations / obstacles being large number of learners in the classrooms, lack of resources and also, what they considered most problematic, confusion of some educators, that is lack of clarity.

One respondent's view:

"Large groups limit the educator from moving freely from one group to another and some learners do not get enough attention"

4.7.6 Comments on the use of workshops as a cascading model

The respondents indicated that workshops were effective to a certain extent. In explaining their response

"Some schools have successfully implemented C2005 while others are still lost and they are struggling"

"Most of the educators are confused by the terminology and they don't assess the Specific Outcomes they intend to assess"

In question 14 the respondents were to give their opinions of the requirement needed to implement successfully. Their opinions were focussed on the same direction.

"More time should be provided for training and hands on approach is needed" (1st respondent).

"More time for the training and less terminology. Schools should be fully resourced" (2nd respondent).

4.7.7 Suggestions

The last question required the respondents to give their suggestions, focus was on the format procedures of the workshop.

It was evident that the SEMs did not understand what happens in the departmental workshop which was attended by the delegates. These were their responses:

“I cannot make many suggestions on these departmental workshops because I have never attended the whole workshop. I only attended one day to see the attendance. I can only suggest that more time should be spent on hands on approach and on the interaction with the policy document. I believe this will equip the participants to do their planning”

“I would suggest that the delegates are given more time in their workshops, the educators should also be given more time for training because they are the ones who are expected to implement. When it comes to the development of the learning programmes, all educators of the phase must develop learning programmes for their phase, not per learning area because in primary schools educators are expected to teach all the learning areas.”

4.8 INFORMATION FROM SUBJECT ADVISERS

4.8.1 Profile

Subject advisers in this study are referred to as trainers for they trained the delegates. Two subject advisers were part of the study. They are from Pietermaritzburg Region and they attend to all the districts in the Region. Both these respondents are females and they are both between 31 - 40 years old. They have been subject advisers, and in

the category between 11 and 15 years.

4.8.2 Qualification

The highest qualification of one respondent is Secondary Teacher's Diploma (STD) which was obtained in 1984. The highest qualification of the other one is BA Honours which was obtained in 1988.

Question 7 required the respondents to give the section of the curriculum they were involved in before taking part in the training. One respondent mentioned that she was involved in curriculum planning and curriculum development and the other respondent was involved in curriculum development only.

4.8.3 Selection as facilitators

Both respondents stated that each region had to be represented by two people per learning area. These two subject advisers were chosen because they are subject advisers of those particular learning areas.

Both respondents responded that the other criteria used were that of a subject adviser with facilitation skills.

Question 9 required educators to state why they thought they were chosen as the facilitators of the delegates. Below are the responses

"I think I was chosen because I have facilitation skills and that meant I could facilitate at any other level"

The other response was:

“I was chosen to represent the region because I have facilitation skills which I was expected to use to cascade OBE / C2005”

4.8.4 Experience in the learning area

One respondent indicated that she had been an adviser of the subject for eight years after having taught it for five years. The other respondent indicated that she taught the subject for seven years and has been a subject adviser for eight years.

4.8.5 Information on workshops attended

Since both respondents are from the same region the information on the workshops attended is the same for questions one up to six.

All the subject advisers attended three workshops. In the first workshop they were given information on OBE / C2005. The duration of this workshop was five days. Then as a region they came back and organised a two day workshop which was in preparation for the district workshop. Lastly they had a one day workshop where they finalised the preparation.

4.8.5.1 Designation of the facilitators

For the initial workshop, the facilitators were from the tendered Non Governmental Organisations (NGO's) and Service providers. The last two workshops were organised by the regional subject advisers.

4.8.5.2 General principles informing OBE based C2005 with

The principles used were those of OBE, one being integration, looking at OBE as an integrated approach and then inclusivity and that every learner has an ability to succeed. Working in teams was also encouraged.

4.8.5.3 Materials used

This depended on the learning areas but in general policy documents and learner support materials were used in all learning areas.

4.8.5.4 Training model

The model used was a cascading model. One respondent indicated:

“It was a cascading model because initially twenty people were trained by the province. These were the provincial facilitators who came back and trained other advisers and also trained regional facilitators. These regional facilitators trained district facilitators. The district facilitators in turn trained facilitators at circuit level then from circuit level, the information was cascaded to schools”

4.8.5.5 Determining the effectiveness of their own training

The two respondents had different opinions on this question. One respondent stated that they used evaluation forms to determine the educator’s point of views about the workshop. They were unable to determine the effectiveness of their own training. Below is the response from the other respondent.

“With the cascading model, it’s not like training the person and see if you have been effective. It’s only when you get to the schools and see the educators working and then you can see if your interchange is working. The subject advisers were not given assessment sheets to check if the educators were implementing according to the information given in the workshops or to check which section needed more attention. Each province had to design come with a yardstick to see if its effective or not”

4.8.5.6 Objectives of the workshop

Both respondents felt that the workshops met their objectives. Everything went according to the plans or programmes for the workshops.

4.8.6 Information on workshops facilitated at

Two workshops were organised for each grade. The first workshop had duration of five working days and the second one was three days. The main focus of the first one was on terms and the second one was on planning.

4.8.6.1 Number of participants

For grade seven, the facilitators expected eight educators per school so that each learning area is represented. In some schools there are educators who teach more than one learning area , as a result the school was not represented in all learning areas. For foundation phase, each school was to have three representatives.

4.8.6.2 Materials used

Both participants responded that in the workshops they used materials which they used in the preparation workshops but they also developed some which were aimed

at supporting that they wanted to explain.

4.8.6.3 Effect of the type of material

The material used gave more meaning to what was being explained, more especially the ones which we had simplified and made them to be at the level of the educators.

4.8.6.4 Principles informing OBE which were addressed in the workshops

One respondent stated that they used group work and changed roles and this promoted active participation. The other respondent focussed on the approach that they used, and put it as follows.

“The approach that we used was an OBE approach in the sense that we did not just stand there and teach, we involved them in the activities, in group work, in changing roles. We emphasised the idea that it should be an active approach.”

4.8.6.5 Determining the effectiveness of training sessions

At the end of the training sessions there was time allocated for reflections. This is the comment she made

“At reflections, it was where the participants would come up and say this is how the day went, this is where we still have problems so that the following day for example, as one principle of flexibility we would easily adjust and adapt to meet what evolved in those reflections. We also had evaluation forms at the end of the workshop so that the participants would evaluate the whole programme”

4.8.6.6 Meeting of the expectations

Not all workshops meet their expectations, because sometimes you go to a workshop expecting the participants to have a certain level of understanding and you find that they are not at that level. That means you have to adjust to meet the participants.

4.8.7 Support given to participants towards implementation of OBE

It became evident that educators go to subject advisers and tell them that they have problems and they invite them to their schools. Sometimes the subject advisers do follow up visits where they identify problems. They then address the problems where necessary. It was mentioned that sometimes that they were invited to a school but it would take very long to visit the school because they have to attend the whole Pietermaritzburg region. Apparently they formed clusters in circuits where the contact person would form LA committees for the neighbouring schools. These committees contact the subject advisers to come to the cluster support and address needs of the whole circuit. This made it easier for the subject advisers because visiting schools was stressful.

4.8.8 Recommendations / advice

4.8.8.1 Training

Both respondents recommended that more time should be given for training and preparation. It was also recommended that more workshops should be organised. These workshops should be more focussed and have few items and they should be organised so that at the end of the workshop the participants would have a better understanding rather than being confused.

The aspects which needed more attention were planning, assessment and recording. The comment on this by one delegate was

“We don’t blame the educators for the problems they have at schools, the training was short and we had to cover the whole programme within a short time. Everything was rushed. We have to consider the drastic changes that were to be made”.

According to the subject advisers, assessment and recording were the aspects which were normally addressed in the clusters. They discovered that educators were at different levels of understanding and they had a problem of resources. Her comment on this was from the delegate from Mulberry

“It is strongly recommended that the historically disadvantaged schools are provided with resources so that they are able to implement C2005, which they are really struggling with”.

