

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

A summary of the study findings on the training and development challenges of public school educators during the implementation of the new curriculum, the NCS, 2002, are outlined in this concluding chapter. The study findings have led to the proposal of a conceptualised training and development model. The proposed conceptualised model in this study could be used as an alternative training and development model for the public school educators by their trainers.

The study findings that are outlined in the study have triggered some recommendations. The proposed recommendations may, if applied in the Limpopo Department of Education, could be beneficial to the public school educators as they receive their training in the effective implementation of the new curriculum, the NCS, 2002. The proposed and conceptualised training and developmental model could become useful to both the department and educators if it is correctly and effectively internalised by the trainers..

6.2 Summary of the study's findings

In its investigation of the conceptual training and development framework, the focus of the study was on an investigation of the educational transformation in the Republic of South Africa. Such a paradigm shift paved the way for the design of a new education curriculum, the NCS, 2002. The new curriculum aimed at the replacement of the old apartheid education, which was highly divisive. The new curriculum, the NCS, 2002 was also designed with its new teaching methodology, the OBE, as an attempt to improve on the interim curriculum (Report 550 for the FET and Curriculum 2005 for the GET). However, the Department of basic Education relied on the existing educators, already in its employ, and not on the newly trained educators. Teachers' training colleges were, by

then, rationalised. The new curriculum, therefore, demanded the retraining and development of the public school educators without taking them away from their classrooms. Instead, afternoon and weekend workshops were conducted for these educators.

Such an approach did not take place without challenges, given the demand that the new curriculum made in its comprehension, for effective implementation by educators in public schools. As a result, these training and development programmes needed adequate time for the training to be effective and yield the expected results, whereby quality education could be attained. The curriculum advisors, who were trainers of educators, were themselves affected, as not all of them had received training and development in the new curriculum, the NCS, 2002. As a result, their knowledge level on the new curriculum was inadequate, and consequently, they became incompetent trainers, needing to be further trained themselves.

In the study, a qualitative research methodology has been adopted. This is an approach that is largely descriptive, with its focus on the Vhembe District, as its case study. The case study approach provided an opportunity to give critical explanation on how training and development of educators in the correct implementation of the new curriculum, the NCS, 2002 should be conducted. Amongst other techniques that the study, through its qualitative research methodology has followed, was that of Grounded Theory. This is the research technique that is inductively derived, whereby the researcher systematically explores and analyses the available data collected, so that the NCS, 2002 can be implemented effectively.

The provision of training and the development of educators constitute an attempt to capacitate them, so that they are able to deal with the challenge of implementing the new curriculum, while not leaving their classrooms. This targeted training for the capacity building of educators is in line with the 1996 Constitution of the Republic of South Africa. This promotes, in Section 195, a public service that is development-oriented. In relation to educational matters, this is supported by other national education

policy Acts. These include, amongst others, the South African Schools Act, of 1996 (as well as Act 84 of 1996; National Education Policy Act, 1996; Act 27 of 1996; and the Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System).

All the available national education policies need commitment by both the Department and the educators, as major role players, so that the implementation of the new curriculum, the NCS, 2002 can be successful. The commitment that this study demands, will make even the proposed conceptualised systems model succeed in addressing those challenges the study has identified. These challenges include, amongst others, the inadequate time allocated for training; financial underspending on training and development programmes; resistance to change; selective training; and training and development moratorium.

It could be stated that an extensive discussion on the findings and further provided recommendations, in an attempt to provide possible solutions to the identified challenges has been given. This has been done so that the implementation of the new curriculum, the NCS, 2002 can become successful. It is argued in the study that the proposed conceptualised systems model for training and development of educators can be one of the most suitable training and development models, Failure to address these challenges by the Limpopo Department of Education would make curriculum delivery in public schools difficult, if not impossible.

The challenges that have been identified in the study during the process of training and development of educators are two-dimensional. They are outlined from the perspective of educators, and from the perspective of the department. It is against this background that an outline in the study summary is given about the findings and their impact on the achievement of training and development objectives. In response to the outlined findings, it is further argued in the study that recommendations that are provided from those findings could be used as alternative solutions to the training and development challenges. In short, all these recommendations should be regarded as inputs that are

to be converted into tangible outputs, so that quality education in the Limpopo Province is achieved.

6.2.1 Training selection

The first issue that needs to be taken into consideration with regard to the new curriculum, the NCS, 2002 and its related policies, is that it is a curriculum that was and still is new to all the stakeholders, particularly the office-based and the school-based educators. However, educators are directly involved and in charge of curriculum delivery, as well as the interpretation of the new supporting education policies of the new curriculum that go along with it. During their professional training to become educators, they were not exposed to OBE, a methodology that focuses on the achievement of the set learning outcomes by the learners. The OBE approach puts the emphasis on learner-centeredness in the teaching and learning environment. It could be stated that the findings in the study indicate that the selective training of public school educators puts those other educators who were not selected at a disadvantage, as they are not able to apply the new OBE approach correctly.

The selection process for the continuous professional development (CPD) in Multi-Purpose Centres (MPC) was not transparent with well spelt-out criteria. Although the new content that training was targeting was mainly for Grade 12, not all educators who received the training were Grade 12 educators. As a result, training to these educators did not benefit the school or the learners' performance. The morale of these grade 12 educators, deprived of these training and development sessions, remained low, thereby affecting their overall performance. They become unproductive and incapable of unleashing their full potential in curriculum delivery in their schools.

On the other hand, the class disruption that the Limpopo Department of Education has been trying to minimise, by allowing only some educators to attend training and development workshops, did not yield the expected results. This is because not all the relevant educators attended these training and development workshops. Selective

training without any proper co-ordination and evaluation does not add value to the achievement of the set objective of training and development. The cascading of information to those who did not attend training and development workshops only leads to information distortion and defeats the aim of educator training and development for the effective implementation of the new curriculum. There are no plans in schools that allow those who attended training and development workshops to conduct in-house training and development for the benefit of their colleagues. Besides, time for giving training and development reports to school managers is also not given priority in schools. There are very few school managers who request educators, who have attended training and development workshops, to give reports or share information with their colleagues. It is therefore only those who have attended training and development workshops that benefit.

6.2.2 Reliance on competent foreign educators

Quality education is the key to any country's development. The country's shortage of science, mathematics and commercial subjects' teachers has resulted in the shortage of technical skills needed for sustainable development for the South African economy, as an important player in the global economy. The rationalisation of teacher colleges, as indicated in Chapter Four, had a negative impact on the training and development of educators in the Limpopo Province – leading to the shortage of the highly needed science and commercial subjects' teachers.

