THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE

by

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5. Finally, I thank God for giving me strength, life and the wisdom to go through this difficult time in completing this research.

DECLARATION

I , **Peter Mopai Mokgaphame** declare that this research dissertation for the Masters of Education in Educational Management at the University of South Africa hereby submitted by me has not previously been submitted for a degree at this or any other University and that it is my work in design and in execution and that all reference material contained therein has been duly acknowledged.

Signature _____ **Date** 10 October 2001

DEDICATION

I dedicate this work to my parents Johannes and Miriam Mokgaphame

My family : Toekie Selaelo (Wife)

: Katlego Kagiso (Son)

: Mologadi Lebogang (Daughter)

ABSTRACT

The purpose of this study was to investigate the way in which OBE teacher training in the Northern Province is being managed, particularly in Region 4. The study also aimed to contribute in providing information about how the Provincial office of the Northern Province is managing OBE teacher training.

The literature review covered both materials in the Provincial, National and other countries. The study's research methodology was qualitative, which includes interviews, observation and case study based. Interviews were scheduled with Provincial, Regional, District Dept officials, Educators and Principals.

The study has revealed that Region 4 cannot manage the implementation of OBE teacher training properly and effectively due to constrains such as lack of transport, insufficient training for trainer facilitators and educators, et cetera.

CHAPTER 1

THE BACKGROUND INFORMATION ON OUTCOMES-BASED-EDUCATION IN THE CONTEXT OF THE NORTHERN PROVINCE.

1.1. Introduction

The introduction of Outcomes-Based-Education (OBE) in our schools and the advent of curriculum (Curriculum 2005) mark an exciting transformation of education in South Africa (Kramer, 1999:1). According to Kramer, education in South Africa has been in a permanent crisis. While there was consensus about transforming education in South Africa (SA) by different stakeholders in education, there was also agreement by stakeholders in education about the size of the task of transforming education in South Africa and risks that lie in the path of change (Kramer, 1999:1). The risks include lack of well-trained facilitators in different Provincial Education Departments to deliver effective training to teachers in the new curriculum.

The study was conducted at the time C2005 was reviewed. Many changes and newest developments announced by Minister Asmal regarding the curriculum are not taken into consideration due the fact that the basic principles of OBE are not affected and the time scope of the study was limited.

This study recognises that OBE is a new approach to teaching and learning in SA, and the study also responds briefly to some of the questions such as, "how is the training of teachers in OBE being managed." It also challenges the Northern Province Education Department by questioning their current management of the implementation plans and how the OBE policy is being managed. Chapter 4 will present the findings of this study, and chapter 5 will make suggestions and recommendations for the study.

The quality of an educational system can be judged from three basic perspectives, the inputs to the system, what happens within the system, and the outputs from the system (Killen, 1998). These three components make the education system complete. For OBE in South Africa to be successfully implemented, these three perspectives need to be equally looked at. The study will look at the extent to which teacher training in the implementation of OBE in the Northern province is being managed, and also the OBE implementation plans as set out by the Northern Province, and how they are being monitored and managed.

1.2. Background information on the OBE policy

Killen (1998:2) describes OBE as an approach to planning, delivering and evaluating instruction that require teachers and students to focus their attention and efforts on the desired end results of education. He further explains the two types of outcomes from any education system. The first type includes performance indicators such as test results, completion rates and past-course employment rates. The second type of an outcome is a description of what students know, and what they are able to do, or likely to demonstrate as a result of their learning (1998:1). OBE philosophy has two basic approaches, one approaches emphasises student mastery of traditional academic outcomes and some cross-discipline outcomes such as the ability to work co-operatively. The second approach emphasises outcomes that are related to student's future life roles, this is the approach taken by the South African Education authorities.

Spady (1994:18) defines outcomes as "high-quality, culminating demonstration of significant learning in context". He goes on to suggest that there are three forms of outcomes that should concern teachers. These are traditional, transitional and transformation outcomes. Spady (1994:19) describes "transformational outcomes" as "that require the highest degree of ownership, integration, synthesis, and functional application of prior learning because they must respond to the complexity of real-life performances".

The South African government has taken a transformational approach to OBE, with a clear emphasis on the Critical Outcomes. The Critical Outcomes in SA are broad educational goals or a set of skills, attitudes and knowledge that all learners should demonstrate after being exposed to learning and teaching. These Critical Outcomes will ensure that learners gain the skills, knowledge and values that will allow them to contribute to their own success as well as the success of their family, community and the nation as a whole (Department of Education, 1997:10).

Political parties, teacher unions, education departments, industries, trade unions and businesses, recognising that the education system did not adequately meet the economic and social needs of the country or its people, met to discuss the way forward. Out of that process, the National Qualification's Framework (NQF) was devised. The NQF is the new policy, which relates to all forms of learning including schools, universities, on the job training and adult training learning. The NQF brought education and training together. In the past education was seen as an area where knowledge was gained, and training as an area where skills were gained. The NQF links education and training and therefore:

- Learning is made more flexible.
- All prior learning is recognised.
- Both adult learning and on the job training will also be recognised.
- Life long learning is a central principle.
- Learners learn skills for life.

OBE philosophy is both supported and critiqued. Supporters of OBE (McCarthy, 1993:58) argues that in a learning centred classroom the focus is on the outcomes, not the methods, material or, indeed, even the learning experiences. McCarthy further argues that the reforms of the 1980s in America failed, simply because the Americans identified specific skills, knowledge, and behaviour demanded of workers at the time. He also contends that OBE rests on three basic premises;

- All students can learn and succeed (but not at the same rate)
- Success in school breeds further success.
- Schools control the conditions of success.

However, instead there has also been some objections to outcomes-based education (McKaren, 1993:86). The most fundamental criticism against OBE according to McKaren, is that it reduces education, teaching, and learning to forms of human engineering and quasi-scientific planning procedures that view education as an instrumental means to specific ends (1993:86). The second objection to the OBE approach relates to its assumption that knowledge and curriculum content can be sequentially broken down into "micro-outcomes" that eventually lead to more significant "exit outcomes." Knowledge and understanding can never be reduced to behaviours, lists of skills and observable performances.

While it is acknowledged that OBE may improve the structure of lessons and units within courses, it does not necessarily improve the quality of the curriculum (McKaren, 1993:89). McKaren argues that there is no empirical evidence that OBE functions more effectively than a "process" model. He goes on to say "no evidence suggests that this is how learners best learn or understand their educational experiences."

South Africa has followed a list of countries who have attempted to implement an outcomes based curriculum over the past decade, and these initiatives have raised many issues which require closer examination (JET bulletin, June 1998:3). The previous education system has disadvantaged the majority of South Africans especially in the black communities. As opposed to the previous curriculum that was divided into subjects, each with its own tightly defined syllabus, an OBE curriculum is derived from the nationally agreed critical outcomes that sketches South Africa's vision of a transformed society and the role education has to play in creating and achieving this goal. All nine provinces have

embarked on the implementation of this new curriculum, although the pace, strategies and models of implementation differ from one province to the other.

The National Education Department has drawn broad principles and policies that will guide the implementation process in all the provinces. To ensure consistency, quality and standards in terms of the implementation process, the National Education Department came up with framework for the implementation process in different phases and grades. This framework although not fixed, allows the National Education Department to manage the process of OBE implementation in all nine provinces.

1.3. Motivation of the study

The debates regarding OBE raised by McCarthy does not suggest that OBE in South Africa could have the same objections and limitations (1993: 58). The success of OBE in South Africa is dependent on a number of factors, which include support by the National and Provincial Education Department, parents, teachers, learners and other stakeholders such as business sector in education. Professor Bengu, ex Minister of Education during 1997 in his message on the eve of the introduction of Curriculum 2005(C2005) said, "with the support of the national and provincial departments, I am sure that the results will be more than favourable. This support includes learning and teaching resource material information booklets and face-to-face training for governing bodies." This statement indicates the amount of commitment the departments have put on the implementation of the new curriculum.

Educational policy regarding the implementation of the outcomes based curriculum has been developed at both national and provincial level on how teachers and learners are going to be introduced to the new curriculum. Although there have been some shifts on deadlines for the implementation of OBE, Professor Kader Asmal, Minister of Education in his nine educational priorities, indicated the commitment of his department to ensuring the

success of this policy (Quarterly Review, 27 July 1999). Asmal went on to say, "We must ensure the success of active learning through outcomes-based education" (Quarterly Review of Education and Training, Vol. 6, Sept 1999:18). The government and the Minister of Education give complete support to the new national curriculum framework based on the concept of outcomes-based education. C2005 represents our best hope of transforming the retrogate inheritance of apartheid-era learning theories and obsolete teaching practices."

Asmal fully recognises that the success of the implementation of this new approach is entirely dependent on the extent to which teachers are properly prepared to facilitate OBE with understanding and how the implementation of the new curriculum is managed, and the extent to which appropriate learning support materials are delivered timorously and utilised in schools. Although the implementation of the new curriculum has the full support of Asmal, the big question is 'Will OBE succeed in South Africa?' The thrust of its success depends largely on the manner in which the implementation process is being managed in different provinces.

Outcomes based curriculum in the Northern Province has being received with mixed feelings by both teachers and education officials. Some teachers and officials of the department are positive that the approach will succeed whereas others feel it may not. This study hopes to find out the teacher's views on this subject, and how the Northern Province Education Department introduces this new policy in education to teachers. The other question would be "Is the Education Department in the Northern Province providing enough training for teachers in this new education policy?". Teachers require intensive training in OBE approaches for them to be able to implement the new curriculum in the classroom and also to be well equipped with the new methods of teaching.

Prior to 1994, South African Education system was based on the policy of separate development, which resulted in different Education Departments catering for different races

where certain sections of the population such as whites benefited from the system. The majority of the black population where disadvantaged by this policy. In 1995 the Reconstruction and Development Programme (RDP) disbursed over R70m which was to be spent building 1129 classrooms and sports facilities, improvement of teaching, especially of Mathematics, Technology and Science (Edusource, Dec 1995:8).

According to the former MEC for Education in the Northern Province, Dr. Aaron Motsoaledi, the province was short of 35 000 classroom in 1995 (Edusource, Dec 1995:8). This is an indication on how the apartheid education policy affected education in the black communities, particularly in the Northern Province. This policy did not promote equity and equality in terms of resources distribution. When the new government came into power one of its priorities was to change the education policy.

This study is very necessary, as the new curriculum is one of the best ways to rectify the mistakes of the apartheid practices, available to South Africa. This new policy in education is non-discriminatory and fair to all the citizens of South Africa. It would be appropriate to research how this new policy in education is being implemented and managed in the Northern province. The study could contribute towards a better understanding of the threats, strengths and weaknesses of OBE training of teachers.

1.3.1. More emphasis on the parental role

The previous education policies have affected how teachers teach and how learners learn. Mostly, parents in the black communities were not involved in the education of their children and their role in education was being neglected by the previous educational policies. In addressing the imbalances of the past, the first step by government was to create a single, non-racial education department that would lead to the existence of a genuinely non-racial, unified and decentralised education system.

The South African Schools Act (SASA) was legislated in 1994, and this Act clearly outlines the roles and functions of parents in managing and running schools. This law gives parents a greater say in the running of schools and also allows parents to know more about educational issues affecting the school. Issues such as the implementation of OBE in schools have a direct bearing on parental involvement. OBE requires teachers to communicate adequately with parents, as learning does not only take place in the classroom. OBE also recognises prior learning and the learner's environment, which could be at home or at work.

The new policy in education means that more children and adults will enter the education and training terrain, thus causing a need for new teaching approaches such as an outcomes based approach to teaching and learning, new teaching materials, new forms of education and innovative support to communities. (JET bulletin, March 1998:3).

The introduction of Outcomes Based curriculum came as a policy change in the education sector. Since the introduction of the new curriculum in 1998, this policy change has brought many challenges to teachers such as changing teacher's roles to that of a facilitator and also using learner-centred approaches to teaching. Learners are now taking responsibility for their own learning and the teacher's roles has changed from being knowledge tanks to facilitators of learning, parents are becoming fully involved in the education of their children by assisting their learners with homework, tasks and school projects, particularly in the black communities. The new education policy has changed the roles of different role players such as teachers, parents and learners in education. The new education policy recently adopted by government intends to transform education in South Africa. The government is hoping that all learners who undergo this education system will be able to compete internationally, particularly in the field of Mathematics, Science and Technology. The new curriculum is hoped to open opportunities for more learners to register for Engineering, Information Technology and Science and Mathematics degrees at the universities, as in the past that was not the case.

1.3.2. Implementation of a new educational policy

The success of this educational policy depends on the manner in which it is implemented. Due to different contexts such as the school environment and lack of proper teaching and learning facilities in different regions of the Northern Province within which this policy is being implemented, the success of OBE implementation might be influenced by how the implementation of the policy is being managed. The attitudes and perceptions of the role players in education might also influence the implementation process of this policy. In this regard, the management of the implementation of OBE in different regions of the Northern Province might contribute to either the success or the failure of this policy in the province. The success of this education policy depends largely on how the implementation process is being managed. The study looks at the management of the OBE implementation in the Northern Province.

1.4. The context of the Northern Province

To assist teachers in the implementation of OBE, the National Education Department has given provinces a time framework within which the provinces should operate and the task of training of stakeholders particularly teachers. How the OBE implementation process is managed, is left to the provinces to work themselves? In the Northern Province, the implementation of OBE is being managed through the "BAOBAB project" that is being funded by the Irish government. The research focuses on the manner in which the in-service training of teachers in OBE is being managed in the Northern Province. In pursuit of the goals and objectives of the BAOBAB project, a Project Management Committee was formed to facilitate the all the activities of the project. The committee is headed by a Project Co-ordinator who is employed full time by the department of education, the

Since this study is conducted in the Northern Province, it would be appropriate to briefly give an outline of the province. The Northern Province is divided into six regions and figure 1 outlines the regions as at the time of the study. The demarcations in the regions might change due to new political demarcations.

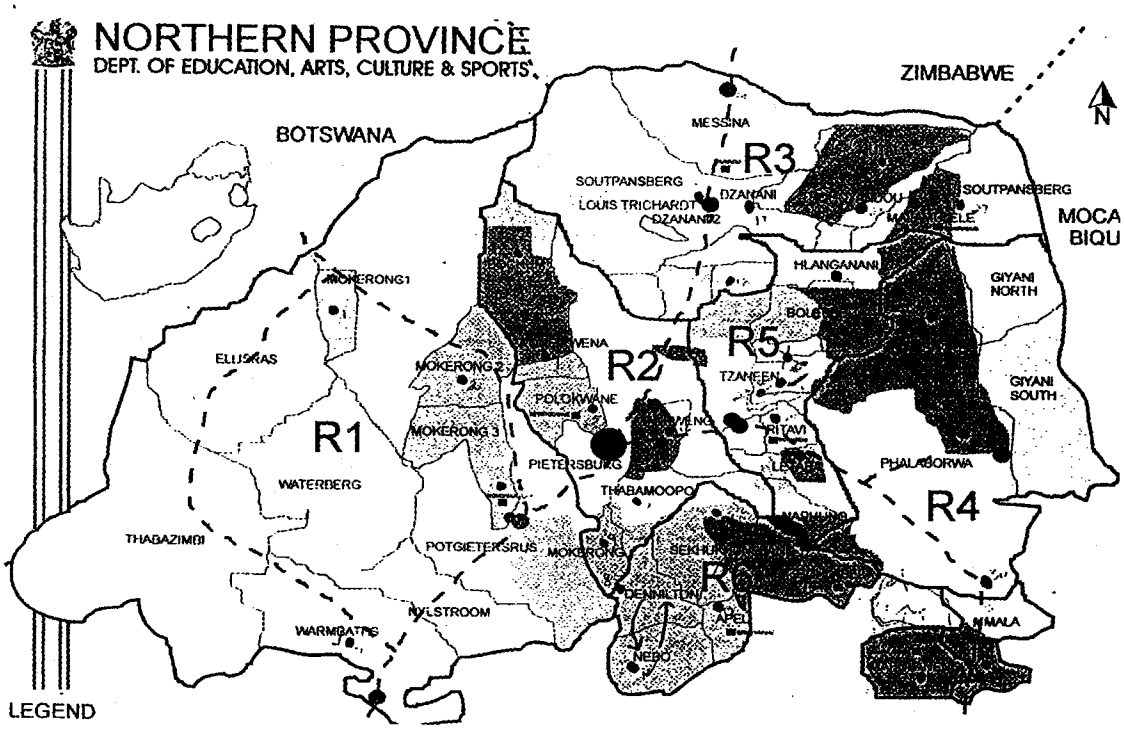

Fig 1: Northern Province Education Development Trust Report (June 1998)

Due to the nature of this study as it is of a limited scope, 4 regional OBE facilitators, 4 teachers, and 2 principals are sampled from Region 4 (R4) which is in the Eastern region of the Northern Province. The limitations of this study are lack financial resources to cover

Due to the nature of this study as it is of a limited scope, 4 regional OBE facilitators, 4 teachers, and 2 principals are sampled from Region 4 (R4) which is in the Eastern region of the Northern Province. The limitations of this study are lack financial resources to cover the whole province and also the time constraint and the personnel to cover all the regions of the Northern Province in order to conduct a full-scale study of the province.

The Northern Province has about 27% of the schools, which are barely suitable for education and teaching, and learning conditions are very bad (Edusource, 1997:6). About 41% of the schools need repairs and only 33% are in conditions conducive to teaching and learning (Edusource, 1997:7). Schools that are in excellent condition are the former Model C schools. The majority of the schools which are not conducive to education are in the rural villages such as region 4 of the Northern Province, where some schools have no basic facilities such as proper classrooms, water taps and toilets (Edusource, 1997:7). These bad conditions in schools make the implementation of this new curriculum in the Northern Province more challenging in terms of working with teachers who are coming from different schools with different environments.

The national education department's initial plan to implement this new curriculum in phases began in 1998 with the training of grade 1 and 7 teachers. The plan was as follows:

Grades	**Year**
2 & 8	1999
3 & 9	2000
4 & 10	2001
5 & 11	2002
6 & 12	2003
Review of curriculum	2004
Full implementation	2005

However, there have been some adjustments to the original plan of implementing curriculum 2005. Implementation of the new curriculum in some grades was delayed due

to financial constraint of the department of education in the training of the teachers and also the teacher and learner support materials not readily available for use in those grades. Implementation in some grades was delayed due to lack of funding to train teachers in those grades and lack of teacher and learner support materials. All nine Provinces are expected to follow the National Education's departmental framework in terms of the implementation process. The implementation in provinces has been decentralised and provinces are working according to national plans.

1.5. Formulation of a research problem.

How does the Northern Province Department of Education manage the implementation of OBE through teacher in-service training?

- What are government's plans in terms of in-service training of teachers in OBE in the Northern Province?
- What is Northern Province's policy on teacher training and how OBE is implemented in the province?
- What learning resource materials has government provided to schools to support the OBE initiative?
- How is the training of teachers in OBE being managed?
- What factors might enhance / hamper the success of OBE training in the Northern Province?

1.5.1. Aims of the study.

It is critically important for South Africa to successfully implement the new curriculum as this curriculum was introduced to replace the apartheid "Bantu Education". Since many educators, learners and parents are going through a learning curve in the new curriculum, it could be useful to find out more about issues that could enhance the success of OBE

training as well as finding out issues that might hamper the process of OBE implementation. This study will contribute to providing information about how OBE and C2005 is being managed in regions four of the Northern Province.