4.8.8.2 Content of material

Policy document must be user friendly. Material should come as supportives because what really matters is the involvement of the educators. Materials should also be reader friendly. Educators lack understanding, for example educators were given illustrative learning programmes and educators adopted them as they are, yet they were only examples. Educators should come with their own designed materials. Reader friendly material will enable educators to relate to what they are being facilitated. The materials should be structured as simplification of the original documents.

4.8.8.3 Assessment of the effectiveness of training sessions

The best thing is to assess the sessions themselves not assessing at the end of the workshop. The effectiveness of the facilitator will be determined by the response of the educators because they will be able to tell you what has been properly done and what still needs to be amended or improved.

4.9 SUMMARY

This chapter has presented findings from the data collected from all other respondents. Descriptions from the data were presented to illustrate and substantiate the assertions made. The quotations were used to give the reader a clear picture of the study because quotations not only reflect what was said but also reflect how things were said. The findings presented in this chapter are discussed in the next chapter.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This study attempted to determine the effectiveness of teacher training workshops towards the implementation of C2005 in historically disadvantaged settings. The findings of this study are discussed in the context of the relevant literature and the findings of other researchers where possible. For this purpose the findings are divided into three main subheadings: analysis of the workshops, problems encountered in implementation and the identified causes of problems as observed by the researcher.

5.2 FINDINGS WITH RESPECT TO WORKSHOPS

5.2.1 Problems with the cascade model

Findings from this study reveal that the problem in workshops began with the model used to cascade information from National level down to schools. This “cascade” approach to in-service professional development follows a traditional model in which individual teachers are taken out of their schools for training and the returned. According to Faasen, (1999), this type of training is often judged as irrelevant to the diverse contexts from which teachers come. Findings from the schools under study reveal that educators were taken out of their schools, on return they discovered that their contexts hindered implementation.

The cascade model was criticised as an inadequate model for delivering effective training (Khulisa, 1999; CEPD, 2000), they claim that it failed to prepare either officials or school - based educators for the complexity of C2005 implementation. Much of the inservice development provided in South Africa and also in Mshwathi and Wartburg circuits took the form of short courses workshops with little follow up at schools. From the findings of this study, it is evident that the five day workshops did not prepare educators for the implementation of C2005 and there was no follow - up in schools. These finds confirm that the cascade model is an inadequate model for effective training. This type of teacher development has little impact on teaching and learning in the classroom.

The model has many levels from National level to the classroom. The delegate in this study who trained educators were expected to have enough information to communicate to the educators. They were assumed to have 'changed' from being teachers to being 'facilitators' within 5 days. Their change was regarded as an event, with a time frame.

As a result the cascading of information resulted in the 'watering down' and / or misinterpretation of crucial information. (Review Committee, (2000)).

5.2.2 Diluted facilitators

The facilitators who were not given ample time to change as change is a process, which takes time and depends on many factors were mandated to facilitate. According to the findings, these facilitators were not confident to teach or facilitate because they were confused. They had diluted information in the sense that the information given to them in the workshop contradicted with what was said by other subject advisers (their trainers). For example, in

the assessment and recording of learners' work, there was no uniformity of information given.

In workshops attended, the trainers had said that educators were no longer expected to rely on textbooks, but to use them as references. Facilitators thought that books were no longer necessary in OBE. When coming to schools they were to requisition for books. That confused them even more. Due to the large numbers of educators attending workshops, grouping was not possible, educators were only grouped when they were divided into learning areas. Because of large numbers, trainers were sometimes compelled to use old methods, like lecturing. They were observed by the delegates not practicing what they preached, forgetting that they had to consider the reality of the situation or simply the context.

5.2.3 Lack of confidence to facilitate

From the findings it is evident that even the delegates viewed the policy document as not being user-friendly. Taylor, et al (1997) writes that often policies 'communicate' hostility or indifference to the very people whose commitment is required to make them work. This prompts us to consider the 'jargon' found in the policy document. The confusion that these delegates had led to lack of confidence. According to the interview with the subject adviser, some educators attended the preparation workshop but didn't turn up to facilitate, instead they came as attendees. When those educators were asked why they were not facilitating because they had attended the preparation workshop, their responses were different but all pointed to lack of confidence. One educator's response was:

“The information I gathered from the workshop confused me and I don’t have confidence to communicate it to the next person”

This proves that they lacked confidence to facilitate because they were not well informed. Amongst the delegates who facilitated, those who lacked information were observed by the participants.

5.2.4 Characteristics of the trainers

When the implementation of C2005 was announced, different Non Governmental Organisations (NGOs) were also called to assist with the training. Trainers of original trainers (subject advisers) were from NGOs like READ and MIET who took the initiative. The criteria used to select subject advisers was discussed in chapter 4.

5.2.5 Materials used

Material used in the workshop was developed by either the NGOs or the curriculum developers. At district levels, the Subject Advisers supplemented the material because there were many participants. They had to develop some other material which they felt was relevant to the participants, Findings reveal that even those materials were not relevant to all schools because schools have different contexts.

5.2.6 Principles of OBE

Basic principles of OBE were addressed in the workshops, the delegates and educators also confirm that but they confused them with OBE premises. The educators when responding they had confidence that they knew and

understood what they were referring to. Discussions with teachers indicated that while there were a number of areas which were flawed, training was on the whole perceived positively by the educators in Mulberry and Blueberry schools. These educators had indicated in the questionnaire that the workshop helped them to understand OBE principle but confused them, this contradiction reflected the workshop was not effective.

5.2.7 Duration of training of trainers (subject advisers)

According to findings, Subject Advisers were trained for a longer period as compared to the educators who were involved with the learners at schools. In an interview with the Subject Adviser, when she made suggestions about training, mention was made of increasing the duration for the training of educators , not Subject Advisers. The implication is that they had enough training.

‘Change is about each and every individual who will be involved in implementing new policies, programmes and processes. It is also about individuals who will facilitate the implementors in doing so.’ Hord, (1987): as cited in David et al, 1995: p92. It is evident that the Subject Advisers were given time to change, but those who were to facilitate the implementors of change were not given time to change. Personal development is difficult and demanding it requires time and opportunity. Russel and Mundy, (1992)

5.2.8 Voice of the delegates

The delegates involved in te study received the 5 days training which meant to enable them to facilitate. They indicated that they needed more training and findings, which revealed that they lacked confidence because they were

not well or adequately informed. Delegates said that there was a lot of information to be learnt over a short time. The main focus of the workshop was on terminology which was confusing. Findings from what the delegate said reveal that preference would have been focussing on what and how to teach within an outcomes based framework. This finding, that focus was on terminology affirms the finding of the Review Committee (2000).

Findings also reveal that the workshop was informative but not effective towards implementation of C2005. Delegates mention that they had to read handouts with a lot of valuable information yet after attending the workshops implementation had difficulties. Delegates were informed but they lacked the necessary understanding, insight and knowledge and in general this would make communication impossible. Communication theories according to Huebsch (1995:1) maintain that people may be informed but lack the understanding of the information that they possess.

5.3 PROBLEMS ENCOUNTERED IN IMPLEMENTING C2005 IN SCHOOLS

Literature visited indicated that educators experienced problems in implementing C2005 (Oakes, 2001; Govender, 1999; Hiralaal, 2000; Report of Review Committee, 2000). Findings in Mshwathi and Wartburg circuits on problems encountered are discussed under different subheadings where contexts of the three schools studied indicated that implementation is affected by the contexts.

5.3.1 Floor space

Findings reveal that the schools under study are typical South African schools as indicated in the SRN. Floor space is a problem, where class had to be combined and educators had to share the classroom. Desks were so close

together that there was little space for either learners or teachers to move but educators did arrange learners into groups because they wanted to be seen implementing C2005. This had a negative effect on teaching and learning because learner groups could not work on different projects simultaneously. Learners also did not have equal access to resource corners like library corners and science corners. These corners were introduced to the schools under study (with the exception of Strawberry) by READ and Primary Science Programmes (PSP) to improvise for library and laboratory.