The political instability and the subsequent economic decline of the neighbouring state of Zimbabwe, has forced many professionals to leave their country in search for work opportunities elsewhere. As a result of this emigration of professionals, many educators from Zimbabwe, because of the political and economic crises that country was facing, have now become part of the brain gain in South Africa. However, heavy reliance on foreign educators would become problematic if these foreigners return to their home country, or move on to other countries in search of greener pastures. Issues around insecurity can be caused by economic factors that lead to xenophobic attacks that

target foreigners. All these should serve as a wake-up call that the reliance on foreign educators should only be regarded as a temporary measure in addressing the shortage of competent educators, rather than a permanent solution to address the shortage of educators in the department. For those who were recruited after the training and development workshops were conducted, it becomes problematic, as they do not understand the implications that go along with those who have not received training and development in the NCS, 2002 and its related teaching approach, the OBE.

It is argued in the study that not all schools were fortunate in getting these foreign educators to teach these scarce skills subjects. This shortage of qualified and competent public school educators in the Vhembe District is made evident by the failure to get these educators, regardless of the advertisement for vacant posts in some secondary schools in the district. Some of these advertised posts remained vacant or were not filled for more than a year, as in the case of William Themeli Secondary School.

6.2.3 Learner performance *versus* the job performance of educators

Learner performance in the Limpopo Department of Education, since the introduction and implementation of the new curriculum, has been a departmental concern. Although the performance of learners is not only measured by the grade 12 results, these are the most common measure used in determining the educational performance of learners. The teaching skills and subject content knowledge that educators have are the major determining indicators of learner performance. These qualities will influence learner performance either positively or negatively.

It has been found that the poor performance that learners are showing in the Limpopo Department of Education is largely the result of poor teaching skills and the inadequate knowledge of subject content on the part of educators. The findings in the study are that educators have not received adequate training and development skills on how to teach effectively through the OBE approach in the new curriculum. The weekend and

afternoon workshops that they received were not enough for the new curriculum. Educators regarded the teaching methodology, OBE, as a curriculum and not as a methodology through which the new curriculum could be taught. This misconception of OBE as a curriculum also spread to other office-based educators, such as curriculum advisors.

The job performance that educators are expected to deliver in providing education to their learners in public schools is affected by the level of commitment and dedication that educators have. The training and development content that has so far been provided to public school educators has not included the importance of motivation on issues of professionalism, commitment and dedication. As a result, educators who are not committed and dedicated contribute negatively to the performance of learners. The new curriculum, the NCS, 2002 needs educators who must read extensively so that learning can be meaningful. The new curriculum wants to produce critical thinking learners whose critical thinking skills are to be developed by dedicated and committed educators. Educators who do not go to their classes in time to teach do not use their contact teaching time maximally to the benefit of their learners. Such a practice does not show the necessary professionalism.

The sustainable economic development that South Africa is striving to achieve depends on the quality of its education system. The quality of education to be provided by the State, as mandated by the constitution, depends largely on the level of commitment, dedication and professionalism that both the educators and the Department are expected to show. The study has found that the Provincial Grade 12 Pass Rate from 1996 to 2010 (Table 4) has shown a decline in learner performance. But in 2010, there was a sharp increase that was caused by serious commitment and the level of support that educators had received in terms of resources by the Department.

6.2.4 Educators attitude towards change

The educational transformation that has been brought about by the political dispensation affected people differently. The new curriculum, the NCS, 2002, that has

been redesigned was not accepted by educators in the same manner in South Africa. This mixed reaction was caused by the negative mentality and/or attitude that educators had towards the envisaged changes that have to be effected in the country's education system. The problems that were encountered during the implementation of Curriculum 2005 (C2005) with its OBE approach failed to make educators able to see the difference between C2005 and the new curriculum, the NCS, 2002. As it has been outlined in the background of the study, the new curriculum, the NCS, 2002, was a revised, streamlined and strengthened C2005 that also adopted the same teaching approach, the OBE.

The new curriculum, the NCS, 2002 was met with resistance by educators and they had their own reasons for that. The study has found that educators are of the view that *“they think that the new curriculum will threaten their work”* and that *“they are more comfortable with what they know ... than with what they do not know”*. These educators are afraid of losing their jobs; failure to comprehend what OBE entails; and that the training and development workshops they received were not adequate. The training and development that the department provided has not fully addressed these fears that lead to resistance to educational change. By showing resistance to change, public school educators fail to see themselves as the true drivers of change in education through their effective implementation of the new curriculum. The training and development programme and workshops that educators were provided with, were to some extent, not achieving the intended training objective because of their negative attitude towards the new curriculum.

As a result of the educators' resistance towards these educational changes, learner performance is likely to be affected negatively. The new teaching methodology, the OBE, was never taken seriously because their attitude to the new educational changes was already negative. As a result, the central role that educators play in the implementation of the new curriculum was severely compromised, as they had a minimal understanding of the educational policies that support the new curriculum, the NCS, 2002. This made those who resisted the new curriculum not to take training and

development programmes and workshops seriously. This has been caused by, either not attending afternoon or weekend workshops, or by leaving these workshops early. Furthermore, the training and development contents have never taken resistance to change and attitude into consideration by the Department, so that these fears could be addressed. .

6.2.5 Unsatisfactory knowledge level of training and development facilitators

The success of any training and development programme in an organisation is largely dependent on the quality and knowledge level of trainers in its training department and the training and development contents that trainers or facilitators provide during their training and development programmes. The implementation of the new curriculum, the NCS, 2002, involves the interpretation of education policies by all the affected stakeholders in matters pertaining to education. This is a matter that needs serious attention when providing training and development.

Trainers and facilitators must be in possession of a high knowledge level of the training and development contents, so that trainees will be able to benefit. When the process for training NCS trainers started, it was mainly the former college lecturers who received training on NCS, 2002, but not all of them received this training in the new curriculum. The findings made in study via the interviews, where the educators gave their responses on the knowledge level of their trainer, were that trainers were “... *not competent at all*” and “*they seem not to be well trained in the new curriculum*”. It is argued in the study that not all educators can make good trainers. As a result, some of those educators who were employed as curriculum advisors were, like some of the former college lectures, also incompetent. Therefore, those educators who were employed as trainers or facilitators were seen as still “*learning the ropes*” when it came to the NCS, 2002. Those who did not undergo training and development on NCS, 2002 were expected to provide training and development to educators after having received the curriculum information through cascading from those who were trained.

When the process for training NCS trainers started, it was mainly the former college lecturers, although not all of them, who received these training and development workshops. The information was cascaded to those who did not receive training. The cascading approach down to those who did not receive intensive training deprived others of gathering and or acquiring of the new knowledge pertaining to the new curriculum. Furthermore, most trainers, such as former college lecturers and former public schools educators (who were later recruited and employed to become office-based educators as curriculum advisors) did not have the necessary experience on policy studies. This made it difficult for them to give an effective interpretation to the education policies, so that their trainees would then, in turn, be able to implement the new curriculum effectively.

Trainers and facilitators with inadequate knowledge levels of the training and development contents make it difficult for educators to understand the correct interpretation and effective implementation of the new curriculum, the NCS,2002, so that the intended training and development objective is achieved. Lack of experience in policy matters has also added some challenges to the process of training and development of public school educators, since trainers are expected to be experts in their training and development content. Because of all these challenges, the competency level of these trainers was seriously compromised.

