

**AN EVALUATIVE STUDY
OF THE INTRODUCTION AND
IMPLEMENTATION OF CURRICULUM 2005**

by

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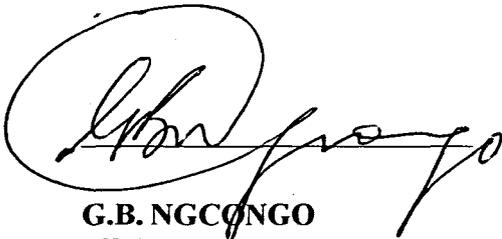
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**DATE SUBMITTED: JUNE 2000
 DURBAN**

DECLARATION

I hereby declare that 'AN EVALUATIVE STUDY OF THE INTRODUCTION AND IMPLEMENTATION OF CURRICULUM 2005' represents my own work both in conception and execution. All sources and material used or quoted have been indicated and acknowledged.

A handwritten signature in black ink, appearing to read 'G.B. Ngconggo', is written over a horizontal line. The signature is enclosed within a large, hand-drawn oval.

G.B. NGCONGO
JUNE 2000

DEDICATION

This work is dedicated to my late father, Rev Phillip Zeblon Ngcongo, for his love and care and for being a source of inspiration in my life. May his soul rest in peace.

Lala uphumule Phambuka omuhle.

ACKNOWLEDGEMENTS

This study would not have been a reality had it not been for the following people, who gave their valuable support, guidance and assistance. I wish to thank:

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2. Professor R.P. Ngcongco for her support, guidance, patience and care.
3. My two mothers Gerty (Ma'mkhulu) and Gretta (MaNgubane) for their spiritual support and prayers.
4. My family for their support and love.
5. All Grade 1 educators from Mid-Illovo Circuit, who participated in this study and provided their valuable contributions.
6. Ann Dawson for formatting and language editing the mini-dissertation.

ABSTRACT

This study aims at evaluating the introduction and implementation of Curriculum 2005 in Grade 1 in a sample of South African schools. The researcher felt that educators in Grade 1 were not ready to implement Curriculum 2005. This research focussed on two areas. It posed the following questions:

- To what extent were the Grade 1 teachers in the sample trained and supported to implement Curriculum 2005 effectively?
- According to the perceptions of Grade 1 educators in the sample, what are the positive and negative effects of Curriculum 2005?

The literature focussed mainly on five selected principles of Curriculum 2005, namely: outcomes based education, human resource development, learner centredness, participatory management and non-discrimination.

The study found that very little OBE material was supplied to schools in the sample and that even that material supplied was difficult to use and that the majority of the respondents stated that the training they received on OBE was inadequate. For those and other reasons, it was not feasible to implement Curriculum 2005 in the population in which the research was conducted.

The recommendations flowing from the research included, *inter alia*, that a new Grade 1 syllabus should be constructed and how it should be constructed. The researcher

suggests that a committee of seven to ten members comprising Grade 1 educators and Department representatives be formed to deliberate on the Grade 1 syllabus and to come up with the final syllabus, which would be used by all primary schools in KwaZulu-Natal. With regard to the provision of Grade 1 books, the researcher recommended that a committee comprising six Grade 1 educators plus one government official be formed to select books from which Grade 1 educators could choose. The distribution of books should not be left in the hands of the Department alone, but other relevant stakeholders should also participate. The researcher therefore recommends that distribution committees be formed from each district of the province, which should be made up of parents as well as staff members from the Department.

The researcher further suggests that teachers should be thoroughly prepared by the Department to implement OBE. He suggests that courses or workshops be decentralised and conducted according to circuits. The researcher recommends that School Governing Bodies (SGBs) be trained in OBE. The researcher suggests that, preferably, OBE experts should train SGBs in a vernacular language. Lastly, the researcher recommends that more classrooms be erected and that the committee involving two educators and one official from the Department should draw up the strategy to liaise with the business community to ask for assistance. By so doing, the researcher believes that implementation problems of Curriculum 2005 will be minimised.

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CHAPTER 1

STATEMENT OF PROBLEM AND METHODOLOGY

1.1 INTRODUCTION |

One of the most important issues in the transformation of the South African education system is the question of how the formal curriculum is to be managed. When the Minister of Education announced the introduction of the new *Curriculum 2005* in February 1997, he said the implementation of the new curriculum would be done in phases, starting with Grade 1 in 1998. The question that strikes one is how ready educators are for the huge task of *implementing* this curriculum, and the precise nature of the role of managers in the *management* thereof.

This study aims at evaluating the introduction and implementation of Curriculum 2005 in Grade 1.

1.2 DEFINITION OF CONCEPTS |

1.2.1 Curriculum

Schubert (1986:26-38) states that the curriculum can be perceived as content, as a programme of planned activities, as intended learning outcomes, as cultural reproduction, as experience, as discrete concepts to be mastered or as an agenda for social reconstruction. Curriculum is the point at which knowledge, the interrelationships

between teachers and learners, the economy, and political and social structures of society intersect and interact.

1.2.2 Curriculum 2005

According to Van der Horst and McDonald (1997:7) Curriculum 2005 or Outcomes-Based Education (on which the new curriculum is based) can be described as an approach which requires educators and learners to focus their attention on the desired end results of each learning process. These desired results are called *outcomes of learning* and learners need to demonstrate that they have attained them by being *continuously assessed*. Educators are required to use the learning outcomes as their focus when they make instructional decisions and plan their lessons. This curriculum is seen as different from the curriculum used in schools before 1998. The focus of Curriculum 2005 is more on prescribed *outcomes*, whereas the 'traditional' curriculum was based more on prescribed *content*.

1.2.3 Curriculum implementation

Carl (1995:166) regards curriculum application as the application phase of not only core syllabi, but also the school's broad curriculum or every lesson (or unit). In this study, *curriculum implementation* refers to the implementation of Curriculum 2005 in Grade 1.

1.2.4 Educators/teachers

In this study 'educators' is used synonymously for 'teachers'. It also includes principals, deputy principals and Heads of Department. A teacher or educator is a person who helps learners to acquire knowledge, skills and values in a formal teaching environment such as a school.

1.2.5 Outcomes-based education (OBE)¹

Outcomes-based education is a curriculum approach to teaching and learning that requires a shift from teacher input through syllabuses to focus on learner outcomes.

1.3 BACKGROUND TO THE PROBLEM

Historically in South Africa, curriculum planning and development was the domain of educational planners and it used to be imposed on the educators by the authorities. Content was prescribed to the educators by these authorities, and no input was expected from them. In the new dispensation, however, attempts have been made to transform education and to enable educators to be co-creators of curriculum. There is now a far greater emphasis on focusing on the *outcomes of learning* (Department of Education, 1997(g):8), rather than focusing on content.

1.4 HYPOTHESES GENERATING

This is a *qualitative* study. Unlike most *quantitative* studies, the researcher does not pose a hypothesis at the beginning of the study. Instead, hypotheses may be generated by other researchers who wish to follow up on findings and/or recommendations from this study. However the researcher poses an assumption namely, that educators in Grade 1 were not adequately capacitated for the introduction and implementation of Curriculum 2005. The necessary resources for the implementation of the programme were also not adequate.

¹ In this mini-thesis Curriculum 2005 and OBE are used synonymously, for reasons of convenience, although the researcher is aware of the fact that OBE manifests itself in completely different ways in other parts of the world.

1.5 DEMARCATION OF THE STUDY

The main focus of the study is to evaluate the introduction and implementation of Curriculum 2005 (or OBE as it is commonly called in South Africa) in Grade 1. This study focuses on only a small sample of Grade 1 educators as the people who were expected to start the implementation of Curriculum 2005 in 1998. The questions in the questionnaire were based on their understanding of Curriculum 2005 as a government policy which they were required to implement.

This being a small project not aimed at representing all primary schools, the researcher investigated only eleven Zulu primary schools at Mid-Illovo Circuit, which is a rural area. Historically Black schools, and rural schools in particular, have been disadvantaged, and the researcher felt it necessary to conduct his investigation in such an area. At Mid-Illovo there are 22 primary schools and the researcher visited 11 of these, thus providing samples from 50% of the primary schools in that circuit.

Although it would have been ideal to visit and interview *all* Grade 1 educators in Mid-Illovo or, more ambitiously, in KwaZulu-Natal, such an undertaking would have been unrealistic and costly. Furthermore, the nature of the study the researcher was conducting was a mini study, not an in-depth study; hence only 50% of the primary schools were visited in that area. A further consideration was that Mid-Illovo is a rural area and some of the primary schools are not accessible by road. Time and resources available thus dictated that the study be limited to a more accessible population.

1.6 RESEARCH PROBLEMS

Various problems have presented themselves in terms of the implementation of Curriculum 2005. These are the two areas on which the researcher focused in this study:

- To what extent were the Grade 1 educators in the sample trained and supported to implement Curriculum 2005 effectively?
- According to the perceptions of Grade 1 educators in the sample, what are the positive and negative effects of Curriculum 2005?