5.3.2. Physical facilities

Lack of staffrooms in Mulberry and Blueberry Schools where educators could meet to do team planning was also a problem. Educators had to wait for the learners to depart and used classrooms. Schools did not have libraries where they could find information on the chosen topics. Educators were mostly relying on the text books. On the other hand Strawberry school was not affected by physical facilities because it was a typical exHOD school which was historically advantaged. Instead Strawberry School had classrooms which were not used.

5.3.3 Lack of resources

Lack of resources was a major problem in the implementation of C2005. Schools without electricity were unable to photocopy worksheets for learners and even their learning programmes. Educators depended heavily on learners workbooks as sources of information. Findings reveal that educators were improvising with cheap effective resource materials such as magazines, newspapers like Read Right supplements, and did paper cuttings and pastings.

5.3.4 Homework not done

Learners were given homework but they did not do it. This created problems for educators to proceed with what was planned for the day because it was meant to be a follow-up. Disciplinary measures sometimes are unfair to be imposed on learners because some reasons given are sound like having no electricity, doing additional house work or social problems at home.

5.3.5 Teacher pupil ratio

Teacher pupil ratio was a concern to the educators who are willing to implement C200 but are unable to comply to the demands of OBE where each learner has to be attended individually. The teacher pupil ratio in KwaZulu Natal is an issue because nationally the ratio is different from what the MEC of KZN is imposing on schools. As a result the Post Provisioning Norms (PPN) of 2002 of KZN has resulted in many educators declared in excess while educators encountering problems in implementing C2005 with the PPN of 2001 which was lower than this of 2002.

5.3.6 Language of instruction

Findings reveal that English was used as a medium of instruction, this limited learner active participation because they had limited vocabulary, they were not fully conversant in English. This also affected their understanding of what was taught.

5.3.7 Resistance to change

'Policy implementation like all other change efforts, never proceeds as planned, no matter how well the planning is done' (Carter and O'Neil, 1995:97). There will always be anticipated issues more importantly people need to be helped in changing their practices and aligning them with new policies. People tend to resist to change to the unknown. Educators in some schools do not want to arrange learners into groups. They argue that in groups some learners' backs are on the educator and that made it difficult for the educator to monitor if learners are learning or playing. According to Carter and O'Neil 1995, change is a process, not an event: so it is for individuals in classrooms.

5.3.8 Lack of support from parents

Parents from historically disadvantaged schools under study were unable to assist learners in their homework because most of them were illiterate and lack relevant information. This also affected Strawberry school because the enrolment consisted of Black learners mostly from remote rural schools.

5.3.9 Lack of support from School Management Teams (SMTS)

Principals of schools and their SMTs were unable to support educators in implementing C2005, because they knew very little about it. The workshop for the SMTs was only for 2 days, these managers were expected to use information gained in that workshop to manage change in their schools.

Carter and O'Neil, (1995) state that findings in various studies show that various approaches to change did not work but in fact they did work when

there was a person present who provided information, support and ongoing assistance to the users. (p92)

Hoyle and Belle (1972) cited in Oakes (2001) state that there is some evidence that teachers respond to a definite lead by the principal in matters of school policy. They state that the successful principal appears to be a person who sets a good example by working hard himself and has a clear expectation about what he expects from teachers. At the same time he supports their efforts to be innovative and encourages them. In the same vein this is echoed by Carter and O'Neil (1995) that successful school- change stories reported the same bottom line: an energetic proactive, enthusiastic and committed principal.

Support and assistance are ongoing needs of implementers, Hord (1992) cited in Carter and O' Neil (1995:98). If the staff does not know how to manage change or new practices the principal can provide information on this problem and demonstrate how it might be done. Uninformed principals are unable to lead the implementation of C2005 and educators encounter problems and feel neglected.

5.3.10 Classroom management and control

Findings revealed that there was a high level of classroom management and control which was not in accordance to OBE principles. Learners worked individually in their groups. It was only during practical activities that learners interacted in groups. The classroom and management control in some schools make classes to be as static and rigid as in the past. This revealed that in the workshops educators were not acquainted with facilitation skills, as they were then facilitators. They were unable to facilitate

group work, they were still using 'old' methods.

With regards to the effect of lack of qualification and training on teaching this can be summarised as basically being that educators lack qualification and training in outcomes based approaches to teaching which they had expected to obtain from the training workshop.

5.4 ANALYSIS OF THE WORKSHOPS

5.4.1 Lack of clarity

Observing educators' documents revealed that they were not quite clear about the real nature and purpose of OBE. For example, the rate at which they worked through the learning programmes. The fact that three or more themes (LPs) were completed in seven weeks indicated that they were not yet taking cognisance of issues such as different learning tempos, enrichment activities for fast learners and diverse learning styles. Many implementation efforts stall and fail because the staff has not been trained in new skills. Carter et al (1995).

5.4.2 Location of schools

Findings reveal that location of schools is the major problem which hinders implementation in schools because there are many factors attributed to it. These are further discussed below and their effect on implementation are also elaborated on.

5.4.2.1 Networking not possible

Schools in remote rural areas which were historically disadvantaged from neighbouring schools kilometres away from them. For example Strawberry and Blueberry (in semi-urban) are about 5km apart and Mulberry is 20km from Blueberry. This makes networking more difficult unlike in urban areas. Educators were not able to share information as they wished. As a result educators of the same school remain in the dark. According to Hord (1992) cited in Carter and O'Neil (1995:95) collaborative development is supportive authority, responsibility and influence are shared.

5.4.2.2 Unavailability of roads to the school

Some schools are far away from the road or the road is of poor gravel, away from the main road. According to SRN 2000 in Pietermaritzburg Region 83% of schools have poor gravel. The tenders are sometime deliver textbooks and exercise books during school holidays, and they fail to locate the school. They eventually leave with the material. At the beginning of the year the school starts with no material and that creates problems. This does not only happen to the tenders but also to other people who visit the school for any other business. Mulberry is a victim of this situation.

5.4.2.3 Educators commute

Educators in the schools under study commute , they use a common transport with educators of the neighbouring schools. This created problems because educators were unable to stay at work after schools and hold meetings where they plan and prepare learning programmes as a team. Sometimes staff meetings were disturbed when a common transport had come to collect the

educators.

Educators have a role to develop the curriculum, that is according to Norms and Standards. Educators lack time (a very important resource) to meet and support one another. These meetings provide opportunities for teachers to support each other. According to Carter and O'Neil, (1995:99) change may be successful, or not, dependent on the time and quality and appropriateness of assistance received by implementors. They continue to say that time is one of the most necessary and expensive resources and most frequently the scarcest.

5.4.2.4 Lack of communication

Findings reveal that historically disadvantaged schools under study lack electricity and they don't have a telephone on site sometimes the school itself does not have a telephone. This was confirmed by the results obtained from the SRN (2000). These schools do not obtain circulars from the Department of Education on time. They don't obtain recent developments in education, the circulars which invite them to meetings usually come late. Lack of communication was problematic in the sense that educators from the schools did not attend the full course of the five days workshop. They missed the information disseminated on the first day, that had an effect on implementation in the classroom because there was a missing link. Even educators who attended the whole five days had problems, it was therefore perceived that it was worse with those who joined the workshop on other days.

5.4.3 Lack of support from the Department

5.4.3.1 Senior Education Managers (SEMs)

McLaughlin, (1987) states that effective implementation requires a strategic balance of pressure and support. SEMs are putting pressure on schools to implement C2005 but they do not support schools.