Jansen (1999:158) argues that the introduction of Curriculum 2005 is occurring in a fragile and volatile context of rapid societal change and a huge legacy of undersourcing. He also points out that the implementation time frame is squeezed and human and financial resources for implementation are limited. This could only be confirmed or negated by formal research. This study will try and answer some of these concerns, particularly how OBE implementation is being managed in the Northern Province. The aim of the study is also to provide information on the management practices in the implementation of OBE, which will then inform those concerns on the management of OBE training in the Northern Province.

These aims would then lead on to the objectives of this study, namely:

- To clarify and describe the OBE policy.
- To explain the implementation phase of the policy process.
- To outline the government's strategy to assist implementation of OBE.
- Clarify and describe the context Region 4 in the Northern Province.

1.6. Research methods and design

Since the research focuses on how OBE teacher training is being managed in the Northern Province, the study will follow qualitative data collection methods such as observations, structured interviews and documents analysis. This method will assist the researcher focus on the management of OBE teacher training. Interviews are conducted with the regional and provincial education departments' officials responsible for the implementation of OBE, principals and teachers in schools to find out:

- ✓ Their perceptions about OBE curriculum,
- ✓ What is the government's policy on teacher training
- ✓ What is the government's plan on teacher training
- ✓ How teacher training in OBE in being managed.

It would also be appropriate to find out what teachers, principals and departmental official's perceptions on OBE are? Regional facilitators (Region 4) are interviewed to find out how they have been trained and how their training process was managed. Their perception on OBE is also looked at. A sample of teachers who have been trained and who are being trained are interviewed to find out about their perceptions on OBE and how the implementation process is being managed.

A sample of principals from a few schools in region 4 are also interviewed to find out the role they play in the management of day to day implementation of OBE in their schools.

Chapter 2 will give the literature review on what principles underpin OBE curriculum and the plans on teacher training in implementing OBE in the Northern Province and how these plans are managed. The research methods and design are clearly outlined in Chapter 3. The study will mostly use the qualitative method and interviews will be focussed, and some data is collected through questionnaires. The data collected is analysed, and the findings, suggestions and recommendations are summarised in Chapters 4 and Chapter 5.

1.7. Conclusion

Chapter 1 gave the background information on OBE policy and the aim of the study. The chapter also gave the context of the Northern Province and how the province is divided into regions. The chapter also provided the research problem and the motivation of the research. Lastly it gave the methods and the design to be used in the study.

Chapter 2 will also look at the literature review on the delivery model that is adapted by both the National and Northern Province Education Department in delivering the OBE curriculum. This chapter looked at how OBE curriculum would be implemented in schools starting in 1998 with Grade 1 and 7 until the year 2005 when all the provinces shall have implemented this curriculum in all the grades. It also outlined the aims of the study and how these aims are formulated into the objectives of the study.

The research methods to be used in collecting data are briefly outlined. The context of the Northern Province is looked at, for the readers to have a picture of the contextual factors under which this study was conducted. The context plays a very important role during data collection. The researcher needs to have a full understanding and knowledge of the context within which the research is being conducted, so that factors that might risk the validity and the reliability of the data collected must be looked at.

The next Chapter will give an overview of the literature review on OBE and Curriculum 2005, and also touch on the Curriculum 2005 review team's report, which was led by Prof. Linda Chisholm. The principles that underpin OBE will also be detailed in this coming Chapter 2.

training as well as finding out issues that might hamper the process of OBE implementation. This study will contribute to providing information about how OBE and C2005 is being managed in regions four of the Northern Province.

Jansen (1999:158) argues that the introduction of Curriculum 2005 is occurring in a fragile and volatile context of rapid societal change and a huge legacy of undersourcing. He also points out that the implementation time frame is squeezed and human and financial resources for implementation are limited. This could only be confirmed or negated by formal research. This study will try and answer some of these concerns, particularly how OBE implementation is being managed in the Northern Province. The aim of the study is also to provide information on the management practices in the implementation of OBE, which will then inform those concerns on the management of OBE training in the Northern Province.

These aims would then lead on to the objectives of this study, namely:

- To clarify and describe the OBE policy.
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- ✓ What is the government's plan on teacher training
- ✓ How teacher training in OBE in being managed.

It would also be appropriate to find out what teachers, principals and departmental official's perceptions on OBE are? Regional facilitators (Region 4) are interviewed to find out how they have been trained and how their training process was managed. Their perception on OBE is also looked at. A sample of teachers who have been trained and who are being trained are interviewed to find out about their perceptions on OBE and how the implementation process is being managed.
A sample of principals from a few schools in region 4 are also interviewed to find out the role they play in the management of day to day implementation of OBE in their schools.

Chapter 2 will give the literature review on what principles underpin OBE curriculum and the plans on teacher training in implementing OBE in the Northern Province and how these plans are managed. The research methods and design are clearly outlined in Chapter 3. The study will mostly use the qualitative method and interviews will be focussed, and some data is collected through questionnaires. The data collected is analysed, and the findings, suggestions and recommendations are summarised in Chapters 4 and Chapter 5.

1.7. Conclusion

Chapter 1 gave the background information on OBE policy and the aim of the study. The chapter also gave the context of the Northern Province and how the province is divided into regions. The chapter also provided the research problem and the motivation of the research. Lastly it gave the methods and the design to be used in the study.

Chapter 2 will also look at the literature review on the delivery model that is adapted by both the National and Northern Province Education Department in delivering the OBE curriculum. This chapter looked at how OBE curriculum would be implemented in schools starting in 1998 with Grade 1 and 7 until the year 2005 when all the provinces shall have implemented this curriculum in all the grades. It also outlined the aims of the study and how these aims are formulated into the objectives of the study.

The research methods to be used in collecting data are briefly outlined. The context of the Northern Province is looked at, for the readers to have a picture of the contextual factors under which this study was conducted. The context plays a very important role during data collection. The researcher needs to have a full understanding and knowledge of the context within which the research is being conducted, so that factors that might risk the validity and the reliability of the data collected must be looked at.

The next Chapter will give an overview of the literature review on OBE and Curriculum 2005, and also touch on the Curriculum 2005 review team's report, which was led by Prof. Linda Chisholm. The principles that underpin OBE will also be detailed in this coming Chapter 2.

CHAPTER 2

PRINCIPLES AND THEORIES OF OBE AND THE IMPLEMENTATION PROCESS.

2.1. Introduction

In 1997, the National Education Department spent R25 million to provide emergency training and materials to facilitate the implementation of C2005 in all primary schools across the country (Valley, 1998: 13). This is an indication of the commitment the National Education Department (NED) has on the implementation of C2005 and Outcomes-Based-Education. This new policy in education is being supported both financially and through resource distribution by government. The extent to which this education policy is being supported financially and with human and physical resources indicates the level of commitment the National Department of Education has to the success of this education policy.

2.2. The principles of Outcomes Based Education

Killen (1998: 3) sees OBE as a suitable focus for the reform of South African education, therefore, it is necessary to clarify some of its underlying principles. Killen also describes the eight principles on OBE that, guide design, delivery documentation and decision making. Below are the 8 principles as they are described:

- The outcomes-based programme must have a clear focus on significant learning outcomes that are stated clearly and unambiguously.
- These outcomes should be practical, useful, and morally and ethically defensible.
- Curriculum and instructional design are derived from these significant outcomes.

- The outcomes should be challenging, and all students should be expected to achieve them at high performance levels.
- Time should be used as a flexible resource that allows teachers to accommodate differences in student learning rates and aptitudes.
- Students should be given more than one uniform, routine chance to receive instruction and to demonstrate their learning.
- Assessment should be an integral component of instruction and should, as far as possible, be authentic (that is, use real-world situations in which to test applications of knowledge and skills).
- Students should be expected to take some responsibility for their learning.

2.2.1. Clarity of Focus as a Critical Outcome of OBE

Kramer (1999: 25) sees this principle of OBE as the first essential principle in that there should be a set of agreed basic outcomes that are generally accepted by the community as those which people want learners to achieve. These agreed outcomes must become the focus of learning. He uses the South African situation as an example of an of the education system where the Critical Outcomes (refer pages 22 – 23) are agreed upon and accepted by all the stakeholders in education as the focus for teaching and learning. Critical Outcomes are the most important outcomes in the South African education system. The outcomes determine the competence, knowledge and values and attitudes that we want all our citizens to achieve through life long learning. Outcomes should be clear and there should be no ambiguity about what the outcomes are and what they will look like when they have been achieved.

2.2.2. Design Down Delivery Up as a Critical Outcome of OBE.

Kramer (1999: 26) describes the concept "Design Down, Delivery Up" by giving an example with conventional educational planning. The conventional educational planning starting

where the leaner is at and then plotting a course forward from there. The theory of Constructivism, which is explained on page 18, explains how learners construct knew knowledge from their existing knowledge. Design Down Delivery Up take into cognisance that all learners learn differently and at different paces and so even if learners start the learning at the same place they may end up at different end points. OBE says that we need to be clear about what outcomes one want to achieve. When the outcomes are known, one can then trace all the steps in the lesson preparation backwards from that intended outcome.

Kramer (1999: 26) also sees OBE planning happening by asking what needs to be achieved, even before one attempts to achieve the final outcome and then asking what learners need to achieve before that. The intention of the Design Down Delivery Up principle is that one never loses sight of the outcome one is trying to achieve. OBE design learning backward from the end and not forwards from the beginning. In this principle, delivery is upwards towards the outcomes, the process of designing in this way involves starting by deciding what the culminating demonstration will be. An example of this principle is when teachers agree on the theme they would like to teach, and from the theme they generate their outcomes. Through learner participation in the teaching and learning process, learners work towards the intended outcomes by demonstrating the achievements of these outcomes.

2.2.3. Expanded opportunities as a Critical Outcome of OBE

The principle of expanded opportunities recognises that learners are unique and they learn differently using different learning styles. Other learners learn best when they work in a group or as individuals from their peers. Some learn through listening, hearing and some learn by doing things. Kramer (1999:27) describe the principle of expanded opportunities as where learners learn at their own pace and that one cannot expect an entire class to learn equally effectively when all the learners are expected to learn at the same speed. He

also gives as an example a multicultural and multi-lingual society like South Africa, a classroom situation where some learners are learning in their mother tongue and are comfortable with the language. Where as others is learning in a second language and have more difficulty in understanding the concepts taught.

In any learning situation there are some learners who really enjoy the subject, who have already got some experience with the subject and who will learn very quickly. Others are not particularly fond of the subject matter and may learn more slowly. Learners learn best when they are allowed to learn in their preferred learning styles. Some learners learn best when they do things, some learn best when they hear things and some learn best when they see things. These learners use visual, auditory and tactile learning styles, and they learn differently. Expanded opportunities give all learners with different learning styles equal opportunities to learn and understand the concepts learned.

The principle of expanded opportunities is also about educators looking for different ways and means of offering learners ways to achieve outcomes and demonstrating achievement. In the principle of expanded opportunity, both the slow and faster learners are given the opportunity to learn. Learning is modified for slow learners and faster learners are given enrichment programmes. Spady (in Kramer: 28) have listed some of the basic approaches to creating expanded opportunities, namely:

- Learners understand concepts better when they use the language they are familiar with. Language plays a very important role in learning, as learners learn best when they use the language that they understand most.

- Content understanding also creates opportunities for learners to learn, as learners feel comfortable to learn if they know and understand the content they are learning.

- Prior knowledge plays an important role in the teaching and learning process. When learning and teaching recognises prior knowledge from the learners, they become actively involved in the learning process as their knowledge forms the basis for learning new concepts and knowledge.

- The cultures within which learners learn also play a very significant role in expanding the opportunities for learning. Within cultures there are values and ethos which can affect how learners learn. The understanding of ones culture gives learners an opportunity to learn with the understanding of values within the society, thus creating opportunities for learning. Also understanding and respecting other cultures make learners understand that people come from different cultural backgrounds, thus learn things differently using their preferred learning styles.

- Home environment is very important and can affect the teaching and learning process. Learners coming from unstable families are normally affected by the home situation, which retard their learning progress. A stable home environment creates a better opportunity for learners to learn, as learners would be free from problems and worries.

The principles of OBE mentioned in 2.2 above are the core to implementation of the new curriculum and OBE. Educators, Provincial and Regional OBE co-ordinators, and principals need to know and understand these OBE principles as they impact directly on how learning should be looked at, and how OBE approach to teaching and learning differs from the objective based approach. The knowledge of these principles gives educators a better understanding of what OBE really means. Also, the officials from the Department of Education need to know and understand these principles, for them to be in a better position to monitor and manage the process of implementing this Outcomes Based Curriculum, particularly in the training sessions.

2.3. Some educational theories behind OBE

This section will briefly look at some of the educational theories that underpin OBE.

2.3.1. Constructivism

Kramer (1999:7) describes Constructivism as two mental processes that one uses to get to a balanced situation or equilibrium. These processes are assimilation and accommodation. Assimilation is the process of noticing, thinking about and testing understanding of new skills and knowledge. Accommodation is the process of relating the new knowledge to existing knowledge and revising ones set of skills and the existing knowledge to absorb the new with the old so that one now has a new enriched set of skills and knowledge. In Constructivism, firstly, one build or constructs new knowledge and learning on top of what one already knows. Secondly, one can adjust what one knows to fit the new learning and the old learning. An example of a constructivist approach to teaching and learning is when learners construct new knowledge from the existing knowledge, like giving learners a problem about money which will require them to use money in real life situations.

2.3.2. Experiential Learning

David Kolb is an American psychologist who has made a major contribution to how people think about learning with his model of Experiencial Learning. He says that effective learning happens when the learner successfully engages with each of the four stages of learning, which are discussed in the next few paragraphs. Everyone has a preference for learning through one of the four approaches associated with the four stages of his model. One learns best when one is allowed to use ones preferred learning style. Kolb goes on to say everyone has a preference for learning through one of the four approaches that is associated with the four stages of his model. Kolb (in Kramer: 10) describes the four stages in the learning process as:

Stage 1: Concrete experience

This stage requires learners to experience something. Experience means taking note of something through one's senses such as sight, smell, hearing, feeling and taste. Some experience through emotions. Experience therefore means becoming aware of or conscious of sensing. The key actions for this stage are feeling and sensing.

Stage 2: Reflective observation

This stage of reflective observation involves trying to make sense of and understanding the experience by thinking about what the experience was and analysing what happened and why it happened. At this stage, watching and looking for meaning are important actions.

Stage 3: Abstract conceptualisation

The third stage sees learners thinking about the experience and trying to create mental models, theories and ideas that explain it. Examples are predicting what will happen in the book discussing the themes, impact of quality of the play, trying to state the scientific principles in the demonstration and predicting results of similar process.

Stage 4: Active experimentation.

Active experimentation is the final stage, and it is when one test one's understanding by doing something to prove whether one have learned correctly or not. One experiments by applying one's learning.

Kolb says that to have real, in depth learning one needs to complete the whole cycle of the four stages. Kramer (1999: 12) sees the significance of the Experiencial learning model for OBE as in OBE one wants to see evidence of the outcomes being achieved by assessing a final product or event. Educators need to ensure that learners complete a full learning

cycle that involves them in all four stages, ending with the presentation of that final product or event. Kolb's model is useful in helping educators to understand and plan instruction.

Particularly, for educators it is vital to have knowledge of the theories behind OBE. Constructivism is a theory that is recognised by the OBE approach to teaching and learning. The approach to learning and teaching in OBE differs to "rote learning". The knowledge of these theories behind OBE are important to educators for them to understand the teaching and learning processes, and how they differ from the "old teaching and learning methods". The implementation of OBE in the classroom depends to a greater extent on the knowledge and understanding of these theories. The teacher training in OBE should be giving teachers the background information about theories and principles that underlies OBE and the new curriculum.

2.4. Formulation of education policy and its implementation

Hammond (1990: 236) describes policy makers as people who often behave as though the policy process is virtually complete, when a new law has been passed and the writing of the regulations or guidelines have been completed. South Africa started the process of educational policy change in 1990 when all the political parties were unbanned. Many forums comprised of stakeholders in education, were formed to discuss the way forward in formulating the new education policy, which was outcome based. This process of formulating the new education policy took over five years before the policy was adopted and implemented by the government.

The time spent on deliberation and enacting new educational policies has generally been three times greater, on average, than the time allocated for planning initial implementation. This is confirmed by the South African situation, in the implementation of C2005 and OBE. The majority of educators, especially grade 1,2,3 and 7 teachers feel that it is too soon for the government to expect significant changes in the classroom.

The communication of new policies often takes the form of directives and admonitions rather than dialogue and education. This result in teachers (recipients) becoming unsure of what the policy really consists of, and what that meant for their teaching. Little opportunity is given to teachers to discuss their ideas with others. No time is given to teachers to contextualise the policy (Hammond, 1990: 236). The implementation of a policy is often assumed to be straightforward process, although in reality it is not so simple. The implementation of any policy is coupled with the implementation plans, strategies and how the implementation process is managed. It is these plans and strategies that make it not a straightforward process.

2.5. Curriculum 2005 and OBE in South Africa

The South African Qualifications Authority (SAQA) adopted eight learning areas as the framework for the new curriculum (Lifelong Learning, Curriculum 2005). SAQA also adopted seven Critical Outcomes as the overall focus of each band of the education system. They cut across all the learning areas and students will not achieve these outcomes unless they are addressed in an integrated way across each area of study. The SAQA Critical Outcomes state that learners will:

1. Identify and solve problems in which responses display that decisions, using critical and creative thinking, have been made.
2. Work effectively with others as a member of a team, group, organisation, and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.

6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world, as a set of related systems by recognising that problem-solving context does not exist in isolation.

There are a further five statements that support these seven Critical Outcomes. These five statements are enabling outcomes and not Critical Outcomes, because it is agreed that they assist learners to achieve the Critical Outcomes. They are called "Developmental Outcomes" and are numbered as follows:

8. Reflecting on and exploring a variety of strategies to learn more effectively.
9. Participating as responsible citizens in the life of local, national and global communities.
10. Being culturally and aesthetically sensitive across a range of social contexts.
11. Exploring educational and career opportunities.
12. Developing entrepreneurial opportunities.

These Critical and Developmental Outcomes are intended to describe the knowledge, skills and attitudes that all the South African citizens should possess, regardless of their colour, profession, status in the society, age and gender. The seven Critical Outcomes are policy and all teaching and learning is working towards achieving these Critical Outcomes. These critical outcomes are the South African educational goals, and are not achievable in one or two lessons. Education in South Africa is aimed at working towards achieving these outcomes, which are long term. The old discipline-bound subjects taught at schools have been reorganised into eight learning areas, namely:

- Language, Literacy and Communication (LLC)
- Mathematical Language, Mathematics and Mathematical Sciences (MLMMS)
- Natural Sciences (NS)
- Technology (T)

- Human and Social Sciences (HSS)
- Arts and Culture (AC)
- Economic and Management Sciences (EMS)
- Life Orientation (LO)

As Kramer (1999: 134) puts it " in their combination these learning areas should allow learners to acquire an understanding of the ability to function in a larger political, social and economic context". According to the structure of the new curriculum, these eight learning areas each have a different number of specific outcomes. The total number of Specific Outcomes for all the eight Learning Areas is sixty-six. According to the recommendations made by the Review Team which was lead by Prof. Linda Chisholm, Learning Area statements would replace these 66 specific outcomes, and these changes will be made with effect from 2001.