1.7 STATEMENT OF THE PROBLEM

In 1997, the Minister of Education declared that the new curriculum called *Curriculum 2005* was to be introduced into Grades 1 and 7 in 1998. Under the new dispensation, attempts have been made to transform education and to *enable educators to be co-creators of curriculum*. The need to *focus on outcomes* has also been emphasised. The Minister's announcement drew mixed reactions from the South African population. The Natal African Teacher's Union at its Annual General Meeting in 1997 expressed the view that Curriculum 2005 was hastily introduced without the adequate preparation of educators. Academics such as Jansen (1997) also expressed unhappiness regarding the *timing* of the introduction of this 'outcomes-based' education. Jansen argued that OBE would fail, not because politicians and bureaucrats were malintended, but because this policy was being implemented in isolation and ignored almost fifty years of accumulated experience with respect to curriculum change in both first and developing countries. Jansen further pointed out that the language of innovation associated with OBE was too complex and confusing. For example, to understand the concept 'outcomes' requires

understanding of *competences, unit standards, learning programmes and curriculum design*.

1.7.1 The necessity for a new approach to education in South Africa

The traditional South African education system was divided, which led to great inequalities in educational standards. In many ways, the curriculum was geared to the needs of the minorities. Traditionally, the curriculum was too prescriptive and not easily adaptable, with little room for educational initiative. The old syllabus was content-based and broken down into subjects, textbook-bound and teacher-centred, promoted rote learning, passive learners and content placed into rigid time frames, to mention only a few of the characteristics of the old curriculum. Curriculum 2005 aims at equipping all learners with the knowledge, competences and orientations needed for success after they leave school or have completed their training. Its guiding vision is that of a thinking, competent future citizen. In short, Curriculum 2005 seeks to address the imbalances of the past.

Currently, there appears to be acute uncertainty among educators and school principals regarding the way in which OBE should be implemented, while in terms of policy OBE should have been introduced to Grades 1 and 7 in 1998. The researcher suspected that Curriculum 2005 was not implemented properly and there seemed to be ignorance, lack of capacity and a lack of readiness to implement this curriculum. Similarly, principals did not seem to know how to *encourage* the implementation of OBE. But all this was mere speculation. The researcher needed scientific evidence to discover whether his suspicion was right; hence the need for this evaluative study.

1.7.2 Curriculum evaluation

Tawney (1976:10) defines curriculum evaluation as 'the collection and provision of evidence on the basis of which decisions can be taken about the feasibility, effectiveness and educational value of curricula'. He further refers to judgements made about educational processes (ie what happens in schools and what the students have learned). According to Kelly, the process of curriculum evaluation is a process of determining to what extent the educational objectives are actually realised by the programme of curriculum and instruction and it clarifies the objectives which the curriculum seeks to achieve which were not previously clarified (Kelly 1988:153).

Curriculum 2005 requires constant evaluation if its objectives are to be realised. Curriculum 2005 is based on an outcomes-based approach to education and checks and balances should be in place to see whether the outcomes are being achieved or not, and the best approach to use is curriculum evaluation. That is another reason that this present study was conducted.

In the researcher's day to day discussions with Grade 1 educators, he noticed that they did not seem to fully understand what was expected of them with regard to the implementation of Curriculum 2005. They are the ones who are expected to implement the government policy, but they seemed to lack knowledge. The apparent *lack of knowledge* on the part of educators was another reason that this study was undertaken.

1.8 METHODS OF RESEARCH

The research approach used was partly quantitative and partly qualitative.

1.8.1 General description of quantitative research

Quantitative research is based on attempts to apply the methods of natural science to the human sciences. Its strengths are that it provides data that is easily quantifiable and based on reasonably objective evidence that lends itself to rigorous analysis. Its greatest weakness is that it implies a mechanistic image of human beings. Quantitative research can nevertheless be valuable, and has been used extensively throughout the twentieth century (Best 1977:18).

1.8.2 General description of qualitative research

Fraenkel and Wallen (1993:380) point out that not all qualitative studies will necessarily display all characteristics mentioned below with equal strength, but, taken together, they give a good overall picture of what is involved in this type of research. Qualitative researchers go directly to the particular setting which they are interested in, where they observe and collect their data. This may involve spending a considerable amount of time in a school itself, attending school governing body meetings and generally observing individuals directly and interviewing them as they go about their daily routines. The kind of data collected in qualitative research includes interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, official records or anything that can convey the actual words or actions of people.

Qualitative researchers are especially interested in how things occur, therefore they are likely to observe how people interact with each other, how learners seem to be affected by a teacher's manner or gestures and so on. Qualitative researchers do not, usually, formulate an hypothesis beforehand and then seek to test it out. Qualitative researchers

want to know *what* participants in a study are thinking and *why* they do what they do. The researcher does his or her best to capture, as accurately as possible, the participant's thinking and perspective.

1.8.3 Justification for using the interview research method

Interviews were used in this study. Fraenkel and Waller (1993:385) and Hopkins (1980:300) agree that a very important method used by educational researchers is that of interviewing selected individuals. They agree that interviewing is often the best way for the researcher to check the *accuracy* of (to verify or refute) the impressions he or she has gained through observation. Hopkins (1980:301) further points out that the purpose of interviewing people is to find out what is on their minds: what they think or feel about something.

The benefit of the interview, according to Wiersma (1980:143) is that the interview is flexible: the interviewer can pursue the response if it appears incomplete or ambiguous. He further states that the response may also reveal factors or feelings that the interviewer may choose to pursue and probe or it may reveal things that wouldn't be touched on in a questionnaire. The interviewer can also ensure that the respondent has understood the question and the purpose of the research. The major disadvantage noticed with interviews is that of bias on the part of the interviewer, who may put his or her *own* words into the mouth of respondents.

1.8.4 Rules to follow when one uses the interview technique

There are certain rules that the interviewer should follow when conducting interviews. Wiersma (1980:142) states that 'since the interview is face to face confrontation between

individuals, a good rapport is necessary between the individual and the interviewer. Personal and controversial questions generally appear later in the interview, if they appear at all. The interview should proceed in a business-like manner in a friendly atmosphere, but excessive informality should be avoided.

1.8.5 Methods used in this study

Because this study was based on only a small sample of Grade 1 teachers in KwaZulu-Natal, the findings are not generalisable. The results may indicate *general trends*, but more research evidence would be needed to prove their existence.

- *Identification of the phenomenon to be studied.* The researcher gained the impression that Grade 1 educators lacked knowledge and were not ready to implement this new curriculum; hence this study was undertaken.
- *Identification of the participants of the study.* Eleven primary schools from Mid-Illovo circuit in Umbumbulu District were used to draw a sample of eleven Grade 1 educators. All of them, coincidentally, were females: the eleven primary schools were randomly selected by placing the names of all primary schools in Mid-Illovo in a box and drawing out eleven names. Not all personnel at these schools were female; there were also males but all those who taught Grade 1 were female.
- *Data collection.* The researcher obtained permission from the Circuit Inspector of Mid-Illovo to visit the selected primary schools. (See Appendix A.) The researcher made copies of the permission and distributed these to the principals of the selected schools. Because Mid-Illovo is a rural area, schools are far from one another, and the roads were in a very bad condition. Thus, only two schools were

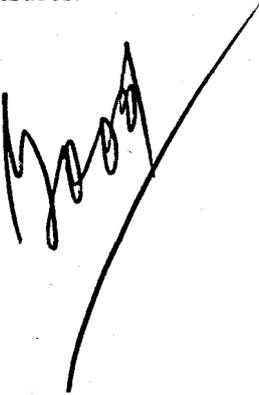
visited each day. It took the researcher seven consecutive school days to visit all the primary schools in the sample.

- *Conducting the interviews.* Before the copy of the interview questionnaire was issued to the interviewee, the researcher first assured the interviewee that the information to be disclosed by her was strictly confidential and that even her name was not required. A copy of the questionnaire was issued to the interviewee and she was allowed three to five minutes to read it through. Then the researcher asked the questions one by one and wrote down the responses. Each interview took about thirty minutes. The researcher clarified any questions the interviewee seemed not to understand. This was beneficial to the study, as the researcher was assured that the response given was relevant to the question asked. In order to avoid intimidating interviewees, no tape recording was done.
- *Format of the interview questionnaire.* A copy of the interview questionnaire appears in Appendix B. Three different types of question were presented to the interviewee.
 - *Factual questions.* Four questions (Numbers 1-4) were asked to obtain factual information regarding the educator's teaching experience at the point when OBE was introduced. The main purpose of these questions was to obtain background information about the educator and to put her at ease.
 - *Closed-ended questions.* Question 5 was sub-divided into five sub-questions (5.1, 5.2, 5.3, 5.4 and 5.5). These were questions that could be analysed by using the Likert Scale. The objective of these questions was to seek opinions from the educators in the sample about how OBE was being implemented.

- *Open-ended questions.* Three questions (Numbers 6, 7 and 8) were exploratory questions aimed at getting respondents' deeper knowledge or opinions about OBE.

1.9 CONCLUSION

All curricula must be reviewed from time to time and curriculum 2005 also needs to be thoroughly investigated if it is to achieve the outcomes it seeks to achieve. Research is therefore important to identify problems on the ground and to provide for corrective measures.

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CHAPTER 2

LITERATURE REVIEW: SELECTED PRINCIPLES OF CURRICULUM 2005

2.1 INTRODUCTION

It is common knowledge that, for the first time in South African history, a newly democratically elected government has had the mandate to plan and develop an education and training system for the benefit of the country as a whole, known in South Africa as *Curriculum 2005* or OBE¹. The principles of Curriculum 2005 most relevant to this study are the five principles of:

- ❑ outcomes based education
- ❑ human resource development
- ❑ learner-centredness
- ❑ participatory management
- ❑ non-discrimination.