“When leaders visit schools and classrooms and observe first - hand the status of implementation, they are more informed and can more appropriately supply required resources to support staff in their policy implementation” Carter and O’Neil, (1995:96). SEMs of Mshwathi and Wartburg circuits as indicated by educators under study, did not visit schools in support of curriculum 2005, they leave implementation at schools in the hands of principals and they did not monitor the implementation. Because of the backlogs in Educational Policies, they were focussing on matric intervention programmes and on Further Education and Training (FET) framework , Mahomed (2002). Schools lacked resources and SEMs did not know the needs of the schools within their circuits. According to Carter and O’Neil, (1995) successful leaders provide materials and resources that directly focus on the policy being put into place.

5.4.3.2 Subject Advisers

Findings from this study reveal that when educators encounter problems in their classrooms they consulted Subject Advisers and invited them to come to their schools for assistance. Subject Advisers rarely came to these schools because of their tight schedule. There were only 25 Subject Advisers who had to assist educators in the whole of Pietermaritzburg Region which had five

districts.

Large areas to be covered prevent Subject Advisers to offer support to all schools which require assistance. The same Subject Advisers had to monitor other policies to be put in place, not only C2005. For example the Further Education and Training (FET) transition where the grade 9 learners had to go to grade 10. The Curriculum Statement for FET was not yet ready for implementation the following year (2003), Subject Advisers were very busy forming a programme which had to be in place at the beginning of 2003. This 'rush' revealed the problem at the level of planning, problems had to be expected on implementation at schools.

It is therefore evident that subject advisers did not offer support to schools because of backlogs in policies which educators have to implement even if the process of implementation of the previous policy was in progress.

5.4.4 Context

Findings from this study reveal that current efforts to implement Curriculum 2005 in South Africa assume that all schools are essentially the same and will therefore benefit from the same kind of workshops and implementation strategy. On the other hand problems encountered in implementation of C2005 in schools and in particular classrooms the smallest unit in education, indicates that the context of policy implementation has an effect on the policy and affect its implementation. The findings confirm what is stated by Woods (1992) that the station is not simply the scene of action, it has an effect on that action, an effect which is both determining and enabling. Some evidence from the findings is further discussed below.

5.4.4.1 Implementation Strategies Employed

The varied implementation strategies employed by teachers (this includes non implementation reflect on inequalities across the post - apartheid education systems. Educators in the ex-HOD, a well resourced school, and working in well resourced classrooms were reflecting C2005 principles within their practices even when they were unsure about the meaning of OBE principles. While educators in the historically disadvantaged schools Mulberry and Blueberry were trying to improvise resources, implementation strategies employed were problematic yet they felt they were implementing C2005.

5.4.4.2 Realities ignored

Educators were expected to implement C2005 which has implications of drastic changes which were not feasible and irrelevant to their realities. Findings reveal that both subjective and objective realities of educators were not taken into account.

5.4.4.3 Flexibility

Outcomes based education preaches and stresses flexibility, but implementation of Curriculum 2005 did not allow any flexibility. Findings reflect that educators had to implement C2005 in every school in the country regardless of varying contexts. Classrooms reality factors were not considered.

It is of vital importance to understand that change happens in individual classrooms which do not exist in vacuum but in schools which consist of a number of different contexts. According to Woods (1992:6) schools consist of a number of different contexts and situations and people's interpretations

have been shown to differ among them.

According to Carter and O'Neil (1995:173). The only way that classroom effects can accumulate to be school effects is if there is use of innovation in each classroom. This statement confirms that not allowing flexibility in implementation of curriculum 2005 did not consider the individuality of schools.

5.5 SUMMARY OF THE CHAPTER

On the overall, the findings of the study reveal that workshops were informative, a lot of information was given to the educators, but training was not adequate. This confirms the findings of the Khulisa Management Services (1999:x) which show that not enough time, even in the short term, has been spent on preparing teachers for the new curriculum.

Findings also reveal that problems encountered in the implementation of curriculum 2005 are not attributed only on the effectiveness or ineffectiveness of the workshops, but also on the contexts in which it was implemented. This study therefore validates the findings of the other researchers in the case of Mshwathi and Wartburg circuits.

Chapter 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This study was undertaken to determine the effectiveness of the workshops towards the implementation of Curriculum 2005, in the case of the historically disadvantaged Mshwathi and Wartburg circuits. This chapter provides a conclusion to the study and makes recommendations for successful policy implementation as well as suggestions for further research.

6.2 CONCLUSION FROM THE STUDY

6.2.1 Effectiveness of the workshops

From the findings it is evident that the workshops were informative but inadequate. Educators who attended the workshops were provided with Policy Documents for both Foundation Phase and Senior Phase, as well as numerous worksheets. Despite being informative, the content of the material received, especially the Policy Documents was not “user friendly”. Educators, including the delegates, lacked understanding of what the documents were attempting to communicate. According to communication theory, as mentioned in the theoretical framework , the delegates had to understand the information they had received so that they could facilitate proceedings in the workshops. This would in turn result in the effective implementation of C2005 in schools. Since the delegates did not understand the information they had received, communication was not effective.

Data collected also revealed that the workshops had been inadequate. When educators, Subject Advisors and SEMs were requested to make recommendations, they all recommended that more workshops that take longer than five days be provided.

The researcher is therefore prompted to conclude that the workshops were not effective in promoting the implementation of C2005 in the Mshwathi and Wartburg circuits. From the study it is evident that the content of the workshop had its focus on terminology which confused the participants. This conclusion is not different, but affirms the conclusions of Govender, 1999; Hirallal, 2000; Oakes, 2001; Jansen, 1999 and Review Committee, 2000.

From this study it is also concluded that there are factors affecting implementation other than the workshops. These include the context of implementation and the support given to the implementers. Each of these is discussed below.

6.2.2 The context

Curriculum 2005 was introduced without considering different contexts which were the legacy of apartheid - "equal" but separate. The introduction of C2005 favoured only one group, the historically advantaged group. In this present study, all educators attended the same workshops in preparation for the implementation of C2005. Educators from Strawberry School (ex - HOD), who did not attend the whole five day workshop, were not having problems with the implementation of C2005 in their school because of their context of implementation. They only lacked confidence because implementation was not monitored, nobody had told them that what they were doing was within an outcomes based framework or not. They lacked the

reassurance that monitoring brings.

On the other hand, educators from Blueberry and Mulberry Schools (ex - DET and ex - DEC respectively) who had attended the whole five day workshops had problems in implementation based on their different "classroom" realities depending on their context of implementation.

6.2.3 Inadequate support

Curriculum 2005 was implemented in South African schools at the beginning of 1998 when there was pressure from both external and internal forces to implement the curriculum for the twenty - first century. Educators in schools were under pressure from the Department of Education to implement the curriculum. McLaughlin cited in Carter and O'Neil (1995:92) states that successful implementation generally requires a combination of pressure and support. The implementors of change, educators, did not obtain adequate support from all stakeholders. In isolation, pressure cannot change attitudes, values and practices that have become routinised. Nor can support, alone, bring about significant change because of the demands and tasks already required of people in the system that is attempting implementation of new practice (Carter and O'Neil, 1995:93). In the implementation of C2005 pressure was not used in combination with support, as one educator from Mulberry School put it:

"We have got the pressure on us to implement C2005 but we are not provided with the support."

Crohon, Hagans and Olson (1989) cited in Carter and O'Neil (1995:93) note that if pressure is provided without support, alienation results. Educators

from Mshwathi and Wartburg circuits were compelled to attend the workshops and mandated to implement curriculum C2005, but did not get adequate support. The conclusion is that pressure was exerted on all educators to implement C2005, yet support from all the stakeholders of education was inadequate and educators felt alienated.

6.3 RECOMMENDATIONS

6.3.1 Recommendation for successful policy implementation

6.3.1.1 Inclusion of educators in the planning

It is recommended that educators are included in the process of planning. Policy should shift from prescribing a particular practice. This is a challenge for policy makers to start as close to the school level as possible to identify key points of leverage to bring about the desired changes. Christie, (1997) in the same vein, states that policy makers need to recognise that changing established patterns and dynamics in schools cannot be mandated by policy directives and is likely to take time. Exclusion of educators from policy processes will often precipitate resistance (Taylor, 1997:173).