The other finding that has been made in the study is that the inadequate knowledge that the trainers have leads to different interpretations of the different education policies. The Report of the Task Team for the Review of the implementation of the NCS has called this different policy interpretation “policy layering”. These challenges lead to confusion by educators directly affected in their contact with learners. In order to redress these training and development challenges, in addition to the low knowledge level on the new curriculum, their training and development programmes sought to become more comprehensive. However, there were other trainers who were good and showed confidence in their presentation of their training and development of educators.

6.2.6 An overwhelming shortage of curriculum advisors and their multiple roles

The training and development programmes provided to educators by the curriculum advisors need some follow-up visits to educators in the respective schools. Curriculum advisors are expected to monitor and support the effective delivery of the curriculum by educators in schools. But the effective monitoring and support of educators is hindered by the high shortage of curriculum advisors in the province.

The findings made in the study that has been reflected in Table 5, in Chapter 4 in this study indicates that, of the 486 available posts for curriculum advisors, only 154 posts have been filled, while there are still 332 vacancies. Some circuits do not have curriculum advisors. Regardless of the high shortage of curriculum advisors, these office-based educators are expected to perform their multiple roles of providing curriculum support and advisory roles to educators, as well as monitoring the roles of curriculum delivery. It is argued in the study that these monitoring roles are tasks that are within the competency of the Circuit Managers. These include tasks, such as monitoring school reopening at the beginning of each school term, checking attendance registers in schools, whole school evaluation, and the availability of operational policies in the schools. All these have unfairly added or increased the workload of curriculum advisors and hindered their performance in all the 27 circuits of the Vhembe District. .

Although there are not enough curriculum advisors in the District, they are still expected to play the moderator and assessor roles, in order to ensure the work quality of educators. It is further argued in the study that moderation of the educators' work of all the schools in the Vhembe District is a demanding task, given the shortage of curriculum advisors. The pressure that these curriculum advisors are faced with during the moderation process, end up compromising the important work that they do as subject specialists. In addition, curriculum advisors were never trained to become competent qualified moderators and assessors – just like moderators from the quality assurance body, the UMALUSI.

6.2.7 The absence of training and development evaluation

Training and development constitute a process that is usually composed of stages. The stages may include the identification of training needs, the planning and designing of the training content, the implementation of training, and lastly, an evaluation of training outcome. In this regard, the training and development process of educators for the correct implementation of NCS, 2002 that has been undertaken, have not been receiving constant evaluation, in order to get feedback. Failure to provide effective evaluation of the training and development that has been provided to educators creates problems, because the challenges that educators face are not responded to in time. A classical example is the negative attitude that educators have to the new curriculum, the NCS, 2002. When training and development workshops were conducted, curriculum advisors did not have an evaluation instrument designed to get information from educators attending those workshops.

Evaluation is also a process that assesses how and to what extent educators have achieved the intended objectives of training and development on the correct and effective implementation of the new curriculum. The study findings are that an evaluation of the training and development programmes was not done, or where it is claimed to have been done, it was only done by those few trainers who had used evaluation sheets. These were distributed to educators during some of the training and development workshops. The fact that the findings of the study are that there were educators who alleged that they have never received training on NCS, 2002, should have provided an opportunity as feedback for planning other special NCS, 2002 workshops to take them on board.

It could be argued that any post-training and development auditing for measuring the success of the training and development provided for the effective implementation of the new curriculum, was not done in all the schools in the Vhembe District. Failure to provide evaluation makes it difficult to see the impact that training and development have had on educators in the correct implementation of NCS, 2002 for the achievement

of quality education. It also makes it impossible to provide targeted training and development that is informed by the feedback received after evaluation – that should have been done.

At schools, school managers and their subject heads are unable to conduct evaluation, since they are not given the training and development report by educators who attended these workshops. This makes it difficult for them to be evaluated on their subject specifics. Sometimes this is caused by the fact that subject heads are not always subject specialists of some of the subjects that are under their supervision. For example, a social science head of department is in charge of both history and geography subjects, even though he could have received training in History as his or her area of specialisation. This makes it difficult to provide meaningful support to History because he/she may not have attended subject specific training and development workshops in history, which history educators might have attended. As a result, there is a shortage of evaluation, both from the subject heads and sometimes in curriculum advisors, as providers of training and development to educators.

6.2.8 The impact of subject allocation on workload

Subject allocation to educators is a serious concern to many educators in schools. According to the findings of the study, schools with low learner enrolments usually increase the educator workload regarding the subject allocation to educators; whereas, schools that have high enrolments are likely to have an acceptable educator workload, as educators in such schools are either allocated one or two teaching subjects. This is influenced by the reduced educator-learner ratio from an average of 37 learners in 2004 to the current 31 learners to one teacher (1:31), as proposed in 2010 against the number of learning areas and subjects that are offered in schools. The ratio of educator to learners in schools that have low learner enrolments is high, as for example, in the GET band where all the eight (8) learning areas are offered in all grades. In the FET band, many schools have six or seven subjects offered with two or three streams being offered, such as either science, general or commercial subjects.

As a result of the educator-learner ratio in the Vhembe District, there are very few educators who have been allocated one teaching subject in one grade, as most educators are teaching more than two subjects. An example given in the study is that of John Shavhani Secondary School, with five educators, where all the educators are offering more than two subjects. In such circumstances, educators' workload becomes heavier, as some of them are teaching more than three subjects in different grades, and sometimes in large classes. This makes it impossible to engage learners in group discussions, as is expected in the OBE approach in the new curriculum, the NCS, 2002. This new curriculum requires small classes.

In situations where the educators' workload is high, the attendance of training and development workshops becomes even more problematic. The training and development workshops that are organised at the same time in different venues cause confusion to those educators who are allocated more than one subject, for example, an educator who is teaching History, Geography and English. There are also problems in commercial subjects such as Accounting, Economics and Business Studies where one educator is teaching all these subjects because of the shortage of educators. In this kind of situation, educators are forced to choose one subject and sacrifice the others. Preference is usually given to those subjects that are being taught in senior grades, like grade 12. The problem is also exacerbated by unilateral decisions that most principals take by changing subject allocation to educators frequently when performance in these subjects has gone down and learners have failed.

In most cases factors that contribute to these high failure rates in such subjects, are either not assessed or are addressed incorrectly. An example in this regard includes attitude and commitment by both educators and learners on the subject; lack of resources, such as textbooks and laboratory facilities, and the need for educator development through education, training and development programmes. These are the result of bad planning and lack of management and administrative skills by Principals in the affected schools.