The fact that teachers draw knowledge from different learning areas means that teachers would need to work as a team, as the learning areas are a combination of different subjects, which are reoganised according to their common features. Teachers would have to draw knowledge from their colleagues in terms of subjects, which they do not specialise in. These Learning Areas are reorganised into Learning Programmes for the Foundation, Intermediate and Senior Phases.

In the Foundation Phase, there are three Learning Programmes, which are:

1. Numeracy, such as shapes, number concepts, matching, sorting and colours
2. Literacy, such reading and writing
3. Life Skills, such as personal hygiene and health and safety.

The Learning Programme is a series of learning activities that will help learners to achieve the outcomes, and also a set of activities that happen in the learning area. In the Foundation Phase, the three Learning Programmes are very broad. They cover more

content relevant to the Foundation Phase and integrated, because young learners are not yet cognitively able to deal with specialised concepts. In the Intermediate Phase, there are five learning programmes:

1. Language (LLC)
2. Mathematics (MLMMS)
3. Science and Technology (NS & T)
4. Arts, Culture and Life Orientation (AC & LO)
5. Economics, Management, Human & Social Science (EMS & HSS)

In the Senior Phase, the learners are being prepared for further studies or entry into careers in the world of work, for this reason, all the eight Learning Areas represent the eight Learning Programmes.

To ensure that Learning Programmes remain connected to reality, the new curriculum includes phase organisers, which are the aspects of life. These phase organisers focus the learning to ensure relevance to every day life situation. The phase organisers are:

- Personal development and empowerment
- Communication
- Society
- Environment
- Health and Safety
- Entrepreneurship

These phase organisers help educators to maintain a strong focus on the Critical Outcomes, because they emphasise human development and empowerment.

- All students can learn and succeed (but not at the same rate)
- Success in school breeds further success.
- Schools control the conditions of success.

However, instead there has also been some objections to outcomes-based education (McKaren, 1993:86). The most fundamental criticism against OBE according to McKaren, is that it reduces education, teaching, and learning to forms of human engineering and quasi-scientific planning procedures that view education as an instrumental means to specific ends (1993:86). The second objection to the OBE approach relates to its assumption that knowledge and curriculum content can be sequentially broken down into "micro-outcomes" that eventually lead to more significant "exit outcomes." Knowledge and understanding can never be reduced to behaviours, lists of skills and observable performances.

While it is acknowledged that OBE may improve the structure of lessons and units within courses, it does not necessarily improve the quality of the curriculum (McKaren, 1993:89). McKaren argues that there is no empirical evidence that OBE functions more effectively than a "process" model. He goes on to say "no evidence suggests that this is how learners best learn or understand their educational experiences."

South Africa has followed a list of countries who have attempted to implement an outcomes based curriculum over the past decade, and these initiatives have raised many issues which require closer examination (JET bulletin, June 1998:3). The previous education system has disadvantaged the majority of South Africans especially in the black communities. As opposed to the previous curriculum that was divided into subjects, each with its own tightly defined syllabus, an OBE curriculum is derived from the nationally agreed critical outcomes that sketches South Africa's vision of a transformed society and the role education has to play in creating and achieving this goal. All nine provinces have

embarked on the implementation of this new curriculum, although the pace, strategies and models of implementation differ from one province to the other.

The National Education Department has drawn broad principles and policies that will guide the implementation process in all the provinces. To ensure consistency, quality and standards in terms of the implementation process, the National Education Department came up with framework for the implementation process in different phases and grades. This framework although not fixed, allows the National Education Department to manage the process of OBE implementation in all nine provinces.

1.3. Motivation of the study

The debates regarding OBE raised by McCarthy does not suggest that OBE in South Africa could have the same objections and limitations (1993: 58). The success of OBE in South Africa is dependent on a number of factors, which include support by the National and Provincial Education Department, parents, teachers, learners and other stakeholders such as business sector in education. Professor Bengu, ex Minister of Education during 1997 in his message on the eve of the introduction of Curriculum 2005(C2005) said, "with the support of the national and provincial departments, I am sure that the results will be more than favourable. This support includes learning and teaching resource material information booklets and face-to-face training for governing bodies." This statement indicates the amount of commitment the departments have put on the implementation of the new curriculum.

Educational policy regarding the implementation of the outcomes based curriculum has been developed at both national and provincial level on how teachers and learners are going to be introduced to the new curriculum. Although there have been some shifts on deadlines for the implementation of OBE, Professor Kader Asmal, Minister of Education in his nine educational priorities, indicated the commitment of his department to ensuring the

success of this policy (Quarterly Review, 27 July 1999). Asmal went on to say, "We must ensure the success of active learning through outcomes-based education" (Quarterly Review of Education and Training, Vol. 6, Sept 1999:18). The government and the Minister of Education give complete support to the new national curriculum framework based on the concept of outcomes-based education. C2005 represents our best hope of transforming the retrogate inheritance of apartheid-era learning theories and obsolete teaching practices."

Asmal fully recognises that the success of the implementation of this new approach is entirely dependent on the extent to which teachers are properly prepared to facilitate OBE with understanding and how the implementation of the new curriculum is managed, and the extent to which appropriate learning support materials are delivered timorously and utilised in schools. Although the implementation of the new curriculum has the full support of Asmal, the big question is 'Will OBE succeed in South Africa?' The thrust of its success depends largely on the manner in which the implementation process is being managed in different provinces.

Outcomes based curriculum in the Northern Province has being received with mixed feelings by both teachers and education officials. Some teachers and officials of the department are positive that the approach will succeed whereas others feel it may not. This study hopes to find out the teacher's views on this subject, and how the Northern Province Education Department introduces this new policy in education to teachers. The other question would be "Is the Education Department in the Northern Province providing enough training for teachers in this new education policy?". Teachers require intensive training in OBE approaches for them to be able to implement the new curriculum in the classroom and also to be well equipped with the new methods of teaching.

Prior to 1994, South African Education system was based on the policy of separate development, which resulted in different Education Departments catering for different races

where certain sections of the population such as whites benefited from the system. The majority of the black population where disadvantaged by this policy. In 1995 the Reconstruction and Development Programme (RDP) disbursed over R70m which was to be spent building 1129 classrooms and sports facilities, improvement of teaching, especially of Mathematics, Technology and Science (Edusource, Dec 1995:8).

According to the former MEC for Education in the Northern Province, Dr. Aaron Motsoaledi, the province was short of 35 000 classroom in 1995 (Edusource, Dec 1995:8). This is an indication on how the apartheid education policy affected education in the black communities, particularly in the Northern Province. This policy did not promote equity and equality in terms of resources distribution. When the new government came into power one of its priorities was to change the education policy.

This study is very necessary, as the new curriculum is one of the best ways to rectify the mistakes of the apartheid practices, available to South Africa. This new policy in education is non-discriminatory and fair to all the citizens of South Africa. It would be appropriate to research how this new policy in education is being implemented and managed in the Northern province. The study could contribute towards a better understanding of the threats, strengths and weaknesses of OBE training of teachers.

1.3.1. More emphasis on the parental role

The previous education policies have affected how teachers teach and how learners learn. Mostly, parents in the black communities were not involved in the education of their children and their role in education was being neglected by the previous educational policies. In addressing the imbalances of the past, the first step by government was to create a single, non-racial education department that would lead to the existence of a genuinely non-racial, unified and decentralised education system.

The South African Schools Act (SASA) was legislated in 1994, and this Act clearly outlines the roles and functions of parents in managing and running schools. This law gives parents a greater say in the running of schools and also allows parents to know more about educational issues affecting the school. Issues such as the implementation of OBE in schools have a direct bearing on parental involvement. OBE requires teachers to communicate adequately with parents, as learning does not only take place in the classroom. OBE also recognises prior learning and the learner's environment, which could be at home or at work.

The new policy in education means that more children and adults will enter the education and training terrain, thus causing a need for new teaching approaches such as an outcomes based approach to teaching and learning, new teaching materials, new forms of education and innovative support to communities. (JET bulletin, March 1998:3).

The introduction of Outcomes Based curriculum came as a policy change in the education sector. Since the introduction of the new curriculum in 1998, this policy change has brought many challenges to teachers such as changing teacher's roles to that of a facilitator and also using learner-centred approaches to teaching. Learners are now taking responsibility for their own learning and the teacher's roles has changed from being knowledge tanks to facilitators of learning, parents are becoming fully involved in the education of their children by assisting their learners with homework, tasks and school projects, particularly in the black communities. The new education policy has changed the roles of different role players such as teachers, parents and learners in education. The new education policy recently adopted by government intends to transform education in South Africa. The government is hoping that all learners who undergo this education system will be able to compete internationally, particularly in the field of Mathematics, Science and Technology. The new curriculum is hoped to open opportunities for more learners to register for Engineering, Information Technology and Science and Mathematics degrees at the universities, as in the past that was not the case.

1.3.2. Implementation of a new educational policy

The success of this educational policy depends on the manner in which it is implemented. Due to different contexts such as the school environment and lack of proper teaching and learning facilities in different regions of the Northern Province within which this policy is being implemented, the success of OBE implementation might be influenced by how the implementation of the policy is being managed. The attitudes and perceptions of the role players in education might also influence the implementation process of this policy. In this regard, the management of the implementation of OBE in different regions of the Northern Province might contribute to either the success or the failure of this policy in the province. The success of this education policy depends largely on how the implementation process is being managed. The study looks at the management of the OBE implementation in the Northern Province.

1.4. The context of the Northern Province

To assist teachers in the implementation of OBE, the National Education Department has given provinces a time framework within which the provinces should operate and the task of training of stakeholders particularly teachers. How the OBE implementation process is managed, is left to the provinces to work themselves? In the Northern Province, the implementation of OBE is being managed through the "BAOBAB project" that is being funded by the Irish government. The research focuses on the manner in which the in-service training of teachers in OBE is being managed in the Northern Province. In pursuit of the goals and objectives of the BAOBAB project, a Project Management Committee was formed to facilitate the all the activities of the project. The committee is headed by a Project Co-ordinator who is employed full time by the department of education, the

Since this study is conducted in the Northern Province, it would be appropriate to briefly give an outline of the province. The Northern Province is divided into six regions and figure 1 outlines the regions as at the time of the study. The demarcations in the regions might change due to new political demarcations.

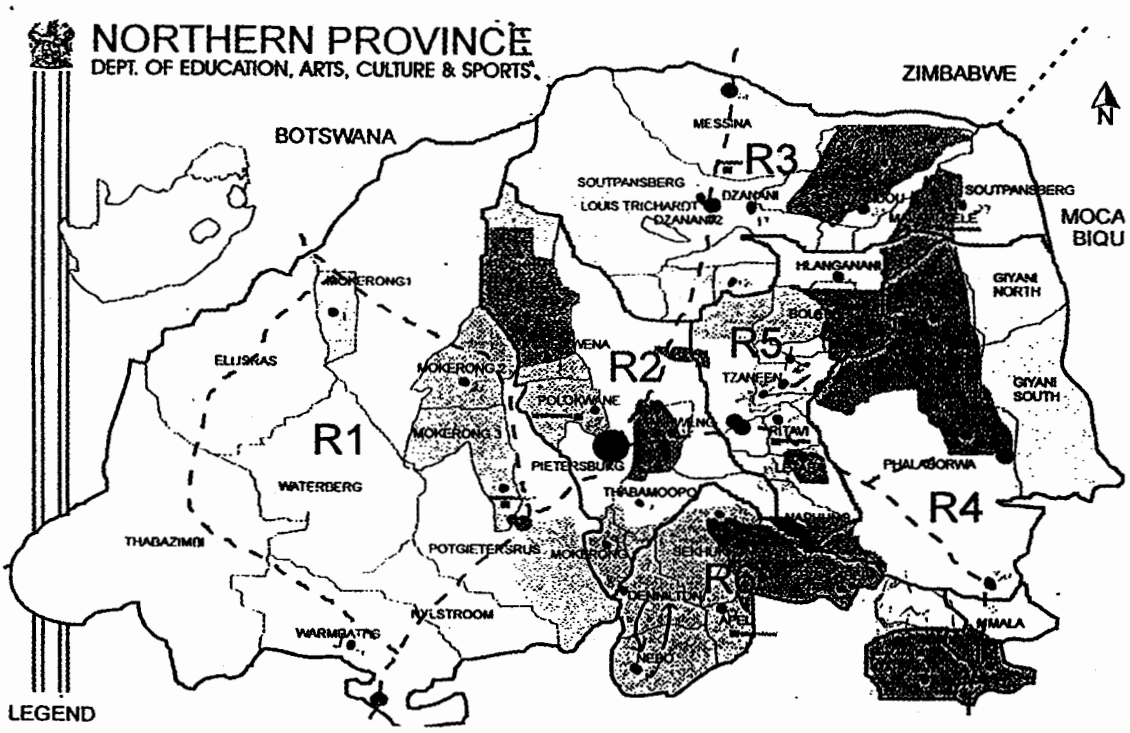


Fig 1: Northern Province Education Development Trust Report (June 1998)

Due to the nature of this study as it is of a limited scope, 4 regional OBE facilitators, 4 teachers, and 2 principals are sampled from Region 4 (R4) which is in the Eastern region of the Northern Province. The limitations of this study are lack financial resources to cover

2.5.1. The National Qualifications Framework (NQF)

The NQF was created as the new policy to bring together education and training so that South Africans can close the gap between the two. The principles that support the NQF will promote and ensure equity, access, flexibility and quality to education in South Africa. The NQF recognise that learners are different and have different needs.

This framework (NQF) links education and training. In the past, education took place in a formal schooling and training was separate from education. Learning is made more flexible in the sense that people who acquire experience in the job training are also given the same recognition of unit standards, which might be equivalent to qualifications in formal schooling in the same band. The NQF also recognise prior learning.

People who work in factories and industries gain experience in their different job situation. In the past, these experiences gained at the work place were not recognised by the education system. However, the NQF recognise these experiences as prior learning that should be recognised as valuable knowledge and skills that have been gained in the learning process. Life long learning is a central principle of the NQF. Within the NQF, areas of learning are connected to each other to enable learners to build on what they learn as they move from one level to the other. The qualifications obtained by learners are recognised and accepted nationally and internationally.

The NQF also allows adult learners who are in the job situation to move between the Adult Basic Education and Training (ABET) and the working environment, where their credits and the unit standards are easily transferable from one learning situation to another.

Below is the structure of the National Qualifications Framework (NQF):

LEVEL	BAND	TYPE OF QUALIFICATION
8	Higher Education and Training	Ph D, Further Research Degrees
7		Higher Degrees, Professional Qualification
6		First Degrees, Higher Diplomas
5		Diplomas, Occupational Certificate.
FURTHER EDUCATION & TRAINING CERTIFICATE.		
4	Further Education and Training	**Grade 12**
3		**Grade 11**
2		**Grade 10**
GENERAL EDUCATION & TRAINING CERTIFICATE.		
1	General Education and Training Band	**Senior Phase** (Grade7 to 9)
		Intermediate Phase (Grade4 to 6)
		Foundation Phase (grade1 to 3)
		Reception (Pre – School)

Fig 1:The National Qualification Framework

The National Qualifications Framework consists of 8 levels. These are grouped into three broad bands, which are:

- General Education and Training (GET) which includes Grades 1 to 9 of compulsory education.

- Further Education and Training (FET) which includes Grades 10 to 12 of senior secondary education
- Higher Education and Training which includes all post-school education and training.

According to Kramer (1999: 130), alongside the General Education and Training Certificate is a system for Adult Basic Education and Training (ABET), made up of four levels. The format in which ABET is delivered is different from the normal schooling in the foundation, intermediate and the senior phase, due to the fact that ABET classes are conducted in the afternoons and adult learners learn different from learners. This ABET levels are delivered in unit standards, but the qualifications awarded are the same in the GETC and the FETC.

2.5.2. Problems encountered in the implementation of OBE.

Many teacher training institutions, district officials and the teacher unions have long warned about the potential problems in the implementation of OBE at the provincial and local level (Valley, 1998: 16). In 1998, it was estimated that the training of grade 1 teachers and the teacher and learner support materials to support the Grade 1 implementation of OBE could reach R80 million, and some of the costs were to be covered by the department's policy reserve fund. The national education department would look elsewhere to find additional financial support for training of Grade 1 teachers in OBE. This was evident in the Northern Province when the Irish Aid funded the implementation of the new curriculum with about eight million rand.

The primary problems around teacher training at the district level are:

- Many projects such as Technology Education, English Literacy, Aids awareness, Mathematics and Science are being implemented by many Non Government Organisations (NGOs) at district level which are starved of cash and remain on the drawing board when C2005 and OBE are also being implemented.

- Some projects such as MASETUP have been shaped arguably for the worse, by the ready availability of finances.

2.5.3. The cascade model for training of teachers

The National Education Department has proposed the cascade model for training teachers in OBE and the new curriculum. This model is designed in such a way that a core of trainers is trained provincially, which then train the trainers who are going to train educators, principals and other education officials in curriculum 2005 and OBE. The cascade model uses the Train and the Trainer Model. The Northern Province uses the cascade and cluster model in the delivery of teacher training. The cluster model is designed in such a way that teachers in the same phase are clustered according to their geographical locations of their schools. They meet twice in a month on a common venue, where they discuss issues and progress in terms of OBE implementation in their schools.

Mostly teachers themselves facilitate these meetings. However, on some occasions, the district officials attend such meetings to provide guidance. The cascade model is developed by the NED to orient teachers in Outcomes Based Education. The cascade model unfortunately reflects funding restrictions, and the National Education Department adopted this model because the funding had been earmarked for this type of model for the implementation of the new curriculum. Within this cascade model, the district officials are to provide training to one teacher per grade from each school who are then expected to disseminate the information to their colleagues in their schools.

According to Valley (1998: 16) a study was conducted during the workshops for C2005 and it was found out that most Grade 1 teachers were generally critical of the externally organised workshops. Teachers found these workshops of limited benefit to the classroom practice, as the workshops were totally divorced from the classroom realities, such as overcrowdedness and lack of furniture. Teachers, who have attended these training

sessions, have been skeptical about their usefulness, since the trainers were also acclimatising themselves to the new curriculum.

2.6. The implementation plans for the "BAOBAB" project in the Northern Province

The implementation of the new education policy (OBE) in the Northern province is done through the BAOBAB project, which is funded by the Irish Aid. The name "BAOBAB" has special significance to the Northern Province. " BAOBAB" is the name of a tree that is mostly found in the North of the Northern Province. The objectives of the BAOBAB project are to (BAOBAB Project Evaluation, Northern Province Department of Education (NPDoE), May 99):

- Consolidate and coordinate existing management capacity within the education department in order to facilitate the wide-scale implementation of C2005.
- Develop a cadre for OBE coordinators and trainer facilitators capable of preparing teachers to implement OBE as defined by the C2005-policy documents.
- Effect changes in the classroom practices of teachers of Grade 1,2,3 and 7 in schools in the Northern Province through the development of their skills to apply different learning and teaching strategies and generate learning activities in order to enhance implementation of C2005
- Improve the capacity of provincial education officials to implement new educational policies.
- Improve the quality of education provision in the Northern Province
- Contribute to upgrading teachers and supporting them in their efforts to implement curriculum change.