If policymakers include the educators in planning up to implementation, the issues of context and “classroom realities” could be addressed at an earlier stage and implementation would not be as problematic because the environment would be well prepared beforehand to be conducive to implementation by all the relevant stakeholders. Policy implementation, according to De Clercq, (2000), is an interactive process which cannot be separated from policy formulation. Educators should therefore be included in both policy formulation and policy implementation.

According to De Clercq, cited in Le Grange (2000), curriculum change at the level of policy is unlikely to lead to substantive changes in South African classrooms unless policy development processes are broadened to include the “importance of building the professional capacity and involving teachers centrally as key agents in both the design and implementation of new curricula.” Le Grange (2000) provides an example of how top down curriculum and policy processes as well as contextual realities militate against change. This present study (Gule), makes it clear that it may be naive to believe that the shift from policy into practice is a simple process. This may be particularly so, given South Africa’s complex challenges as a consequence of its historical legacies. From the present study it is evident that policies that do not take into consideration the realities of classroom practice (or realities in which teachers work) may militate against the very intentions of that policy.

6.3.1.2 Individuality of the system

There is a need to abandon the assumption that all schools, teachers and classroom will develop as one. It should be considered that there are individual differences and individual rates of change. This applies to individual teachers, classrooms and schools. It is therefore recommended that in our efforts towards policy implementation , individuality of the system is considered. For example, when planning for workshops historically disadvantaged schools need to have different workshops from the ex - Model C schools.

Schools are at different levels of development. In this present study, both Mulberry and Blueberry schools were historically disadvantaged but at

different levels. Educators from these schools would not benefit equally from the same workshop because they have different needs which were not addressed in the workshops. If schools with similar needs attended the same workshop, the workshops would be relevant and constructive. The goals which would be set for these schools would be within their reach and achieving them would instil a feeling of confidence.

The workshops for the historically advantaged schools, ex - Model c, or the already competent schools would aim at improving in certain areas and help them to introduce sophisticated teaching and learning methods of the kind that would characterise Curriculum 2005 at its best.

Rogan (2000:119) affirms the individuality of the system when stating that an event is a global affair that does not occur in a particular context. This implies that events occur in different contexts with several factors affecting these contexts which result in individuality of the systems. Decrees on educational policy such as Curriculum 2005 are examples of events, but the process of change is an intimate affair that will play out differently in each and every school.

It is also recommended that future Curriculum 2005 training workshops for educators needs to be different and linked to educators' performance. Performance of educators cannot be expected to be consistent because individual educators are at different levels of professional development. The training of educators should therefore not be the same for all educators.

6.1.3.3 Support for implementation

For an implementation to be successful, there must be a balance between pressure and support as indicated in 6.2.3 above. It is therefore recommended that there be a balance in the allocation of resources and addressing the needs of individual schools. Principals and School Management Teams (SMTs) need to be empowered so that they can offer relevant and constructive support which would be ongoing.

To the researcher it has become apparent that if C2005 is to be implemented in any meaningful way in classrooms, educators need a great deal of support and this includes:

- support from SMTs
- resources (like furniture)
- ongoing workshops to monitor the progress
- learner support material
- teacher pupil ratio to be adjusted accordingly so that educators can manage individual group learning.

This kind of support will make educators feel that they are not left alone and know that they are implementing policy as they are mandated unlike when they lack assurance obtained from support.

6.4 SUGGESTIONS FOR FURTHER STUDIES

The time required to complete the study and the size of the sample do not limit the findings of the study to be generalised, because typical South African schools from different environments were sampled. It is suggested

that other studies be conducted in other disadvantaged schools in order to identify points of leverage. That will also assist in further generalisability of the study and also identifying what works and what does not work. Having identified that, the needs can be addressed.

6.5 CONCLUSION

Several difficulties have been identified with regards to the training received by educators and the implementation of Curriculum 2005. Literature reviewed also indicated such problems. In the case of Mshwathi and Wartburg circuits, this present study validates the findings of other researchers with the respect to the training of teachers for the implementation of C2005, and highlights the importance of the context in which it is implemented.

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APPENDICES

SCHOOL PROFILE

The Principal or any member of the School Management Team (SMT) delegated by him or her complete this instrument.

Instruction: Kindly complete this questionnaire by writing required information in the spaces provided or by placing a tick in the appropriate box beside the question or statement.

3) Name of school

4) Position of the person at the school:

HOD	
Deputy principal	
Principal	

5) Gender:

6) Experience (in years) in this position:

< 1 yr	
1 - 4 yrs	
5 yrs +	

5. Highest qualification obtained.

6. Location of the school in terms of the circuit:

6.1 Wartburg	
6.2 Mshwathi	

7. Name of the ex-department of the school.

8. This school is classified as

8.1 Primary	
8.2 Combined	

9. Complete the following with regard to grade 1 in 2000

9.1 Number of grade 1 classroom.

1	
2	
3	

9.2 Number of grade 1 learners in each class

< 45	
46 - 50	
51 - 55	
56 - 60	
> 60	

9.3 Number of grade 1 educators in the school

1	
2	
3	

10. Complete the following with regard to grade 2 classrooms in 2000.

10.1 Number of grade 2 classrooms.

1	
2	
3	

10.2 Number of grade 2 learners in each class.

< 45	
46 - 50	
51 - 55	
56 - 60	
> 60	

10.3 Number of grade 2 educators in the school

1	
2	
3	

11. Complete the following with regard to grade 3 classrooms in 2000

11.1 Number of grade 3 classrooms

1	
2	
3	

11.2 Number of grade 3 learners in each class

< 45	
46 - 50	
51 - 55	
56 - 60	
> 60	

11.3 Number of grade 3 educators in the school

1	
2	
3	

12. Complete the following with regard to grade 7 classrooms in 2000

12.1 Number of grade 7 classrooms

1	
2	
3	

12.2 Number of grade 7 learners in each class

< 45	
46 - 50	
51 - 55	
56 - 60	
>60	

12.3 Number of grade 7 educators in the school

1	
2	
3	

13. Home language of most learners in the school

Zulu	
Xhosa	
English	
Sotho	
Tswana	

14. Medium of instruction in the school

Zulu	
English	
Xhosa	
Afrikaans	

15. Does the school have the following items.

	YES	NO
15.1 a telephone		
15.2 a staffroom		
15.3 storeroom		
15.4 library		
15.5 photocopier		
15.6 fax machine		

16. Which of the following OBE / C2005 materials does your school have?

	YES	NO
16.1 Policy document for the foundation phase		
16.2 Policy document for the senior phase		

17. Where did the school obtain the above documents?

17.1 the department offices	
17.2 the workshops	
17.3 other (specify)	

18. How many educators attended OBE/C2005 workshop before they implemented in their (phase) grades?

Grade 1	
Grade 2	
Grade 3	
Grade 4	

19. Please indicate the total number of educators who attended the workshops from the school

20. Did the school have the delegate for the district?

20.1	YES		NO	
------	-----	--	----	--

21.2 If YES please identify the educator _____

THANK YOU FOR YOUR TIME AND CONTRIBUTION

EDUCATOR CHARACTERISTIC PROFILE

The educator who is selected for an interview will complete this instrument.

Instruction: Kindly complete this questionnaire by writing the required information in the spaces provided or by placing a tick in the appropriate box beside the question or statement.

1.1. Name of school

1.2 Gender:

Male		Female	
------	--	--------	--

1.3 Age

< 20 years	
20 - 25 years	
26 - 30 years	
31 - 40 years	
> 40 years	

2. TEACHING EXPERIENCE

2.1. How many years altogether have you been a teacher?

< 5 years	
5 - 10 years	
11 - 15 years	
16 - 20 years	
> 20 years	

2.2. How many years have you taught at this school?

< 1 year	
1 - 4 years	
5 + years	

2.3. How many years have you taught the present grade that you teach?

< 1 year	
1 - 4 years	
5 + years	

2.4. How many years have you taught the Learning Area (s) that you teach this year?

NS	
HS	
MLMMS	
LLC	

2.5. Please list your academic and professional qualification.

	QUALIFICATIONS	INSTITUTION	YEAR OBTAINED
1			
2			
3			
4			

EDUCATOR QUESTIONNAIRE SCHEDULE - CONFIDENTIAL

This instrument will be completed by the educator who attended the workshop(s) which were facilitated by the delegates.