There are other principles of OBE, but only the above five principles figure prominently in this study.

¹ In this mini-thesis *Curriculum 2005* and *OBE* are used synonymously. for reasons of convenience, although the researcher is aware of the fact that OBE manifests itself in completely different ways in other parts of the world.

2.2 THE PRINCIPLE OF OUTCOMES-BASED EDUCATION

The overarching goal of OBE is for learners at *all* levels of education to have access to worthwhile lifelong education and training and the opportunity to succeed in life as a result. This central objective is premised on a recognition that the traditional methods of teaching and learning that existed in the past did not sufficiently equip learners with the skills and knowledge they required to make a productive contribution to the economic development of the country. The emphasis in this approach is on what learners *know*, *understand* and *can do* at the end of a course of learning and teaching, rather than just on learning specific *content*.

According to Spady (1994:2), outcomes are clear learning results that a learner is required to *demonstrate* during, and at the end of, his or her learning experience. He further states that outcomes are what learners can actually *do* with what they know and have learned. This means that outcomes are actions and performances that *embody and reflect learner competence* in using content, information, ideas and tools successfully. The following critical outcomes are prescribed for Curriculum 2005 by the South African Qualifications Authority (SAQA). Learners should be able to:

- identify and solve problems by using creative and critical thinking
- work effectively with others in a team, group, organisation and community
- organise and manage themselves and their activities responsibly and effectively
- collect, analyse, organise and critically evaluate information
- communicate effectively using visual, mathematical and/or language skills in modes of oral and/or written presentation

- use science and technology effectively and critically, showing responsibility towards the environment and the health of others
- understand that the world is a set of related systems; this means that the problem solving context does not exist in isolation
- show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities. (Olivier 1998:22)

2.3 THE PRINCIPLE OF HUMAN RESOURCE DEVELOPMENT

Apartheid education failed to invest in the development of a high level of human resource and entrepreneurial skills to make the national economy competitive. Curriculum 2005 seeks to address these shortfalls in the traditional curriculum. Various aspects of the principle of human resource development will be addressed, those which are: aimed at the world of work and technological changes, related to skills development, catering for the needs of society, directed towards individual development and the development of *lifelong learning*.

The principle of human resource development is particularly important because it enables learners to be better prepared for the world of work and technological changes. South Africa as a developing country needs to focus its attention on preparing its future workforce to

- be competitive
- have knowledge of the latest technological developments
- have a healthy work ethic

- be individuals who can participate in managerial processes and decision making.

Pretorius (1998:vi) argues that countries failing to react quickly to technological developments are left behind and, as a consequence, the standard of living of the nation and the political future of the government are easily threatened. He further argues that well trained corps of workers can handle changing technology more effectively. Spady (1994:27) maintains that changes taking place in the economy and society have placed educators squarely in the middle of the Information Age. He further goes on to say that this complex technology dominates world demands for higher learning results from schools than they have ever produced. He concludes by pointing out that OBE has the inherent potential to meet those demands. Curriculum 2005 therefore has the capacity to implement technological innovations and changes that have taken place in the work environment.

A second reason that the principle of human resource development was incorporated into Curriculum 2005 was that it is strongly related to skills development. Productivity and quality in production are of the utmost importance to economic competitiveness; education therefore needs to equip learners with the relevant skills to become productive workers who produce goods and services of a high quality. Authors such as Gultig *et al* (1998:4) and Pretorius (1998:vi) agree that skills development is a crucial aspect of human resource development. Pretorius highlights the following skills as being important:

- communication skills
- numerical interpersonal skills

- problem solving skills
- computing skills.

Curriculum 2005 therefore seeks to develop both thinking skills and technical skills.

The principle of human resource development is important because it caters for the needs of society. Gultig *et al* (1998:5) argue that '... curricula should be relevant and appropriate to current and anticipated future needs of the individual, society, commerce, and industry'. OBE is focused on the future and can address the changing needs of the community more readily. Pretorius (1998:xi) states that Curriculum 2005 is the model that can address the current and future needs of society more satisfactorily than the traditional curriculum.

The fourth reason for the principle of human resource development being important is that it embraces *lifelong learning* as the cornerstone of education. Lifelong learning is the system whereby the knowledge, skills and values acquired at school can be utilised throughout the learner's life; they are not restricted to *school*. The National Qualifications Framework (NQF) is based on this philosophy of lifelong learning. For example, when credit is awarded for the achievement of clearly defined outcomes, it is now possible to use the same credit towards *more than one qualification*. 'Learning is recognised whether it takes place in formal or informal settings' (Department of Education 1997(j):5).

Lastly, the principle of human resources is directed towards individual development. Curriculum 2005 seeks to develop a set of responsibilities and actions that

define an individual's position within a society's economic, political and social relationships. Curriculum 2005 looks at the child as a citizen, employer, employee, parent and family member. It develops the learner in *his or her totality*.

It is clear that the principle of human resource development seeks to address the shortfalls of the traditional curriculum by

- preparing learners for the world of work
- developing the learner's skills
- catering for the needs of society
- stimulating the development of lifelong learning and the individual as a whole.

2.4 THE PRINCIPLE OF LEARNER-CENTREDNESS

The second most important principle of Curriculum 2005 is the learner-centred approach, which places the responsibility to learn on the shoulders of the learner instead of the educator (refer to Gultig *et al* 1998:4). A learner-centred approach is based on the notion that all learners can achieve if they are allowed enough time to do so. This learning process is directed and managed by means of the *learning objectives*. The learner-centred approach puts the learner first, recognises the experience of the learner and caters for different learning styles and values, based on the view that all the learners can succeed if managed and directed by means of learning objectives.

The most important aspect of the learner-centredness principle is that it puts learners first: *all* efforts are focused on the learner. The child is the primary point of departure based on the vision in which the child is given opportunities to grow and

develop as an active citizen, contributing constructively to a democratic, non-racist, non-sexist and equitable society (Department of Education, 1997(g):15). Gultig *et al* 1998:38) argue that the development of learning programmes and materials should put the learner first. Olivier (1998:34) attests to the argument poised by Gultig *et al* when he says that the learner-centred approach places the responsibility to learn on the shoulders of the learner instead of the teacher. This approach does not refute that there are educationally relevant differences among individuals. It recognises that individual differences exist and learner support should be provided where necessary. Pretorius (1998:xi) maintains that *time and assistance* should be provided for each learner to achieve his or her maximum potential. The emphasis is, therefore, on the *learner* and not on the *educator*. Olivier (1998:35) also stresses the fact that *teaching* should be learner-centred. Although he uses terminology that is different from OBE, the fundamental theory he advocates coincides with OBE. In other words, educators formulate learning outcomes, facilitate and manage the learning process to *enable the learners to demonstrate the outcomes*.

The second important aspect of the principle of learner-centredness is that it recognises the *knowledge and experiences* of learners. Pretorius (1993:14) argues that the new democratic government's intention was to create a system that would recognise both *prior learning* and *all forms of learning*. Gultig *et al* (1998:4) maintain that curriculum development should recognise and build on the knowledge and experience of learners. Learners should therefore be encouraged to reflect on their own experiences and take charge of their own learning.

The principle of learner-centredness takes into consideration the weaknesses and strengths of individual learners. Gultig *et al* (1998:4) emphasises that 'different learning styles and rates of learning need to be acknowledged and accommodated both in the learning situation and in the attainment of qualifications'. The question of environment is also crucial because it impacts on *how* the learner will learn. Pretorius points out that 'learner achievement is not measured in terms of the achievements of other learners, but solely on whether a learner has reached the required outcomes or not' (Pretorius 1998:90). Given the opportunities and sufficient resources all learners can achieve the required outcomes.

Assessment is one of the most important aspects of learner-centredness. According to the Department of Education (1997(f):19), OBE assessment must be *learner paced* and acknowledge the fact that *all learners do not have to proceed at the same pace*. Learners should be allowed to proceed to the next learning programme as soon as they can demonstrate that they can perform the actions described in the *performance indicators*. The educator should spend more time with learners who are struggling. Pretorius (1998:96) refers to assessment as an integral part of OBE and he states that assessment in an outcomes based approach should be based on *continuous diagnostic assessment* and not merely on *summative content-based approach*. Assessment is a teaching aid, which must be used by the educator *to identify individual learner strengths and weaknesses*.

In conclusion, this principle acknowledges that there are differences between learners in the same grade, every learner is seen as unique and educators are expected to

recognise and attempt to understand different abilities. Each learner's needs are accommodated through multiple teaching and learning and assessment tools. Learning is characterised by its appropriateness for each learner's needs, interests and developmental levels.

2.5 THE PRINCIPLE OF PARTICIPATORY MANAGEMENT

The South African Schools Act of 1996 states that all schools must be democratically governed or managed. This means that many educators, learners, parents and the government must be involved in decision making, and that decision making should be *transparent*. Pretorius (1998:xi) states that OBE is based on the involvement of a wide range of stakeholders, parents, educators and business leaders.