6.2.9 The moratorium impact on training and development

The introduction of the moratorium on training and development by the Limpopo Department of Education, as outlined in the Departmental Circular Number 150 of 2009, was largely informed by the financial constraints that the Department faces. But the moratorium has, at the same time, created unintended negative consequences for the effective implementation of the new curriculum, the NCS, 2002. The training and development times needed for the workshops of educators were affected negatively. The moratorium resulted in training and development workshops being conducted only in the afternoon for two hours. The Head of the Department argued that the reason for the moratorium was to minimise class disruptions and maximise contact times that the educators need for their daily teaching and learning with their learners.

The results were that the two-hour workshops were not enough given the amount of time needed for the training and development content to be imparted to educators; afternoon workshops that were organised were poorly attended by educators; for the few educators who attended these workshops, some left the workshops venues because of transport problems. As a result, these training and development workshops did not effectively achieve their intended objectives in the correct implementation of the new curriculum, the NCS, 2002. Some public schools educators' morale and motivation were eroded as they were of the view that the Limpopo Department of Education was not considering their plight in gathering meaningful knowledge on the correct and effective implementation of the new curriculum and its related policies. The educators' responses to the questionnaire on whether the training and development that they had received was adequate were that the time allocated was not adequate. The reason that educators gave for the inadequacy of allocated time for effective training and development workshop programmes was that the Department is not giving enough time for training and development to be meaningful and yield the intended training and development objectives.

6.3 Study recommendations

It has already been stated in the study that the constitutional mandate that the State has on educational matters is to provide quality education guided by related educational policies. Such a mandate is carried out through curriculum delivery in schools, a service that affects mainly both the office-based and school-based educators who are in direct contact with the learners in schools. Therefore, the training and development framework that the Limpopo Department of Education has embarked on, in its attempt to capacitate public schools educators on the correct and effective implementation of the new curriculum, the NCS, 2002, did not take place without some challenges.

In order to achieve quality education, as envisaged by the new curriculum, all the challenges identified in the study findings should be addressed speedily by the department, together with the necessary support from all the stakeholders. It is argued in the study that a carefully selected model for training and the development of educators should be developed. This has to be done, so that all the challenges that may disturb effective provision of meaningful training and development of public schools educators could be addressed in time.

The following recommendations, based on a summary of the study findings given, are meant to address those challenges that have been identified, so that the set training and development objectives for the effective implementation of the new curriculum, the NCS, 2002, could be effectively achieved. The recommendations that are given may not be the only solution to the problems, but the study argues that if they are considered, these suggested recommendations may also contribute positively towards the realisation of quality education. However, the recommendations given in the study are responding to the identified challenges facing both the educators and the Department. The study, therefore, suggests that perhaps the conceptualised model for training and development could be useful in responding to the training and development needs of educators.

6.3.1 Recommendations on selection for training

Any selection and invitation to attend training and development workshop by public schools educators must be presumed to have been preceded by careful planning. Planning is one of the principles of management available in any State organisation, or department such as the Department of Basic Education. The planning that is done must then be communicated to the relevant stakeholders. This is because planning should have been consciously motivated and informed by what an organisation wants to achieve, despite the challenges that may be encountered along the way or uncertainty in regard to the future, when a plan is to be carried out.

The new curriculum, the NCS, 2002, was to be implemented by the same educators who were already employed by the Department. These educators had never been trained before on what and how the new curriculum, the NCS, 2002, was to be implemented in schools. The study findings were that the training and development of educators were to run concurrently with the teaching and learning in schools. As a result, the Department invited educators for training and development workshops – either during holidays and weekends – or during the week in the afternoons.

According to the study, both the selections for, and the subsequent invitations of educators to attend training and development workshops on NCS, 2002 would need to be carefully planned, organised and controlled, so that the set objective of the attainment of quality education (as a departmental output) is achieved. The planning that the study is referring to must have been informed by the needs of both the educators and the Department, so that they could be correctly responded to. All public schools educators must receive the same training that others are receiving and not rely on cascading, as information is distorted along the way, thereby defeating the objective of training and development. Training and development should be planned in such a way that the same opportunities will be given to all educators. Suitable venues should be sought by the Department, so that all the educators could be accommodated. This is also conducive to such training and development workshops.

School managers should be encouraged to allow educators in their schools to attend these training and development workshops during the proposed times and venues, as the objective is to capacitate them, so that they can become productive. School managers must request or demand feedback, in the form of reports, from those educators invited to attend training and development workshops – in order to measure the success of the training and development objectives set during the planning stages. Through this, school managers would, in turn, be checking whether the training invitations sent are being responded to by those selected educators, as some educators, although few, either do not attend or leave early during afternoon or weekend workshops. All SMTs may make this possible by constantly reminding educators, either through internal school operational policies, or by memos in their respective schools.

Indeed, selective training and development workshops, which are based on the specific selection and ultimate invitation of selected educators, are cost-effective for the Department. More educators in venues, such as hotels would mean more funds to be spent. However, this practice (selective training) compromises the good intention of the training and development of these educators in public schools. Cascading of information leads to information distortion. Budget allocation is important for meaningful and effective planning in any organisation. However, all trainers must realise that training and development must be cost effective, but should never compromise the set objectives that have to be achieved. The productivity and good performance of educators that is expected by the Limpopo Department of Education depends on the quality of training and development of educators. Any budget cut or under spending on training and development programmes will negatively affect educators' competence, excellence, commitment, good performance and productivity, and may lead to high employee (educators) turnover.

More money for the training and development of educators should be allocated, so that best quality training and development programmes for educators could be provided. The success in making funds available for the effective and efficient training and

development of educators would make it possible for all the educators to be well capacitated through well-planned and well-executed training and development programmes. All educators should be given equal training and development opportunities, regardless of the subjects or learning areas they offer.

6.3.2 Recommendations on the shortage of competent educators

The high shortage of skills in the Limpopo Province and the country could be attributed to the failure or inability of the Limpopo Department of Education to respond speedily to skills development needed by the Limpopo Province. Furthermore, the same problem could be linked to the failure in the production of competent learners in the scarce skills subjects, such as mathematics, science and commercial subjects in the public schools. As a result, very few students succeed in registering for Bachelor of Science and Bachelor of Commerce degrees at universities – because their performance in these subjects is very low. The Vhembe District is dependent on foreign competent educators, who are mostly from Zimbabwe. Most of the available local educators who qualified in these scarce skills subjects are not competent enough to be equal to the challenging work facing them.

However, over-reliance on foreign educators will not do the Limpopo Province or the Vhembe District any good. This problem should be corrected before it is too late. The possibility is that these educators will someday need to be replaced when they return back to their home countries or are repatriated. When local educators with specialisations in science and commerce retire, they will need replacement. If there would be no other qualified educators to replace them, the situation would be disastrous.

It is therefore imperative and urgent that the Department of Basic Education should consider the reopening of former Teacher Colleges that are well resourced in all the provinces, which were rationalised or closed, so that the current shortage of educators could be addressed. In these Teacher Colleges, competent and well-qualified staff

should be hired, so that educators who complete their studies in these Colleges would be capable, productive and would be able to render excellent service to the country. In order to attract talented students to register in these colleges, bursary schemes from the Department should be made available to prospective students. Currently, teacher qualifications are only offered at universities and private colleges and are failing to attract many students to this profession.