Kindly complete this questionnaire by writing the required information in the spaces provided or by placing a tick in the appropriate box beside the question or statement.

From your own perspective, what is

1.1 C2005?

1.2 OBE?

2. What is the connection between the OBE and the curriculum 2005?

3. Please give information on all the OBE / C2005 workshops that you attended before OBE was implemented in the grade that you teach

No	Focus of the workshop	Duration	Position of Facilitators (eg. educators / supervisors)

4. Which general principles informing OBE based C2005 were addressed in the workshop(s)?

5. Use the following scale to give your opinion about the workshop(s) that you attended.

Agree	Strongly Agree	Disagree	Strongly Disagree	No Opinion
1	2	3	4	5

6. The workshop:

	1	2	3	4	5
Helped me to understand the principles of OBE/ C2005					
Furnished me with terminology that was confusing					
Emphasised theory					
Had little emphasis on classroom practice					
Furnished me with implementation strategies of C2005					
Presented useful examples of teaching resources for C2005					

6.1 What did you find valuable in the workshop(s)?

6.2 Please explain why you feel that way?

7. What did you regard to be the least valuable?

7.1 Please explain why you feel that way?

8. Please rate the materials given at the workshop(s) using the given scale:

The content of the material was : (Please give the materials and rate them)

Easy to understand	Not easy to understand

9. After attending these workshops did you feel confident enough to implement C2005?

YES		NO	
-----	--	----	--

9.1 Please explain why you feel that way

10. What do you consider to be the main obstacle in the implementation of OBE / C2005 in your classroom?

11. Please make suggestions which will be of value to the planners of future workshops, specifically on

11.1 Duration of training

11.2 Content of the material

11.3 Assessment of training sessions

DELEGATE INTERVIEW SCHEDULE

I would like you to give me information about the OBE / C2005 workshops that you attended and the workshops that you facilitated at.

Kindly complete this questionnaire by writing the required information in the spaces provided or by placing a tick in the appropriate box beside the question or statement.

1. Please give brief information about your life history under the following headings:

1. Where you grew up

1.1.1 rural area	
1.1.2 urban area	
1.1.3 semi - rural	
1.1.4 semi - urban	

2. Workshops attended

2.1 Please list workshops that you attended (other than the OBE / C2005 workshops) for the past four years

3. Why do you think you were chosen to be the facilitator / delegate of OBE / C2005 workshops? (A facilitator for the circuit district)

4. Who chose you to be the delegate of OBE / C2005 workshops?

5. What is your understanding of the general principles in informing OBE / C2005?

6. Which of the principles you mentioned in 5 above were adequately addressed in the workshops?

7. Please list all the provincial workshops you attended in preparation for the facilitation at circuit level.

No	Focus of the workshop	Duration	The Designation of the Facilitators

8.1 Which of the above workshops did you find valuable?

8.2 Explain why you feel that way.

9. Which of the above workshops did you find to have less value?

9.1 Explain why you feel that way.

10. As an educator, use the following scale to give your opinions about the training workshops that you attended.

Agree	Strongly Agree	Disagree	Strongly Disagree	No Opinion
1	2	3	4	5

The workshop:

	1	2	3	4	5
Helped me to understand the principles of OBE/ C2005					
Furnished me with terminology that was confusing					
Emphasised theory					
Had little emphasis on classroom practice					
Furnished me with implementation strategies of C2005					
Presented useful examples of teaching resources for C2005					

11. What were your expectations when you attended the workshops?

12. Were you given handouts / documents with OBE / C2005 information to read on your own?

YES		NO	
-----	--	----	--

If YES please rate them according to the given scale

Agree	Strongly Agree	Disagree	Strongly Disagree
1	2	3	4

The content of the material was:

	1	2	3	4
- easy to understand				
- a follow up on what was already done				
- helped me to understand OBE / C2005				

13. What other learning and teaching materials were given / used in the workshop?

14.1 Did the workshops meet all your expectations?

YES		NO	
-----	--	----	--

14.2 If not which ones were not met?

15.1 Do you feel confident enough to facilitate OBE / C2005 at workshops after attending these workshops?

YES		NO	
-----	--	----	--

15.2 Why do you feel that way?

16. How was the effectiveness of the training workshops determined?

17. Information on workshops facilitated at:

No	Focus of the workshop	Duration	Designation of participants	No. of participants

18. Where the participants divided into groups or did you deal with the whole group?

18.1 Was that approach effective?

YES		NO	
-----	--	----	--

18.2 Explain your answer in 18.2 above.

19. How much time was spent on different components such as:

19.1 Introduction

5 min	
10 min	
15 min	

19.2 Planning

< 10 min	
10 - 20 min	
21 - 30 min	
31 - 40 min	
40 min +	

19.3 Assessment and recording

< 10 min	
10 - 20 min	
21 - 30 min	
31 - 40 min	
41 - 50 min	
51 min +	

20. What training material did you use?

20.1 Were they from workshops attended or you developed them?

20.2 What effect did the use of these materials have on the understanding of participants?

21. How did you assess the training sessions?

22. Did the workshop meet your expectation?

YES		NO	
-----	--	----	--

22.1 Please explain why you feel that way.

22.3 Please make suggestions on improvements to meet these objectives.

23. Please make suggestions that will be of value to the planners of future workshops, specifically on

23.1 Duration of the workshop

23.2 Content of the material

23.3 Assessment of training sessions

THANK YOU FOR YOUR TIME AND CONTRIBUTIONS

TRAINER (SUBJECT ADVISORS) CHARACTERISTICS PROFILE

This instrument will be completed by the trainer of the delegates (subject advisor).

Kindly complete this questionnaire by writing the required information in the space provided or tick in the appropriate box beside the question or statement.

1. Region _____

2. Gender

Male		Female	
------	--	--------	--

3. Age

< 20 years	
20 - 25 years	
26 - 30 years	
31 - 40 years	
> 41 years	

4. How many years have you been in this position?

< 5 years	
5 - 10 years	
11 - 15 years	
16 - 20 years	
> 20 years	

5. Highest qualifications obtained and when

Qualification	Year Obtained

6. In which of the following were you involved before taking part in the training

6.1 curriculum planning	
6.2 curriculum development	

7. How were you chosen to be one of the trainers?

7.1 Give the criteria used

7.2 Give any other factor which might have affected you being chosen.

8. Why do you think you were chosen to be the facilitator of the delegates?

9. What is your experience in the learning area that you facilitated?

9.1 Did you use the materials that were used in the preparation workshops?

YES		NO	
-----	--	----	--

9.2 What effect did the type of material used have on the understanding of the participants?

10. Please indicate how the principles informing OBE were addressed in the workshops?

11. How did you (as facilitators) determine the effectiveness of each training session of the workshop? _____

12. Did all the workshops meet your expectations?

12.1 Please explain why you feel this way.

13. What support have you given to your participants towards the implementation of C2005 as a follow up on the effectiveness of the workshop(s).

14. What piece of advice or recommendation would you give to the planners of the workshops to follow? (Use your own experience or findings). These should be specifically on:

14.1 Training duration _____

14.2. Aspects which need more attention

14.3 Content of material used or to be used

14.4 Assessment of the effectiveness of training sessions

THANK YOU FOR YOUR TIME AND CONTRIBUTIONS

A: INTERVIEW ON WORKSHOPS ATTENDED

1. How many workshops did you attend in preparation for the training of delegates?

2. How long was each workshop?

Workshop	Duration
1	
2	
3	
4	
5	

3. Please give the designation of the people who were facilitated in these workshops

Workshop	Designation of the facilitators
1	
2	
3	
4	
5	

4. What are the general principles informing OBE based C2005 with respect to the workshop?

5. What materials were used in these workshops?

5. What is the training model?

6.1 How does it work?

6.2 Please mention how you determined the effectiveness of your own training within the programme. _____

7. Did the workshops meet the objectives?

7.2 Please explain why you feel that way.

B: DETAILS OF WORKSHOPS FACILITATED AT

8.