An important aspect of the principle of participatory management and ownership is the role to be played by parents, educators and other stakeholders in education, and particularly in Curriculum 2005. Successful implementation of OBE depends on how well prepared and motivated the parents and other stakeholders are. It is therefore very important that teachers, parents and educational managers be familiarised with all facets of Curriculum 2005. The Department of Education (1997(h):9) points out that participatory management does not, however, mean that all stakeholders have equal power. Once principals or governing bodies are appointed by way of democratic process, the rest of the school should support them and the right to make decisions on their behalf. Parents should, therefore, be well informed regarding the functioning of a democratic system, otherwise conflict is likely to arise. The role of parents in education will have to be transformed from that of *passive* participants to more *active* participants.

A second important aspect of participatory management is the fact that the decision making hierarchy becomes *flatter*. In the past, decisions were made at the top and then passed down through a clearly defined hierarchy (from the principal to the HODs, then to the educators, and, lastly, to the learners). This is not in line with the new spirit of *democracy* in South Africa. The Department of Education (1997(h):11) states that schools should be trying to reduce the rungs on the hierarchical ladder to produce flatter, more open, and more participative structures.

The move toward a more flexible and less hierarchical structure means that the responsibility is shared. This principle emphasises the fact that skills, abilities, knowledge and values of each participant should be used for the benefit of the school as a whole. For example, an Accounting educator may be asked to do the income and expenditure for the school rather than leaving that responsibility in the hands of the principal, who might not have accounting knowledge. Every stakeholder in a school is given the opportunity to showcase his or her skills, talent, abilities, knowledge etc. Pretorius (1998:4) states that 'Parents and guardians have the primary responsibility for education of their children and have the right to be consulted on matters pertaining to the education of their children'. The principle of democratic governance should be reflected in every level of our system at the school level. For instance, elected governing bodies comprising parents, teachers and learners should be elected and education should no longer be the responsibility of the educator alone.

2.6 THE PRINCIPLE OF NON-DISCRIMINATION

Historically, the entire South African education system was organised along racial lines. After the 1994 democratic elections, a non-discriminatory education system based on the principles of equity was instituted, providing for central as well as provincial local organisation of education. This principle of non-discrimination is aimed at nation building. It seeks to make learners aware of the diversity of the South African population and show them how well they can live together without any form of discrimination. The new Constitution of South Africa, together with the introduction of Curriculum 2005, recognises diversity and provides quality education for all learners, including those learners who were excluded by the previous system.

During the Apartheid education era there were major inequalities in the provision of educational facilities and resources. As a result, Black people received an inferior education and their schools were characterised by, for example, a shortage of books, overcrowding and inadequate classrooms, to mention but a few. Curriculum 2005 seeks to address these and many other inequalities. Equity is, therefore, linked to the principle of redress and implies that resources must be distributed proportionally to provide the same quality of learning for all citizens. The Constitution states:

'Everyone has the right

- a. to a basic education, including adult basic education; and
- b. to further education, which the state, through reasonable measures, must make progressively available and accessible.'

The system must also put in place strategies that ensure both educators and learners the right to equitable treatment. Affirmative action, gender equity and the representation of women in leadership positions must also be increased. Furthermore, this should filter down into the classrooms where girls should be given the same opportunities as boys.

Learning programmes should be designed in such a way that they do not discriminate against any particular group in a class. Gultig *et al* (1998:7) point out that learning should encourage a mutual respect for diverse religious and value systems, and cultural and language traditions. The Constitution further states in Sections 9(3) and 9(4):

- '3 The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

- 4 No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3).' (South African Government 1996:7.)

In accordance with the new Constitution of the country, Curriculum 2005 should respect people's diverse religious, language and cultural differences. Pretorius (1998:5) states that learning programmes should be related to the life world of the learner.

The right to receive education in an official language of choice is also provided for in the Constitution. Section 29(2) states:

'Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.'

The Constitution provides not only for the provision of basic education, but, more importantly, for the right to equal education for all learners. All learners, whatever their needs or differences, have a right to equal education and democratically governed schools.

2.7 CONCLUSION

This chapter presented an overall view of the principles of Curriculum 2005. Questionnaires were then drawn up based on these principles. These were used to find out whether or not OBE as it is being implemented is based on the principles as presented above. The results of the research are presented in the next chapter.

CHAPTER 3

RESEARCH RESULTS

3.1 INTRODUCTION

The primary purpose of this chapter is to present the data collected from the interview questionnaires answered by eleven respondents and then to provide some comments on this data and an interpretation thereof.

The interview questionnaires were administered to eleven Grade 1 educators. (See Appendix A for a copy of the interview questionnaire.)

3.2 TEACHING EXPERIENCE OF RESPONDENTS

Table 1 overleaf.

TABLE 1: Teaching experience of respondents

N=11

RESPONDENT	YEARS OF TEACHING EXPERIENCE	YEARS OF GRADE 1 TEACHING EXPERIENCE
1.	6	6
2.	26	20
3.	32	20
4.	16	10
5.	6	6
6.	18	4
7.	32	16
8.	8	3
9.	10	6
10.	7	2
11.	177	8
TOTAL	177	101
AVERAGE	16.09	9.18

The table reflects that the average number of years the educators had taught was 16.09 years, which shows that they were all experienced people. 64% of the respondents had about 10 years' teaching experience, which may be problematic in terms of resistance to change to new systems of teaching, as they are used to the older systems. For example, when the researcher spoke to an educator with 32 years of teaching experience, she said that she found the new system of teaching very frustrating because it places a great emphasis on the learner and disregards the teacher. This educator was, in fact,

considering resignation. Another educator, who had been teaching for 26 years, said she used the old method of teaching together with the new system.

Table 1 also reveals that the educators interviewed had been teaching for an average of 9.18 years.

All of the educators interviewed said that they enjoyed teaching Grade 1 and had started incorporating OBE into their teaching in 1988, which was the year the Department of Education introduced the new system.

3.3 COMMUNICATION CHANNELS

TABLE 2 Communication channels

N=11

SOURCE OF INFORMATION	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
Inspectors	6	54.55
Principal	1	9.09
Media	2	18.18
Other	2	18.18
TOTAL	11	100

In response to Question 4 ('How were you informed that you should implement OBE?'), the majority of the respondents (55%) said that they had received the information from the inspectors. This is surprising, however, since we would expect principals to inform teachers of the new system, as they work more closely with the teachers. The media also played a crucial role in informing the teachers that they should implement OBE: 18% of

the respondents were informed by the media. The same percentage of respondents obtained the information from other sources.

3.4 PROVISION OF OBE MATERIAL TO TEACHERS

Table 3 reflects the responses to Question 5.1 ('How much OBE material was supplied to you?').

TABLE 3: Provision of OBE material to teachers

N=11

RESPONDENT	VALUE OF RESPONSE	KEY	
1.	3	Nothing	1
2.	3	Very little	2
3.	4	Not quite enough	3
4.	1	Enough	4
5.	2	Too much	5
6.	2		
7.	3		
8.	3		
9.	2		
10.	3		
11.	3		
TOTAL	29		
AVERAGE	2.63		

The above table gives a general picture of how much OBE material was supplied to the schools in the sample. From the research conducted, very little OBE material was supplied to schools; on average a value of only 2.63 (somewhere between 'very little' and 'not quite enough'). The majority of the educators (55%) said 'not quite enough' OBE

material was supplied to their schools, while 27% of the educators said 'very little' of this material was supplied, with one reported that she received 'nothing' in terms of OBE material.

3.5 DIFFICULTY LEVEL OF MATERIAL

Responses to Question 5.2 ('How difficult was it for you to use material supplied?') are shown in Table 4.

TABLE 4: Difficulty level of material

N=11

RESPONDENT	VALUE OF RESPONSE	KEY	
1.	4	Impossible	1
2.	5	Very difficult	2
3.	4	Difficult	3
4.	4	Fairly easy	4
5.	3	Very easy	5
6.	2		
7.	3		
8.	4		
9.	2		
10.	4		
11.	4		
TOTAL	39		
AVERAGE	3.54		

Table 4 suggests that it was difficult to use the material supplied, the average difficulty level being 3.54. 55% of the respondents felt that it was 'fairly easy' to use the OBE material supplied to them and 18% felt that it was 'very difficult'. None of the

respondents said it was 'impossible' to use the material. It would appear that educators struggled to use the OBE material supplied to them.

3.6 PREPARATION OF TEACHERS

Results obtained from question 5.3 ('How well were you prepared by the Department, through in-service training, workshops, conferences etc to implement OBE?') are summarised in Table 5.

TABLE 5: Preparation of teachers

N=11

RESPONDENT	VALUE OF RESPONSE	KEY	
1.	4	Not at all	1
2.	5	Poorly prepared	2
3.	3	Not enough training	3
4.	3	Adequate training	4
5.	3	Very well prepared	5
6.	5		
7.	3		
8.	3		
9.	2		
10.	5		
11.	3		
TOTAL	39		
AVERAGE	3.54		

55% of the respondents stated that they had received some training, but it had not been enough. They said that they needed to attend more OBE courses. 27% of the respondents said that they were very well prepared and 9% of the respondents said that they were

poorly prepared to implement OBE. No respondents said that they had *not* been prepared in any way.

3.7 DIFFICULTY LEVEL OF NEW SYSTEM

Question 5.4 was aimed at determining the perceptions of teachers regarding the difficulty of the new approach. The question was 'How easy was it for you to implement OBE?'. The results appear in Table 6.