Although the Limpopo Department of Education is currently embarking on a special programme for the content subject training and development, the Continuing Professional Development (CPD) Programme, the study has found that the training is selective, but not transparent. The training and development programme only focuses on educators that are already in the system. The programme does not cater for aspiring students to become educators. However, the programme itself is good, as it helps to capacitate, strengthen and improve the performance of educators in their areas of specialisation. The programme started with the maths and science subjects. It is argued in the study that if all educators and curriculum advisors could receive this professional development, although at different times, their competency levels could tremendously improve in terms of the content knowledge of their respective subjects and their facilitation skills.

However, the numbers of the registered educators in the Centers for the CPD programme are not enough, as only 10 educators for each subject per district are registered. Because of the lack of transparency, the process is likely to be flawed by corruption and cronyism during selection, as the criteria for the selection are not made available to schools, as well as the reasons why a particular educator has been selected. Furthermore, the current focus is on mathematics, science, commerce and languages, while other subjects such as history, geography and agriculture are not being catered for.

In order to address this challenge on the shortage of competent educators in the scarce skills subjects, the numbers of educators who attend the CPD Programme should be

increased. The selection process and its criteria should be made transparent and available in all the schools within the Vhembe District. Since the training content provided by four months is inadequate, perhaps six months of intensive content training could be adequate for educators. If all the subjects are to receive the same recognition, the educator training content, the knowledge level and performance could greatly improve in the Province. The proposed number of educators who should attend these training and development programmes should perhaps be informed by the number of educators identified in each circuit in the Vhembe District, who should have been assessed and found to be in need of professional development for the purposes of capacity building in their specific subject. Such professional training and development would help to increase their knowledge level of their subjects, as well as their understanding of curriculum policies and the prescribed teaching methodology, the OBE.

In addition to this training and development programme of public school educators, the Limpopo Department of Education could also engage the services of specialists or knowledgeable lecturers on specific subject content from the universities, such as the University of Venda, the University of Limpopo, the University of Pretoria and the University of the Witwatersrand. These academic experts could also assist in the development of learning materials that would be of great assistance to educators. When a need arises, arrangements could be made by the Department and the universities, so that educators could be given special permits for them to access both libraries and laboratories of these universities. The Limpopo Department of Education should make funds available, so that educators are encouraged to register on a part-time basis for their professional development through these universities.

All these recommendations would assist in the gradual eradication of the current shortage of competent educators in public schools. In addition, perhaps government should consider the issue of the reopening of some former Colleges of Education. These colleges must be well resourced with well qualified, competent and knowledgeable trainers or lecturers, as well as well-equipped libraries and laboratories,

working in partnership with universities, so that quality professional training and development of educators would no longer be compromised. This move could help increase the dwindling number of educators, especially in scarce skills subjects. The provision of the necessary pedagogical training for the development of educators in these colleges has to take into consideration, the requirement of the new curriculum, the NCS, 2002, and its related policies, as well as the new teaching approach or methodology, the OBE, so that quality education is achieved in the Limpopo Province.

6.3.3 Recommendations on learner performance *versus* job performance

The commitment and dedication, as well as the high knowledge level of the subject content relies on the input that an educator must discharge in the execution of his or her job to improve learner performance. Low performance from learners, for example, by grade 3 learners in literacy and numeracy (as in the GET band, and grade 12 results in the FET band, as reflected in Table 4 of the study) is an indication of the need to improve job performance by the educators. The recruitment of foreign educators has failed to meet the required number of educators in the scarce skills subjects, as many vacant posts in these subjects are not yet filled because of the high vacancy rate in the Limpopo Department of Education. However, the reliance on foreign educators by the Department, as a solution to subject specialists of scarce skills subjects will never constitute a permanent solution to this problem.

The reliance on foreign educators is only a short-term solution to the shortage of educators for the scarce skills subjects like mathematics and physical science. Perhaps the Limpopo Department of Education should make study bursaries available to willing educators to register with local and other universities that provide distance education, such as University of Venda, the University of Limpopo, the University of South Africa, the University of Witwatersrand and the University of Pretoria. These career and professional development educators should be related and linked to the subject specialisation areas of the trainees, so that learners can become the beneficiaries of the qualification that the educator will obtain, as the knowledge level of the content would

have been improved. A well-qualified educator has confidence and shows a positive attitude towards the job; he/she provides quality service for quality results and enjoys job satisfaction.

All educators who receive their career or professional development through the bursary scheme via their universities of choice must show serious commitment, dedication and motivation, so that the new curriculum, the NCS, 2002 can be successfully implemented in public schools. Educators should respect and attend to all the training and development workshop programmes organised and provided for them by their trainers, the curriculum advisors. These training and development workshop programmes that the curriculum advisors, as trainers, plan for educators must be targeted and responsive to the needs of educators.

The training and development workshops that are conducted for educators must be followed by consistent school support by subject-specific curriculum advisors. The quality of support that curriculum advisors provide to educators must be informed by the monthly operational plan for support that each curriculum advisor draws up within the framework of the District operational plan. Curriculum advisors and educators, as part of the Departmental human resources, are critical components for the success of learner performance, so that quality education can be achieved.

6.3.4 Recommendations on the management of resistance to change

Although much has been written about resistance to change as a subject in management and administration books, both school-based and office-based educators were never exposed to this subject during their training and development workshops. Resistance to change is an inevitable and a common phenomenon in organisations that should be effectively managed. If it cannot be properly managed, its effects can be disastrous, as the main objective of bringing change in the organisation could be compromised.

The Department of Basic Education should have been proactive and not adopted an attitude of 'adapt or die', instead of being reactive to problems associated with resistance to change. Resistance to change must be seen as a serious educator need that should be attended to as a matter of urgency, so that NCS, 2002 can be successfully implemented. Perhaps the Limpopo Department of Education should prepare a special training and development programme or workshop whose training content does, amongst others, include dealing with resistance to change, so that their mindset can be positively changed.

All educators and curriculum advisors must be assured that their jobs are safe and guaranteed. The provision of training and development is only meant for them to be capacitated and to better understand how the new curriculum, the NCS, 2002, should be implemented via a new teaching methodology, the OBE. This approach should also involve all the school managers and the circuit managers, so that all the relevant educational policies are internalised by all the stakeholders.

There is a misconception that educators are mostly those who show their resistance to the new changes in curriculum. However, it must be the responsibility of the Department of Basic Education to take the responsibility of intensifying the advocacy of the new curriculum, the NCS, 2002, to all the stakeholders in education. More financial resources should be provided, so that the implementation of the NCS, 2002 will be successful. School managers and circuit managers must also receive these targeted training courses, so that together with educators, they are seen as drivers of change in education in the Province and District. As managers, they must respond quickly to problems that educators are experiencing that are related to resistance to change in time.

