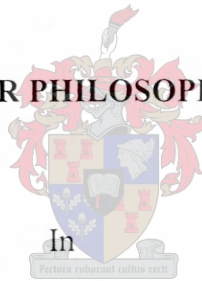


**AN EVALUATION OF THE DESIGN AND IMPLEMENTATION OF AN
OUTCOMES-BASED EDUCATION BUSINESS STUDIES BRIDGING
PROGRAMME**

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Summary

Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature:

Date:

Summary

South Africa's education and training policy legislates that in order to be formally accredited all South African education and training programmes should be outcomes-based. The design and implementation of outcomes-based programmes can be a complex process and there are few exemplars. This study examines the design and implementation of the *Ready for Business* programme. The *Ready for Business* programme was designed to assist Grade 11 and Grade 12 learners from disadvantaged backgrounds to gain the necessary knowledge, skills and values to succeed in higher education business studies. The programme was piloted by the *Siyabona Education Trust* as a Delta Foundation project from 1997-2000.

This study outlines the move towards outcomes-based education within a South African context. It specifically focuses on Spady's (1994) theory of transformational outcomes-based education and how this can be translated into practice within a South African education and training context. This study applies a programme evaluation approach within a constructivist-interpretive paradigm to assess the effectiveness of the design of the *Ready for Business* programme and its implementation by the *Siyabona Education Trust*. Essentially, the evaluation follows the principles of fourth generation evaluation. Data is gathered from the programme stakeholders through individual interviews, group interviews and questionnaires. A final group interview with stakeholders provides the foundation for further refinement of the programme. The researcher makes recommendations for improvement of the design and implementation of the programme based on the findings of the study.

Opsomming

Suid Afrika se onderwys- en opleidingsbeleid vereis dat alle onderwys- en opleidingsprogramme uitkomsgebaseerd moet wees ten einde formeel geakkrediteer te word. Die ontwerp en implementering van uitkomsgebaseerde programme kan 'n komplekse proses wees. Daar bestaan egter min nasionale modelle. Die *Ready for Business* model is ontwerp om Graad 11 en Graad 12 leerders, van voorhen agtergeblewe gemeenskappe te ondersteun om hulle in staat te stel om die nodige kennis, vaardighede en waarders aan te leer ten einde suksesvol te wees in hoër onderwys besigheidstudies. Hierdie model is tussen 1997 en 2000 geloods deur die *Siyabona Education Trust* as deel van 'n projek van die Delta Stigting.

Hierdie studie skets die beweging tot uitkomsgebaseerde onderwys binne 'n Suid Afrikaanse konteks. Dit fokus spesifiek op Spady (1994) se teorie van transformatoriese uitkomsgebaseerde onderwys en hoe dit geïmplementeer kan word binne die Suid Afrikaanse onderwys- en opleidingsbeleid. Die studie pas 'n evalueringsprogram binne 'n konstruktivistiese paradigma toe om die effektiwiteit van die *Ready for Business* program en die implementering daarvan te bepaal soos geloods deur die *Siyabona Education Trust*. Die evaluering geskied primêr volgens die beginsels en vierde generasie evaluering. Data is bekom deur beide individuele en groeponderhoude, asook deur vraelyste. 'n Finale groeponderhoud met die rolspelers lê 'n verdere verfyning van die program ten grondslag. Gebaseer op die bevindinge van die studie, maak die navorser gevolglik voorstelle vir die verbetering van die ontwerp en implementering van die program.

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List of acronyms and abbreviations

C2005	-	Curriculum 2005
DoE	-	Department of Education and Training
GET	-	General Education and Training
GETC	-	General Education and Training Certificate
ETQA	-	Education and Training Assurance Body
FET	-	Further Education and Training
FETC	-	Further Education and Training
NSB	-	National Standards Generating Body
NQF	-	National Qualifications Authority
OBE	-	Outcomes-based Education
OBET	-	Outcomes-based Education and Training
POE (s)	-	Portfolio(s) of Evidence
RFB	-	Ready for Business
RPL	-	Recognition of Prior Learning
SAQA	-	South African Qualifications Authority
SETA	-	Sectoral Education and Training Authority
SGB	-	Standards Generating Body
VBET	-	Video-based Education and Training

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The term “outcomes-based education” has been used in South African educational policy and related documents since 1995. The term appears in policy documents that refer to all of the South African National Qualifications Framework’s (NQF) bands of education and training {examples include *C2005: Towards a Theoretical Framework* (RSA, DoE, 2000c), *A Programme for the Transformation of Higher Education* (RSA, DoE, 1997a), *Regulations under the SAQA Act of 1995* (RSA, 1995), *Discussion document on the Further Education and Training Certificate* (SAQA, 2000b)}. These documents also make reference to specific and/or critical outcomes.

The South African Qualifications Authority (RSA, 1998) regulates that a system of unit standards will include both specific and critical outcomes [7(1) & 7(2)]. The Department of Education’s Curriculum 2005 (C2005) Senior Phase Policy document (RSA, 1997b:31) states that “South Africa has embarked on transformational outcomes-based education. This involves the most radical form of an integrated curriculum. This most radical form implies that not only are we integrating across disciplines into Learning Areas but we are integrating across all 8 Learning Areas in all educational activities”.

The concept of outcomes-based education, however, remains fairly undefined and the documents tend to provide a broad framework for the design of learning programmes rather than a clear guide on how to put theory into practice. Bellis (SAQA, 1997c:6) states that “in most areas of human life, policies and processes, systems and structures, activities and behaviours are largely determined by the meaning given to central concepts and issues, whether consciously articulated or not”. He outlines the difficulties experienced in the different meanings attached to the term “outcome” as used in South African documents as well as terms that seem to be used interchangeably, for example, ‘outcomes’ and ‘competencies’. There appears to be little commonality of understanding regarding the reference to outcomes-based education and related concepts. There is also no real

explanation of what type of outcomes-based approach the various education and training authorities are adopting.

This is not just a South African dilemma. O’Niel (1994:2) perceives that “one reason OBE has sparked differences of opinion is that many people, even within the camps of proponents and opponents, define the term differently”. Manno (1994:16) confirms this when he says “there is fundamental confusion over the meaning of the word outcomes”. There is also confusion about how to design learning programmes that authentically reflect outcomes-based education philosophies and principles and that genuinely develop the SAQA critical outcomes.

Some of the confusion relating to outcomes-based education seems to be linked to its various categories. Spady (1994), a primary architect of outcomes-based education and specifically transformational outcomes-based education, distinguishes between three forms of outcomes-based education: traditional, transitional and transformational outcomes-based education.

Spady (1994) describes transformation outcomes-based education as educational planning and implementation emanating from careful examination of life’s dimensions (life roles) and conditions. This information redefines and restructures traditional education structures and processes that are incompatible with those conditions. This differs significantly from traditional outcomes-based education which has limited impact and tends to focus on developing specific outcomes in a short period of time. According to the C2005 review committee report “traditional outcomes-based education encompassed negative elements of education, such as rote learning, subject divisions, content-based knowledge and summative assessment. Transformational outcomes-based education emphasised the opposite: learning shaped by outcomes, integrated knowledge and formative assessment” (RSA, 2000b:11).

Transitional outcomes-based education provides a more integrated approach than traditional outcomes-based education but lacks the life role focus of transformational outcomes-based education.

Spady has expressed concern about the form of outcomes-based education that is being applied in South Africa. The C2005 Review Committee report (RSA, 2000b:11) presents Spady’s view in the following way: “the progressivist, learner-centred principles of outcomes-based education in C2005 are not new in South Africa ... the name, form and

shape taken in recent years are however new. Amongst the most powerful in shaping it is Bill Spady, an American educationist who now distances himself from what passes for outcomes-based education in South Africa". According to Spady, South Africa is adopting, at the most, a transitional outcomes-based approach and needs to rework much of what is happening in education and training in order to follow a transformational outcomes-based approach.