TABLE 6: Difficulty level of new system

N=11

RESPONDENT	VALUE OF RESPONSE	KEY	
1.	3	Impossible	1
2.	5	Very difficult	2
3.	3	Difficult	3
4.	4	Fairly easy	4
5.	3	Very easy	5
6.	5		
7.	3		
8.	4		
9.	3		
10.	5		
11.	3		
TOTAL	41		
AVERAGE	3.72		

Table 6 above reflects that 55% of the respondents felt that it was difficult to adapt their lessons to an OBE approach. 27% of the respondents said it was very easy to implement OBE and 18% said that they find it fairly easy. According to the findings, no respondent

found it impossible to implement OBE and neither did anyone find it very difficult. The average perceived difficulty level of the new system in this sample of teachers is 3.72.

3.8 COMPARISON OF THE TWO APPROACHES

The last question in which the Likert scale was used to analyse responses was question 5.5 ('To what extent are OBE lessons better than the old system?'). Responses to this question are shown in Table 7.

TABLE 7: Approval index

N=11

RESPONDENT	VALUE OF RESPONSE
1.	4
2.	5
3.	2
4.	4
5.	1
6.	5
7.	4
8.	5
9.	1
10.	5
11.	4
TOTAL	40
AVERAGE	3.27

KEY	
Old system much better	1
Old system slightly better	2
Unsure	3
OBE slightly better	4
OBE much better	5

36% of the respondents found OBE *slightly* better than the old system and the same percentage of the respondents found OBE *much* better than the old system. 18% of the

respondents found the old system better than the new one and 9% said the old system is *slightly* better than the old system. The average approval rating was 3.27.

3.9 PERCEPTIONS ABOUT LEARNER IMPROVEMENT

The last three questions in the interview questionnaire were directed at obtaining *qualitative* data, and Question 6 was the first of these. The question read as follows: 'Do you think OBE improves the performance of learners in your class? Please give reasons for your answer'. The results of this question are presented in Tables 8 and 9.

TABLE 8: Number of teachers reporting learner improvement

RESPONSE	NO OF RESPONSES	PERCENTAGE
YES ANSWERS	9	82
NO ANSWERS	1	9
UNSURE	1	9

TABLE 9: Reported reasons for learner improvement

COMMENTS	NO OF RESPONSES	PERCENTAGE
Use together with the old system.	1	9
Encourages learners to work independently.	4	36
Integration of subjects is good.	2	18
Encourages children to speak up. Teaches self-confidence.	3	27
Special skills are developed (eg drawing).	5	45
Learners are active.	3	27
Children perform better.	3	27
Group work is good.	4	36
Better relationship between teacher and learner.	2	18
Discovery method better than spoon feeding.	3	27
Social skills are developed.	3	27
Grade 1 must be preceded by Grade R.	1	9

As can be seen in Table 8, 82% of the respondents agreed that OBE improves the performance of learners in their classes, 9% of respondents disagreed, and 9% were unsure. A few respondents felt that OBE does not work because the learners at Grade 1 level are still too shy and suggested that Grade R classes be introduced in all primary schools. The same group of respondents also highlighted the shortage of OBE material as the biggest impediment to the implementation of the new curriculum. They also pointed out that most parents are illiterate and that they are unable to help their children with homework.

It is interesting to note that 45% of the respondents stated that OBE develops special skills in learners (eg drawing), which the old system never did. 36% of the respondents believed that OBE encourages the learner to work independently and that the individual aptitude of learners can easily be identified. The same percentage of respondents agreed that OBE encourages group work. It appears that OBE encourages both independent learning and group work. The teachers can easily identify those learners who perform well in a group and those who perform well working independently.

27% of respondents expressed the view that OBE encourages learners to speak up and inculcates self-confidence in the learners; learners are actively involved in their learning and are also given the chance to express their views. It was felt that the discovery method is better than spoon feeding the learners, and lastly that OBE develops social skills.

9% of the respondents felt that OBE does not work. They stated the following reasons: some learners are too shy and therefore group work is not feasible, there is a

shortage of learning and teaching material and, furthermore, some parents are illiterate and cannot help their children with homework.

A few respondents said they use the old system together with the new system. It is also interesting to note the comment by two respondents that every primary school should have Grade R to prepare learners for Grade 1; further discussion with Grade 1 educators revealed that they feel that many of the learners in Grade 1 are not yet socialised, and preparatory classes would help learners to develop social skills such as cleanliness.

3.10 VIEWS ON SUPPORT BY MANAGEMENT

Responses and comments by respondents to the question 'Do you think that management is supportive to the implementation of OBE in your school?' are shown in Table 10 and Table 11.

TABLE 10: Number of teachers reporting support from management

RESPONSE	NO OF RESPONSES	PERCENTAGE
YES answers	9	82
NO answers	1	9
Unsure	1	9

TABLE 11: Comments regarding management and parents' support

COMMENTS	NO OF RESPONSES	PERCENTAGE
The principal is supportive.	6	55
No financial support for attending OBE courses.	3	27
No HODs at school.	2	18
No visit by subject advisors.	6	55
No governing body support.	5	45
Parents not well informed about OBE, so they always complain about teachers absenting themselves to attend courses.	2	18
Parents give support	4	36

The above table gives respondents' opinions as to whether they think management is supportive of the implementation of OBE in their respective schools or not. *Management* here refers to the principal, HODs and the school governing body. The majority (ie 82% of the respondents) felt that management was supportive of the implementation of the new curriculum. Only 9% disagreed and 9% were unsure. 55% agreed that principals are supportive of the implementation of OBE, but 27% said principals do not give them financial support when they attend OBE courses. 54% of the respondents pointed out that their schools have not been visited by subject advisors, who might have provided them with assistance regarding the implementing OBE. 45% of the respondents pointed out that the governing body does not give them support; they also feel that the parents are not well informed about OBE, with the result that they always complain about educators absenting themselves from school to attend OBE courses or workshops. 36% of the respondents said that the parents do give them the necessary support.

3.11 THE REQUIREMENTS FOR EFFECTIVE CURRICULUM 2005 IMPLEMENTATION

The last question on the questionnaire required respondents to give their views as to what should be done to implement OBE in their schools. Their views are shown in Table 12.

TABLE 12: The requirements for effective Curriculum 2005 implementation

COMMENTS	NO OF RESPONSES	PERCENTAGE
Classrooms are overcrowded	6	55
More classrooms should be built.	5	45
More teachers should be employed.	3	27
Classrooms not in good condition (no windows, doors etc).	5	45
Material resources be provided (eg TVs, electricity, electrical appliances).	5	45
More OBE courses, workshops and in-service training should be organised.	7	64
OBE books should be provided.	5	45
Pre-schools should be opened in all primary schools.	5	45
Parents and governing bodies should be informed about OBE and be in-service trained.	2	18
Subject advisors should visit regularly.	2	18
OBE should be taught at colleges.	3	27
More funds should be provided by the Department.	1	9

64% of the respondents highlighted the fact that more OBE courses should be organised.

This view is consistent with the view expressed by the respondents in Table 7 above, where 64% also said that they had had some OBE training but not enough. 55% of the educators also complained that classrooms are overcrowded, with an average of 58

learners in one class and that this hampers the successful introduction of OBE. 45% of respondents suggested that more classrooms be built and 26% stated that more educators should be employed to lower the educator/learner ratio. 45% of the respondents complained that classrooms are poorly equipped to accommodate the proper implementation of OBE. They cited as examples the lack of electricity in the classrooms and a shortage of material resources such as photocopying machines. 45% of the respondents suggested the following:

- More OBE books should be provided.
- Pre-schools should be introduced in all primary schools to prepare learners for school.

18% of the respondents felt that workshops should be conducted to inform parents and governing bodies about OBE, and the same percentage said that subject advisors should pay regular visits to schools. 9% stated that more OBE funds should be provided by the Department, while another 9% of the respondents said OBE should be taught at colleges.

3.12 CONCLUSION

In OBE, the child is the primary point of departure based on the vision in which the child is given the opportunity to grow and develop as an active citizen, contributing constructively to a democratic, non-racist, non-sexist and equitable society. The most significant findings in this chapter are that educators are not yet ready to implement OBE in such a way as to achieve the above goal. This will be further indicated in the following chapter on the analysis of the data.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

The primary purpose of this chapter is to analyse the data collected from the interview questionnaire presented to the sample of primary schools in Mid-Illovo.

In Chapter 1, it was stated that the purpose of the researcher focused on two areas, namely: -

- ❑ To what extent were the Grade 1 educators in the sample trained and supported to implement Curriculum 2005 effectively?
- ❑ According to the perceptions of Grade 1 educators in the sample, what are the positive and negative effects of Curriculum 2005?

In Chapter 3, five principles of Curriculum 2005 were selected and discussed, namely:

- ❑ outcomes based education
- ❑ human resource development
- ❑ learner centredness
- ❑ participatory management
- ❑ non-discrimination.

These principles will be correlated with the results of the empirical research in Chapter 3.

4.2 THE PRINCIPLE OF OUTCOMES BASED EDUCATION

In Chapter 2 it was stated that the goal of OBE is to equip learners with the skills and knowledge they require to contribute effectively towards the economic and social development of this country. This principle emphasises the fact that learners are required to demonstrate what they can actually *do* with what they know at the end of their learning experience. Outcomes are therefore actions and performances that embody and reflect learner competence in using content, information, ideas and tools successfully. SAQA prescribes various critical outcomes for Curriculum 2005. These are mentioned in Chapter 2 (p14), but the two that need to be mentioned are that learners should be able to work effectively with others in a team, group, organisation and community and that learners should be able to collect, analyse, organise and critically evaluate information. In Chapter 1, it was also mentioned that the old syllabus was content-based and broken down into subjects, it was also teacher-centred, promoted rote learning and so on. Curriculum 2005 therefore seeks to address the imbalances of the past.