Through the monitoring of the implementation of the new curriculum, the NCS, 2002, in schools within their circuits, circuit managers must be able to quickly identify and respond to any problems, such as school infrastructure, provision of policy documents and human resources with relevant qualifications, job description, and to assist school

managers in giving guidance on how to manage and administer schools successfully. All these should be regarded as inputs that the Department should positively respond to, so that quality education can be attained by a well-trained workforce that is committed, capable and productive.

6.3.5 Recommendations on the inadequate knowledge level of facilitators

Training and development together comprise a process. Firstly, the study recommends that the Limpopo Department of Education should conduct training and development audits for its crop of facilitators and/or curriculum advisors. This would help, firstly, in identifying those facilitators or curriculum advisors who have never received generic training on the new curriculum, the NCS, 2002, and secondly, those who have received such training, but still need assistance in areas, such as the facilitation of skills; the teaching approach, as well as the OBE and training on new content in their areas of specialisation.

All these are, according to the study's conceptualised model of training and development, inputs that the Department should consider, so that when converted or addressed accordingly, tangible outputs could be achieved. The bottom line is that facilitators' needs may not be necessarily the same; hence, their knowledge level regarding the new curriculum, the NCS, 2002, is also likely to be different. Therefore, the planned training and development programme for facilitators, whose knowledge level is inadequate, should be responsive to their specific needs once these have been identified. It is perhaps important to mention that the Limpopo Department of Education had recruited trainers for the new curriculum, the NCS, 2002, from two categories of people, namely: the former college lecturers, and also educators from the public schools.

The former college lecturers were the first group that was exposed to the training and development in the new curriculum, the NCS, 2002. When a need for more curriculum advisors arose, educators from schools were also recruited to increase the number of

NCS, 2002 trainers that were available. As a result, their needs were indeed different as they all came from different backgrounds and had varying degrees of experience. But both of them needed to improve and broaden their conceptual understanding of the new curriculum, the NCS, 2002, in their specific subject content knowledge, as well as the new teaching approach, the OBE.

Secondly, it is important that the Department and the District should develop a train-a-trainer programme, whereby the recruitment is implemented of capable, competent, knowledgeable and skilful trainers. These people must have a thorough knowledge of the new curriculum, the NCS, 2002, and its implications for quality education that the country envisages. This means that careful scanning of the environmental factors, both internal and external, should be made to avoid unintended consequences that the training and development programmes could have, such as for example, resistance to change, political ramifications and attitudes. These trainers or facilitators should be provided with all the resources needed for the success of the training and development programmes.

Thirdly, after the audit has been conducted and trainers have been recruited, all the needs must be consolidated as inputs that would help in drawing up and packaging the training and development contents for the different trainees informed by their different needs. This means that the training and development of trainers to become facilitators in the training and development of other educators to become the effective implementers of the new curriculum, the NCS, 2002, must be responsive to the identified needs, so that the set objectives for training and development are met. As result, by the time that these facilitators have completed their training in the train-a-trainer programme, their knowledge level would have been improved, as they would then have been adequately trained to become competent facilitators. Cascading, as outlined earlier in the study findings, is never a solution to capacitate those trainers or curriculum advisors who did not receive training and development with others to become facilitators of the new curriculum, the NCS, 2002. Like educators, all curriculum advisors, must also receive regular continuous and professional development from the

CPD Programme offered by MASTEC Institute and its satellite centres, at Makhado, Tivumbeni and Sekhukhune.

The services of expert subject specialists from universities can also be involved, so that trainers or facilitators' conceptual and content knowledge level can be increased. A well-capacitated and knowledgeable facilitator will always earn the respect and confidence of the educators during the workshops, and also when they conduct school support programmes. For the purposes of self-development, curriculum advisors may also be encouraged to register for professional development with universities for administration and management courses that include project management. Study bursaries for curriculum advisors must also be made available by the Department.

6.3.6 Recommendations on the shortage of curriculum advisors

In the study, a critical shortage of curriculum advisors in circuits has been shown; there were only 154 curriculum advisors employed in 2010, with about 332 vacancies still not yet filled in the Vhembe District with its 27 circuits. It is the responsibility of the Limpopo Department of Education to speedily resolve this problem by making funds available, so that the vacancies available could be filled. The 154 curriculum advisors available are expected to provide training and development programmes to educators, a task too big for the few curriculum advisors in the Vhembe District in the Limpopo Department of Education. If the number of curriculum advisors is increased, the frequency of quality curriculum support of educators for the effective implementation of the new curriculum, the NCS, 2002, in schools would surely improve.

When quality and meaningful support by curriculum advisors, who are knowledgeable on educators in schools is improved, the knowledge level of the subject content of educators will also increase; thereby, benefiting learners, as their performance is likely to improve. Comparatively, the Vhembe District, according to the latest Turn-around Strategy to Improve Education in Limpopo: Basic Education and Further Education and

Training System (2011), has the highest number of educators and learners, compared with the other four districts.

The following is a table that shows the number of educators employed in the five Districts within the Limpopo Department of Education:

Table 4: Educator number per district

District	Capricorn	Greater Sekhukhune	Mopani	Vhembe	Waterberg
State-paid Educators	12687	12064	11590	13854	5723

Source (Limpopo Provincial Government. 2011: *Turn-Around Strategy to Improve Education in Limpopo: Basic Education and Further Education and Training System, Limpopo Department of Education, February 2011, Review Printers*)

As a result of the available number of curriculum advisors and the number of educators reflected in Table 6 above, curriculum advisors are currently overloaded, given the fact that they were also expected to perform other undefined tasks besides educator support, such as the monitoring roles; hence, the need to fill the vacancies in the district is important. The shortage of curriculum advisors in the Vhembe District, in particular, leads to their exploitation by the system, since their job description is also not defined – leading to them being given a multiplicity of tasks to perform – quite apart from curriculum support.

In consequence, the morale of most curriculum advisors stationed in circuits is very low. The filling of all the curriculum advisor vacancies in circuits in the Vhembe District would help in improving the quality of curriculum support that educators receive in the correct implementation of the new curriculum, the NCS, 2002. Well-supported educators, who are committed to their profession, will always go to their classes on time and teach well, so that the performance of their learners could improve. Curriculum advisors should be

encouraged to have their work plans and draw up their own intervention strategies to be used in addressing problems that are encountered by their subject educators – in order to improve the quality of their learners' performance.

6.3.7 Recommendations on training and development evaluation

Training and development comprise a process that should, if properly planned, unfold in stages. An evaluation is a final and important stage in planning that gives emphasis to what has been implemented. Any claim on the success or failure of the training and development programme of educators for the correct implementation of the new curriculum, the NCS, 2002 should be based on the findings that serve as feedback. The negative attitude and resistance to change that has been found in the study findings through the responses that educators gave in the questionnaire should have been identified immediately after the workshops were conducted. This would have created an opportunity to plan for targeted training in responding to the needs that could have been turned into inputs to inform the training and development contents. The whole process is cyclical, until the training and development objectives are met. Such an approach is relevant to both facilitators and curriculum advisors, as well as to educators as stakeholders of the training and development programmes planned by the Department.