In addition to the different types of outcomes-based education Killen & Spady (1999:1) also highlight essential principles of outcomes-based education curriculum design:

"There are many different approaches to curriculum design, but those that are consistent with the basic principles of outcomes-based education have certain distinctive characteristics. Most importantly, these design procedures are intended to produce curricula that embody the following ideas: the intended student learning outcomes guide all other aspects of the curriculum, learning focuses on the application of knowledge, flexible approaches to teaching and organisation are used to help students learn [and] assessment is authentic".

The essence of these principles is in what Spady (1994) terms the four key principles of outcomes-based education. These are: (i) clarity of focus of culminating outcomes of significance, (ii) expanded opportunity, (iii) high expectations for all to succeed, and (iv) design down.

Spady considers the strength of the South African education and training framework to be the SAQA critical outcomes (Appendix one). In his view, if these critical outcomes are systematically designed into every education and training programme, then a form of transformational outcomes-based education will be actualised. Spady and Killen (1999) have developed a planning matrix to facilitate this integration and design down process within the South African education and training context. This matrix links the SAQA critical outcomes to life roles.

In addition to the above conceptual complexities of designing and implementing outcomes-based education and training programmes, programme architects (Bitzer, 2000) and implementers are faced with many other challenges. These include issues such as

assessment, multi-level classes, recognition of prior learning and catering for individual learning approaches and needs.

Criterion-referenced assessment is an integral component of any outcomes-based education programme. It is also one of the biggest challenges for the effective implementation of outcomes-based education. Aschbacher, Herman & Winters (1992:12) highlight the need to focus on assessment within the new education paradigm when they say “new visions of effective curriculum, instruction, and learning demand new attention to systematic assessment”.

In the context of the outcomes-based paradigm learners require expanded opportunity to practice, receive feedback on and master outcomes. As learners progress throughout the programme, so the complexity of context in which outcomes are demonstrated needs to increase so that learners can demonstrate outcomes in “real-life or similar contexts. This provides a challenge for any programme architect. Herman, Aschbacher & Winters (1992) and Wiggins (1998) provide a theoretical basis for alternative forms of assessment consistent with outcomes-based education programme design. A formative and summative assessment approach is such an alternative and forms an integral part of any learning programme design. The programme architects need to know what they will assess in order to design appropriate assessment and feedback opportunities and methods.

The above factors theoretically constitute the design of an effective outcomes-based education programme. The proof of the effectiveness of the design is, however, in the extent to which the learners achieve a programme’s learning outcomes. This also has to be weighed against the question of whether or not a programme ultimately achieves its goal and the interpretation of the programme’s effectiveness by the programme stakeholders. Therefore, this study will provide an evaluation of the *Ready for Business* learning programme’s outcomes-based education design strengths and weaknesses upon implementation, as well as an overview of the supportive resources and administrative procedures needed to complement such a design.

1.2 THE RATIONALE FOR THE STUDY

South African education policy promotes an outcomes-based education approach. Programme architects are faced with numerous dilemmas such as (i) how to design authentic outcomes-based learning programmes; (ii) how to ensure integration and synergy within these learning programmes and with other learning programmes; (iii) how to ensure that these programmes are based on contemporary educational theory and trends; and finally (iv) to ensure that these programmes achieve their intended objectives or outcomes.

There are few national examples of how to design such programmes. International experts such as Spady and Killen have worked with South African institutions and organisations in an attempt to develop some programme exemplars. Killen & Spady (1999:1) state that “because educational institutions have little scope to operate outside this system, it is important that curriculum designers understand the implications of what SAQA is requiring of them and that they are able to translate SAQA’s guidelines into effective curriculum design and delivery”. SAQA does not perceive its role to extend to the area of programme design. The primary role of SAQA is considered to be that of standards setting and quality control. Service providers must design their own programmes from the unit standards or policy documents (for schooling) based on their level of understanding of how to operationalise outcomes-based education.

Many programmes tend to mention the critical outcomes but focus on developing specific outcomes – which tends to emulate a more traditional outcomes-based approach. Providers offering programmes outside of institutions are finding the task equally if not more complex, as they need to ensure that their programmes are of high quality and yield the appropriate educational results leading to SAQA accreditation. Deacon & Parker (1999:72) stress the need for the translation of well designed, effective learning programmes: “the road to successful transformation does not lie in the learning outcomes that are registered on the NQF (or contained in Curriculum 2005). These are formal statements that are no more than signposts or targets. It is in their translation into learning programmes, into the daily curricular practices of teachers and learners that transformation will (or will not) occur”.

It is important to ensure that the goals and vision of education are not lost in a training paradigm that simply focuses on developing micro outcomes reminiscent of traditional

outcomes-based education. Mc Grath (1998:117) cautions against this when he says that “pedagogical practices can ossify into new orthodoxies after a major curricular reform or they can continue largely along old paths that serve to subvert the critical dimensions of the reforms”. Thus, newly designed learning programmes should not just have the window dressing of outcomes and be shaped to fit unit standards or fit into a whole qualification framework, but should truly reflect transformational and progressive educational practices and principles.

The *Ready for Business* Programme has the vision of preparing learners from disadvantaged backgrounds for higher education business studies. The programme is positioned at level four on the National Qualifications Framework (NQF) and ultimately aims to form part a Further Education and Training (FET): business, commerce and management qualification. The programme, piloted over a four-year period that commenced in 1997, is substantially different today compared to what it was two years ago. This is primarily due to input by Spady on the programme design process.

The programme initially resembled a transitional rather than a transformational form of outcomes-based education. Spady worked extensively with the programme architects during the latter part of 1999 to redesign the programme to fit a transformational outcomes-based design. The programme design is now based on life roles and exit outcomes and modeled on the matrix proposed by Spady and Killen as a means of designing a programme on the SAQA critical outcomes. Spady has described the programme in the following way:

“the Siyabona Project’s (now renamed *Ready for Business*) focus on preparing young people to enter high-level business training directly addresses South Africa’s widely declared need for greater entrepreneurship. The project’s current outcomes framework, curriculum, and instructional method make it one of the prime examples of ‘doing OBE right’ in the country. It has the rare combination of relevance, rigour, and innovation that is desperately needed in education today” (Siyabona Programme Overview, 1999:1).

The *Ready for Business* programme provides an exemplar of how to operationalise the philosophical principles of transformational outcomes-based education within a South African context. The programme demonstrates how to move from a conceptual to a practical

implementation level within a transformational outcomes-based context. Detailed programme modules have been designed to fully operationalise the programme framework. The programme in its present form was piloted with a group of 150 selected Grade 11 and Grade 12 learners during the year 2000 by the Siyabona Education Trust. The programme is presently also being piloted (in an amended format) within a business adult learning context at *Spar* as the “foundational” component of the National Drivers’ Qualification.

The *Ready for Business* programme provides a practical example of how to operationalise transformational outcomes-based education. An in-depth description of this programme design linked to theory together with an evaluation of the programme as implemented by the Siyabona Education Trust will provide a design and an implementation guide for interested South African educators.

As Cronbach cited in Shaw (1999:83) states: “... an evaluation of a particular project has its greatest implications for projects that will be put in place some time in the future”. Thus the evaluation of the implementation of a transformation outcomes-based designed programme is crucial for the improvement of design and delivery of future programmes.

1.3 THE PURPOSE OF THE STUDY

This study outlines the theoretical principles and processes involved in designing a transformational outcomes-based programme and examines the effectiveness of this model through an evaluative case study. The case study focuses on the strengths and weaknesses of the learning programme design when implemented in a specific context and only briefly touches on other aspects of the programme implementation such as management, funding, administration, and so on. Recommendations for design improvement are made and a framework for the design and implementation and evaluation of similar outcomes-based programmes is documented.

1.4 OVERVIEW OF THE RESEARCH APPROACH AND METHODS

This study was conducted within a constructivist-interpretive paradigm (Denzin & Lincoln, 1998) and took the form of a programme evaluation. The paradigm is constructivist-interpretive as meaning is constructed through interaction with the programme stakeholders and engagement with programme documentation and records, and is interpreted within a specific framework. Denzin (in Denzin & Lincoln, 1998:318) defines the constructivist paradigm by stating that “if the paradigm is constructivist, the writer will present a text that stresses emergent designs and emergent understandings”.