Table 7 clearly indicates that 72% of the educators in the sample feel that OBE is better than the old system. The researcher believes that educators who approve of OBE will better implement it than those who disapprove of it. It is, therefore, desirable that the other 28% of the teachers should be convinced of and educated about the merits of OBE in order that they approve of it.

According to Table 8, 82% of the respondents stated that OBE improves the performance of the learners in their classes, 9% said OBE does not improve their

performance, and 9% were unsure. This is a positive response, because it seems that the goals that OBE seeks to achieve are being realised.

Table 9 gives reasons for their saying that there is learner improvement.

4.2.1 Skills acquisition

One of the goals OBE seeks to achieve is to equip learners with skills. 45% of the respondents agreed that OBE equips learners with special skills (eg drawing) and they are required to demonstrate that they have learned that skill at the end of the lesson. (See Table 9.)

4.2.2 Working together

One of the SAQA critical outcomes as mentioned in Chapter 2 is that learners should be able to work effectively with others in a team, group, organisation and community. This seems to be true with OBE because 36% of the respondents stated that group work is good and that children perform better if they work as a group. In addition, 27% stated that social skills are developed because learners work co-operatively with others when doing group assignments. All in all, 32% agreed with this goal. It is very encouraging to see that these educators agree, but 68% of educators did not say anything about social skills. (See Table 9.)

4.2.3 Collecting, analysing, organising and critically evaluating information

SAQA also stipulates that learners should be able to collect, analyse, organise and critically evaluate information. This is reflected in the fact that 27% of the respondents commented that the discovery method, which is most evident in OBE lessons, is better than spoon-feeding. A learner is afforded the opportunity to go all out to collect information, analyse it and critically evaluate it. 27% of the respondents expressed the view that learners are actively involved in their learning. The learning process is more learner-centred, unlike the old system where learning was almost exclusively teacher-centred. 73% of educators did not believe that learners are still passive. There appears to be a contradiction between Table 8 and Table 9.

There seems to be confusion amongst respondents as to whether to use the old system or the new one.

4.3 PRINCIPLE OF HUMAN RESOURCE DEVELOPMENT

In Chapter 2, some aspects of the principle of human resource development were addressed. These were aimed at the world of work and technological changes, related to skills development, catering for the needs of society, directed towards the individual in society and the development of lifelong-learning, whereby the knowledge, skills and values acquired can be utilised throughout the learner's life.

Table 1 gave details of the teaching experience of educators interviewed. The table reflected that, on average, the teaching experience of educators was sixteen years.

On one hand, this long teaching experience seems to be good in the sense that Grade 1, in particular, requires that educators be well experienced: learners at this level require special treatment. On the other hand, this presents problems in terms of the implementation of OBE, as is reflected in the response by one educator with 32 years' experience who intended to resign from teaching because she could not cope with the change to teaching using the OBE method. Another educator with 26 years' experience said she uses both the *old system and the new* when she teaches. This indicates some element of resistance to change, particularly on the part of the more experienced educators.

Table 1 also showed that the average teaching experience of Grade 1 educators interviewed was 9.18 years. This is also a relatively high average. This says that the educators currently teaching Grade 1 need to undergo some in-service training to acquaint themselves with the new developments in teaching, since the old system has been engraved in their minds. They require extra training to acquaint them with the new system.

Table 5 showed that, on the Likert scale, the average preparation of teachers by the Department to implement OBE was 3.54, which is adequate. 55% of the respondents said that they had received some training, but that this was not enough. These respondents said that more OBE courses needed to be conducted. 27% of the respondents said that they were very well prepared and 9% said that they were poorly prepared.

Educators are in the driver's seat of OBE and are the ones who carry the responsibility to steer the car through. It is, therefore, imperative that educators be

empowered and capacitated to perform the mammoth task of implementing OBE. The fact that 55% of the respondents said that the training they received was inadequate suggests that this will negatively affect the implementation of the new system.

In Chapter 2, it was stated categorically that OBE seeks to address the shortfalls of the traditional curriculum by developing the learner's skills. In Table 9, 45% of the respondents said OBE develops special skills (eg drawing). If a skill like drawing can be identified at Grade 1 level, it means that a learner can use it in the field of technical drawing, architecture, fine arts etc. This therefore clearly shows that OBE is preparing the learner for the world of work, thereby catering for the needs of society. It is stimulating the development of lifelong learning and the individual as a whole but, according to the findings of this research, 55% of the educators said nothing about OBE equipping learners with special skills like drawing, which means that OBE is reaching only 45 % of the learners. It seems that OBE is not achieving its goals and therefore more input is required on the part of the authorities to reach out to those who have not yet implemented the system.

4.4 THE PRINCIPLE OF LEARNER-CENTREDNESS

In Chapter 2 (2.2.3), the principle of learner-centredness was discussed. It was stressed that this approach puts the learner first, recognises the experience of the learner and caters for different learning styles and values, based on the view that all their learners can succeed if managed and directed by means of learning objectives. Unlike the traditional system, the emphasis is on the *learner* and not on the *educator*. The other important aspect of the principle of learner-centredness recognises the knowledge and experiences

of learners. Learners should, therefore, be encouraged to reflect on their own experiences and to take charge of their own learning.

Table 4 indicated that 55% of the respondents said that the OBE material supplied by the Department was fairly easy to use, but 18% said it was very difficult to use the material supplied. This suggested that although teachers had undergone OBE training, as stated in Table 5, they were not fully able to apply their knowledge in their classes. If 18% of the educators found it very difficult to use the material supplied, it implies that they cannot pass the information to the learners; therefore the principle of learner-centredness is not being applied. When respondents were asked to give their opinions on the requirements for effective Curriculum 2005 implementation, as reflected in Table 12, 55% said classrooms were overcrowded and more classrooms should be built. 45% of the respondents also said that classrooms are not in a good condition: there are no windows, no doors etc. If learners are overcrowded in the class, no individual attention can be given to each learner, the educator cannot easily identify individual problems and the learner cannot express himself or herself well in class. As stated above, in OBE the emphasis is on the *learner* and not the *educator*. Conditions for learning should be conducive to learning.

64% of the respondents said more OBE courses, workshops and in-service training courses should be organised. This would equip educators with the necessary skills to implement OBE. 45% said relevant OBE books should be provided because at the moment there are not enough of these available.

4.5 THE PRINCIPLE OF PARTICIPATORY MANAGEMENT

Outcomes-based education is based on the involvement of a wide range of stakeholders, parents, educators and business leaders. This is supported by the South African Schools Act of 1996, which states that all schools must be democratically governed or managed. An important aspect of the principle of participatory management and ownership is the role played by parents, educators and other stakeholders in education. Successful implementation of OBE depends on how well prepared and motivated the parents and other stakeholders are. It is, therefore, very important that teachers, parents and educational managers be familiarised with all facets of Curriculum 2005. (See Chapter 2: 2.4).

Table 2 showed that 55% of the respondents received the information that they should implement OBE from the inspectors and 18% got the information from the media and other sources. Only 9% of the respondents were informed by their principals. It would seem that the information about the introduction of OBE was not properly cascaded to all interested parties. The mere fact that the majority of the respondents were informed by the inspectors that OBE was to be introduced bears testimony to that. One would have expected the principals to inform their subordinates about OBE. Media as an interested party to education played its role very well by informing the public about OBE.

With regard to the support of management in terms of the implementation of OBE as shown in Table 10, 82% of the respondents said that management was supportive of OBE being implemented and 9% said that management was not supportive. A further 9% were unsure. Respondents had some comments to make about the introduction of OBE as

shown in Table 11. 55% of the respondents said that principals were supportive of the implementation of OBE, although no financial support was given to teachers when they attended OBE courses, which were usually conducted far away from their schools. With regard to parental support, 45% of the respondents said that they did not get any support from parents. OBE requires parents to be involved in the education of their children. Educators complained, however, that parents do not attend meetings when they are invited to, and that parents do not help their children with their homework when they are requested to. This can be attributed to the fact that the majority of the parents are themselves illiterate, most particularly in the rural areas, where this research was conducted. 18% of the respondents said that parents are not well informed about OBE, which is why they always complain to the principal about teachers absenting themselves from school, thereby leaving their classes without teachers. This can be attributed to the failure of the department to inform and educate parents about OBE. 55% of the respondents said that there are no visits to school by subject advisors and that they do not get immediate support if they encounter problems with some aspects of OBE. Subject advisors are the ones who are supposed to give expert knowledge to educators if they come across problems. 18% of the respondents said that there are no Heads of Department (HODs) in their schools.

It is important, therefore, that all stakeholders should participate fully in the education of their children if the aims and objectives of OBE are to be realised.