The conceptualised training and development model that the study proposes also provides an evaluation stage, a feedback that should come after an assessment of the attained outputs has been conducted. The advantages of conducting an evaluation of the training and development of public schools educators regarding the implementation of the new curriculum, the NCS, 2002, are twofold. Firstly, the training and development of educators in the implementation of the new curriculum is evaluated, in order to find out the extent to which the trainees have mastered the skills and knowledge needed for the new curriculum, the NCS, 2002, for the achievement of excellence in the provision of quality education to improve learner performance. Secondly, the training and development programme must be evaluated, in order to find out whether trainers and/or curriculum advisors have effectively and efficiently succeeded in achieving the set

training and development objective for the implementation of the new curriculum, the NCS, 2002.

In order to provide a meaningful evaluation process in the training and development programme that has been provided to educators, evaluation sheets can be prepared in the form of a questionnaire. All the stakeholders involved, namely the trainers and trainees should be covered in the questionnaire. These questionnaires should be distributed to all the educators at the end of each training and development programme. Each educator should respond to and hand back his or her responses, so that all the different responses can be consolidated and analysed.

Since all areas that need attention for further retraining (as training content) were identified earlier, a plan for a special retraining and development programme to address all the identified challenges should be available. The identified training and development needs from the evaluation sheet (questionnaire), together with the school support findings from schools by curriculum advisors must be combined. The training and development workshop subsequently planned becomes responsive in addressing the identified training and development gaps and challenges that educators and the curriculum were facing during the implementation of the new curriculum, the NCS, 2002, in schools. As a result, such training and development planned, and ultimately presented becomes targeted with its specific content. This could be either generic or subject specific.

Besides the evaluation questionnaire that focuses on the training and development workshop programme, school managers must also play their part in evaluating educator performance in their respective school, after they have attended training and development workshops. However, only well-trained school managers on curriculum management would be able to conduct effective evaluation. It can be argued that school managers should also receive training and development in the effective management of the implementation of the new curriculum, the NCS, 2002. Perhaps every training and development that is planned should be preceded by school managers' training that has

been designed to outline the role that school managers should play in the management and evaluation of the envisaged training and development educators are about to receive.

In this case, this would be on how the new curriculum, the NCS, 2002 and its OBE approach are to be implemented in public schools – in order to achieve quality education in the Limpopo Department of Education. This means that school managers must also develop their own evaluation tool that focuses on curriculum delivery in schools. An evaluation form or tool that is prepared would assist school managers with specific areas related to curriculum delivery. The findings thereof would also provide internal school support by the SMTs of the educators during curriculum delivery. An informed school support on subject- specific matters by curriculum advisors would help by addressing any identified challenges immediately with the affected educators. However, if there are problems that cannot be addressed during the school visits, and these are common, special subject meetings or workshops at circuit or cluster level in the District can be arranged for the affected educators.

6.3.8 Recommendations on subject allocation and workload

The study has found that, amongst other factors, the shortage of educators, as well as management and planning skills in some school managers and their SMTs contribute to high educator workloads regarding subject allocation in public schools, a move that negatively affects educator performance. This situation is exacerbated in public schools that have low learner enrolment figures, since the provincial educator-learner ratio is 1:32. In such an environment, achieving the successful implementation of the new curriculum, the NCS, 2002, would unfortunately be compromised.

The success of the implementation of the new curriculum, the NCS, 2002, is dependent on the availability of capable, competent and committed educators to fulfill the constitutional mandate for the provision of quality education. It is recommended in the study, that the vacant educator posts available in public schools be filled, so that the

high workload and subject allocation that the currently employed educators are burdened with could be lessened. A reduced educator workload in a well-resourced school makes the application of an OBE approach emphasising learner involvement, easy. The Limpopo Department of Education should, as an emergency measure, provide mobile classrooms, while engaging in long-term planning for the provision of classrooms, libraries and laboratories.

In order to maximise educator attendance in the organised NCS 2002 workshops, training and development workshops planned for educators in the Vhembe District should be well coordinated and planned, to minimise clashes of subjects when workshops are conducted for those educators who are allocated more than two subjects or learning areas in their schools – either in the same or different grades. In order to avoid these clashes, the study recommends that each subject-specific workshop could be allocated a specific day or days, either during the afternoon or weekend workshops, to avoid clashes. This kind of planning arrangement could be made possible by conducting an audit of subject allocation within the circuit, and also within the cluster of circuits in the Vhembe District. The audit findings should, therefore, be analysed and consolidated for each school. All the school managers should then submit them to their respective circuits, which must then hand the information or audit about the educators to the District for an informed planning and co-ordination of the subject-specific NCS, 2002 workshops. All the NCS, 2002 District workshops that are planned should be informed by these audit findings. All the District operational training and development plans that are drawn up for the NCS, 2002 training and development workshops of educators must be skillfully done, so that possible clashes between the various workshops should be avoided or minimised wherever possible.

Regarding the distribution of subjects to be taught in schools, all subject allocations should be informed by the specialisation of the educators, so that their potentials are successfully maximised. Above all, school managers and their SMTs must encourage educators to choose subjects in which they have an interest, and in which they have received specialised training and development. Such an approach would help reduce or

minimise changes in the subject allocation and the reduction of workload. This kind of good practice may, if applied, improve job satisfaction, increase the level of commitment and promote a more positive attitude and love of the subject in educators.

6.3.9 Recommendations on the moratorium impact on training and development

Although a change in curriculum matters is a process that involves the availability of financial resources, its success depends on serious financial planning, which the Department should always take into consideration. The success of the implementation of the new curriculum, the NCS 2002 in this regard, is a process that requires careful planning on budget matters, so that the training and training objectives are met. It can be argued that the moratorium circular for austerity measures that the Limpopo Department of Education issued has ultimately affected educator training and development programmes that are important for the correct implementation of the NCS 2002. The study further argues that the issuing of the moratorium by the Department revealed that there was either an underestimation of the funds needed for the training and development of educators for NCS 2002 – or merely a serious case of maladministration of funds.

It can be recommended that an activity budgeting system may be relevant in this regard, whereby every training and development activity of educators for the correct implementation of NCS, 2002 is carefully budgeted for, based on the available human resource that would be receiving these training and development workshops. The Limpopo Department of Education should request Districts to submit their budget assessments that are informed by their planned training and development activities. After the implementation of each planned training and development programme, an evaluation should be conducted to assess whether the training objective has been achieved within the allocated budget. As a result, budget planning in the Department should be used as an important control measure in the effective and efficient implementation of the new curriculum, the NCS, 2002 in achieving quality education.