The analysis of the effectiveness of the programme design is conducted within an actual implementation context. The study used a programme evaluation approach within the interpretive-constructivist paradigm. The aim of the study, as mentioned previously, was not to evaluate all aspects of implementation of the programme, but to focus on the design of the learning programme according to the principles of outcomes-based education and to evaluate the effectiveness of this in action. The emphasis was on how the product (the learning programme or curriculum) embodies the principles of outcomes-based education and facilitates the achievement of specified outcomes. Weiss (1998:9) states that “although outcomes were the original evaluative focus, evaluation questions now deal not only with outcomes but with the process of the program, too – what is going on. Evaluators need to study what the program actually does”. Thus, an evaluation of whether or not a programme meets its outcomes is not sufficient - other process and design factors also need to be evaluated.

Posavac and Carey (1997) differentiate between four types of evaluation: (i) the evaluation of need, (ii) the evaluation of process, (iii) the evaluation of outcome, and (iv) the evaluation of efficiency. This study will focus on the evaluation of process and outcome within the context of a particular case.

The case study is applied to the stakeholders of the Siyabona Education Trust who have implemented the *Ready for Business* programme in its current form during 2000 and are continuing to implement the programme in 2001.

Qualitative data collection methods are best suited to an interpretive-constructivist paradigm and evaluation approach (Guba & Lincoln, 1989). Denzin & Lincoln (1998) see qualitative research as a way of collecting detailed data that provides insight into particular issues resulting in a link between a qualitative approach and the constructivist paradigm.

“Qualitative research is endlessly creative and interpretative. The researcher does not easily leave the field with mountains of empirical materials and then easily write up his or her findings. Qualitative interpretations are constructed” (Denzin & Lincoln, 1998:29).

This approach allows for rich descriptive data to be collected through various measures. This data provides valuable insights into how the programme’s design process facilitates or hinders quality learning and the development of identified outcomes. It also provides recommendations for improvement of the design and implementation of the programme that can inform other transformational outcomes-based programmes.

1.5 RESEARCH OUTLINE

The literature review contextualises outcomes-based education within the South African education and training arena and provides an overview of the theory and a description of the process of outcomes-based education curriculum design. This is followed by a discussion of the research approach and methods. The first phase of the study entails a brief description of the design process, and structure of the *Ready for Business* programme (curriculum and related materials) based on the key principles of transformational outcomes-based education. This information is obtained from programme records and interviews with the programme developer and the programme co-ordinator. This phase also involved the design of questionnaires to be administered to learners and to facilitators. A framework was developed to guide the construction of interview and questionnaire questions and to ensure that the focus of the study was maintained (see Diagram 3.2, p.53).

The second phase of the study is an evaluation of the curriculum and related materials of the programme as implemented by the Siyabona Education Trust. The emphasis of the evaluation is on the extent to which the programme is designed according to the four

principles of outcomes-based education. Questionnaires were administered to facilitators and learners, and group interviews were conducted with Grade 11, Grade 12 and those learners who had completed the programme in the year 2000.

Phase three entails a synthesis of the information gathered in phase one and two of the research in the form of tables. Key questions were identified and a final interview was conducted with the programme co-ordinator to ensure credibility through member checks (Guba & Lincoln, 1989). Problem areas were addressed and possible solutions discussed with the stakeholders during this final interview. This information was then translated into final recommendations for future improvement of the programme.

1.5.1 Data collection

Methods of data collection included questionnaires, in-depth interviews, group interviews, and observation of 'teaching' sessions. All interviews were recorded and transcribed. In-depth interviews were conducted with one of the programme developers and the programme co-ordinator. Group interviews that allowed for discussion of issues relating to programme design and implementation were conducted with sample groups of Grade 11 and Grade 12 learners and a group of learners who had completed the programme in 2000. A questionnaire was distributed to and completed by all of the programme facilitators as well as by the learners before their group interviews. The debriefing of the observation sessions was guided by questions that allowed for the facilitator to reflect on the session design and the learning process.

The information gathered from the initial phase of the study was analysed and presented in a culminating interview to a group of programme facilitators and the programme co-ordinator for further discussion of key issues.

Castelloe (in Marshall & Rossman 1999:161) when evaluating the "Learning Together" program used the primary data collection techniques of "in-depth interviewing, observational methods, and focus group interviews" [and] "he created several strategies to include participants in the research decision-making process. For example, he developed interview questions in collaboration with program administrators, program staff and community members and asked them to provide feedback on data transcripts". This allowed for valuable

input by the skilled group of facilitators, while at the same time providing them with programme evaluation criteria and limiting researcher bias. It is also compliant with the methodology of fourth generation evaluation (Guba & Lincoln, 1989) and has been applied to this study.

The position and the involvement of the researcher with the programme is described and clarified in order to highlight any possible subjectivity. The “insider” position of the researcher was, however, viewed as a strength of the study. The study applies the fourth generation evaluation parallel principles of creditability (validity), dependability (reliability) and confirmability (objectivity) to determine validity, reliability and objectivity. The principle of triangulation (Denzin, 1978) is applied where data is collected from a variety of sources and through different methods and then crosschecked. Triangulation is used in this study in the sense that findings can be judged valid when different and contrasting methods of data collection yield identical findings on the same research subjects. Thus, the views of the stakeholders are verified by each other to ensure that the researcher’s perspective does not dominate. In order to further safeguard against the researcher “imposing a world of meaning on the participants” (Patton, 1990:398), observations and focus group discussions were structured in a manner so as to accommodate alternative explanations (Marshall & Rossman 1999) and emerging issues and theories. This is especially evident in the culminating interview with programme stakeholders.

1.5.2 Data analysis

The initial interview questioning framework (Diagram 3.2, p. 53) provides a basic structure for the analysis of the research data. Initial data was presented in three broad categories linked to the key principles of outcomes-based education. Data is analysed through the generation of categories, themes and patterns and then key questions for the final interview are determined. A process of inductive analysis based on a typology of outcomes-based education programme design forms the basis of the analysis of the research data obtained. Dominant themes that are reinforced and discussed by the programme stakeholders form the basis of the recommendations made in Chapter Six.

1.6. CONCLUSION

This research cannot be seen as an end in itself, but is rather part of a process to gain a more in-depth understanding of the design and the implementation of effective outcomes-based education in South Africa. Continuous, rigorous evaluation of education and training programmes against contemporary education and training theory is imperative if we are to continue provide quality learning. The *Ready for Business* programme has adhered to a process of action learning and research since its inception in 1997. It provides a model for other programmes, not necessarily showing how to do everything right, but how to be committed to continuous programme introspection and improvement.

Chapter Two provides an overview of the South African education and training policy with specific reference to the introduction of outcomes-based education and training practice. Authentic learning and assessment practices complementary to outcomes-based education and training are also discussed.

CHAPTER TWO

LITERATURE STUDY OF OUTCOMES-BASED EDUCATION POLICY AND PRACTICE

2.1 INTRODUCTION

When examining curriculum design and the implementation of curriculum within a programme context a number of interrelated educational theories, perspectives and issues need to be considered. This chapter begins with a brief discussion of the terms “curriculum” and “programme” in order to provide an understanding of how they are used in this research. Outcomes-based education is defined differently by different educators and trainers. These various perspectives of outcomes-based education are discussed together with an overview of how outcomes-based education has evolved within the South African education and training framework. The process of developing an outcomes-based curriculum is documented with particular focus on transformational outcomes-based education and the work of Spady (1994).

As the field of education is broad a number of aspects are interrelated and consequently answer different questions. The ideal focus of any educational programme or curriculum is on quality learning. Thus, while a good curriculum may be in place, the translation of the curriculum into practice is key to establishing the foundation for successful learning. This is particularly relevant to a programme such as *Ready for Business* that has developed modules and an operational structure to accomplish a transformational outcomes-based curriculum framework. It is therefore necessary to touch briefly on issues that relate to quality education programme delivery. These issues include authentic assessment, learning theories, constructivism, teaching methods and activities and instructional design. It is not within the scope of this research to explore all of these issues in depth, so the purpose of this chapter is to provide an illustrative overview rather

than comprehensive examination of the concepts and practices relating to outcomes-based education.