4.6 THE PRINCIPLE OF NON-DISCRIMINATION

This principle is based on the South African Constitution, which seeks to address the inequalities of the past. It is based on the principles of equity and of redress and implies that resources be distributed proportionately in order to provide the same quality of learning for all citizens. Curriculum 2005 recognises diversity and provides quality education for all learners, including those learners who were excluded by the previous system. During the *Apartheid* education era, there were major inequalities in the provision of educational facilities and resources. As a result, Black people received inferior education and their schools were characterised by, for example, a shortage of books, overcrowding and inadequate classrooms, to mention but a few drawbacks. Curriculum 2005 seeks to address these and many other inequalities. (See Chapter 2, 2.5.)

Table 12 provides comments from teachers about the requirements for effective Curriculum 2005 implementation. 45% of the teachers suggested that more classrooms be built because classrooms were overcrowded. They went on to state that the classrooms which *are* available are not conducive to effective teaching-learning conditions: they have no windows, no doors etc. 27% of the respondents also said that more teachers should be employed to relieve the load on those teachers who are already in the field. 45% of the respondents said that material resources should be provided (eg televisions, electrical appliances etc). If these concerns were not addressed, it would be fruitless to try to implement OBE and its objectives could not be achieved. If the above concerns were addressed this would be in accordance with the principle of equity, which seeks to distribute resources proportionately in order to provide the same quality of learning for all citizens.

4.7 CONCLUSION

From the data presented above, it is clear that Curriculum 2005 is based on certain principles that need to be applied if OBE is to achieve its goals. There is a close relationship between the principles of Curriculum 2005 and the results of the empirical research as they appear in Chapter 3, but these research findings do not at all times concur with the principles.

In the following chapter, recommendations with regard to the above findings will be discussed.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

During the final stage of this research the recommendations of the Curriculum Committee appointed by the Minister of Education in February 2000, headed by Prof Linda ~~Chisholm~~, to review Curriculum 2005 were made public by the Minister. In its presentation to the Minister, the Committee said, 'It is clear ... that implementation of Curriculum 2005 cannot continue in its present form' (*Sunday Times*, 4 June: 6). OBE as a philosophy will remain, but some of the aspects of Curriculum 2005 will be removed. A streamlined, revised *Curriculum 21* 'Curriculum for the 21st Century' is to replace Curriculum 2005. The following are the examples of some of the aspects of Curriculum 2005 that are to be phased out as recommended by the committee:

- Curriculum 2005 in its current form
- existing policy documents on curriculum 2005
- complex jargon
- rushed implementation etc (Pretorius: 6).

The following are some of the aspects of Curriculum 2005 that will remain or be phased in as recommended by the Chisholm Committee:

- a streamlined, revised, Curriculum 21
- a National Curriculum Statement expected in June next year that will clearly explain 'what is to be learnt and at what level it is to be tested'
- plain English
- training teachers in the selection and use of textbooks etc (Sunday Times 4 June: 6).

It is interesting to note that some of the recommendations of the Review Committee tally with the findings of this research. For example, the Committee recommended that adequate resourcing is the most vital precondition to its success (OBE) (*Sunday Times*, 4 June, 2000); the findings of this research, on the other hand, are that very little OBE material was *supplied* to schools. Secondly, the Committee found that there 'is a wide gap between what the teachers know and what they actually do in the classroom' (*City Press*, 4 June 2000) and the findings of this research are that the respondents received *some* training in the form of courses, workshops etc, but that these were *inadequate* in number.

It will be remembered that this dissertation sought to address specific problems as they presented themselves in terms of the implementation of Curriculum 2005. In Chapter 1, the two research problems were formulated as follows:

- To what extent were the Grade 1 educators in the sample trained and supported to implement Curriculum 2005 effectively?
- According to the perceptions of Grade 1 educators in the sample, what are the positive and negative effects of Curriculum 2005?

This chapter contains a summary of the research findings identified in the course of this study and makes recommendations. The conclusion of this chapter will be related to the two research problems stated above.

5.2 THE EXTENT TO WHICH GRADE 1 EDUCATORS IN THE SAMPLE WERE TRAINED AND SUPPORTED TO IMPLEMENT CURRICULUM 2005 EFFECTIVELY

The Department as a major stakeholder in the education of the learner, and more particularly in relation to the implementation of Curriculum 2005, had a crucial role to play: that of training educators in order to empower them and equip them with the skills they needed to be able to implement Curriculum 2005 effectively. The extent to which educators in the sample were supported in this respect is stated below.

5.2.1 Provision of OBE material to teachers

From the research conducted, it is evident that very little OBE material was supplied to schools in the sample. With very little OBE material supplied, it was difficult for them to implement OBE.

5.2.2 Difficulty level of material

Educators interviewed said it was difficult to use the material supplied. Furthermore, it would appear from the research results that educators struggled to use the OBE material supplied to them.

5.2.3 Preparation of teachers to implement OBE on the part of the Department

The majority of the respondents stated that they had received *some* training in the form of courses, workshops etc, but that they had not received *enough* of these. It is evident from the research that although they had attended some training courses, they needed more.

5.3 THE PERCEPTIONS OF GRADE 1 EDUCATORS INTERVIEWED ABOUT THE POSITIVE AND NEGATIVE EFFECTS OF CURRICULUM 2005

When the researcher proposed to do this research, he surmised that most Grade 1 educators in the sample were not ready to implement Curriculum 2005. The following are the findings with regard to the perceptions of the Grade 1 educators interviewed about the positive and negative effects of the new curriculum.

5.3.1 Difficulty level of the new system

It was evident from the research that more than half (55%) of the respondents felt that it was difficult to adapt their lessons to an OBE approach and less than half (45%) felt that it was easy.

5.3.2 Findings regarding the comparison of the two approaches

The majority (72%) of the respondents felt that OBE was better than the old system. This means that most were satisfied with OBE but not with its implementation.

5.3.3 Findings regarding perceptions about learner improvement

The majority of the respondents agreed that OBE improves the performance of the learners in their classrooms.

5.3.4 Findings regarding support by management

According to the research conducted, 82% of the respondents felt that Management of the school gave them support, but that the departmental support was sorely lacking.

5.3.5 Findings regarding the requirements for effective OBE implementation

From the research conducted, the majority of the respondents highlighted the fact that more OBE courses should be organised. Some complained that classrooms are overcrowded (an average of 58 learners in one class) and that this, they felt, hampered the successful introduction of OBE. Educators interviewed suggested that more classrooms should be built and that more educators should be employed to lower the educator/learner ratio.

5.4 RECOMMENDATIONS

Although this study was conducted with Grade 1 educators only, it is interesting to note that some of the recommendations are applicable to other grades. The researcher makes the recommendations on the following aspects of the study:

- ❑ the construction of the new Grade 1 syllabus
- ❑ provision of OBE material
- ❑ distribution of OBE material

- training of educators by the Department
- training of school governing bodies.

5.4.1 Construction of a new Grade 1 syllabus

The researcher suggests standardised OBE material for learners in KwaZulu-Natal (KZN), based on the national framework. The investigator further recommends that Grade 1 educators be involved in the formulation of the syllabus. The researcher suggests that committees be formed to decide on content and that the same content be used in *all* schools in KwaZulu-Natal.

KZN is divided into eight regions; eight committees should therefore be formed to represent each region. On a specifically designated Saturday, all the Grade 1 teachers of a particular region should meet at a convenient venue and choose a committee of seven to ten people to negotiate the content of the Grade 1 syllabus. The following are some of the criteria that should be used when selecting the committee members:

- academic qualifications
- teaching experience
- gender representation.

The selected committee should bear in mind the *outcomes* prescribed by the Department.

The committee should thereafter meet fortnightly for six months to deliberate on the content to be taught at the Grade 1 level. When deliberating on the content, the committee members should take note of the following features of deliberation:

- envision possible outcomes
- alternative solutions
- facts and values
- time constraints
- simultaneity
- conflict
- interests of the people involved.

After content deliberations have been concluded, a proposed syllabus should be handed in to a designated curriculum planner from the Department. The planner should then merge and co-ordinate the eight *Proposed Syllabuses* and draw up one *Draft Syllabus*. This should then be sent back to the various committees in the different regions for their comments and evaluation. When planning for content evaluation, the committee members should select priorities for evaluation, consider curricular provision, teaching and learning, pupil achievement, assessment etc. After working in the final comments from the educators, the *Final Syllabus* for the province should be drawn up.

By means of this exercise, the researcher feels that educators would be able to implement this syllabus and would have a fuller understanding of it, since they will have been part of its construction.

5.4.2 Provision of OBE material to educators

After the new syllabus has been approved, it should be given to experts or authors who have many years of teaching experience in writing OBE books. Generally, OBE material

refers to learning/teaching aids such as books, tapes, videos, cassettes, wall charts, toys, globes, maps etc, but in this context it refers mainly to OBE *books*.

Each region should select a committee of six educators plus one government representative whose task it would be to select books from which the educators from Grade 1 could choose. The researcher suggests that as many books as possible should be printed to allow the educators a wide choice. Big exhibitions for books or book shows should be organised, where all publishers organise displays of their books.

Educators should visit bookshops to choose books, for example, if there were ten IsiZulu readers available for Grade 1, the educator should have the right to use the reader he or she likes. The researcher suggests that the Department should not prescribe books for teachers, but that the educators themselves should choose books; in so doing the educators would feel that they are part of the system. There is a far stronger likelihood that they would be motivated to work harder.

The process of printing and choosing books should be completed before the end of May of each year to allow principles to place orders in good time, so that books can be distributed and arrive at all schools before the end of the fourth quarter.