The effective implementation of the new curriculum, the NCS, 2002, in public schools needs a well-trained workforce that should avoid wasteful and fruitless expenditure during the provision of training and development programmes of public school educators. Although training and development constitute an expensive process, there is a need to be cost effective. However, the allocated funds should never be underspent, as the study has found – in the case of the Vhembe District on funds allocated for educator development – that this may compromise quality training and the development needed for educators to achieve quality results.

Quality education depends on the provision of quality training and development of educators who are to be capacitated, committed and productive when performing their tasks in their schools. It is against this background that it could be argued that immediately after the austerity measures were enforced, thorough investigation on the factors that lead to the exhaustion of training and development funds should have been conducted, so that corrective measures could have been taken. The success of curriculum delivery depends on a well-trained workforce that is well-resourced. Good financial planning by competent staff for training and development would provide value-for-money training and development programmes for the educators. An adequately budgeted training and development programme that is effectively and efficiently implemented with adequate time should be given to trainers and curriculum advisors, so that the implementation of the new curriculum, the NCS, 2002, can be successful.

A five-day intensive training and development programme that is used fruitfully can be more beneficial to educators than several afternoon and weekend workshops that most educators do not take seriously. Money well spent always yields good results. The study reiterates the point that the austerity measures that lead to the moratorium were an indication of the budget planning that had gone wrong, and should have been seriously investigated for control purposes internally, so that future training and development would not be compromised. As a result, all unlawful, fruitless and unauthorised expenditure should be quickly detected, so that corrective measures could have been taken.

6.3.10 Recommendations in relation to the conceptualised model for training and development

The study has outlined that the training and development of public school educators for the correct implementation of the new curriculum, the NCS, 2002, in the Limpopo Province did not take place without challenges. It is, therefore, the responsibility of the Limpopo Department of Education, as well as of the educators, to ensure that all the identified challenges in the study – both from the Department and educators' perspectives – are adequately addressed. The success of the training and development of public schools educators in the correct implementation of the new curriculum, the NCS, 2002, depends on these stakeholders, most importantly on the training model that they adopt.

It is against this background that a model is proposed and recommended in the study that could assist in the training and development of public schools educators in the effective implementation of NCS, 2002. It could be argued therefore, that the proposed model, the conceptualised systems model for training and development could, if adopted, be of great assistance in the achievement of quality education. However, the success of the proposed model needs the commitment and dedication of all the stakeholders, so that its relevance in the provision of effective training and development is maximally realised.

The planned provision of training and development to educators by the Department does not take place in a vacuum. The proposed model should be applied, taking into consideration all the internal and external environmental factors that are likely to influence the success of the provision of training and development in the new curriculum. The outputs that the model seeks to achieve are dependent on the inputs that both the Department and the educators bring into the system, so that they are converted into the intended outputs; in the case of the study, this would be the achievement of quality education. However, the constant re-evaluation of each training workshop has to be taken, in order to get feedback and to take the necessary corrective measure, by providing targeted training where necessary. The achievement of quality

education will therefore be in line with the constitutional mandate that the Department carries, as was stated in Chapter Two of the study.

It could be argued that since educators are at the coalface of curriculum delivery in schools, their training and development in the correct implementation of the new curriculum, the NCS, 2002, is of great importance to the Department. The planned training and development of public schools educators, as carried out in the context of the provided model should be responsive to their needs. Above all, all the resources that are needed for a successful training and development programme must be provided by the Department, so that the new implemented curriculum becomes successful. The provision of resources includes both physical resources, such as funds and human resources as well. The recruited human resources needed to fill the vacant positions in public schools within the Vhembe District must be qualified and competent.

The above critical discussion on the suggested recommendations, based on the study findings and challenges identified conclude that, apart from the contributing factors from both the trainers and trainees, there are systemic factors that have negative impact on the achievement of the training and development objectives. As a result, a conceptualised systems model for the training and development of educators has been proposed in the study. This is regarded as a possible vehicle in providing effective and efficient training and development of educators for the NCS, 2002 curriculum.

6.4 Conclusion

As a developing country, South Africa's sustainable economic development and good governance depend mainly on the type and quality of the education system that the country provides to its people. The implementation of the new curriculum, the NCS, 2002 is aimed at improving the quality of education in South Africa. As a result, the success of the implementation of the new curriculum is centred on the provision of the effective training and development of educators in this policy-driven educational transformation. Apart from the development of learners' skills and knowledge, the NCS, 2002 seeks to promote the values embedded in the Constitution of the country and the

development of each learner's potential as an active citizen. These fundamental values include, amongst others, human dignity, equality, human rights and freedoms, non-racialism and non-sexism, the supremacy of the Constitution of the Republic of South Africa.

However, the provision of training and development of educators for the correct implementation of NCS, 2002 has not taken place without challenges. The new curriculum is expected to demonstrate their professional judgment, curriculum expertise, teaching expertise, as well as management and administrative skills. All these have to be carried out in the interests of the learners in their respective schools, the society and the entire nation of the Republic of South Africa. The challenges that the study identified include a serious shortage of curriculum advisors; a shortage of educators caused by the closure of Teacher Training Colleges in the Limpopo Province and in other provinces; unfilled vacancies in schools and those of curriculum advisors; inadequate time allocated for training and development; policy layering, as indicated by the report of the Task Team for the Review of the Implementation of the National Curriculum Statement; inadequate knowledge levels on the subject content of the educators; a negative attitude and the shortage of mathematics, science and commercial subject educators.

In order to ensure that the training and development process for the implementation of NCS, 2002 in the Limpopo Department of Education becomes successful, the study has proposed a conceptualised systems model that could be applied in the training and development of educators, without overlooking the internal and external environment influencing the implementation process. It has been argued in the study that all the stakeholders involved must be willing and committed to the success of the new curriculum implementation.

The stakeholders that are referred to in the study include educators, trainers and the Department that also provides all the resources needed for the implementation of the new curriculum. The resources include, amongst others, the human resources and

finances – so that all the training and development activities are successfully carried out. The training and development of educators must be provided by trainers and curriculum advisors who have a deep understanding of the new curriculum and its policies. In order for trainers to earn the trust and confidence of educators, such trainers must be able to demonstrate that they are knowledgeable enough with NCS, 2002 and its related policies. The implementation of NCS, 2002 by educators in public schools is a process that should be effectively supported and managed by curriculum advisors, circuit managers and supervisors, such as principals, so that challenges that educators encounter in the course of their duty could be speedily resolved. If educator performance could be effectively managed, quality results in the Limpopo Department of Education generally, and the Vhembe District in particular, could be attained.

Although performance management is not the focus of the study, it could be argued in the conclusion of this study that perhaps further study research on factors that contribute to performance management within the Department could be undertaken. It has been constantly been argued in the study that the State has a Constitutional obligation, in Section 29 of the Constitution, to provide the right to a basic education to its entire people.