2.2 THE CONCEPTS 'PROGRAMME' AND 'CURRICULUM'

The terms 'programme' and 'curriculum' are used interchangeably to describe or discuss the selection, design and implementation of learning outcomes. The scope of these concepts changes depending on the nature of how they are defined. Definitions of 'curriculum' have changed over the years according to different ideas and concepts of education. Calder (1995:66) defines 'programmes' as "packages that are organised and administered together by a provider because they have a common focus". This common focus may be a type of qualification, the particular community being served, the form of funding, the teaching medium used, the subject matter, the level at which the courses are taught or the structure or package being offered to the learner.

Kemp, Morrison and Ross' (1994:3) definition of 'curriculum' does not differ much from Calder's description of a programme. It does, however, indicate that 'curriculum' may be framework based, while 'programme' includes details of instructional design. In their definition 'curriculum' refers to "the subject content and skills that comprise an educational programme. A school or curriculum includes the course offering; at a company; the training programmes may represent the curriculum".

Hepworth (1987:35) in her research of curriculum states that it is generally accepted that a 'curriculum' will "embrace a written document in which the intentions of planned educational programmes for a defined learning period will be stated". Beaucamp (1981:3) believes that the 'curriculum' document should (i) assist with the planning of teaching techniques and strategies; (ii) present the goals and objectives of the specific educational institution; (iii) include the 'body of culture content' that will facilitate the attainment of these goals; and (iv) provide an indication of the methods which may be applied to evaluate the effectiveness of the 'curriculum'. The 'curriculum' document is

therefore a guide for educators for planning, designing and teaching or training and also involves the development of learning programmes.

The term 'programme' is generally used to refer to something that has been designed for a particular target audience to achieve a specific purpose or specific outcomes. Posavac and Carey (1997:2) describe programmes as organised efforts which are "devoted to helping people who need education, medical treatment, job training, safe streets, welfare assistance, recreational services, or any of the thousands of services provided in a modern society". The programme details may extend to include administrative, funding and implementation issues.

If the 'programme' has an educational or training focus then it will be devised in order to accommodate a specific 'curriculum'. The detail of this 'curriculum' may vary in terms of the amount of detail and guidance provided. Within this context 'curriculum' answers questions such as those listed below

- (i) What is the purpose or mission of the institution or department or the strategic plan of the organization?
- (ii) What goals for education or training are necessary to serve the mission or plan?
- (i) How can instruction be categorized or organised to accomplish the goals?
(Kemp, Morrison and Ross, 1994:3)

Within the context of the South African National Qualifications Framework (NQF) a 'programme' can be seen as a component of a 'curriculum' as it is designed in order to achieve national outcomes registered on the NQF. The South African Qualifications Authority (SAQA, 2000a:5) differentiates between 'curriculum' and 'programme' by stating that in a 'programme' "we can distinguish a core curriculum and optional courses, together making up the different ways a student can choose to arrive at the degree". When attempting to define 'curriculum' it also acknowledges the complexity of this and states "definitions of curriculum range from rather narrow interpretations to broad, all-

encompassing interpretations which include virtually every aspect of the full education system.”

SAQA, however, narrows the concept down to a definition that they consider suitable to the current South African context and specifically to the nature of the NQF. SAQA perceives the structure and the concept of the NQF as one that will challenge the traditional concept of curriculum in that it can be separated into three areas which are inextricably linked to one another, namely, (i) standards setting; (ii) programme development & delivery; and (iii) quality assurance. Unit standards and qualifications registered on the NQF with specified outcomes and assessment criteria, therefore, form a core part of ‘curriculum’ while the learning programmes provide the means of achieving the standards.

Wiggins (1998) promotes a view of ‘curriculum’ that is flexible and adjusts to the particular performance needs of the students. While he maintains that skills and knowledge should be fixed he states that this in itself cannot guarantee performance success.

“A syllabus organised around knowledge and skills to be covered can never provide a criterion for success or safeguard against ineffective and (from the students’ viewpoint) aimless teaching. Grounding the syllabus in student performance obligations based on knowledge and skill can”
(p.224).

Therefore, according to Wiggins (1998), while outcomes are an important part of curriculum design so are performance standards that should be made explicit to the learner. He also maintains that an integral part of syllabi linked to curriculum is logic. In this view the proper ordering of topics is important and that the unfolding of work should seem as natural as possible to the learner.

It is not within the scope of this study to define various 'programme' or 'curriculum' models in depth, but rather to examine how an outcomes-based education curriculum design can be effectively implemented within a specific 'programme' context.

2.3 OUTCOMES-BASED EDUCATION IN THE SOUTH AFRICAN CONTEXT

In April 1983 the report of the USA National Commission on Excellence in Education declared America to be a Nation at Risk. The report cited that the nation's "educational foundations are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people" (cited in Manno,1994:4). This led to the promotion of a results-based or output-based approach in the USA that would maintain national standards.

During the latter part of the 20th century, there has internationally been a closer examination of what skills people require for the workplace or business environment compared to what they are learning at school, in further education and at higher education level. In many countries business has urged a re-examination of education systems. This has been due to the underpreparedness of school-leavers and higher education graduates for the work environment. In countries such as New Zealand, Australia, Britain and South African, education and training frameworks have been brought closer together through the establishment of education and training (or vocation) frameworks.

Kraak (1999:6) identifies five 'policy moments in the evolution of systemic discourse in South Africa. He classifies these as (i) the National Education Policy Initiative (NEPI) which focused essentially on identifying the relationship between a range of education and training policy options and their social implications; (ii) the National Training Board's National Training Strategy Initiative; and (iii) the ANC's early systemic reform proposals, February 1990 to April 1994. This generated documents such as *A Framework for Lifelong Learning* (Bird & Elliot, 1993) which outlined the proposed

structure of the National Qualifications Framework; (iv) the National Commission on Higher Education (NCHE, 1996); and (v) the government Green Paper on Further Education and Training (RSA DoE, 1998a).

Jansen (1999:6) considers the most important actor in terms of curriculum change and move towards outcomes-based education in South Africa to be the National Training Board. He states that the National Training Strategy Initiative (NTSI) provided the foundation for curriculum and assessment thinking in South Africa. This initiative promoted an integrated approach to education and training. The result was the restructuring of Education and Training in a National Qualifications Framework that promotes integration, mobility and lifelong learning. The main foreign outcomes-based education experts came from countries such as Scotland, New Zealand, USA and England and, as Jansen points out, “nevertheless, the Spady version of OBE continued to dominate the localised discourses about the meaning and claims associated with outcomes-based education” (Jansen, 1999:8).

Jansen (1999:14) further states that the historical account of OBE did not emerge as a coherent and holistic approach to curriculum reform in South Africa. He identifies different poles of influence. These were internal (competency debates in labour) and external (Spady version of OBE in the USA), historical (the apartheid legacy) and contemporary (managing the contradictory claims of reconstruction, distribution and reconciliation), educational (performance-based learning) and economic (globalisation pressures to participate meaningfully in competitive economies)”. These different influences tended to confuse the type of outcomes-based education that was to emerge in South Africa especially within the schooling system (RSA, 2000b). Political time frames brought about by a radically different government also put pressure on the rate at which the new education and training structure was to be legislated and implemented.

Jansen (1999) believes that the confusion regarding the definition and implementation of outcomes-based education in South Africa is due to these different formative influences. He warns that this “high degree of policy incoherence will have critical consequences as the shift towards implementation begins to suggest lessons learned about the management

of curriculum policy in a transition and the relationship between policy and practice” (p.14). The South African Qualifications Authority (SAQA, 2000a:13) supports this concern in their positioning paper on the National Qualifications Framework and curriculum development and says that if outcomes are compromised in terms of available resources then the effectiveness of the system will be jeopardised.