5.4.3 Distribution of OBE books

The distribution of books should not be left in the hands of the Department only, but other relevant stakeholders should also participate. In Chapter 2, the principle of participatory management was fully discussed, where the participation of parents, teachers, the Department, learners and non-governmental authorities were emphasised.

The researcher therefore suggests that parents should participate fully in distribution committees, which would see to it that books ordered arrived in time and that they reached schools before the beginning of the academic calendar. Firstly, distribution committees should be formed from each district of the province, which should be made up of parents as well as staff members from the Department. The committees should be made up of two parent members from each circuit so that all circuits are represented. In the Umbumbulu District, for example, the circuit in which this research was conducted, there are seven circuits. Two parents should come from the Mid-Illovo Circuit and two staff members should come from the Department.

The researcher recommends that all book orders for the following year must be made before the end of June. The task of the distribution committee would be the following:

- to draw up the distribution procedure for the following year
- to do a follow-up when the orders have been placed to the publishers
- to visit all schools to find out whether the books have been delivered or not and, if the books have not been delivered by a particular date, to take up the matter with the suppliers.

Books should be sent directly to schools and *not to district offices*, as happens now. This is because currently books are stolen before they reach the schools for which they were intended. The schools should be informed of the dates on which books will be delivered to them, so that a member of the school management team can receive them and sign the necessary acknowledgment documents.

The target date for the delivery of books to all schools should be the last school day of the fourth quarter of the year, which usually falls in the first of week of December. If books are not delivered by this date, the distribution committee should take up the matter with the relevant authorities.

Lastly, the Department should compensate the parent representatives on the committee for any transport costs incurred.

When books have been delivered on time, educators will be able to plan their academic work properly and implement the new syllabus accordingly.

5.4.4 Preparation of teachers to implement OBE on the part of the Department

The researcher suggests that more OBE courses be organised and conducted by one or more experts in OBE. Courses or workshops should be decentralised and conducted according to circuits. All Grade 1 educators from a particular circuit (eg Mid-Ilovo) should meet in a venue which is convenient to them and which has the necessary facilities to conduct courses (ie the venue should be spacious and electrified). Principals of primary schools should participate in workshops as ordinary post level one educators, so that they too can acquire a better understanding of the requirements of the Grade 1 syllabus.

The researcher suggests that these courses be conducted during weekends and school holidays, so that learners are not denied their constitutional right to education.

Grade 1 educators should select at least three convenors to be in charge of preparing these courses. Among the other responsibilities of these convenors would be to:

- liaise with OBE experts on the dates for conducting workshops and the content to be dealt with
- draw up the plan and the programme for the duration of the courses (eg six months)
- inform and invite educators to attend courses and to state specific areas that will be workshopped
- organise meals for the course participants
- organise the transport and the venue.

Some of the aspects to be dealt with during courses should include the following:

- simplification of language and terminology used in the new curriculum (eg *assessment criteria, expected levels of performance, phase organisers* etc)
- clarification of the content to be taught at the Grade 1 level
- how to deal with large groups of learners.

The researcher suggests, furthermore, that educators be evaluated to find out whether they fully understand OBE. The researcher recommends the appraisal system as prescribed by the Department as the best method of evaluating whether or not the teachers are able to use the information, skills and knowledge acquired during workshops in order to implement OBE.

5.4.5 Training of School Governing Bodies (SGBs) in OBE

Parents are an integral part of the educational process of the learner. They therefore need to be empowered in all aspects of OBE so that they can play their role as parents effectively. The researcher therefore suggests that parents be given training in OBE. Training should be decentralized at circuits and all governing body members from all primary schools in the circuit should attend. A steering committee should be elected, comprising three parents and one Departmental representative. The functions of this steering committee would be to:

- organise a venue where workshops would be held, preferably a church hall, school hall or community hall
- dates at which the training would take place
- decide what aspects of the training are to be dealt with
- arrange for meals.

Because some SGB members work, it would be better if weekends were used for training, so that the majority of SGBs could have the opportunity to be trained. The researcher suggests that training be conducted in a vernacular language (eg IsiZulu), because the majority of the parents are either semi-illiterate or completely illiterate. The content of the training should include, among other things, the following:

- what OBE is
- the requirements of OBE
- the role that SGBs/parents should play in the education of their children.

After the training has been conducted, trained SGBs should go back to their respective schools to train parents in what they have learned. It is important that the information gained be cascaded down to the parents. Lastly, the researcher suggests that non-governmental organizations (NGOs) should be involved to finance the training of SGBs.

5.4.6 Provision of more classrooms

It is important to highlight the fact that the provision of additional classrooms is a very complex issue because it involves money and, at the same time, it is the cornerstone of the success of this new system of education. Classrooms cannot be provided overnight, and a lot of budgetary planning is involved.

The researcher suggests that, in schools where there is excessive overcrowding in classes, the business community should be involved. A committee involving two educators and one official from the Department should draw up a strategy to liaise with the business community in rural areas such as Mid-Illovo, where this research was conducted. In Mid-Illovo, for example, there are cane farming communities. The school committee could arrange meetings with the cane farming association in this area to ask for assistance. The assistance they could ask for might be in the form of money, tents (which could be used as classrooms), prefabs or even properly built classrooms if the money for these was available.

At the same time, the Department must be kept informed of the existing shortages of classrooms, because without sufficient classrooms, OBE cannot be effectively implemented.

5.5 CONCLUSION

The process of implementing Curriculum 2005 is a long and complex process, which requires the full participation of all stakeholders in education, and especially the Department of Education, educators, parents, and the business sector.

It is evident from the research that Curriculum 2005 was hastily implemented, particularly in Grade 1, and that *educators interviewed were not ready* for its implementation. The fact that more than half of the respondents were of the opinion that the OBE material supplied was difficult to use is indicative of the lack of proper preparation of teachers to implement OBE, and this calls for proper consultation on the part of all stakeholders and interested parties if change like this is to effected.

Adequate and relevant resources, both human and material, require special attention from the Department for this curriculum to succeed. With regard to the provision of books, teacher involvement is crucial because they are the ones who will implement OBE at the grassroots level.

Funding is also another factor that is worth mentioning. Implementing a curriculum is a very complex exercise, which requires financial muscle from the Department in particular, and stakeholders in general. The Department therefore needs to have large sums of money set aside specifically for the efficient implementation of Curriculum 21. From the research, it was evident that there was a shortage of classrooms. The provision of additional classroom would, in turn, necessitate the employment of more teachers, which would necessitate further and substantial sums of money.

Lastly, change and transformation has never been smooth anywhere in the world, but with the full *participation and commitment* of people involved, it is likely to succeed. With this determination on the part of all stakeholders there is a good chance that Curriculum 21 would succeed in South Africa.

APPENDIX A

PO Box 11684
HAMMARSDALE
3700

Date: _____

The Principal

Dear Sir/Madam

RE: REQUEST TO CONDUCT AN INTERVIEW IN YOUR SCHOOL

I am presently doing research on the Introduction and Implementation of Curriculum 2005 and I would like to interview Grade 1 educators in your school. In the interview, I will ask Grade 1 educators questions on OBE.

I have obtained permission from the Circuit Inspector of Mid-Illovo to conduct these interviews. His approval for the research appears below.

Thanking you in advance.

MR GB NGCONGO

Approval granted for interview to be conducted

Name of Inspector (block letters) : _____
Signature of Inspector : _____
Date of approval : _____

APPENDIX B

Respondent Number

UNIVERSITY OF ZULULAND

FACULTY OF EDUCATION

INTRODUCTION

I am conducting an investigation on the Introduction and Implementation of Curriculum 2005; I need your assistance.

Please be assured that the information you give to me is strictly confidential and I don't need to have your name. Be frank and honest in answering the questions.

INTERVIEW QUESTIONNAIRE ON OBE

1. (a) For how long have you been teaching? Years

(b) For how long have you been teaching Grade 1? Years

2. Do you enjoy teaching Grade 1?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

3. When was OBE introduced in your class?

1998	<input type="checkbox"/>
1999	<input type="checkbox"/>

4. How were you informed that you should implement OBE?

Inspector	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Media	<input type="checkbox"/>
Other (Explain)	<input type="checkbox"/>

APPENDIX B

5. I would like your opinion about how OBE is implemented.
Please answer the following questions.

5.1 How much OBE material was supplied to you?

Nothing	Very little	Not quite enough	Enough	Too much
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5.2 How difficult was it for you to use the material supplied?

Very easy	Fairly easy	Difficult	Very difficult	Impossible
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5.3 How well were you prepared by the Department, through In-service training, workshops, conferences etc to implement OBE?

Not at all	Poorly prepared	Some training, but not enough	Adequately prepared	Verywell prepared
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5.4 How easy was it for you to implement OBE?

Very easy	Fairly easy	Difficult	Very difficult	Impossible
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5.5 To what extent are OBE lessons better than the old system?

Old system much better	Old system slightly better	Unsure	OBE slightly better	OBE much better
------------------------	----------------------------	--------	---------------------	-----------------

6. Do you think OBE improves the performance of the learners in your class? (Please give reasons for your answer.)

APPENDIX B

7. Do you think that Management (principals, Deputy Principals, HODs, Subject Advisors, Governing Bodies etc) is supportive of the implementation of OBE in your school?
(Please give reasons for your answer.)

8. What do you think should be done for OBE to be implemented in schools?

Thank you for giving me this opportunity to interview you.

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