No.	Duration	Focus of the workshop	Grades taught by participants	No. of participants

9. Did you use the materials that were used in the preparation workshops?

YES		NO	
-----	--	----	--

9.1 What effect did the type of material used have on the understanding of the participants?

10. Please indicate how the principles informing OBE were addressed in the workshops?

11. How did you (as facilitator) determine the effectiveness of each training session of the workshop?

12. Did all the workshops meet your expectation?

12.1 Please explain why you feel this way?

13. What support have you given to your participants towards the implementation of C2005 as a follow up on the effectiveness of the workshop(s)?

14. What piece of advice or recommendation would you give to the planners of the workshops to follow? (Use your own experience or findings). These should be specifically on:

**14.1 Training:
Duration**

Aspects which need more attention

14.2 Content of material used or to be used

14.3 Assessment of the effectiveness of training sessions

THANK YOU FOR YOUR TIME AND CONTRIBUTIONS

SEM INTERVIEW SCHEDULE

Kindly complete this questionnaire by writing the required information in the spaces provided or by placing a tick in the appropriate box beside the question or statement.

1. Circuit _____

2. Gender

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

3. Age

< 20 years	<input type="checkbox"/>
21 - 30 years	<input type="checkbox"/>
31 - 40 years	<input type="checkbox"/>
> 40 years	<input type="checkbox"/>

4. Please indicate your teaching experience in years.

< 5 years	<input type="checkbox"/>
6 - 10 years	<input type="checkbox"/>
11 - 15 years	<input type="checkbox"/>
16 - 20 years	<input type="checkbox"/>
> 21 years	<input type="checkbox"/>

5. How many years have you been in this position ?

< 5 years	<input type="checkbox"/>
6 - 10 years	<input type="checkbox"/>
11 - 15 years	<input type="checkbox"/>
> 16 years	<input type="checkbox"/>

6. How many primary schools are in your circuit?

1	
2	
3	
4	
5	

7. How many educators in your circuit were chosen as delegates to attend OBE workshops for

Grade 01	
Grade 02	
Grade 03	
Grade 04	

8. Give full information as to how delegates were chosen (criteria used and who chose them).

9. How did the delegates cascade the information to the educators in the circuit?

10. Please complete the following on the cascading of information.

Grade	No of Workshops	Duration	No of Participants
1			
2			
3			
7			

11. How did these educators, who attended the workshops by the delegates, report back to the educators (colleagues)?

11.1 What was planned by the circuit with respect to this?

12. Are educators in your circuit in fact implementing C2005?

YES		NO	
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12.1 Explain as fully as possible as to what they are doing differently from previous years (consider issues like classrooms environment, assessment and other relevant aspects).

13. In monitoring the implementation of C2005, what do you see as the main obstacles / limitations in schools.

14. **Would you say the using of workshops as the cascading model has been effective?**

14.1 **Please explain why do you feel this way.**

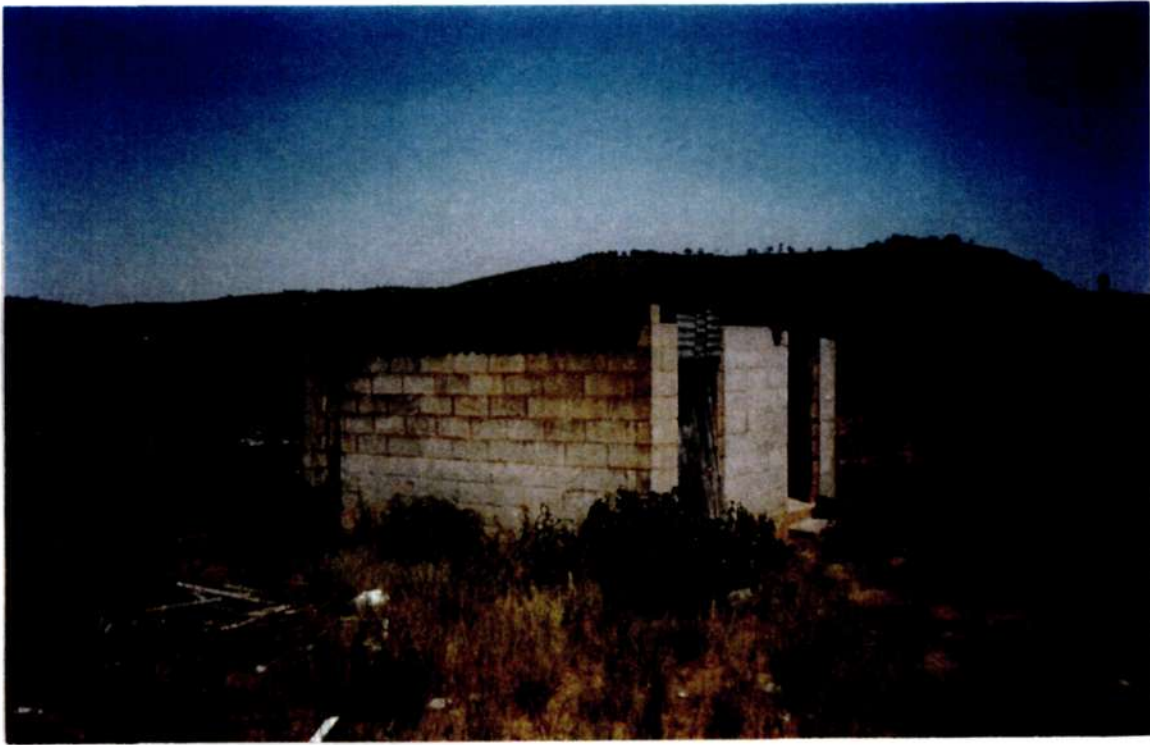
15. **In your opinion what do you feel is required to optimally implement C2005 in schools?**

16. **Please give your suggestions or recommendations on the workshops to be conducted for the educators who are to implement C2005. These should be specifically on:**