The pressure to provide policy for education and training which differs vastly to that implemented under the previous government has resulted in a fairly complex system. Jansen (1999:15) states that there was a “critical need, with or without resources to deliver a radically different curriculum into post-apartheid schools to signal a definitive break with the past system. Whether or not this break actually materialised at the classroom interface is less important than the broader symbolic significance of curriculum change after apartheid”.

Mahomed (1999) sees outcomes-based education as a positive means of challenging the complacency of teaching and learning in South Africa. He promotes outcomes-based education as a way of enhancing the quality of teaching both qualitatively and quantitatively. He makes the point that South African education and training could not have continued according to the principles of the previous content based system. According to Mohamed (1999) any new system in South Africa would need to embrace innovative and creative ways of teaching and learning in order to enable teachers to be resourceful and to meet the needs of different learners. In his words it is “precisely for such a context that OBET can lend itself as a provider of solutions” (Mahomed, 1999:165). Mahomed (1999), however, cautions against linking curriculum change directly to economic growth. He states that universally there is very little evidence to suggest this. He also cautions against the adoption of a technicist (primarily skills-based) application of outcomes-based education that will lead to “undesirable” outcomes.

The effort to introduce a new education and training system has provided a framework (SAQA Act, no 58 of 1995) based on outcomes that promotes an attempt to control national educational outputs. The South African Qualifications Authority

(SAQA,2000a:14) states that realistically the National Qualifications Framework or an outcomes-based approach cannot be seen to be the solution to South Africa’s educational problems as they are “multi-faceted, and it would be naïve to contemplate that there is a single solution. The problems are many and the solutions rest in numerous initiatives, arguably the most significant of which is the NQF”. The impact and responsibility of the National Qualifications Framework cannot, however, be underestimated. If authentic, transformational outcomes-based education is systemic then the National Qualifications Framework provides the overarching structure of this system. What implementers do is determined by what is legislated and designed at a national level.

In *Guidelines for the Assessment of NQF registered Unit Standards and Qualifications* (SAQA, 2000c) the National Qualifications Framework is described as a response to the unjust training policies of the previous dispensation. To this end the principles of the National Qualifications Framework “embody the social, political and economic goals of the new democratic order, which are in the government’s reconstruction and development policies (SAQA, 2000c:10).

These principles are described as carrying the (i) notions of **transformation** and to point to transformation imperatives; (ii) notions of **quality** and to point to quality assurances practices that should be **internationally comparable**; and (iii) they carry the notion of the NQF as a vehicle for:

- The **eradication of unjustness**;
- The **achievement of reconstruction and development goals**; and
- The **transformation and promotion of quality** (SAQA, 2000c:10-11)

Essentially the objectives of the NQF are to:

- Create an integrated national framework of learning achievements;
- Facilitate access to, and mobility and progression within education, training and career paths;
- Enhance the quality of education and training;

- Accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby
- Contribute to the full personal development of each learner and the social and economic development of the nation at large (SAQA, 2000c:11).

In order to achieve the above an outcomes-based unit standard system has been adopted. This system allows for learners to accumulate credits within and across various bands of learning and to receive accreditation for what they have achieved previously through informal and formal learning (recognition of prior learning) as well as through this process to achieve relevant qualifications.

Related structures such as Education Training and Quality Assurance bodies (ETQAs) are responsible for assessing, amongst other things, the quality of the learning programmes and the facilitation procedures of service providers (SAQA, 1999). Service providers, therefore, need to deliver the kind of outcomes-based education supported nationally in order for their learners to receive national accreditation for courses and for qualifications.

Kraak (1999:49) has expressed concern regarding the isolated unit standard approach to curriculum design. He states that:

“...outcomes based education and training privileges the development of isolated unit standards at the expense of a well-thought-out national curriculum framework. The benefit of the latter is that it enables the linking of curriculum content, pedagogic processes and regulatory mechanisms to societal goals such as informed and democratic citizenship, non-racialism and multiculturalism, and social development and economic prosperity for all”.

This brings into question, perhaps not so much the fact that South Africa has adopted an outcomes-based education and training system, but the particular form of outcomes-based education that has been adopted and legislated at national level.

2.4 THE NATURE OF OUTCOMES-BASED EDUCATION

Outcomes-based education means different things to different people. The concept is even defined differently within the camps of its proponents and opponents (O’Niel, 1994). At a basic level outcomes-based education means that decisions about curriculum and instruction should be driven by outcomes that educators would like learners to display at the end of a learning experience. “It’s a simple matter of making sure that you are clear on what teaching should accomplish and adjusting your teaching and assessing as necessary to accomplish what you set out to accomplish (O’Niel, 1994:2). On their website Halcyon publishers state that “at a most basic level OBE is simply the establishment of expected goals or outcomes for different levels of elementary – secondary education, and a commitment to ensuring that every student achieves at least these proficiencies before being allowed to graduate” (Halcyon publishers website, 2001).

At a more complex systemic level, outcomes-based education is expected to be transformational in nature and to prepare learners for actual life-roles in their personal and career contexts as well as in wider society. This approach involves examining the nature of the education system and then transforming it to support and facilitate transformational outcomes-based practices. Systemic change and future focusing lie at the heart of transformational outcomes-based education. The differences in approaches to outcomes-based education have been defined by Spady (1994) in terms of the following categories:

- (1) Traditional outcomes-based education: used to describe educational planning and implementation based on subject matter categories and organizational

arrangements that have characterized education systems for the past century. The term ‘disciplinary’ refers to this approach.

- (2) Transitional outcomes-based education: used to describe educational planning and implementation that focuses on higher order competencies and their role in connecting and potentially integrating unconnected, content-focused curriculum areas. The term ‘interdisciplinary’ characterises this approach.
- (3) Transformational outcomes-based education: used to describe educational planning and implementation emanating from careful examination of life’s dimensions and conditions. This information redefines and restructures traditional education structures and processes that are incompatible with those conditions (Spady, 1994:192-193).

These models differ essentially in the scope and nature of how outcomes are defined and the amount of systemic change required to accommodate these outcomes. While traditional outcomes-based education tends to focus on specific outcomes linked to subject matter, transformational outcomes-based education focuses on exit outcomes and life roles linked to the end of the learning process and entails an examination of the education system, not just the curriculum. In transformational outcomes-based education, enabling outcomes are linked to exit outcomes and life roles (Spady, 1994:19).

According to the South African Qualifications Authority (SAQA,2000a), this is the approach that South Africa has adopted through the creation of the National Qualifications Framework. In a positioning paper the South African Qualifications Authority (SAQA, 2000a: 11) states “... the NQF then in its commitment to a system of education and training that is organised around the notion of learning outcomes, is about systemic change”. If outcomes-based education is to be designed and implemented effectively then systemic support and change is key to this process. The National Qualifications Framework and the South African Qualifications Authority (SAQA Act, no.58 of 1995) are seen to be the structure and body that will provide the framework and

support for systemic change at a national level. Supporting bodies such as Sectoral Education and Training Qualifications Authorities (SETAs) and other quality assurance bodies such as the Council on Higher Education will support SAQA in assuring that Service Providers deliver high quality programmes and conduct fair and relevant assessments (SAQA, 1999).

In addition to national frameworks and bodies that have been established to oversee an outcomes-based education and training system, service providers need to ensure that their systems are aligned to accommodate outcomes-based education (SAQA, 1999).

Spady (1998:24) defines outcomes-based education as being systemic in nature in that it is about:

“... focusing and organizing an education system around what is essential for all students to be able to succeed in at the end of learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, teaching, and assessment to make sure that this learning ultimately happens”.

In South Africa this ‘clear picture’ starts at a national level by the design and registration of unit standards and qualifications. The type of outcomes-based education that takes shape in South Africa, therefore, is determined by the bodies (National Standards Bodies, Standards Generating Bodies and Department of Education) that oversee and set the outcomes and assessment criteria at a national level. Service providers will design systems that correspond to the national form of outcomes-based education.