In pursuit of these goals, the BAOBAB project has a Project Management Committee, which facilitates the programme as a whole. An annual provincial implementation plan is drawn and monitored at provincial level by the Project Co-ordinator and the Curriculum Advisory Services. The plan includes training of teachers in OBE, material distribution,

cluster meeting at district level and school based classroom support. Regions and Districts draw their own plans, which are guided by the provincial implementation plans. The tables below show the 2000 implementation plan.

	ACTIVITIES	DATES	RESPONSIBILITIES
1	Development of training Manual for Master training and educators	April – May 00	General Education and Training (GET) and Curriculum Services Section (CSS) Head Office (H/O)
2	Printing of the developed material	May 00	CSS: H/O
3	Training of Senior phase (grade 8) Educators at 20 pilot schools	April – May 00	District Trainer Facilitators
4	Distribution of Learner support materials, Educator Development Materials, etc.	May 00	CSS: H/O
5	Training of Intermediate Phase (grade 4) Educators at 20 pilot schools	17 - 21 July 00	District Trainer Facilitators
6	Training of intermediate Trainer Facilitators	10 - 14 July 00	GET and CSS: H/O
7	Training of all grade 4 & 8 educators: training will be staggered	Aug - Oct 00 and Jan 2001	District Trainer Facilitators
8	Distribution of policy Documents: Foundation, Intermediate and Senior Phases.	March – May 00	CSS: H/O
9	Submission of progress reports on C2005 implementation	31st May 00 31st August 00 31st October 00	Regional C2005 coordinators(all phases)
10	Submission of annual report on all C2005 activities	30th Nov 00	Regional C2005 coordinators(all phases)
11	Compilation of provincial report on C2005 implementation	6 Dec 00	CSS/ H/O
12	Training and in-school support of grade 1,2,3,and 7	Ongoing	District trainer Facilitator

Fig 2:Northern Province Department of Education OBE implementation plans

Although the OBE implementation plans in the Northern Province are being drawn by the Project Co-ordinator and the Curriculum Advisory Committee, the question is how these plans are being managed and monitored. The success of these plans depends on how they are managed. This study will generate some questions on how the OBE implementation process is being provincially and regionally managed by the Northern Province government and also provide information that could assist in finding solutions to some of the questions.

Figures 2 and 3 are the BAOBAB project implementation plans in the Northern Province. The project manager of the BAOBAB project reports back on these plans during the quarterly project management committee meetings.

ACTIVITY	BY WHO	DATE AND VENUE	ESTIMATED COSTS
1. Planning meeting with the Regional BAOBAB Coordinators to collate 1999 training plans	Project Management Committee at Head Office	15 January 1999 , 101 Dorp Street, Pietersburg	
2. Workshop for grade 2 in the six regions, specifically in the districts	Trainer Facilitators in collaboration with the BAOBAB Coordinators	18-01-99 to 19-02-99	
3. Monitoring and quality assurance of the training delivery in the regions	Head Office officials- INSET, ECD and Curriculum Development Units	18 - 01 - 99 to 19 - 02 – 99	
4. Teachers cluster meetings in the regions	Trainer Facilitators and lead teachers	25 - 01 - 99, Ongoing	
5. Workshops for grade 1 teachers in the six regions, specifically in the districts	Trainer Facilitators in collaboration with the BAOBAB Coordinators	22 - 02 - 99 to 26 - 03 – 99	
6. External evaluation by independent evaluators from the University of the North and Venda	Dr. WW Papo Ms Ngobeli Ms Masipa Mr. Mulaudzi	January – February 1999	R70 000
7. Purchasing of resource kit and learner support materials	Head Office Management Committee	January – February 1999	R260 000
8. BAOBAB Project review meeting	Project Management Committee, BAOBAB Coordinators and IRISH Embassy representative	29 January 1999	

Fig 3: BAOBAB Project action plans Jan – Mar 99

The study intends inter alia to find out how the implementation plans (Fig 2 and 3 in Chapter 2) for the Northern Province is being executed, monitored and managed. It is important to find out if the targets that the Northern Province has set for itself are being achieved.

2.6.1. Some Problems Regarding the Management of the BAOBAB Project

The Curriculum Committee together with the BAOBAB Project Co-ordinator reviews its implementation plan on a quarterly basis. However, the study will look, inter alia, how this plan is being managed, particular by region (R4) at both regional and school level. Region 4 has two districts, which are the Giyane and the Phalaborwa Districts. The Phalaborwa District has three circuits, which are the Groot Letaba, Namakgale and Lulekani circuits. In each of these circuits, there are OBE facilitators deployed by the Northern Province education department, particularly to support the OBE implementation.

For the purpose of this study, the following people will also be interviewed, Provincial Officials, Regional Officials, District Officials, Grade 3 and 7 teachers who have been trained in OBE and Principals from selected schools. The details of how the sampling and research methods are to be conducted will be discussed in Chapter 3. Training of teachers has generally being delayed in most regions of the Northern Province due to trainer facilitators not yet trained and also lack of transport for officials who are responsible for the training of teachers in OBE. Although both Grades 3 and 7 teachers have been trained (NPDoE BAOBAB Project Report, Sep 99). Teacher workshops are supplemented by cluster meetings and school visits. In most regions of the Northern Province teachers attend cluster meetings weekly to share ideas on the implementation of the new curriculum.

The Northern Province also provides the management support in the implementation of C2005 and OBE. In regions 3 and 4 transport is reported to be a constraint. Most trainer

facilitators are requested by the project management team to use their private vehicles and be reimbursed at R1, 00 per kilometer (NPDoE BAOBAB report, March 99). A comprehensive report for regional transport needs is submitted to the office of the Superintendent General (SG). Regional facilitators write monthly reports, which then are submitted, to the regional coordinator for the compilation of the regional report. The regional reports are then submitted to the project manager of the BAOBAB project who then compile a summary report for all the regions which is presented at the project management meeting and the Superintendent General.

The implementation of C2005 and OBE is a major management project for the National Education Department. This implementation process of the new curriculum and OBE must be managed. The National and the Provincial Education Departments are geared to the management of this change?" The National Education Department is responsible for the planning, development of implementation frameworks, allocation of funds, settle disputes and report to parliament (The Teacher, May 00). The National Education Department does not actually implement change, it only manages the process of change. The National Education Department only develops policies and the educators then implement this education policy.

2.6.2. Implementation of OBE in other Provinces

It would be appropriate to look at the bigger picture on how other provinces are progressing in the implementation of the new curriculum. Even though different provinces have different contexts within which the new curriculum is being implemented and managed, it is very important to note how other provinces are coping with this implementation process. Kwazulu-Natal Province is more similar to the Northern Province in terms schooling conditions. Over 60% of the Kwazulu-Natal Province is rural and most schools are situated in the rural areas. The Department of Education (DoE), Deputy Director General, Ihron Van Rensburg has pointed out that the department's attempt to have widespread participation

from the provinces in implementing the new curriculum has been fraught with difficulties (Valley, 1998: 13). This also was confirmed by DoE reports from the first term of the school year, which indicated that up to half of the primary schools in some provinces have ignored the launch of C2005. A preliminary study was conducted in the thirty nine schools in the Kwazulu-Natal, and the study revealed the following (Valley, 1998: 3):

- Most black schools had not started implementing C2005
- Most white schools believe that they have been doing C2005 and do not need to change anything; and
- White teachers had accumulated resources and support materials well beyond the short informational sessions provided by the provincial department of education, while black teachers had very little support on materials.

The study also revealed that in the rural areas of Kwazulu-Natal, at least 20,000 primary schools have failed to implement the new curriculum for reasons such as lack of teacher preparation or resource materials. In the beginning the provinces that had fallen behind were the Northern Province, Kwazulu-Natal, the Northwest and the Free State. In these provinces many former Model C school teachers were not keen to attend these workshops in the beginning, because they did not want to accept the changes as they were presented by the new education policy at the time. However, teachers in Model C schools are now seriously attending OBE courses. The majority of teachers have expressed similar views about the lack of information, resources or teaching materials for implementing the new education policy.

2.7. Evaluation of the "BAOBAB" project in the Northern Province

According to recent research conducted in the Northern Province on the implementation of C2005 and OBE, it was found out that only a few teachers have been selected to attend official government workshops (NPDoE BAOBAB report, Mar 99). The study also revealed

that in schools that have already begun implementing C2005, teachers and administrators have expressed uncertainty about the dramatic changes they are facing. Teachers, who experience limited resources or lack of information, have considerable concerns over what is expected of them or how to change. Financial constraints by government resulted in the lack of adequate training of teachers in OBE and resource distribution. The process of teacher training, resource distribution needs proper management by government to yield fruitful and successful implementation of OBE.

The implementation of the new curriculum has been hampered by lack of clear guidelines and management from the national and provincial levels (Valley, 1998: 15). Although the national department of education has been responsible for the C2005 policy framework and setting 'norms and standards', the provinces have power to legislate on all aspects of basic schooling on all education, which includes teacher education. The South African Constitution devolved the responsibilities from the central government to the nine provinces. Due to different contexts within which the new curriculum is being implemented, provincial departments are shaping the educational systems.

The launch of the new curriculum was limited to Grade 1 in 1998 due to many obstacles such as political controversies like senior education officers being fired and some forced to resign (Valley, 1998).

2.8. Report of the Curriculum 2005(C2005) Review Team (PROF. LINDA CHISHOLM).

This research is conducted at the time the Minister of Education, Prof. Kader Asmal has appointed a Review Team to study the National Outcomes-Based Curriculum and the progress with its implementation. This committee was appointed on the 8th February 2000 with a three months deadline to produce a report that will help the Minister and the government to streamline some of its plans, strategies for the implementation. The

mandate of the committee was to conduct an investigation into and to provide the Minister with the recommendations on the effective implementation of the new Outcomes-Based Curriculum (Report, Minister of Education: Feb 2000). The committee was commissioned to look at the following:

1. Steps to be taken in respect of the implementation of the new curriculum in Grade 4 and 8 in 2000.
2. Key success factor and strategies for a strengthened implementation of the new curriculum.
3. The structure of the new curriculum, and
4. The level of understanding of the Outcomes-Based- Education.

Amongst other people in the Review Team was, Prof. Linda Chisholm, School of Education at the University of Natal, who chaired the Review Team:

- Mr. Haroon Mahommed, Director, Gauteng Institute Curriculum Development (GICD).
- Mr. Penny Vinjevold, independent consultant.
- Mr. Lebs Mphahlele, Chief Education Specialist National Centre for Curriculum Research and Development, Department of Education.
- Prof. John Volmink, Pro-vice Chancellor of University of Natal and Executive Director of Natal University Development Foundation.
- Ms Leona Ngozi, Grade 1 teacher at Ukhanyiso Primary School in Katlehong.

Although the Review Team did not look at the management of inservice - training of teachers in OBE per say, they made some findings and recommendations such as:

- Support for C2005, but levels of understanding variable
- Structure and design of curriculum 2005 skewed
- Lack of alignment between curriculum and assessment policy
- Training inadequate
- Learning support materials variable in quality and often unavailable

- Time frames unmanageable and unrealistic (Prof. Linda Chisholm report, 31 May 2000).

The final report entitled "A South African Curriculum for the 21st century" was presented to the Minister of Education on the 31st May 2000. This report contained the recommendations essentially calling for C2005 to be scrapped/ faced out and be replaced by Curriculum 21. In the Review Committee report it was very clear that Outcomes-Based-Education remains a curriculum framework and this was contrary to news reports that said OBE has been dropped.

The proposed new Curriculum 21 says that Learning Areas be reduced from eight to six. In the Foundation Phase, these Learning Areas will be merged into three Learning Programmes, which are Numeracy, Literacy and Life Skills. In the Intermediate and Senior Phase the Learning Programmes will change with Technology and Economic and Management Sciences which were separate Learning Areas be incorporated into other Learning Areas. Life Orientation should no longer be merged with Arts and Culture as one Learning Programme in the Intermediate Phase.

The Review Committee also recommended the dropping of Assessment Criteria, Range Statement, Performance Indicators, Phase Organisers and Programme Organisers. Learning Area Statements will replace the sixty-six Specific Outcomes. The Department of Education will appoint Learning Area Committees to draw new Curriculum Statements. These statements will be finalised by June 2001.

The Minister for Education and the Deputy Director-Generals from both the National and Provincial Departments of Education met in June 2000 and ratified all the recommendations made by the Review Committee. The Minister appointed Prof. Chisholm, at Deputy Director-General level, to head a National Curriculum Unit that will manage the transformation process.

The Minister has presented the Review Committee report to the Cabinet, and the report was fully supported by the Cabinet except for the following recommendations from the report:

- Technology and Economics and Management Sciences (EMS) be integrated into other Learning Areas, and the curriculum remain with six learning areas.
- Curriculum 2005 be renamed Curriculum 21.

The Cabinet views Technology and EMS as the key learning areas for the 21st century. The curriculum without these two learning areas would not meet the educational needs of the learners in the 21st century, therefore it was crucial that these two learning areas be retained in the curriculum. For Curriculum 2005 to be replaced by Curriculum 21, the Cabinet argues that Review Team was tasked to evaluate and review C2005 not to find an alternative for C2005, therefore the Cabinet did not accept the proposed Curriculum 21 as a replacement for C2005. The Cabinet also agreed that Grade 4 and 8 will continue the implementation of C2005 in the year 2001.

The implementation of the C2005 to Grade 4 and 8 will go ahead in 2001 and the proposed changes on the new curriculum will be phased in only once the Curriculum Statements are finalised. The full report of Curriculum 2005 Review Committee is available on the website address, http: www.education.pwv.gov.za/.

2.9. Conclusion

The Review Committee emphasised that the success of the new curriculum essentially depends on a vigorous campaign of teacher training and the availability of relevant and suitable Learning and Teacher Support Materials for all the teachers and learners.

Certainly this study will also find out if teachers in Region 4 of the Northern Province did receive enough training and support in the implementation of C2005.

The next chapter outlines the research methods and design of this study. It would be interesting to find out how this OBE training is being managed in the Northern Province. It would be useful to compare Northern Province OBE implementation with other provinces such as Kwazulu-Natal, which have more or less a similar contextual factor such as the majority of schools, situated in the rural areas. The literature review gave a broad outline of what OBE and C2005 are, and how the Northern Province Department of Education has planned for its implementation in the BAOBAB project.

Chapter 1 and 2 has given the background information about OBE and C2005, and Chapter 3 will outline the research design of the study. Chapter 4 and 5 will give the report of the study, salient findings and recommendations.

Although the C2005 Review Committee did not look specifically at the management of teacher training in OBE and C2005, their findings and recommendations gives the broader picture about how teachers are being trained and supported to implement this new education policy. The Review Committee has made recommendations that will certainly affect how teachers should be trained in future in the implementation of OBE and C2005.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Research design refers to the plan and structure of the investigation used to obtain evidence to answer the research questions. The chapter will describe the procedures for conducting this study including when, from whom, and under what conditions the data will be obtained. The chapter will also indicate how the research is set-up, what happens to the subjects and what methods of data collection are used. Research design, most broadly conceived, involves deciding what the research purpose and question will be, what information most appropriately will answer specific research questions and which strategies are most effective for obtaining it (Le Compte, 1993:30). The study uses primarily interactive data collection strategies as the study is on current happenings. This study is aimed at providing the most valid, accurate answers possible to the research problem, in the case, how OBE training is being managed and the process of curriculum implementation in the Northern Province. Limitations and cautions in interpreting the results may determine the way data may be analyzed in this study.

3.2. Purpose of the study

The purpose of this study is inter alia to use the selected sample to understand how OBE implementation is being managed in the Northern Province and also make some recommendations and suggestions on how OBE teacher training may be managed. The results of the study would not be used to generalise the way in which OBE teacher training

is being managed in the in the Northern Province, as the results for the study might be valid only in Region 4 because of the contextual factors. The findings of the study would be treated as a case study and not used to generalise how OBE teacher training is being managed in other regions of the Northern Province. The information gathered might be used to inform the future plans and implementation of the new curriculum in both the province and Region 4. The recommendations of the study may also assist the authorities of the Education Department in the Northern Province in providing suggestions about the management factors that affect OBE implementation. It may also suggest factors to consider when planning implementation programmes of the new curriculum.

3.3. Objectives of the study

The objectives of this study are (See Chapter 1, page 12):

- To clarify and describe the OBE policy.
- To explain the implementation phases of the policy process.
- To outline the government's strategy to assist implementation of OBE.
- Clarify and describe the context of Region 4 in the Northern Province regarding the management of the teacher training in OBE.

3.4. Methodology

The study follows a qualitative design, and is ethnographic in nature. An ethnographic design mostly relies on observations, interviews and document analysis or a combination thereof, to provide an in-depth understanding of what is studied (Schumacher, 1993:31). The researcher use the qualitative method to have in-depth study of the phenomena studied. The purpose is to study and understand this particular case without using the findings of the case to generalise in all such similar cases. In quantitative design the researcher draws the hypothesis and use statistical data to come to a conclusion. The

sample size is normally big, whereas in qualitative design only a small sample could be used and studied in-depth to understand the phenomena under study.

Different role players such as the Area Managers, Circuit Managers, Regional OBE co-ordinators, Project Management committee members, participating OBE facilitators are interviewed. Educators from the sampled schools in Region 4 in Grade 1, 2, 3 and school principals are observed and interviewed to get the broadest possible picture of the whole subject studied. In this particular study, the researcher has selected a site, which is in the Northern Province and in particular the Region 4. The researcher also establishes a rapport and trust with the participants, so that the participants could feel free to give information.

The researcher values participant's knowledge and experience in OBE and Curriculum 2005 implementation process. Data is collected over a period of 4 to 5 weeks through structured and unstructured interviews and observations. Informants are selected from the bigger population (See point 3.5.1).

3.4.1. Data Collection Techniques

According to Schumacher (1993: 388), in an ethnographic study, data is collected in six ways, which are:

- Observations
- Questionnaires
- Interviews
- Documents
- Tests and
- Unobstructive measures

The study uses a variation of one or more of these ways depending on the strengths and limitations of each and other considerations. The researcher uses interviews, documents and observations as a data collection technique. In qualitative technique, the findings are summarised and this technique uses narrative descriptions, topology, theme analysis and grounded theory to interpret data collected.

3.5. Qualitative Techniques

Data is collected in the form of words with ethnographic interviews. These interviews are characterised as unstructured or in-depth interviews. For this study, the interviews will use a general interview guide but not a set of specific questions worded precisely the same for each an every interviewee' (see Annexture A, B, C and D).

This technique allows interviewee's to shape the content of the interview by focussing on the management of teacher training in the OBE implementation in the Northern Province. A tape recorder would also be used to record some interviews and these interviews would be transcribed to analyse the results of the interviews. As part of the study, documents such as the "BAOBAB" reports and implementation plans are being consulted for the purpose of data gathering.

3.5.1 Sampling

This study will use purposeful sampling. The researcher selects information-rich cases for in-depth study. The sample is selected for the researcher to understand the case studied without desiring to generalise to all such cases. The study uses purposeful sampling to increase the utility of information obtained from small samples. In searching for informant-rich key informants, the researcher chooses educators in grade 1, 2, and 3 who are participating in the implementation of OBE. Northern Province departmental officials who are participating in the "BAOBAB' project are also familiar with the implementation of OBE

in the Province. These participants are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating.

