

**THE IMPLEMENTATION OF OUTCOMES-BASED EDUCATION IN  
THE EASTERN CAPE – A MANAGEMENT PERSPECTIVE AT  
MICRO LEVEL**

**BY**

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**I dedicate my thesis to my two precious daughters**  
**Liesl Gottert and Yolande de Klerk**

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## **SUMMARY**

The research focuses on the implementation of Outcomes-based Education (OBE) from a management perspective, in the Eastern Cape province of South Africa. This being a largely rural province, teachers are often un- or underqualified and in-service training for curriculum implementation is constrained by logistical problems such as vast distances, lack of physical facilities and resources and language barriers. In spite of extensive socio-political changes since 1994, these barriers remain. A thorough study of the literature provides an understanding of the foundations of OBE in the light of a need for relevant education in a democratic South Africa. The purpose, forms, characteristics and key elements of an outcomes-based approach are described, as well as the role of the teacher in curriculum implementation. OBE is a futuristic education approach embodying a radical shift from the traditional content-based approach followed in the previous education dispensation. The initial curriculum aimed at realising the new OBE approach, was known as Curriculum 2005 and is described according to its key elements. Thereafter, the debate surrounding Curriculum 2005 and the problems associated with its implementation are identified. The Revised National Curriculum Statement, produced after the review of Curriculum 2005, is outlined and the roles of the teacher, principal and district officials in terms of the new curricula are then dealt with. Attention is then given to the roles of district officials, principals and teachers in managing the curriculum since all three role players have crucial roles to play at district, school and classroom levels. This theoretical discussion provides the framework for the qualitative study in determining the perceptions of these role players in the implementation of OBE in the Eastern Cape. Data was collected by means of individual and focus group interviews with a small sample of district officials, principals and teachers, selected through a combination of judgement and convenience sampling. An examination of documents was also carried out. The findings suggest factors that encouraged or hampered the implementation of OBE at district, school and classroom levels. Finally, based on the findings of both the literature and empirical studies, recommendations were provided for the improvement of OBE implementation in the Eastern Cape.

## **KEY WORDS**

Assessment; Change; Classroom level; Curriculum; Curriculum 2005; Curriculum Implementation; Curriculum Management; District level; Managing Change; National Curriculum Statement; Outcomes-based Education; Policy; Revised National Curriculum Statement; Role of District Official; Role of Principal; Role of Teacher; School level.

## **LIST OF ABBREVIATIONS**

<b>AS</b>	Assessment Standard
<b>C2005</b>	Curriculum 2005
<b>CA</b>	Curriculum Adviser
<b>CASS</b>	Continuous Assessment
<b>CO</b>	Critical Outcome
<b>DOE</b>	Department of Education
<b>DO</b>	Developmental Outcome
<b>EC DOE</b>	Eastern Cape Department of Education
<b>EDO</b>	Education Development Officer
<b>FET</b>	Further Education and Training
<b>FP</b>	Foundation Phase
<b>GET</b>	General Education and Training
<b>HEI</b>	Higher Education Institution
<b>INSET</b>	In-service Education and Training
<b>IP</b>	Intermediate Phase
<b>LA</b>	Learning Area
<b>LAC</b>	Learning Area Committee
<b>LIEP</b>	Language in Education Policy
<b>LOLT</b>	Language of Learning and Teaching
<b>LO</b>	Learning Outcome
<b>LP</b>	Learning Programme
<b>LTSM</b>	Learning and Teaching Support Materials
<b>MIET</b>	Media in Education Trust
<b>NGO</b>	Non-Government Organisation
<b>OBE</b>	Outcomes-based Education
<b>R</b>	Reception (as in Grade R)
<b>RNCS</b>	Revised National Curriculum Statement
<b>SA</b>	South Africa
<b>SO</b>	Specific Outcome
<b>SP</b>	Senior Phase