Based on international interaction Malcolm (1999:80) also highlights the confusion resulting from the different interpretations of outcomes-based education. He says that while Spady describes models in the USA that vary within the states, these models also vary between countries. Malcolm (1999:80), however, points out that internationally education is generally “changing to curricula that empahsise broad competencies”. He

clarifies this by explaining that among outcomes-based approaches there are several significant variations, but whether they are called 'National Curriculum' (UK and New Zealand), 'Profiles' (Australia), 'OBE' (USA, Canada and South Africa), or 'National Standards' (USA) they share several common features and motivations.

When considering the nature of outcomes-based education contemporary teaching and learning theory also needs to be considered. Much of what is promoted by outcomes-based education has been promoted under other names. Barr & Tagg (1995:16), for example, discuss the 'learning' versus the 'instruction' paradigm and emphasise a move towards learner-centredness, the creation of environments and experiences in which students discover and construct knowledge for themselves. A primary focus of the learning paradigm is "to produce learning outcomes more efficiently...a learning paradigm college is concerned with learning productively, not teaching productively".

Outcomes-based education embraces many contemporary learning theories and practices. It provides a framework in which these theories and practices can be effectively applied to produce defined outputs or outcomes. Thus, while group work, learner-centredness and investigative learning are not essentially inseparable from outcomes-based education, they do facilitate the development of specific outcomes (RSA DoE, 2000c). The same applies to theories of multiple forms of intelligence (Gardner, 1985), different learning styles (Kolb, 1981) and criterion-referenced assessment (Masters & Evans, 1986), mastery learning (Block, 1971; Bloom, 1973) and competency-based education (Franc, 1978).

Killen (2000:vii) states that "OBE is not a totally new approach to teaching, it is the systematic application of a number of educational ideas that have been part of good education practice for many years". The way in which outcomes-based education has been introduced in South Africa has at times been confusing and many new teaching methods have simply been classified as outcomes-based (RSA, 2000b).

A good outcomes-based framework can also not be separated from the effectiveness of the educators or trainers. Malcolm (1999:108) maintains, "... curriculum reform is only as good as what happens in classrooms and that depends on teachers". While good policy guidelines are crucial for the effective implementation of outcomes-based education so is creative and effective teaching and training. As Bray (cited in Malcolm 1999:108) puts it: "the important thing is what happens after the lists of outcomes have been published". The challenge for the South African Qualifications Authority, therefore, is not just to register outcomes but also to ensure quality control. The South African Qualifications Authority (SAQA, 2000a:9) promotes this view when they state that if the achievement of learning outcomes is possible through a variety of learning programmes then "the real challenge lies in the evaluation of the learning programme development, delivery and assessment, namely, how effective is the learning programme and assessment that has taken place in ensuring that the degree of excellence specified in the standard or qualification has been met".

2.5 DEFINING OUTCOMES OF SIGNIFICANCE

The design of outcomes-based education and training programmes starts with defining outcomes that learners will have to work towards and master on completion of the programme. These outcomes are determined by the purpose of the programme and the entire programme should be designed down from these exit outcomes.

2.5.1 South African education and training policy

Despite the confusion regarding outcomes-based education in South Africa and the different forms that this policy has assumed in implementation the need for a relevant and coherent education system driven by outputs, performances, outcomes or competencies are of concern both nationally and internationally. The skills required in the business environment are vastly different to those previously taught in schools and even in higher

and further education. The White Paper on "*A Programme for the transformation of higher education* (RSA DoE, 1997a:2) cites that there is:

“A chronic mismatch between the output of higher education and the needs of a modernising economy. In particular, there is a shortage of highly trained graduates in fields such as science, engineering, technology and commerce (largely as a result of discriminatory practices that have limited the access of black and women students), and this has been detrimental to social and economic development”.

SAQA (2000a:2) states that South Africa needs to take up its position in the global village and to embrace the new vocabulary of ‘outcomes’ and ‘competence’ in order to compete internationally.

2.5.2 The needs of business

Organisational and business authors (Covey, 1990; Goleman, 1999; Senge, 1993; Sunter, 1999) highlight very different critical workplace success factors to those previously developed by school and higher education. The skills and knowledge that these authors consider important echo the critical outcomes as formulated by the South African Qualifications Authority (RSA, 1995) (Appendix one). These critical outcomes (also referred to as critical cross-field outcomes) are intended to provide the basis for successful lifelong learning and subsequent successful performance in the workplace and other areas of life.

2.5.3 The SAQA critical outcomes

Gultig, Lubisi, Parker & Wedekind (1999:9) describe the critical outcomes as working principles which should direct teaching, training and education practices as well as the development of learning programmes and materials. They further state that all specific or other outcomes should be based on these outcomes but formulated within the context in

which they are to be demonstrated. While policy legislates that these critical outcomes should be part of all learning programmes (RSA, 1995) this is a complex process.

Spady & Schlebusch (1999:64) classify South Africa's critical outcomes as 'outcomes of significance' which should be the "prime priority of educators and curriculum developers who have a clear focus on the future and believe that what students learn today should directly equip them to deal with the many challenges and opportunities they are likely to face in tomorrow's complex world".

2.5.4 The link between the critical outcomes and life roles

Killen (2000:vii) promotes Spady's concept of life roles as being compatible with the development of the critical outcomes. He further describes the purpose of the critical outcomes as being to "provide long-term focus for education and training in South Africa by describing in general terms the competencies that all learners should achieve so that they can be responsible and productive members of society". Killen (2000) also mentions that using guiding principles for education planning is not unique to South Africa but has been used in most other countries that have based their school or vocational frameworks on outcomes-based education.

The Further Education and Training Certificate (FETC) positioning paper (SAQA, 2000b) stresses that the primary purpose of a FETC is not just to prepare learners for the world of work or higher education but to:

"... equip learners with the knowledge, skills and values that will enable meaningful participation in and offer benefits for society as well as providing a basis for continuing learning in higher education and training, and enable learners to be productive and responsible in the workplace"
(p.1).

To this end the document states that the “critical cross-field outcomes should be used as the primary measuring stick in the fundamental areas of learning to assess the attainment of the purpose of the qualification as well as to see whether the skills in these areas can be applied in the general arena of the qualification” (p.13).

2.6 OUTCOMES-BASED EDUCATION CURRICULUM DESIGN

2.6.1 Spady’s four key principles of outcomes-based education

Spady’s principles of transformational outcomes-based curriculum design are promoted as a means of designing General Education and Training as well as Further Education and Training programmes in recent SAQA publications (SAQA, 2000a; SAQA 2000b). The essence of Spady’s (1994) theory revolves around what he calls the four power principles of outcomes-based education that are listed below.

1. Clarity of focus on culminating exit outcomes of significance. This involves clearly defining the outcomes (knowledge, skills and competencies) that learners should demonstrate at the end of a particular learning programme.
2. Expanded opportunity and support for learning success. Learners should have multiple opportunities in increasingly complex opportunities to practice and to master outcomes. They need to receive continuous feedback (linked to continuous or formative assessment) so that they can improve their performance. This principle is also linked to five key dimensions of opportunity (Spady, 1994) : time {amount of teaching and learning time before telling students it’s too late to learn something}, methods and modalities {taking different learning styles, ‘intelligences’ (Gardner, 1993) and teaching modalities into account}, operational principles {apply all OBE principles consistently, systematically, creatively and simultaneously in the classroom to enable learning success}, performance standards {specify clear performance criteria} and curriculum access and

structuring {"structure opportunities for critical learning success at ever higher levels of complexity throughout a student's career" (Spady 1994:15)}.

3. High expectations for all to succeed. SAQA (2000a:11) in the positioning paper on curriculum development explains this principle in the following way : "... the expectation must be that learners are able to achieve these outcomes and therefore it is necessary for those who work in the system to behave and structure what they do in working with learners, in such a way that they are enabled to achieve these outcomes". This involves activities such as defining clear assessment criteria which involve a high level of challenge and making these available to learners up front, allowing sufficient time and opportunity for learners to master outcomes. This also involves raising the acceptable level of performance in terms of what learners have to do before they are considered to be successful.
4. Design down from ultimate culminating outcomes. This involves designing learning programmes and supporting systems back from where learners are expected to end up. Enabling or specific outcomes which form the building blocks for culminating outcomes need to be specified and learning programmes which will facilitate the development of these outcomes and incorporate the principles of expanded opportunity and high expectation should be designed.