Region 4 is selected for purposeful sampling to locate participants involved in the implementation of OBE in the Provincial Head Office, Regional Office, District Office, and Schools in Region 4. This type of purposeful sampling reduces threats to design validity, and persons reported in the study are reported in a manner to protect confidentiality of data.

3.5.2. Sample Size

Qualitative researchers view the sampling process as dynamic, ad hoc, and physic rather than static or a priori parameters of population (Schumacher, 1993: 382). Since this study uses purposeful sampling, the logic of the sample size is related to the purpose of the study, the research problem, data collection techniques, and the availability of the information rich cases.

For the purpose of this study, the minimum sample size is proposed and then the researcher could continue to add to the sample as the study progresses and when the need arise. The table below gives the proposed minimum sample size.

PARTICIPANTS	NUMBERS
Provincial DoE Officials	2
Regional (4) DoE Officials	2
Phalaborwa District DoE Officials	2
Grade 1 Educators	4
Grade 2 Educators	3
Grade 3 Educators	4
School Principals	4
TOTAL	**21**

3.6. Reliability in research design

Reliability is the extent to which independent researchers should discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and the participants (Schumacher, 1993: 385). In quantitative research, reliability refers to the consistency of the instrument and test administration in the study, whereas in qualitative research, reliability refers to the consistency of the researcher's interactive style, data recording, data analysis, and interpretation of participants meaning from the data. To enhance reliability of this study, the following three aspects are explicitly adhered to.

3.6.1. Researcher's Role

The researcher's role in this study is that of an unknown person at the site and to the participants. The participants in the study are also sampled on the basis of making sure that they are not familiar with the researcher. The researcher who is already known by the participants being observed or interviewed limits reliability. The informations gathered might not be reliable, because some participants might limit their responses and not respond to questions openly due to fear of being victimised. Therefore, great care is taken to limit this problem and to put each participant at ease during the interview.

3.6.2. Social Context

Social context influence data content and are described physically, socially, interpersonally and functionally (Schumacher, 1993: 386). Physical description of people, the time, and the place of the events or of the interviews assist in data analysis. The informants in this study are interviewed at the place of their choice and at the time suitable for them. The context within which information is collected could affect the reliability of the data collected.

3.7. Data collection strategies

The study will mostly use interactive methods in collecting data. Interviews and observations during OBE training will be conducted. Mostly interviews will be unstructured but focussed. Interview schedules will be used to capture both contextual and perspectival data. Perspectival data refers to the view of the observer: by definition, such information is highly dependent on the interpretation of the observer (Taylor, 1999: 90)

3.7.1. Reliability in data collection

Qualitative researchers commonly use a combination of any of the eight possible strategies to reduce threats to reliability in data collection. The strategies are as follows:

- Verbatim Methods
- Low-Inference Descriptors
- Mechanically Recorded Data
- Participant Researcher
- Member Checking
- Participant Review
- Negative cases or Discrepant Data

In making sure that the data collected is reliable, the researcher will use a combination of the strategies listed above. This will maximise the reliability of the data collected in the field.

3.8. Internal Validity

Internal validity of qualitative design is the degree to which the interpretations and concepts have mutual meaning between the participants and the researcher (Schumacher, 1993:

391). Reliability might be a serious threat to most qualitative research, but validity may be its major strength. Strategies that increase internal validity are:

3.8.1. Lengthy data collection period

The more time is spent on data collection, the more chances and opportunities for continual data analysis, conclusion, and corroboration to refine ideas and to ensure the match between research based categories and participants reality. Due to the nature of this study, data will be collected over a period of between 4 to 5 weeks.

3.8.2. Participant language

The participant's language would be taken into consideration during interviews.

3.7.3. Field research

In-depth interviews and participants observations are conducted in a natural setting that would reflect reality of life experience and more accurately than to contrived or laboratory setting.

3. 8. RESEARCH ETHICS

3.8.1. Informed Consent as a dialogue

The researcher will obtain permission to enter the field from the DoE and assurance of confidentiality and anonymity will be guaranteed and the researcher will also describe the intended use of the data. Confidentiality and anonymity are very important because participants might not feel safe to give information about the phenomena under study.

3.9. The structural framework of the interviewing instrument

The examples given below are an indication of the questions being posed in the various interviews. These questions (for a complete list of all the questions being asked in the various interviews, see annexture A, B, C and D) will serve as guidelines during interviews. The order of the questions is not important because depending on the response, one can "jump" to another question further down the list. Some questions might be slightly rephrased to allow participants to give accurate data.

The Provincial DoE Officials (See Annexure A)

- How were you introduced to the new curriculum and to what extent did the department lobby support from other sections of the department?
- How are funds allocated and distributed to the Regions?

Regional DoE officials (See Annexure B)

- How were you introduced to OBE?
- How long were you trained before training educators?

Teachers (See Annexure C)

- How were you introduced to OBE and curriculum 2005?
- How are you invited to OBE workshops?

Principals (See Annexure D)

- Were your roles and responsibilities in the management of OBE clearly stated from the onset?

- How many workshops did you attend on OBE and Curriculum 2005?

3.10. Conclusion

The study follows a qualitative approach and data analysis will be informed by the methods used to collect data, and data will be interpreted and analysed. This study will mostly use interactive methods in data collection. Data analysis would begin with a construction of the facts as found in the researcher-recorded data. To ascertain reliability and validity of data analysis, the researcher has provided retrospective accounts of how data were synthesised and identify the general strategies of data analysis and interpretation.

This chapter gave an overview of the methodology and the design the study will follow, and it also explained the sampling type and the proposed sample size. The case study component will involve the Provincial Education Department and Region 4. These two sites will be studied in-depth for a period of five consecutive days to develop a comprehensive account of how OBE implementation is being managed at both Provincial and Regional level. Chapter 4 will give the full report of the study.

CHAPTER 4

RESEARCH FINDINGS: MANAGEMENT OF OBE TEACHER TRAINING WITHIN THE NORTHERN PROVINCE

4.1. Introduction

Chapter 1 gave the background and the purpose of this study. The literature was reviewed in Chapter 2 and Chapter 3 gave the methodology and the research design of the study. This chapter will provide the layout of the research report from on the interviews conducted with the participants. A sample was selected using purposeful sampling (see Chapter 3). Data was mainly collected through interviews and document analysis. Some participants had some reservations for being recorded during the interviews, even though the researcher has assured participants the confidentiality of the information and anonymity of the participants and this resulted in the researcher using interviews and document as the main source for data collection. (See Annexures A - D) for interview schedules. However, the order of the questions was not strictly followed as the researcher depended on the responses from the participants, which guided the order of the questions in the interviews. The interviews were unstructured but focussed.

The findings related to the management of OBE teacher training in the Northern Province are presented under the categories and sub-categories identified from the document analysis as well as from the interviews and other methods used to collect data in this research. The data collected has been scrutinised and grouped into four broad categories, which will be discussed later in this chapter.

The findings of this study are presented in this chapter. Much of what takes place in the educational institutions depends on the nature of management and the success of the institution also depends on the management (Kibuka H: 141)

4.2. Interpretation of data

Interpretation of data varies according to the purpose of the study, its conceptual and theoretical background and the nature of data collected and analysed (Le Compte, 1993:267). Types of interpretational analysis are:

- Descriptive narration
- Topology
- Theme analysis
- Grounded theory

The researcher used a combination of descriptive narration and topology to interpret data.

4.2.1. Descriptive narration

In a descriptive narration the focus is usually on groups and their activities that change over time. The narration is a story that portrays events as a series of incidents, a process from beginning to a conclusion (Schumacher, 1995:508). An example of this method was used in this study as the researcher observed in a workshop where teachers were trained on OBE and Curriculum 2005. The researcher had to observe then, during analysis and inteptretation of data, had to describe the group activities and how they viewed the workshop.

4.2.2. Topology

A topology classifies the findings by different types of individual or group experiences with the same phenomenon (Schumacher, 1995: 508). The findings are divided into categories of experiences, beliefs, and perspectives on actions of participants.

4.3. Categories Identified from data collected

As the study focussed on the management OBE teacher training within the Northern Province, two provincial officials were interviewed using the interview schedule (Annexure A). The responses from the participants were grouped into four broad categories. The categories are:

- Planning and Organising
- Managing and Leading
- Monitoring and Evaluation
- Co-ordination

These four categories are management functions and were looked at in the context of how the Northern Province Education Department manages the process of OBE teacher training in Region 4. The Northern Province has many projects, which implement OBE in all districts (see Annexture G). Some projects target some districts and some projects are implemented in all the 31 Districts in the Province.

Although the BAOBAB project is implemented in all the 31 Districts of the Province in Grades 1, 2, 3 and 7, this study only focuses on how the implementation process of OBE is being managed within Region 4. When the data was collected, the sample size was kept at a minimum to make an in-depth investigation on the topic under study.

Data collection for the study mainly comprised qualitative research methods, and the researcher used focused interviews. The researcher also observed a Grade 3 OBE workshop to investigate the teacher's perceptions on OBE and the quality of trainers and the training they receive. During data collection, the BOABAB Project reports, minutes of Project Management Committee (PMC), reports from Regional and District Co-ordinators were analysed to establish and understand the whole project and its implementation plans. The interviews conducted with provincial officials were intended to establish the following information:

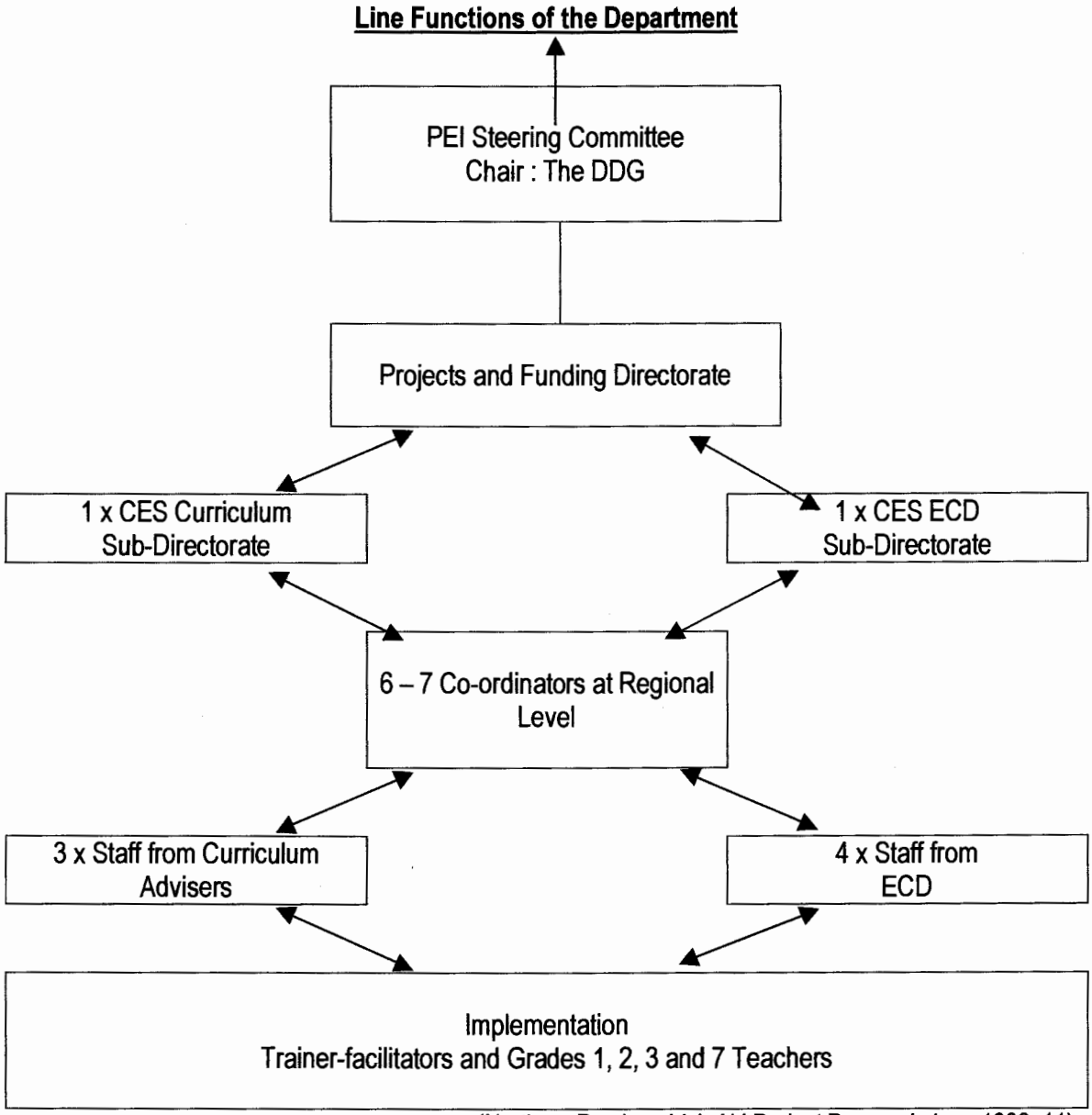
- Knowledge of their roles and responsibilities in the BOABAB project
- How the project is co-ordinated, lead and managed?
- Controlling and managing of the budget. (Who and how?)
- The evaluation and monitoring of the project
- Who plans the BOABAB Project's activities, that is organising of workshops, seminars at Provincial level
- What their perceptions are about how the BAOBAB Project is being managed?
- What support mechanisms are in place to support the implementation of the Project?

Interviews with the Regional and District officials were aimed at investigating the flow of information from the provincial office to the Region, then to the district, and also to find out about:

- What systems are in place to ensure the free flow of information
- Knowledge of the BOABAB project's outcomes
- Who controls and monitors the budget at regional and district level
- Drawing of regional plans(who and how)
- The quality of training by the trainers
- Co-ordination at regional level
- Co-ordinating, leading and managing of the regional activities
- Who evaluates the regional OBE training
- Monitoring of the project's activities (who)
- Quality assurance of training at schools level
- How the region informs the district about OBE

4.4. The Line Function and the Management Structure of the BAOBAB Project

The Department of Education in the Northern Province has sub-directorates, which are responsible for different functions. The figure below shows the management and accountability structure of the OBE project's activities. For an organisational chart of the Department of Education in the Northern Province see Annexure F.



(Northern Province Irish Aid Project Proposal, June 1998: 11)

The provincial officials in the sub-directorates Curriculum Development GET, Curriculum Development FET and Curriculum Support Services (CSS) are directly involved in the implementation of the BAOBAB project. The Project Manager of the BAOBAB project is located in the CSS sub- Directorate. The Project Management Committee (PMC) manages the project, and the Provincial Education Department officials and regional co-ordinators constitute this committee.

4.4.1. Management and Co-ordination of the project

The CSS is responsible for co-ordinating all the activities of the BAOBAB project and other OBE initiatives in the province under the leadership if the project manager. The roles and responsibilities for the both CES in curriculum and Early Childhood Development sub-directorates are clearly outlined. Regional co-ordinators co-ordinate regional plans which includes training, cluster meetings, school based support, transport, catering of teachers during workshops and resource distribution from the provincial office.

4.4.2. Provincial Budget Control and Monitoring

All the expenditure for the project activities is submitted to the project manager for approval. There is also a central co-ordination committee, which facilitates all the PEI projects, and this committee is chaired by the DDG, which also makes recommendations for expenditure exceeding R10 000. The project manager can only approve expenses not exceeding R10 000. The budget is centrally controlled and monitored by the Education Development Trust. All the BAOBAB project funds are kept in the Northern Province Educational Development Trust (NPED) fund.

4.4.3. Evaluating and Monitoring of the Project

The Curriculum Support Services (CSS) is responsible for evaluating and monitoring of all the OBE activities. However, a team of external researchers did the evaluation conducted for the project from the Universities of the North and Venda. The CSS unit on a continuous basis does the monitoring of the project activities (Annexure H: 95). It was indicated that no internal evaluation was done by the project staff due to lack of capacity and skills to conduct an evaluation of the project, particularly evaluating the training sessions. The Quality Assurance (QA) unit of the department does not have the capacity and expertise to quality assure the OBE training conducted for both teachers and trainers by the Non Government Organisations, and also assuring quality to workshops conducted by government officials as well.

From the interviews conducted with the provincial officials it is apparent that the PMC and the other supporting structures on OBE and its management are perfect, except for the constraints such as (Annexure H: 97):

- Lack of transport for CSS, CES, and trainers
- Not enough manpower properly trained
- Delays in the tender processes when delivering materials to schools
- Shortage of LSM and TSM
- Books from the book unit arriving late at schools

The above mentioned constraints generally cause the management of OBE teacher training to be problematic.

4.4.4. Learner (LSM) and teacher (TSM) support materials

The National Education Department centrally controls Learner and Teacher Support Materials for OBE and C2005. The Curriculum Development unit and the CSS are responsible for the selection of provincially published materials. Recommendations for such materials are sent to the book unit of the Department of Education, which are then submitted to schools for the selection process. Principals of schools are invited to a meeting by the book unit where lists of books are given to principals to return to schools with the lists for teachers to make their selections. Principals are requested to submit their selections back to the district within a week. The CSS is not involved in the selection, ordering and purchasing of the teacher and learner support materials. Textbooks selected by schools are ordered and purchased through a tender process, and books are delivered from publishers straight to the schools.

4.4.5. Provincial Human Resource Support

The Provincial Department of Education does not have enough human resource to support the OBE initiatives in the province. Most of the personnel are seconded from the rationalised colleges as subject support teams in the districts and regions. The project needs at least 300 full-time appointed personnel, and only about 100 staff members are appointed full-time to the project.

4.5. Regional and District support for principals

Principals were interviewed in the Phalaborwa district. The researcher used a focused interview to capture as much data as possible. From the interviews, it was clear that principals in the Phalaborwa district were not trained in OBE at all (Annexure G: 92). Their roles and responsibilities were not clarified. In most cases principals relied on educators to access information on OBE and C2005. No workshops were conducted for principals to

introduce them to the new curriculum and their new roles and responsibilities in the management of the change in curriculum. As school managers, principals feel that they are isolated, insecure and frustrated by the changes that are taking place in schools, which affect them directly. They are not able to manage these changes effectively due to lack of knowledge on the subject. In most cases, teachers took advantage of the principals' lack of knowledge on issues such as tests, schemes of work, end of year schedules and lesson preparations. Lazy teachers would not prepare and claim that OBE encourages learners to work in groups without being supervised. Principals are not in the position to perform their instructional leadership roles that is to teach learners in their schools, monitor, evaluate and manage teachers' work. This is due to their lack of knowledge on OBE and how they should manage this curriculum change process in schools.

It was apparent that the region and the district have not provided any form of support to the principals on how to manage OBE in their schools and the change process-taking place in their schools (Annexure G: 93). They are also not informed of any new implementation developments on the new curriculum. Principals' perceptions on how this change in the curriculum is affecting the schools and their roles as school managers are not positive.

The process of implementing C2005 and OBE in schools is a management project. This management project needs to be properly managed at all levels from the National, Provincial, Regional, District and schools level for maximum achievement of the results. The process of change needs careful planning and management, as the change process is not a straightforward path. Some principals and regional officials who have long been in the teaching profession are afraid of indulging in the unknown world of OBE and C2005, as they are comfortable with the old teaching method and practices, thus they become resistant to change.