16.1 **Format**

16.2 **Procedures of the workshop**

THANK YOU FOR YOUR TIME AND CONTRIBUTION



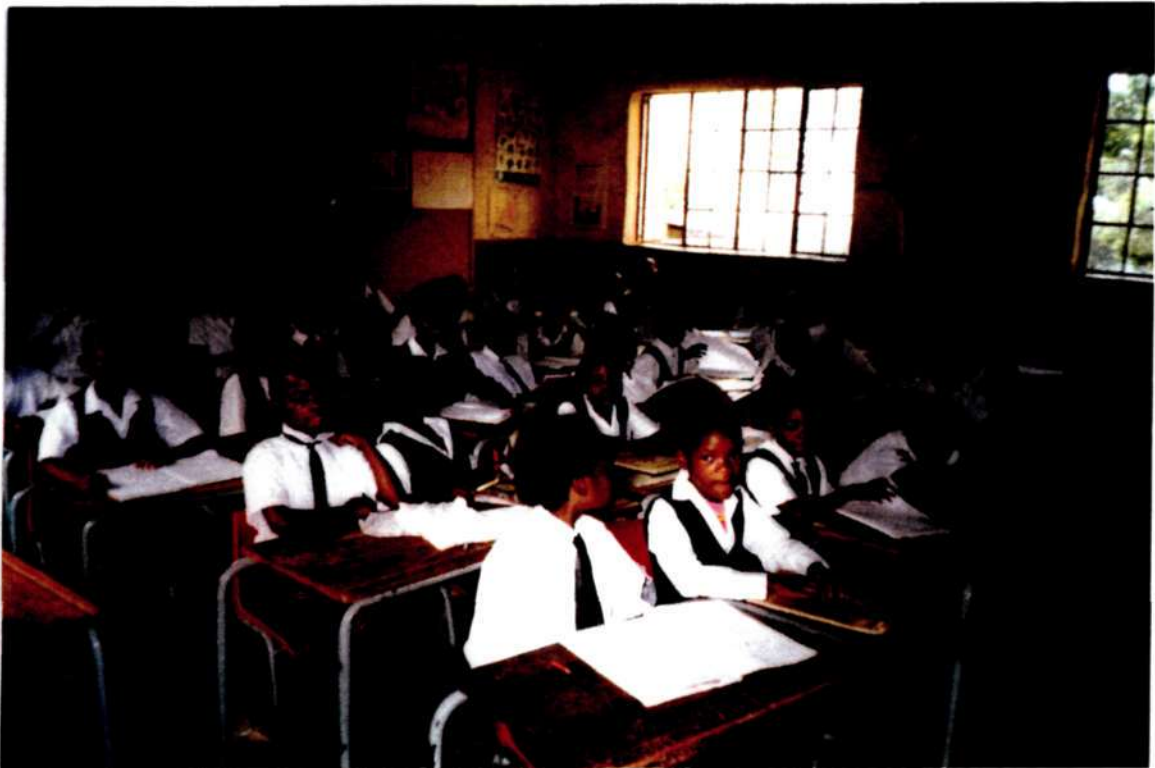
Learners' Toilets in Mulberry School



Educators and Learners in Mulberry School obtain water from this tank



In grade 3, an educator assisting learners in groups (Blueberry School)



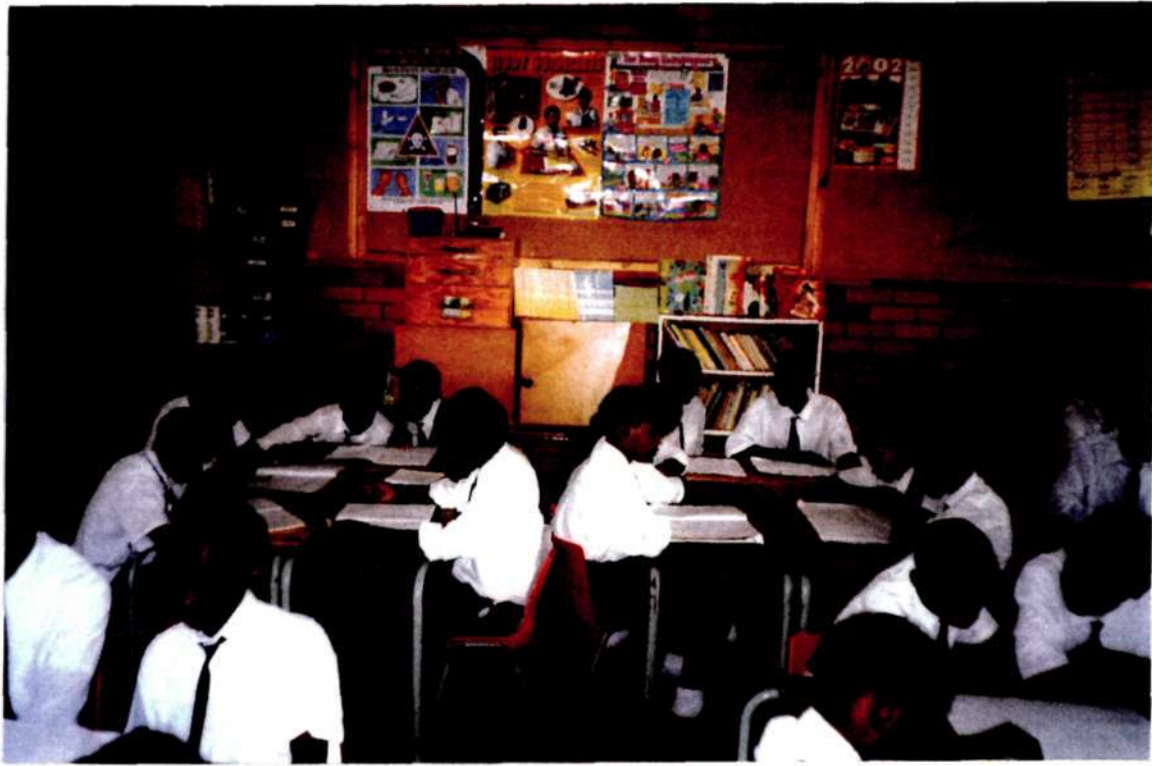
In Blueberry, the class educator, resisted to arrange learners in groups preferred the traditional methods.



Computers donated to the school are not used but kept in the storeroom by the principal, they were fundraised by the deputy principal (Blueberry School)



The office of the principal of Blueberry with the trophies won in different activities



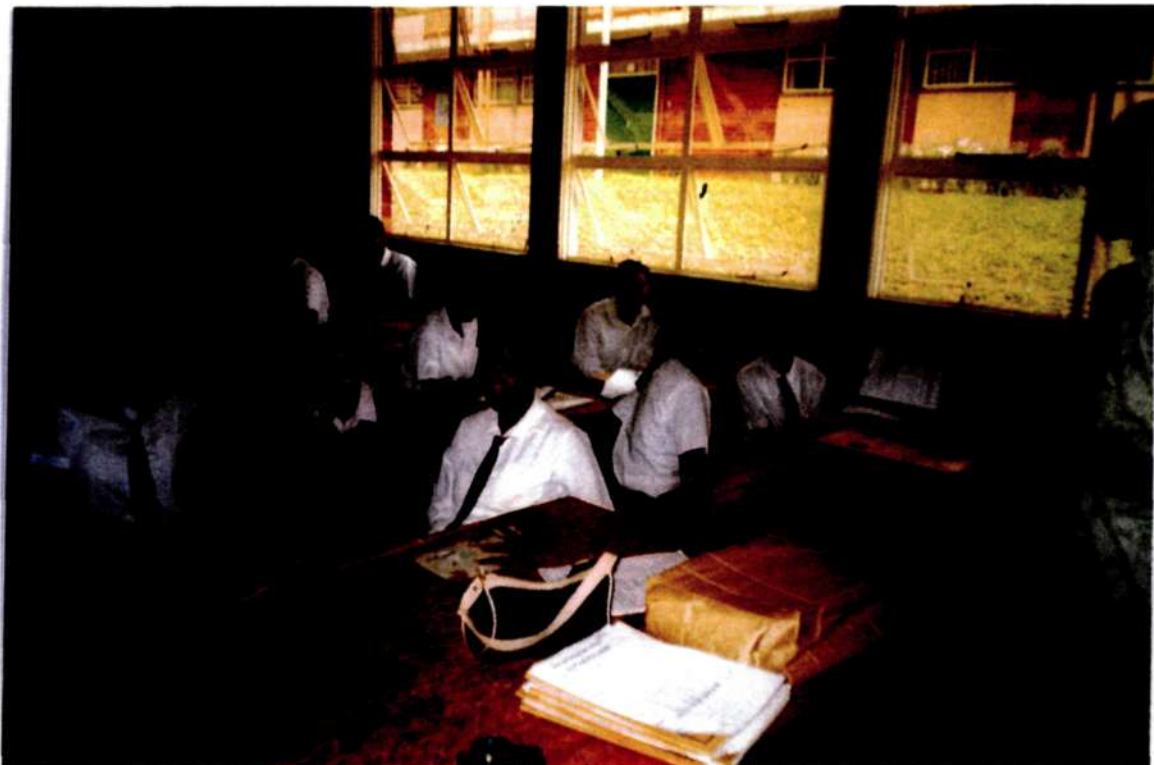
Grade 7 learners, arranged in groups but working individually in Blueberry School



In Blueberry School, Learners arranged in groups but there is no space for the educator to move from group to group giving assistance.



Order in the Strawberry School



Learners discussing in groups in Strawberry School