Spady (1994:19) defines the golden rules of outcomes-based curriculum design as "consistently, systematically and creatively: (i) design down from your significant culminating outcomes to establish the enabling outcomes on which they depend; and (ii) replace or delete the discrete outcomes that are not significant enabling components for your culminating outcomes".

2.6.2 Designing curriculum based on life roles and critical outcomes

According to Spady (1994) the design down process needs to be based on what he calls life role performances (Appendix two). These are roles that learners will ultimately have

to perform in society. These are based on “the enormous gap between traditional school learning and measures of achievement and the ‘authentic’ and complex demonstrations of competence people have to do once they leave their classroom seats” (p.65). In his work with South African education institutions Spady has linked the concept of life roles to the SAQA critical outcomes. SAQA (2000a:11) states that “Spady calls these complex role performance abilities and the corresponding South African conception could possibly be the critical cross-field education and training outcomes”. These life roles related to the critical outcomes should be integral to the outcomes-based education principle of ‘design down’.

2.6.3 Defining outcomes of significance based on the programme’s purpose

Killen & Spady (1999:2) further highlight that it is important to define the purpose of a programme before commencing with development: “defining the purpose of a programme is the only logical place to start curriculum design”, pointing out that this is also consistent with the SAQA requirement that “in order to be registered on the National Qualifications Framework, a qualification (must) ...represent a planned combination of learning outcomes which has a defined purpose or purposes” (SAQA, 1997a:15).

Killen & Spady (1999:1) also highlight the difficulties of South African curriculum developers currently working in a challenging environment. These challenges include trying to determine programmes based on exit learning outcomes that are built on the expectations of the profession in which the graduates will work, the expectations of the community at large, the ideals and goals of the institution offering the programme, the needs of the students and systemic constraints these programmes also have to “take cognizance of [within] the guidelines and directives issues by SAQA and the policies embedded in the NQF” (p.2).

2.6.4 Integrating the SAQA critical outcomes into the design process

An important aspect of the NQF is its intention to bring about transformation (SAQA, 1997b) and not simply the creation of a structure to register qualifications. The critical outcomes form a pivotal point in the education and training process. Incorporating the critical outcomes into learning programmes in such a way that form an integral part of the process and end result of these programmes is important. The challenge is how to design programmes based on the critical outcomes.

Killen & Spady (1999:4) state that once curriculum designers understand and accept the broad purpose of the critical outcomes they should “use them to shape the purpose of the programme that is being designed and then to incorporate them into the programme structure”. They refer to the Australian experience and strongly recommend that the critical outcomes should not be taught and assessed in isolation but that they rather become the “foundational influences of all components of the programme” (Killen & Spady, 1999:4). To this purpose they propose a framework for dividing and working with the critical outcomes (Appendix three) and have designed a matrix on which programmes may be designed. This matrix has since been revised by Collier & Spady (SAQA, 2000a)(Appendix four).

The matrix involves asking questions based on life roles, essential knowledge, technical skills, interpersonal skills, management skills and values and principles required of learners studying towards successful performance in a specific career, learning or working environment require (Killen & Spady, 1999). The matrix enables curriculum designers to plan the intended results of a learning programme but, primarily, is a starting point. The following step is to define enabling outcomes that learners must master in order to be successful life role performers and to design learning experiences that will enable learners to practice to be assessed on and to master these outcomes. Killen & Spady (1999:8) describe this as follows:

“There is little use in defining the outcomes of a programme if you cannot design a structured set of learning experiences to help students achieve those outcomes. This cannot be done unless you first describe the ways in which students typically construct the understanding and develop the skills that will ultimately enable them to achieve the programme outcomes”.

2.6.5 Defining enabling outcomes

The skills and knowledge that learners need to develop in order to display exit outcomes are referred to as enabling outcomes. Spady, cited in Gultig, Lubisi, Parker & Wedekind, (1999:28), differentiates between enabling and discrete outcomes. He defines enabling outcomes as “the key building blocks on which the culminating outcomes depend”. They are truly essential to students’ ultimate performance success, whereas discrete outcomes are “curriculum details that are nice to know, but not essential to a students’ culminating outcomes”.

2.6.6 Expanded learning and assessment opportunity

An integral part of designing learning experiences around the exit outcomes and enabling outcomes is to integrate the principle of expanded opportunity. Outcomes should not simply be taught over a short period, assessed and then regarded as a completed task. The development of micro or subject specific outcomes mastered within a short period of time is more typical of traditional rather than with transformation outcomes-based education. Learners need sufficient time to work with outcomes in order to truly practice and master the skills and knowledge associated with them.

2.7 ASSESSMENT OF OUTCOMES

Assessment forms a large part of outcomes-based education and it is an essential part of the programme design and learning process.

2.7.1 Authentic assessment

Defining outcomes is only one step towards effective teaching and learning. Many other factors impact on whether or not learners will achieve the outcomes. Some of these factors include: (i) the establishment of clear and relevant assessment criteria and valid assessment methods; (ii) the accommodation of different ways and rates of learning in a learning programme; (iii) the use of teaching methods that complement outcomes-based education and authentic assessment; and (iv) the use of relevant and stimulating teaching materials and activities which are linked to valid assessment processes (NEP Journal, 2001).

In the outcomes-based education system learning is seen as a process and assessment forms an integral part of that process. Assessment should provide clear guidelines and examples for learners indicating what they should be doing and guidelines and feedback on how best to master exit outcomes. Olivier (1999:67) states that:

“ the assessment process should be regarded as part of the learning process and not as a means in itself, it has the imperative that those who do not meet the criteria should receive clear feedback and support while at the same time areas are indicated which need further attention in order to achieve the required standard”.

Wiggins (1998) sees authentic assessment as integral to effective learning and efficient teaching. He supports the principles of outcomes-based education (Spady, 1994) but focuses on assessment. Wiggins states that curricula “must be built backwards from authentic assessment tasks, the latter providing a rationale and basis for selecting content, skills, mode of instruction and sequence” (p.205). When this approach is taken educators derive the appropriate assessment evidence from the standards and the criteria which they aim to establish.

Paris & Ayres (1999:7) define authentic assessment as “the situational appropriateness of teaching and learning practices”. In discussing the translation of assessment into classroom practice they say that educators need to make sure that assessment “... reflects the valued outcomes in their curricula and is aligned with their instructional methods and that students regard the assessments as genuine and fair”. Furthermore this assessment should provide critical information about the effort and quality of students’ work (Paris & Ayres, 1999:9).

Valencia, Hiebert & Afflerbach (1994:7-8) expand on this point and promote classroom assessment that embodies the features listed below:

1. It is consistent with classroom practices. It has instructional and curricula validity because assessment procedures and content are derived from student learning.
2. It collects diverse evidence of students’ learning from multiple activities.
3. It promotes learning and teaching amongst the participants. Assessment is functional, pragmatic and beneficial.
4. It reflects local values, standards and control. It is not imposed externally with norms and expectations from an unknown population, nor are control and authority removed from the participants.

In their observation of classroom assessment Paris & Ayres (1999) suggest that new forms of assessment must be created that are sensitive to student’s backgrounds, motivation and affect, and attitudes so that they are positively motivated to do their best. Students need to be self-regulated and to establish intrinsic goals of “mastery, improvement, and success rather than ... extrinsic comparative test goals” (Paris & Ayres, 1999:48). A key focus of assessment should be to maximize learner performance.

2.7.2 Assessment criteria

The establishment of clear assessment criteria is important for both the assessor and the learner in order to guide learning and maintain standards. According to Wiggins (1998:129) assessment criteria can be defined as “a way of defining success at meeting a

target achieved... when criteria are met, then we may conclude not only that the specific performance has been successful – that a lesson has worked – but also that a larger educational goal has been addressed”.

Assessment criteria are seen to be fairly broad descriptions of desired performance while “an indicator is a behavior or trait that is typical of the particular performance being assessed” (Wiggins, 1998:129). Standards, assessment criteria and indicators can be combined into a number of assessment tools.