The principals indicated that the information from the district and regional level, out of every ten cases in only four cases the information from the district office would arrive on time in

schools. This problem affects the running of the school because an invitation that called for all Grade 4 teachers to an OBE workshop a day before the workshop does not allow the principal to plan for alternative arrangements for classes of teachers who will be attending the workshop.

The principals receive the Teacher (TSM) and Learner (LSM) Support Material directly from the region, district or sometimes from the publishers and suppliers. These materials are signed for by the principals without the knowledge of whether the materials correspond with what the school has ordered or requested for or not. The principals interviewed indicated that they are generally satisfied with the deliveries made to schools, however, they are not sure whether what they have received is what they were expecting as most of the learner and teacher support materials are being sent by the Provincial Department of Education (Annexure G: 93).

The principals are not satisfied with how teacher OBE training is managed by the region and the district. Their dissatisfaction comes as a result of the following issues raised below, such as:

- Not being trained on how to manage this change process in their schools.
- Not being trained on OBE and Curriculum 2005
- Invitations and information on OBE arriving very late to schools thus not allowing them time to re-organise their activities in school
- No support on managing OBE in schools by the district and the region.

4.6. Regional and District Teacher support

The study also looked at how the district manages the implementation of OBE in schools. Teacher's opinions in this regard were valued very much as their information reflected how the district manages the OBE implementation process.

Data from teachers was collected using primarily interview methods. The researcher used focused group interviews with Grade 1,2 and 3 teachers in 2 schools. Similar responses were clustered from this data gathering method. The following categories which relate to management of the OBE training were identified:

- How they were introduced to OBE
- The regularity of the training
- Who conducted the training and the quality of the training received
- Their involvement in ordering and purchasing of TSM and LSM
- Who does classroom support with them
- General perceptions on OBE management by the provincial office.

Teachers were introduced to OBE and C2005 through workshops. They were invited to workshops through circulars mostly one or two days before the workshop date, and this was disturbing teachers in terms of their own planning. The Department of Education in the district has only invited teachers once in a year to attend an OBE workshop. The training sessions were four to five days per training session. There has been at least some classroom support to teachers. Fellow teachers and the Department of Education through cluster meetings mainly provided this support. The local NGOs, such as the Palabora Foundation, has been instrumental in conducting workshops for teachers and also providing teachers with follow-up visits in the classrooms to help them with the implementation of OBE in their classrooms. Teachers expressed their utmost appreciation for the continued support from these local NGOs. They are satisfied with the training they receive and the follow-up visits.

4.6.1. Learner and Teacher Support Material

With regard to TSM and LSM, teachers do not have knowledge of how materials are being delivered, ordered and purchased. In some schools, the material delivered in schools is not what teachers are expecting. The language used in some textbooks delivered to schools is not accessible to both teachers and learners.

Teachers were generally not satisfied in the manner in which OBE teacher training is being managed in schools. Their concerns are:

- Inadequate training on OBE by the Department of Education
- Minimal or no support on OBE implementation by the district office
- Materials delivered in schools not of satisfactory standard/ level. Some deliveries are unnecessary.
- Not being involved in the selection and ordering of TSM and LSM
- Some trainers not competent to conduct OBE workshops

These concerns make teachers feel that the District, Regional and Provincial Offices of the Department of Education are not doing enough to support teachers in the implementation of OBE and C2005.

4.7. Provincial Support to Region 4

Data was also collected primarily using the interview methods. Some documents on OBE were also analysed as well. Data from these data gathering methods was through clusters of similar responses emerged and these were grouped into patterns. These patterns were further grouped into categories. The following categories, which relate to OBE management at both Regional and District level, were identified from the above process as follows

- Training received
- Information sharing
- Training co-ordination
- Control and monitoring of budgets
- Regional and district plans
- TSM and LSM
- Reporting
- Perceptions, problems and concerns

4.7.1. Training received by both the district and the region.

Both the district and the regional officials received training on OBE and C2005. The length of the training sessions was five days and they are conducted once a year. Both the national education department and Non Government Organisations (NGOs) conducted these workshops. Trainers are generally satisfied with the quality of training they received from NGOs and the National Education Department. Their roles and responsibilities are clearly outlined and the outcomes of the BAOBAB project are also clearly articulated to the trainers. Both the region and the district are responsible for providing school based and centre based training to teachers in OBE. The region has two regional Co-ordinators who co-ordinate activities within the region which deals with OBE teacher training and school support programmes.

4.7.2. Information distribution

Based on some interviews and discussions with three teachers, two regional officials, one district official and the two school principals it was clear that the region receive information on OBE training and support from the Provincial Education Department then disseminate it to the districts then to schools. However, the circulars and notices from the province

usually arrive late at the region and this cause a serious problem for the region to circulate this information to the districts then to schools (Annexure G: 92). The district is heavily affected by this inconvenience, as it is responsible for the delivery of this information to schools.

The region holds monthly meetings to share information on all the regional activities, particularly on the progress made in the implementation of OBE and the review of such activities. The Regional Director chairs these meetings. Regional Co-ordinators submit their monthly reports to the Regional Director, then to the Project Management Committee. The district officials also write monthly reports, which are submitted to the District Manager, then, to the regional co-ordinators.

4.7.3. Regional Co-ordination

The region has two regional co-ordinators, one responsible for the BAOBAB project and the other responsible for other OBE initiatives in the region (see Annexture G). These co-ordinators are responsible for co-ordinating activities within the region, which includes the drawing up of regional, and district plans. The district makes their inputs with suggestions to the regional plans, which are then submitted to the Project Management Committee. The Project Management Committee does not supply the region with its plan to inform the region about its plans although the provincial office claims that they draw and monitor all the OBE programmes in the province (Annexure H: 94). It appears that there is still a great need for the provincial office to revisit its method of monitoring these projects as it is reported by the regional officers that there are clashes on many occasions in provincial and regional activities, whereby the provincial office call for a workshop or a seminar, which clashes with regional activities.

4.7.4. Monitoring and controlling of the budget at Regional level

The budget of the BAOBAB project is controlled centrally by the Northern Province Education Development Trust (NPEDT). The regions are only involved in the costing of their activities, which are then submitted, to the Project Management Committee for approval. The PMC does not acknowledge receipt of these budgets nor indicate whether the budgets are approved or not, in addition the PMC sent allocations to regions which are not necessarily according to the projected regional budgets. The regional Co-ordinators together with the regional director monitors the regional allocated budgets, not the physical budget, as the regions do not have separate accounts for the project funds.

4.7.5. Regional involvement in Teacher and Learner support materials

Both the TSM and LSM for OBE and C2005 are controlled centrally by the National Department of Education. Regions receive government policies from the provincial office to deliver to districts then to schools. Teacher and learner support materials are screened and selected by the National Education Department, then recommend them to provinces for further screening and selection. In ordering and purchasing of these LSM and TSM, the NED follow a tender process where some publishers deliver books directly to schools without involving the Region or the District. The Region and District have little or no role to play in the ordering, selecting, evaluating and purchasing of TSM and LSM.

4.7.8. Perceptions of Regional and District officials about OBE management

The Region and the District are dissatisfied with regard to how OBE teacher training is being managed by the PMC. They raised the following issues that they felt made the management of OBE teacher training not as it should be:

- Schools not having enough resources to support implementation of OBE

- Only teachers are trained, school managers are not trained on how to manage schools in an OBE environment
- Lack of continuity and progression in terms of teacher training in different grades
- Period for training short and not allowing for teachers to conceptualise OBE methods
- Prescribed format of reporting which does not allow officials to raise issues, concerns and problems in the report.
- Problems such as lack of transport not adequately attended to by PMC.
- No feedback on reports submitted to PMC
- No refresher courses for trainers facilitators

These issues impact negatively on the management of OBE teacher training within the Northern Province, particularly region 4. It is against this background that the region and the district are not satisfied with the manner in which OBE teacher training is being managed.

4.8. SALIENT FINDINGS

Interviews with the Project Management Committee, Regional Co-ordinators, District officials, Teachers and Principals were conducted separately on different times. The interviews were intended to look at how OBE teacher training is being managed, patterns used for the delivery of OBE training, problems and shortcomings during the implementation process, the ability of the PMC to co-ordinate, manage and support the BAOBAB project activities. The interviews also investigated the planning, monitoring, and evaluation mechanisms available in the Provincial Education Department to support the implementation of OBE. The researcher also investigated participants' general perceptions about how the BAOBAB projects' activities are being managed.

The findings of the study are based on the interpretation of data from the research instruments and other data collection mechanisms. The following are the findings of this study:

4.8.1. The ability of the Project Management Committee to manage OBE implementation process.

The questions used during data collection was grouped as fact-finding, interpretation questions and questions to establish the perceptions about the management of the BAOBAB project. In responding to the question about how the Provincial Department of Education disseminate information to the region, all the participants alluded to the fact that information from the provincial office always arrives very late in the region. This normally results in the district and schools receiving information, which is sometimes long overdue and not implementable. Although the provincial education officials claim that the information regarding OBE implementation is send to the regions and districts on time, it is still questionable as this is contrary to what the District, Region, teachers and principals have said. One participant said " if the provincial head office send the information a two or three weeks in advance, then one must know that another circular is on the way to cancel the first one." Information arriving early in the region is not final, the activity would either be cancelled or postponed. Based on the information gathered from the teachers and the school principals, it was clear that the PMC is not giving the region and the district enough time to distribute information to schools (Annexure G: 92). While the provincial head office is also trying hard to manage the implementation process, there are still some problems regarding information exchange within the provincial department let alone the region and the district. One is not certain if the reports from the region and the district are read and analysed. This issue could be investigated to find out whether the PMC is analysing the regional and district reports in order to implement the recommendations as suggested by the region. There is no system in place to monitor the flow of information from the provincial office to the region.

There was no evidence of monitoring of the BAOBAB activities at the region and the district. Teachers had an outcry on information gaps that existed between them from the provincial head office.

4.8.2. Ability of provincial Head Office to support Regions with the skills and information for effective implementation of OBE in the region.

The Project Management Committee of the BAOBAB project oversees the day to day running of the project and also facilitates the process of OBE implementation. This committee meets on monthly basis with the Regional co-ordinators in order to reflect the implementation process. Within the PMC there seem to be no monitoring processes built into the project. This committee relies on the operational details such as reports from the districts and regions and sometimes their observations during schools visits and workshops. The PMC co-ordinates, manages and lead the project activities through the Project Manager, who is located in the Curriculum Support Services directorate. Although the PMC co-ordinates, manages and lead the project, there seem to be structural problems regarding co-ordination within the provincial departments.

There are three sub-directorates responsible for Curriculum, which are ECD Curriculum Development Unit, Curriculum Support Services & Projects and Funding. These sub-Directorates seem to have no co-ordination at all. The main function of the project is clearly outlined (see page 56), they show the envisaged plan of the reporting structure, however, and the implementation of the structure seems to be clouded by problems. The roles and functions of the PMC and the Project Manager are clearly outlined in the BAOBAB project proposal, but the implementation of these roles and function is questionable. Co-ordination and management of the project at provincial level is stifled by problems such as lack of skills capacity to manage and co-ordinate the project. Plans are drawn to co-ordinate and manage the OBE activities, but whether they are being

implemented and adhered to is another issue. There is evidence of many activities which appear in the year plan and have not happened and some are being delayed and postponed more than once due to lack of proper communication within the provincial office.

4.8.3. The ability of the Region to manage the implementation of OBE in schools.

Although the region is trying very hard to successfully implement OBE, they are still experiencing problems, insufficient training for trainer–facilitators, poor information sharing, poor provisioning of teacher and general learner support materials and also lack of support by the provincial office to implement OBE in schools.

4.8.4. Ability of the District to effectively support schools with the implementation of OBE.

The district is also trying its best for the success of the implementation process, they have facilitated and organised OBE workshops and ensured that schools receive the necessary support. However, most of their efforts are hampered by the lack of transport, shortage of trainer facilitators, learner and teacher support materials, and provincial plans which sometimes clash with regional and district plans.

4.8.5. Management and utilization of LSM and TSM

The National Department of Education nationally controls TSM and LSM for OBE implementation, and the process of selection is done both at national and provincial level by the curriculum units.

There seemed to be some problems in terms of management and utilisation of resource in schools to support the implementation process. There is no evidence of co-ordination in

terms of ordering, purchasing, and the delivery of both TSM and LSM in schools. The National Department of Education nationally controls TSM and LSM for OBE implementation, and the process of selection is done both at national and provincial level by the curriculum units.

4.8.6. Control of budget by the PMC.

The centrally controlled budget seems to bottle neck the activities of the BAOBAB project. The region and the district are delayed by the process of approving activities such as workshop catering, transport claims and purchasing of stationery for trainer facilitators. This process seems not to be working effectively for the smooth delivery of OBE in the region. In the Northern province, there is no clear budget planning for funding of LSMs. This result in publishers having to deliver books to schools which the schools cannot use to support the new curriculum implementation process.

There seem to be too little if no involvement by the Curriculum Support Services Unit in evaluating and selecting materials for approval by the provincial office. This is a critical step in the process of provisioning as the process of evaluating and selecting materials determines whether teachers and learners would receive high quality materials that support the implementation process (Review Report Curriculum 2005, May 2000: 101). There is an inconsistent process of TSM and LSM approval in the province and this lead to poor quality books approved while better books are excluded. The people who evaluate and select books have not received training in OBE, thus their selection and evaluation of TSM and LSM is questionable.

4.8.7. Organisational structure for OBE support

There seems to be general organisational issues that affect the implementation of C2005. The organisational structure is non-aligned and there are problems particularly in the

district about the definition of roles and functions of support officials. At provincial level, staff involved in the curriculum support is located in the CSS and Curriculum Development and the ECD sub-directorates. This leads to fragmentation in the provincial support effort. A provincial official indicated that at times this fragmentation sometimes leads to friction among officials in the different line functions in the different sub-directorates.

The problem of lack of alignment of the organisational structures in which the functions of implementing, supporting and monitoring OBE are located at provincial and district level. This lack of alignment also results in ad hoc planning, which often lead to reported clashes between provincial and regional support plans. There is apparent lack of clearly defined roles and functions of district officials.

4.8.8. Utilisation of capacity within the province in support of the implementation process

There seem to be some problems with the effective utilisation of capacity within the provincial education department. The district and the region are under staffed with trainer facilitators for OBE. The provincial head office under utilises the personnel from the rationalised colleges of education. There are posts, which are not occupied in the ECD section and other curriculum unit sub-directorates, which could be utilised for the curriculum support. The district mentioned that there is a serious crisis in terms of personnel at the district office, there is only one Subject Advisor who is overloaded with many activities. The Subject Advisor does not have transport in many instances to support the OBE implementation process. Due to lack of support by the provincial office and knowledge and understanding of OBE, this Subject Advisor feels insecure to support schools in OBE implementation.

Provincial and district capacity to implement OBE and provincial support to teachers in the classrooms is hampered by the problems in the organisation of curriculum support

structures, shortage of personnel, inadequate expertise of personnel and lack of resources for supporting OBE and C2005 (Review Report Curriculum 2005, May 2000: 57). There is virtually no ongoing support and development when teachers are back on site after receiving orientation and training at workshops.

There are no support structures in place to help teachers deal with the pressures of classroom implementation. This is a result of the shortage of well-trained personnel at provincial, regional and district level, and also transport problems in the Region and the District. It was apparent that in the process of C2005 and OBE implementation, school managers, the regional and district managers were not trained in OBE and are not involved in curriculum implementation process. This culminates in school managers not able to support teachers, as they do not understand the needs of teachers in the implementation process.

4.10. Conclusion

In this chapter data collected on the subject of management of OBE teacher training in the Northern Province was presented and discussed under different categories arising from the interviews, document analysis and observations. The management of OBE teacher training was looked at from provincial, regional, district and school level. This gave the researcher an opportunity to closely study the partterns on how each section sees the management process of the curriculum implementation within Region 4. The broad categories, which were, identified are planning, organising, controlling, and monitoring and evaluation. These categories form the pillars of any management functions.

For organisations and government departments to successfully implement projects, their management teams must have skills to perform these four categories. There are varied answers on the question of information sharing, and the reporting format prescribed to the regional co-ordinators and trainer facilitators and the CSS unit. There seem to be a general

consensus regarding the support of OBE initiatives. Participants felt that the support provided is not adequate enough to make this initiative a success.

Although the budget is centrally controlled by the provincial office, it is however apparent that this centralisation of the budget stifle regional operations as many delays are experienced when conducting workshops. Although centralised budget has advantages in terms of monitoring and controlling, there are also disadvantages to this, such as delays caused by the bureaucratic procedures to be followed for something to be approved. The process of central budget control compromises delivery.

Learner support materials varies in quality and often unavailable in some schools. The problem with LSM in schools in support of the OBE initiative ranges from their availability, quality and use to the training which teachers were given. The availability of the LSM is uneven and the quality is variable as a result of its design flaws and the unreliability of the evaluation of these materials. Strangely enough, principals of schools receive and sign for the TSM and LSM in their schools without the knowledge of what is expected by the teachers.

The provincial office, the region, district and the teachers are not entirely satisfied with the manner in which TSM ad LSM are handled by the National Department of Education. In contrast, principals felt happy and satisfied with what was delivered to schools

Teachers and principals felt that officials are not providing the necessary support to them and school management is totally neglected by the Provincial Department of Education in terms of support. The provincial, regional and district capacity to implement the OBE initiatives and provide support to teachers in the classroom is hampered by the problems in the organisation of the curriculum support structures. There seem to be serious shortages and inadequate expertise of personnel and lack of resources for supporting OBE.

In chapter five, all the data collected and analysed will be summarised, and the conclusion will be drawn from the findings, which will then form the basis for the recommendations for this study.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

This chapter presents the summary, recommendations and the final conclusion of the study. The outcomes of this study can not be generalised to describe the situation in the Northern Province in as far as the management of OBE and C2005 is concerned. The study only focussed on one particular region in the Northern Province. The findings and recommendations of this study are particular to the case studied in Region 4 of the Northern Province. Therefore the outcomes of these study should be understood as representative of one region of the Northern Province department of education.

The study has also looked at the management of OBE teacher training in the Northern Province (Region 4) with the view to understanding what needs to be done to improve the systems available in the region to manage the OBE implementation. The study's point of departure was to see what structures are available to support the OBE teacher training in Region 4, and later make some recommendations that would be based on the findings of the research being done in the region.

5.2. FINDINGS OF THE RESEARCH

SUMMARY OF THE TYPE OF QUESTIONS POSED FOR THE INTERVIEWS

Question	Total persons interviewed	Positive feedback	Negative feedback	Conclusion
1. It does seem that school principals and senior government official did not receive any training in the management of OBE?	8	0	8	There seem to be a serious problem regarding the training of school principals and senior government officials. Training for these officials was not done, although the provincial department claims to have budgeted for.
2. How does schools receive teacher and learner support materials?	19	4	17	There is a serious problem regarding the selection, and purchasing of teacher and learner support materials. Only principals seem to be comfortable with the ordering and the delivery of these textbooks in schools. The others interviewee's feel that the system is not empowering at all.
3. How often does educators receive training	13	10	3	There seem to be insufficient training of

in OBE?				educators in OBE. The training received seems to be rushed and sometimes not up to standard due to insufficiently trained facilitators.
4. How does Districts and schools receive information on OBE?	19	3	16	There seem to be a serious problem regarding communication from the provincial office right down to schools. On regular basis information reach schools on the eleventh hour, and this was confirmed by the region, district and the schools.
5. The general perception of interviewees on the overall management of OBE teacher training by the provincial office?	17	2	15	There seem to be a problem regarding the management of OBE teacher training by the provincial office. There is a feeling that the provincial office is not doing enough to support OBE teacher training.

5.2.1. The ability of the province and the region to manage the Implementation of OBE

Based on some of the interviews and discussions with teachers and school principals, it appears that there is still a great need for the provincial office to realign its plans in so far as management of the OBE teacher training is concerned. The region should be given more resources and powers to implement OBE activities at regional and district level.

From the interviews conducted with the provincial and regional officials, it was apparent that the province lack OBE support structures and there is no co-ordination in terms of regional and provincial activities within the Provincial Department of Education. Lack of co-ordination within the provincial office and region marks the first step of problems that are encountered in the management of OBE teacher training in Region 4. Although a member of the Provincial Management Committee confirmed some of these problems, regional and district officials also cited that problems they encounter are related to the conditions such as:

- Lack of proper LSM and TSM in schools to support OBE implementation.
- In some cases, late arrival of the TSM and LSM in schools.
- Lack of co-ordination regarding transport problems, especially for the regional co-ordinators and trainer facilitators.
- Concurrent running of OBE programmes by both the region and the province.
- No evidence of monitoring of the effectiveness of the trainers and the quality of the OBE training within the province, region and district.
- Insufficient training for both educators and trainer facilitators.
- Lack of OBE workshop follow-ups to schools through classroom support and cluster meetings by the district officials.
- Lack of internal systems in the region/district to monitor and evaluate the quality of OBE trainer facilitators.
- Provincially controlled budget bottlenecks the regional and district OBE activities.

These problems/constrains need to be addressed so that the Provincial Department of Education and the region could be able to effectively manage the teacher training in OBE.

5.2.1.1.Possible topics for further research

It would be interesting to research whether other regions in the province are experiencing the same difficulties and if these regions are also affected by the problems of implementation, which are highlighted. This could be another area for research, and another possible area for research would be how the Provincial Department of Education plans, monitors and evaluates its other OBE projects.

5.2.2. Learner Support Materials

The delivery of LSM and TSM need proper alignment, to allow the District office to have full knowledge of what has been delivered to schools. Although the interviews indicated that principals are responsible for the process of purchasing TSM and LSM, rightfully educators should be involved in the process of the selection of LSM & TSM. Educators should also be responsible for receiving and signing for these materials when the materials are delivered to their schools.

The process of textbook requisition in schools needs realignment. Principals are not familiar with the TSM and LSM that educators need for their classroom use. Therefore, it is imperative for educators to be directly involved in the requisition of textbooks, TSM and LSM.

The Provincial office should provide clear guidelines to publishers on which textbooks are recommended to schools. There should be a clear co-ordination among the Book Unit and the Curriculum Unit of the Department of Education for the evaluation, quality assurance in

selecting and ordering, purchasing and delivery of textbooks in schools. The production of LSM and TSM should be the responsibility of the CSS and the ECD sub-directorates. There should be an alignment in the national, provincial and district structures in the delivery of these materials.

5.2.3. Provincial and District Level Support

Rightly, the district officials are responsible for continuous OBE school based support for educators who are implementing OBE and C2005. Educators interviewed reported that district officials never visited their schools for classroom support. Educator classroom support is important, the support needs to be strengthened. The provincial and the regional offices need to consolidate, reorganise and realign the curriculum support teams to make sure that educators receive continuous classroom support in OBE. The roles and functions of the curriculum support teams at both provincial and regional level ought to be clearly defined. Principals of schools, districts and circuit managers need to be adequately trained to manage the implementation of OBE as they are the key role players in the management of schools' activities. The Provincial Education Department should also promote the collaborative relationship between the OBE curriculum support officials, NGOs by involving NGO's and the higher education institution during training of educators in OBE.

5.2.4. Teachers Orientation, Training and Support.

It was evident from the interviews conducted with educators, regional and district officials that there is a need for co-ordinated provincial plans for teacher training and support. The Region and the District need to develop a well co-ordinated plan for teacher training and support, which would then empower trainer facilitators to have full control of their programmes.

5.3. Limitations of the report

This study was confined to the process of the management of OBE teacher training in the Northern Province (Region 4). It was conducted using qualitative method of data collection and the sample selected was minimal compared to the entire population of the Northern Province Department of Education. The time that was spent in the field was short, due to the size of the sampling and the nature of this study as it is a dissertation of limited scope. The research did not look at all the aspects of OBE teacher training in the whole Northern Province, but focus was particularly on how the implementation of OBE is being managed by the Northern Province Education Department in Region 4.

5.4. RECOMMENDATIONS

- Officials who are responsible for OBE implementation at provincial level should be housed within one directorate to enable them to plan and co-ordinate their activities coherently.

- Provincial, regional and district teams responsible for delivery of OBE teacher training should be strengthened and the monitoring processes should be in place and quality assurance on the educator workshops should also be strengthened

- The Provincial Department of Education needs to effectively instill a sense of quality assurance on the TSM and LSM supplied to schools.

- The Provincial Department of Education should develop efficient monitoring systems that would improve the information distribution and sharing among different directorates and the region.

- The region and the district should jointly plan and co-ordinate the classroom support and school support visits for both principals and educators.

- In order to strengthen the classroom support for educators in the implementation of OBE, it would be imperative for the provincial office to consolidate and streamline the provincial and regional curriculum support teams in order to perform their tasks effectively.

- An intensive and adequate training for school principals, circuit and district managers is essential to assist them to manage the implementation process at both district and school level.

- There is a great need to promote collaboration in the curriculum support officials and NGO's within the region to provide the necessary support resources to the region and the schools.

- Within the PMC, there should be a monitoring plan built in within the project's plan, to assist the project manager in monitoring the progress of the project during the implementation of the project.

- There should be alignment of the activities of the ECD, Curriculum Support Services and the Curriculum Development sub-directorates to share a common vision in implementing BAOBAB activities.

- Regular follow-up training for trainer-facilitators is essential in the district to inform these officials on the new developments in OBE and also empowering them in caring out their duties as trainers.

- The Provincial Department of Education should make transport available to the district officials to allow them to have regular school support visits during the implementation of OBE.

- Budget for OBE regional activities should be decentralised and be controlled at regional level. Things such as workshop catering, transport and purchasing of training stationery for OBE teacher training should be controlled within the region.

- Seconded staff from the rationalised colleges should be appointed on a full time basis into the BAOBAB project to alleviate the fears and uncertainty about their future in the project.

5.5. Conclusion

As a short term plan, a cadre of provincial and districts trainers working in conjunction with local NGOs need to be selected and properly trained by the Provincial Department of Education and experts in the NGO sector. School principals, district and circuit managers need to be trained on how to manage OBE and C2005. It is imperative that they are also trained on how to support educators during OBE implementation. Training and support of principals, circuit and district managers is the responsibility of the Provincial Education Department. Therefore a well co-ordinated plan is essential for both district, regional and school support by the PMC.

The study has raised issues regarding the management of OBE teacher training in the Provincial Education Department and Region 4. It also made some recommendations, which could be useful to improve the present situation regarding the management of OBE teacher training. The Provincial Education Department and Region 4 has an obligation to effectively manage the process of OBE implementation in the province. It would therefore be left to the Northern Department of Education and the region on how they would

implement these recommendations with a view to improving their management systems of OBE teacher training.

ANNEXURE A

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

A: Provincial Department of education Officials Interview Schedule

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N.B: This Interview may be tape-recorded

1. You have now had the opportunity of implementing OBE since 1998. In general, what is your perception about the whole implementation process in the Northern Province?
2. What is your understanding of the BAOBAB project?
3. What is your feeling about the workshops for the BAOBAB project that were conducted since 1998?
4. Who was training the provincial co-ordinators of the BAOBAB project and how/why was this person considered for the position?
5. What is your opinion about the competency level of the trainers and co-ordinators within the BAOBAB project?
6. In your own opinion, can you confidently say that there is now capacity within Northern Province for the future implementation of OBE? YES or NO.

If NO, what do you suggest should be done for optimal success in the future implementation of OBE into other Grades?

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8. It does seem that the Regional Directors, District and Circuit managers together with the School Principals did not receive any training in the management of OBE. What was the reason for this?
9. Where these workshops for the above personnel budgeted for?
10. Most principals claim that learning and teaching materials were received when implementation was already in progress. What caused these delays
11. How were you introduced to OBE and to what extent did the department of education lobby support from other sections of the department?
12. What are your roles and responsibilities in the BAOBAB project? If yes, where your roles and responsibilities clarified from the beginning of the project?
13. What are the outcomes of the BAOBAB projects?
14. Who co-ordinates, lead and manage the BAOBAB project?
15. Different projects implement OBE in the province. Who draws a co-ordinated plan for all these projects and who monitor these plans?
16. What models of delivery does the Northern Province use in the delivery of OBE and why?

ANNEXURE B

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

B: Regional Director/ District Manager/ Circuit Manager

The researcher may tape record the interview

1. You have had the opportunity of implementing OBE since 1998.
   What would you regard as some of the main *achievements and successes*, which you experienced with the management of this curriculum in your district/ region?

2. What role do you play in the implementation process of OBE? If not playing any, what role would you like to be playing?

3. What are the main management *difficulties/setbacks and obstacles*, which you encountered as you tried to implement OBE?

4. Given the two models used in the BAOBAB Project (that is, Cluster and Cascade models), how do you rate their contribution to the implementation of OBE in your region/district?

5. What is your opinion about the Provincial Head Office's effort in the implementation of OBE?

ANNEXURE C

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

C; Regional Co-ordinator Interview Schedule

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1. What in your opinion is the level of competency of the regional trainer-facilitators in transferring the skills of implementing C2005?
2. Have you been able to provide continuous support to teachers through classroom support, school visits or cluster meetings? If no, what could be the reason for not providing the necessary school support?
3. Have you been able to provide teacher training in the implementation of OBE to regional and district personnel, as well as school management personnel. If yes, how was this done, and for how long was the training?
4. Please, comment about the information dissemination and skills of delivery during OBE implementation workshops by trainer facilitators?
5. What are your suggestions for the future implementation of OBE in terms of management of the implementation process?
6. How were you introduced to OBE?
7. For how long were you trained on OBE before you could train trainer facilitators and educators?
8. Do you understand the outcomes of the BAOBAB project?
9. How is district informed about developments from the provincial office? Does the province give the region information well in advance on training schedules, reports and plans?
10. Who co-ordinates, lead and manage the implementation of OBE in the regions?
11. Who controls and monitor the budget at regional level?

12. Who draws the regional OBE plans and how are they aligned to the provincial plans?
13. How do schools receive teacher and learner support materials?
14. What role does the district officials play in the selection, ordering and purchasing of OBE materials in the region?
15. Are you satisfied with the quality of training you have received before training of trainer facilitators? If no why?
16. Were your roles and responsibilities clarified from the beginning of the project?
17. What problem did you encounter during implementation of OBE and where do you report these problems?
18. How often do you get feedback from the province on the problems you encounter during the implementation of OBE?
19. How often do you submit reports to the province? Do you receive any feedback or acknowledgement of receipt of your reports?
20. How often does the provincial office organise OBE training for the regional officials?
21. What are your perceptions about the way the provincial office and the region manage the implementation process?
22. Who controls the budget at regional level and how are you involved in the managing of this budget?
23. How often does the region meet to discuss issues relating to OBE?

ANNEXURE D

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

D: Trainer Facilitator Questionnaire

Tick the appropriate box

Are you satisfied with the OBE workshops that have been conducted by the co-ordinators?

YES	NO

If NO, what do you think are the setbacks and how can these be correct?

2.Did you receive all policy Documents on OBE?

YES	NO

If NO, which documents would you like to have access to? Please state.

ANNEXURE E

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

E: Principals Interview Schedule

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1. Where your roles and responsibilities in the management of OBE clearly stated from the onset?
2. Where you introduced to the changes in education and your new roles as school managers?
3. Did you receive teacher and learner support materials at your school? Were you satisfied with the delivery? Did you receive what you were expecting?
4. How do you receive information from the district office, is it on time or not?
5. Are you given enough time when teachers are invited to attend workshops to be able to rearrange the school timetable?
6. Are you kept informed of the latest developments on the OBE activities?
7. How many workshops did you attend on the management of OBE?
8. What are your views on how both the province and the region are managing OBE?

ANNEXURE F

THE MANAGEMENT OF OBE TEACHER TRAINING IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

F: Grade 1,2 and 3 teachers within the school cluster questionnaire

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1. How are you introduced to OBE and C2005?
2. How are you normally invited to OBE workshops, and when do you receive invitations? Are they in a space of a day, week or a month in advance?
3. How often do you receive OBE training?
4. Who conduct these OBE training, and are you satisfied with quality of the training?
5. How did you receive learner and teacher support materials, and who delivered them to schools and how were they delivered to your school?
6. Did you receive the TSM and LSM that you expected, and are you able to use what you have been supplied with?
7. Who support you in your classroom when you implementation OBE in schools, and how often do you receive support from the district?
8. Where do you report the problems you experience during your classroom implementation of OBE, and how often do you receive feedback?
9. What are your perceptions about how the Provincial department of education, regional and the district offices in managing OBE.

ANNEXURE G

INTERVIEWS WITH THE PRINCIPAL

(Transcription of a recorded interview)

The interview was conducted in a primary school in the Phalaborwa district. A school principal was interviewed in her office from 10:30 to 11: 15.

Researcher: Good morning, and how are you this morning?

Principal: Morning sir, I am fine and how are you. So, what can I do for you this morning?

Researcher: Fine, hmm, my name is PM Mokgaphame, I am a researcher, conducting a study in some of the schools in your area. These are the letters from the Chief Director, Auxiliary services and the Phalaborwa District Manager, which give me permission to visit your schools to conduct a research in OBE activities. I am presently registered for a Med. degree in educational management with UNISA, and one of the requirements in my study is to conduct an in-depth study on the topic of my choice. The research I am presently conducting is on the management of OBE teacher training in the Northern Province, with special reference to region 4 of the Northern province. I would like you to be as open as possible, because the purpose of this research is not intending to spy or use negatively to affect other people. Be rest assured that the information gathered through this interviews will only used for its intended purpose, that is for study purposes, and nothing more. I also want to assure you that your name will remain anonymous, and your confidentiality is guaranteed. You must feel free to respond to any question. With your permission of course, could I ask you some few questions in

relation to the management of OBE teacher training in the region and the province.

Principal: Hmm....., you are mostly welcome, sir.

Researcher: When the new curriculum 2005 and OBE was first introduced, where your roles and responsibilities in the management of the implementation of OBE in your school clearly stated?

Principal: To be honest with you, sir, nothing was clarified to us with regards to the management of this new curriculum. Everything we know and heard about OBE was from educators who are sometimes called by the circuit office to attend OBE workshops.

Researcher: In other words you were not introduced to the new changes in the curriculum and your new roles, as school managers were not clarified?

Principal: Yes, nothing was explained nor clarified to us. We are still in the dark.

Researcher: In other words, you did not attend any workshop in OBE or curriculum 2005?

Principal: Yes, no workshops were conducted for us since the introduction of this new curriculum.

Researcher: Are you at least kept informed on the latest developments about this new curriculum in general, maybe through circulars or any form of communication by the Department of Education?

Principal: We are not informed at all about any developments on the new curriculum.

Researcher: How does your school receive correspondence on curriculum issues from the district?

Principal: Generally, the district on many occasions does not give us information on time. It is on rare occasions where the information arrives on time. OBE teacher training circulars in particular arrive at

least a week in advance. Sometimes we, principals collect circulars from the district office.

Researcher: In your opinion, do you feel that the district gives you enough time to rearrange the school timetable when educators are invited for an OBE workshop?

Principal: We are not given enough time to reorganise our school timetable to accommodate learners who will be without educators.

Researcher: Did your school receive teacher and learner support materials to support OBE implementation?

Principal: Oh! Yes, we did receive OBE books from the government.

Researcher: Were you satisfied with the quality of the material you received, and did you receive what you were expecting?

Principal: Yes we were satisfied with the delivery of books. The books arrived in January at the beginning of the year.

Researcher: What about the quality of the books you received, were you also satisfied with the content quality of these books?

Principal: The quality of the books looked very good.

Researcher: What are your views on how OBE teacher training in the region is being managed?

Principal: I am personally not satisfied at all with the management of OBE teacher training. We have not received any training in OBE, and I'm sure that other principals will agree with me as well. There is no support to school principals in terms of managing the curriculum changes in schools. We need to be trained also in OBE so that we talk the same language of OBE with teachers.

Researcher: Is there any thing you would like to comment about, before I conclude our discussion?

Principal: We are appealing to the government to provide OBE training to all principals.

Researcher: Thank you very much for allowing me to have these important interviews with you. Could you, please allow me to see your grade 1, 2 and 3 educators. I have to conduct some interviews with them as well.

ANNEXURE H

INTERVIEWS WITH THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION OFFICIALS

Researcher: Good morning, and how are you?

Dept Official: Morning sir, I am fine and how are you?

Researcher: I'm OK, my name is PM Mokgaphame, I am a researcher, conducting a study in the province on OBE teacher training. This is a letter from your Chief Director, Auxiliary services, which give me permission to conduct some interviews with some of the Department officials in the provincial office to conduct a research in OBE activities. I am presently registered for a Med. degree in educational management with UNISA, and one of the requirements in my study is to conduct an in-depth study on the topic of my choice. The research I am presently conducting is on the management of OBE teacher training in the Northern Province, with special reference to region 4 of the Northern province. I would like you to be as open as possible, because the purpose of this research is not intending to spy or use negatively to affect other people. Be rest assured that the information gathered through this interviews will only used for its intended purpose, that is for study purposes, and nothing more. I also want to assure you that your name will remain anonymous, and your confidentiality is guaranteed. You must feel free to respond to any question. With your permission of course, could I ask you some few questions in relation to the management of OBE teacher training in the region and the province.

Dept official: You can fire straight away.

Researcher: You have now had the opportunity of implementing OBE since 1998. In general, how were you introduced to the new curriculum and to what extent did the Education department lobby support from other sections of the department.

Dept. Official: The Curriculum Support Services (CSS) was directly involved with the implementation of the new curriculum. Other sub-directorates such as Projects and Funding and Early Childhood Development together with the project manager for BAOBAB project were also involved in the implementation of the new curriculum.

Researcher: Where your roles and responsibilities as Curriculum Support Services sub-directorate being clarified from the beginning of the OBE implementation?

Dept. Official: Roles and responsibilities were clearly stated. All co-ordinators were given copies of their roles and responsibilities.

Researcher: Who co-ordinates, lead and manage the BAOBAB project?

Dept Official: The project manager of the BAOBAB project leads, manage and co-ordinates all the OBE activities. He is also assisted by regional co-ordinators from all the regions?

Researcher: Different projects implement OBE and Curriculum 2005 in the Northern Province. Who draws a co-ordinated plan for all these projects and also monitors the plans?

Dept Official: Yes, we have different NGOs implementing OBE in regions and districts. It is the responsibility of the Curriculum Support Services to draw a co-ordinated plan for all these projects and also make sure that each project is monitored. All OBE related projects must be approved by the CSS through the central co-ordination committee, which also recommends and approves projects. Even though the CSS is responsible for the monitoring of these projects, transport has been a major constraint.

Researcher: How does transport affects your operations?

Dept Official: The Department of Education does not have enough vehicles allocated to fieldworkers. Many people are allocated fewer vehicles, and these results in people not being able to perform their duties effectively as they share vehicles.

Researcher: What models of delivery does the Northern Province use in the delivery of OBE and why?

Dept Official: Cascade, fountain and the cluster model. In the three models, we mainly use the cascade model as the National Department of Education recommended this model.

Researcher: Who controls and monitor the budget for the BAOBAB project?

Dept Official: The budget is controlled centrally by the Project Management Committee of the BAOBAB project. The committee monitors the expenditure in the project.

Researcher: How are the funds allocated and distributed to the Regions?

Dept Official: Regional co-ordinators submit their projected budgets to the PMC.

Researcher: Who does the evaluation and the monitoring of this OBE project?

Dept Official: The CSS is supposed to be doing the evaluation and the monitoring of the OBE activities, but we are not capacitated to conduct an evaluation whether internal or external. We are not skilled in this regard. The CSS does monitoring of the project continuously.

Researcher: Who does the quality assurance for the OBE teacher training conducted in districts and regions?

Dept Official: Quality assurance is not done at all, although it is the responsibility of the CSS.

Researcher: Who provides curriculum support and resourcing to the regions?

Dept Official: The system on provision curriculum support and distribution of resources to schools is a bit complex. It is suppose to be the responsibility of the CSS, but the Book unit of the Department is presently resourcing the schools. We only provide curriculum support.

Researcher: How are textbooks, TSM and LSM distributed to the Regions, districts then to schools?

Dept Official: Some of the resources are directly distributed to schools from the National Department of Education, while some are distributed from the Provincial Department of Education. In some cases the publishers deliver books to schools directly.

Researcher: Who monitors the process of resource distribution and how is it controlled?

Dept Official: This function is outside the CSS, I have no idea.

Researcher: Who order and purchase learner and teacher support materials?

Dept Official: The ordering and purchasing of books is done through a tender process.

Researcher: Does the province have enough human resource to manage the process of OBE implementation?

Dept Official: Not quite, we rely on the seconded staff from the rationalised colleges. The Department needs more that 300 personnel and only 100 personnel are full-time appointed.

Researcher: What do you think the needs of the Districts and Regions are and how do you envisage meeting these needs?

Dept Official: Regions and districts need more support in terms of OBE teacher training. They also need to be provided with transport for trainers to be able to conduct classroom support, cluster meetings and workshops.

Researcher: Which systems are available to link the Provincial plans with the Regional and District plans?

Dept Official: The Provincial Management Committee of the BAOBAB project together with the Regional managers is responsible for the linkages of our plans.

Researcher: Who facilitate the linkages between Regions, Districts and the Provincial Office in terms of information sharing on OBE and Curriculum 2005?

Dept Official: The regional co-ordinators and the project manager of the BAOBAB project.

Researcher: How often do you have report back meetings on OBE activities?

Dept Official: We meet on quarterly basis.

Researcher: What is included in the agenda for such meetings?

Dept Official: All OBE activities, challenges we face during the implementation of the new curriculum, achievements and constrains.

Researcher: Who draws the implementation plans for the BAOBAB project and how often do you deviate from the plans and what causes these deviations?

Dept Official: The members of the Curriculum Support Services with suggestions from the PMC of the BAOBAB project draw all the implementation plans for OBE activities. We often deviate from these plans due to rescheduling of activities within the Department.

Researcher: What are your general perceptions about how the provincial office manages OBE teacher training?

Dept Official: The departmental structure is perfect, except for the following constrains, need for transport, that is subsidised cars could be the solution. Most of the departmental officials are not properly trained. There is great need for manpower to support this OBE initiative. Shortage of material is another factor, and delays caused by the PMC to release funds for OBE teacher training.

Researcher: It does seem that the Regional Directors, District and Circuit managers together with the School Principals did not receive any training in the management of OBE. What was the reason for this?

Dept Official: Yes, you are absolutely right, they were not trained on the management of this new curriculum.

Researcher: Where these workshops for the above personnel budgeted for?

Dept Official: Yes, they were planned and budgeted for, but why they were not conducted I am really not sure.

Researcher: Who is then directly involved in the planning of the workshops for these senior departmental officials?

Dept Official: It is suppose to be the responsibility of the CSS together with the regional co-ordinators, but due to constrains that I have highlighted earlier on it has not been the case.

Researcher: Some principals and educators in some schools claim that learning and teaching materials were received when implementation was already in progress. What caused these delays?

Dept Official: Some learning and teaching materials were delivered directly from the National Department of Education to the schools and some materials were supplied directly from the publishers. The Provincial Education Department delivered only policy documents, and there were some delays in copying the policy documents for all the schools in the province.

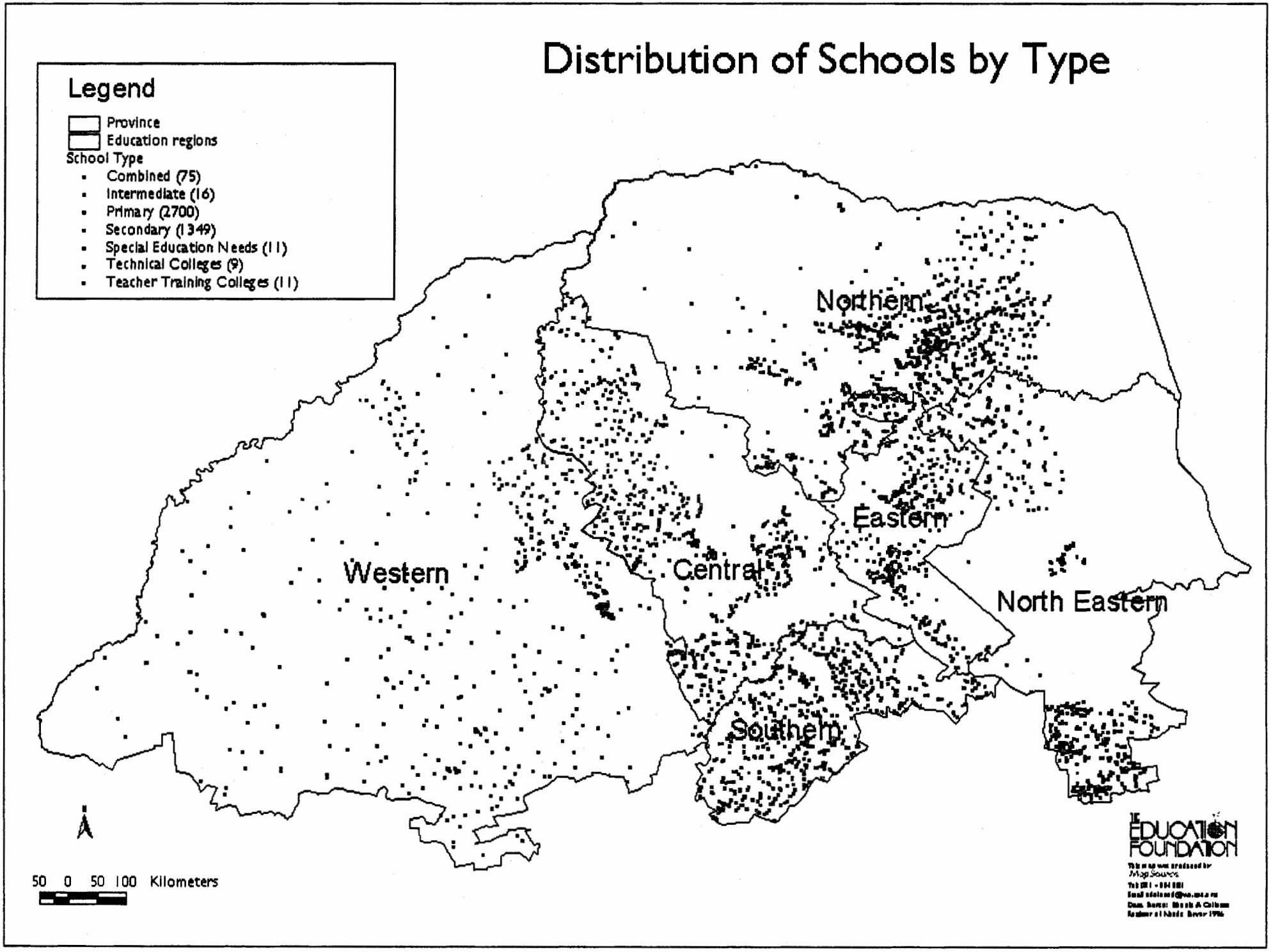
Researcher: Thank you for your time, and I would like you to extent my greatest appreciation to the Chief Director and your colleagues for allowing me to conduct these interviews with you about the BAOBAB Project and how it is managed. As I have already indicated that the purpose of the interviews were purely for study purposes, I will make the findings and recommendation for these study available to the department as soon as I have completed my research.

Dept official: You are mostly welcome, and thank you as well.

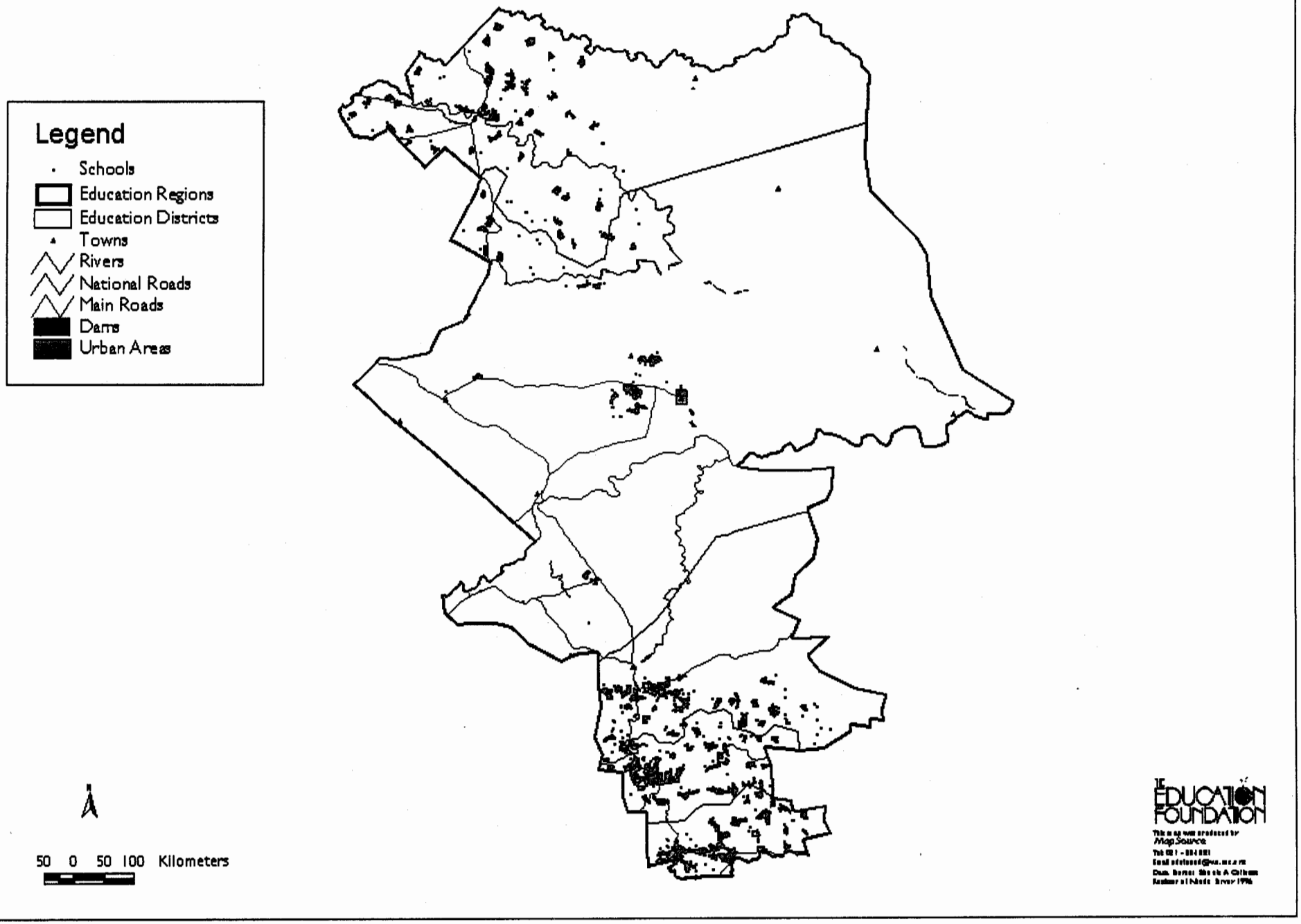
ANNEXURE H

MAPS FOR DISTRIBUTION OF SCHOOLS IN THE NORTHERN PROVINCE AND REGION 4

Distribution of Schools by Type



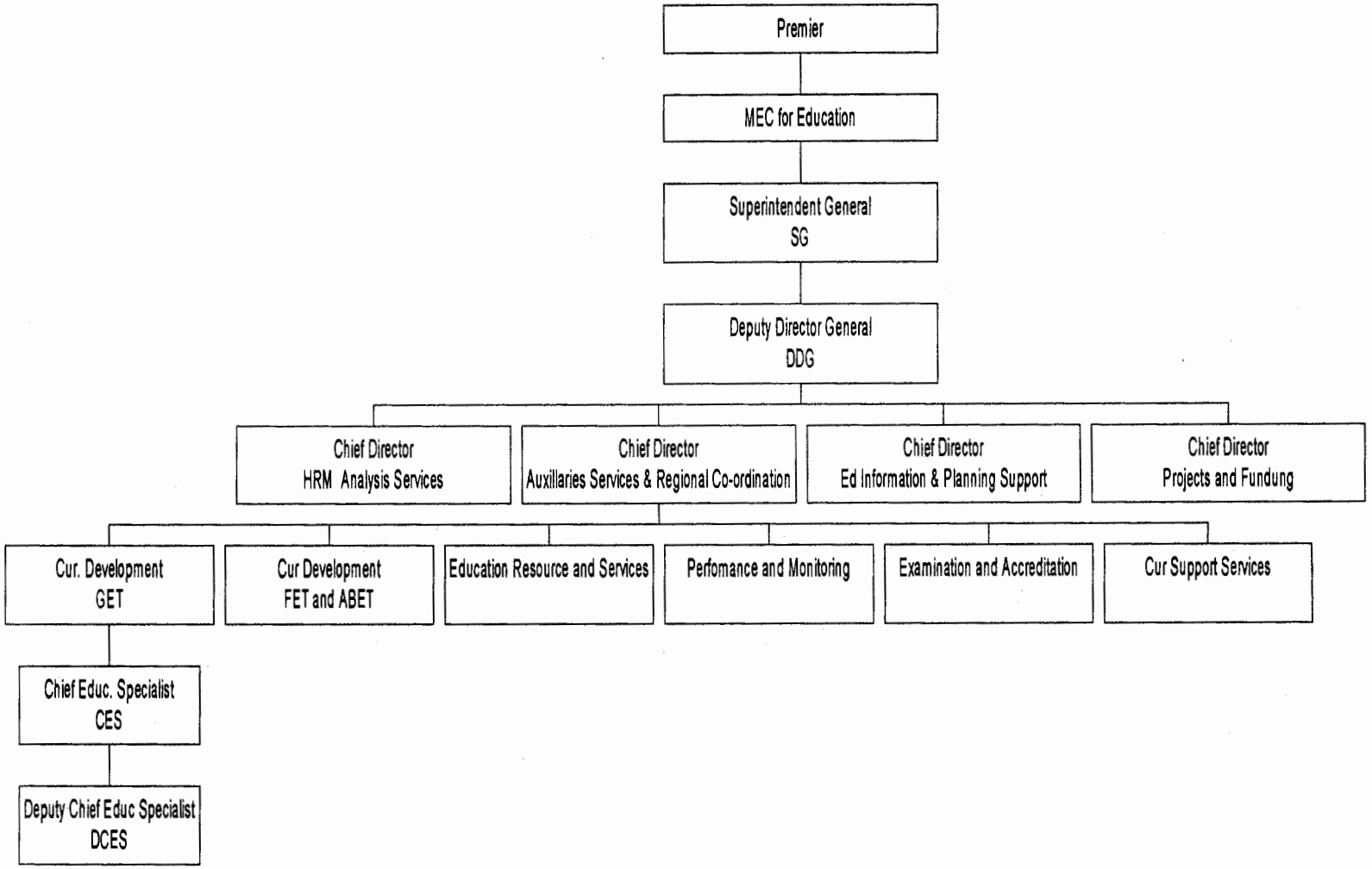
Summary map - North Eastern Ed Region



ANNEXURE I

AN ILLUSTRATION OF THE NORTHERN PROVINCE ORGANISATION CHART GENERATED FROM THE INTERVIEWS CONDUCTED WITH PROVINCIAL EDUCATION DEPARTMENTAL OFFICIALS

The Organisational Chart of the Department of Education in the Northern Province



ANNEXURE J

AN OVERVIEW OF OBE PROJECTS IN THE NORTHERN PROVINCE DEPARTMENT OF EDUCATION

AN OVERVIEW OF OBE PROJECTS IN THE NORTHERN PROVINCE

	DISTRICT	DDSP	DIP	READ	NBI	JET	NBT	MCPT	UNIVEMAL	LSEP	BAOBAB	MICRO. SC
1.	MAHWELERENG			YES							YES	YES
2	WARMBATHS				YES						YES	YES
3	PALALA	YES		YES							YES	YES
4	BAKENBERG		YES								YES	YES
											YES	
5	BOCHUM		YES								YES	
6	MANKWENG										YES	
7.	ZEBEDIELA						YES				YES	
8	POLOKWANE	YES									YES	YES
9	MOGODUMO										YES	
10.	KONEKWENA			YES			YES				YES	YES
11.	THOHOYANDOU										YES	
12	VUWANE	YES								YES	YES	
13	MUTALE										YES	
14.	SOUTPANSBERG			YES				YES			YES	YES
15	MALAMULELE								YES		YES	YES
16	SEKGOSESE		YES								YES	
17.	GIYANE			YES		YES					YES	YES
18	PHALABORWA					YES					YES	

19.	**BOLOBEDU**			YES			YES				YES	
20.	**HLANGANANI**	YES									YES	
21.	**RITAVI**										YES	YES
22.	**THABINA**		YES								YES	YES
23.	**MAGALAKA**										YES	
24.	**BOHLABELA**		YES								YES	
25.	**NEBO**										YES	YES
26.	**SEKHUKHUNE**			YES							YES	YES
27.	**APEL**	YES									YES	
28.	**DENNILTON**										YES	
29.	**ACORNHOEK**		YES								YES	YES
30.	**MKHUHLU**	YES									YES	YES
31.	**BUSHBUCKRIDGE**										YES	

- DDSP: District Development Support Programme
- DIP: District Improvement Programme
- NBI: National Business Initiative
- NBT: National Business Trust
- JET: Joint Education Trust
- LSEP: Limpopo School Empowerment Project
- MCPT: Mathematics Centre For Professional Teachers
- MICRO SC: Micro Science
- UNIVEMAL: University of Venda and Malati Project

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