Herman, Aschbacher & Winters (1992) refer to scoring criteria, scoring guidelines, rubrics and scoring rubrics as alternative assessment tools. The assessment of progress needs to indicate clearly the level of a learner in relation to the mastery of an outcome. Various dimensions of scoring based on levels or categories are required to define where learners are in relation to a performance of high expectations. These dimensions need to reflect the essential qualities of good performance in that domain.

Biggs and Collins (in Jackson, 1995) offer an empirically derived general taxonomy of levels of learning outcome. This is referred to as the SOLO (Structure of the Observed Learning Outcome) taxonomy. Their five levels of increasing complexity are outlined below:

1. **Prestructural** : no evidence of anything learned.
2. **Unistructural** : one correct and relevant element is present.
3. **Multistructural** : several relevant elements are present but in an unrelated way, often in list form.
4. **Relational** : the relevant elements are integrated into a generalized structure; there is evidence of induction.
5. **Extended-abstract** : the structure of elements is related to other relevant domains of knowledge; answers are not bounded by the questions.

In order to be an effective assessment tool this taxonomy needs to be refined in particular assessment contexts and criteria (Jackson, 1995). The taxonomy provides a way of interpreting outcomes into performance rubrics or levels of performance in order to guide learners towards a higher level of performance.

2.7.3 Portfolios of evidence

Portfolios of evidence are promoted as an integral part of authentic, self-regulated assessment. Paris & Ayres (1999:48) state that the positive features of assessment can be attained through performance testing or “portfolios of work samples where assessment is linked to the classroom curriculum and is part of an ongoing process in which students monitor their personal performance”. They promote portfolios as a concrete way for students to learn to value their own work so that when students are responsible for deciding what to include in their portfolio they are forced to examine their work from new perspectives.

In addition Paris & Ayres (1999:78) recommend that portfolios should not become collections of “dittoed worksheets and inventories” but that they need to include samples of learners work and reflections in various formats. They also promote the concept of conferences where educators and learners discuss portfolios or other assessments and identify benchmarks for progress. The underlying goal of academic conferences is to assist learners (and educators) gain insight into the motives, learning processes and standards surrounding performances (Paris & Ayres, 1999:84).

De Fina (1992) considers one of the primary benefits of portfolio assessment to be the building of student reflection of cognitive processes. He recommends that all people who have input into the assessment process must be able to contribute to the students’ understanding of their thinking process. “Those reviewing a portfolio, should avoid nonconstructive criticism and should instead, provide suggestions for change that demonstrate valued criteria” (De Fina, 1992:35). In addition he says that all portfolio evaluators should be available for conferencing and clarification in order to encourage

students to be reflective about their own work. He cautions against using any one work as conclusive evidence of a student's strengths or weaknesses, but that every piece should be representative of a student's ability at the time of task execution.

Sullivan (1995:6) stresses that "for portfolio assessment to be successful, all its participants must be clear about its purpose and uses". All involved in the learning and assessment process should have a common objective in mind.

2.8 TEACHING AND LEARNING DESIGN

2.8.1 Different aptitudes and rates of learning

Outcomes-based education provides a curriculum framework for teaching, however, the quality of teaching and development of relevant learning experiences linked to sound educational theory and practice is integral to the probability of learner success (Malcolm, 1999; Wiggins, 1998). Good outcomes and assessment criteria do not guarantee learning success. The appropriate use of teaching methods, materials and design of learning and assessment opportunities is key to successful learning.

Jackson (1995:218) emphasises that teaching and learning are part of a complex and interactive system that is "influenced by the way the learning environment provided by an institution and its course interacts with the individual characteristics and competencies of students". He stresses that "personal individual differences are reflected in **all** aspects of teaching" (Jackson, 1995:218). Jackson (1995:218) defines learning style as the "composite of characteristic cognitive, affective and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.

Learning experiences should be designed to accommodate key assumptions of outcomes-based education such as "all students can learn and succeed, but not all on the same day

in the same way” and “successful learning promotes even more successful learning” (Spady cited in Gultig, Lubisi, Parker & Wedekind, 1999:26). Not only do learners learn at different rates but they are also more predisposed to different learning methods that relate to different forms of intelligence (Gardner, 1986). Herman, Aschbacher & Winters (1992:16) point out that “to be successful with all students, instruction and assessment need to draw on more than linguistic or logical-mathematical intelligences and subscribe to the assumption that *all* students can learn”.

The teaching environment and process need to be designed to accommodate these individual rates and styles of learning as well as the predisposition towards particular types of intelligences. Thus, while outcomes may be predefined, the ways of achieving them may be different for individual learners.

In addition to aptitudes and rates of learning contemporary theory on constructivism needs to be considered. This forms an integral part of peer- or social-learning. It also emphasises the need to use content, materials and activities embedded in learners’ current skills and knowledge.

2.8.2 Emphasising process as well as product (outcome)

Outcomes-based education programmes need to take care that their materials, activities and learner-facilitator interaction values the process as well as the end result. Stahl (1999:1) suggests that in order to safeguard against just focussing on outcomes, facilitators should adopt a constructivist rather than a behaviorist approach to programme design. This is because “the instructor often becomes so focussed on the desired outcome that the process by which the outcome can best be attained is forgotten or ignored”.

Leamson (2000:37) perceives learning, largely, to be a private internal process that takes place in the head of the learner. He sees learning to happen through what learners do with their brains. Although Leamson considers learning to be a private process he still sees the role of educators as key in defining what learners should grapple with internally.

He says that “if learning occurs when students think deeply and repeatedly about something, it is the teachers’ first responsibility to ensure that their students hear and see just what that something is”. He does not negate the need for learners to actively perform tasks, but rather that tasks should be carefully designed to ensure that learning is really happening.

The implication for active and experiential learning is that while the outcomes may be specified, the process of learning needs to be carefully considered and planned. Focusing on methods such as the experiential learning cycle (Kolb, 1984) or an action learning cycle where one plans the experience so that it validly promotes learning of the intended outcome, and encouraging learners to review and reflect on the experience, is key to the learning process.

This focus on process is highlighted by constructivist theory (Piaget, 1964; Vygotsky, 1978) which emphasises that what happens in the mind during the learning process is as important, if not more important than the final assessed outcome.

“Spady sits ultimately in a behaviorist position. Outcomes must be demonstrations of performances; not thoughts, understandings, beliefs, attitudes, mental processes; not grades, numbers, averages ...What happens in the mind helps learning, but the outcome is the behaviour. Learning takes place in the mind and expresses itself in many ways, of which performance is one. What happens in the mind entails a complex of cultural, social and personal factors” (Malcolm,1999:91).

While constructivism is often defined and understood differently (Moll:2000) by different practices it has important implications for education in its pure cognitive development (Vygotsky, 1978; Piaget, 1964). According to Vygotsky (1978) new understandings are socially constructed. In his theory of the Zone of Proximal Development, Vygotsky (1978) states that such experiences need to begin at a place of familiar understanding and develop learners to new levels of understanding.

In order to design learning experiences that are meaningful to learner, educators need to understand how people learn. The Department of Education states “emphasis in a constructivist classroom is *not* on transmitting information *but on* promoting learning through learner intellectual activity such as questioning, investigating, problem generating and problem solving. It’s about constructing knowledge, not receiving it.” (RSA, 2000c:11).

Berry (1998:47) discusses the difference between a positivist and a constructivist approach to education. He states that a constructivist educator “designs experiences that will give students an opportunity to develop their own understanding of the data at hand. The teachers’ goal is for students to use information in some way that will deepen their own understanding of an area”. Thus while the focus is on learning outcomes, in terms of good education practice, the learning process must not be overlooked when developing instructional experiences and materials.

Resnick & Klopfer (1989) refer to the “thinking curriculum”, thus advocating an integrated and active approach to learning and emphasise the importance of process as well as product. The “thinking curriculum” recommends that learners should often be involved in tasks similar to those experienced in the “real” world. According to Fennimore and Tinzmann (1990) the following key principles characterise a “thinking curriculum”:

- (i) promotion of in-depth learning;
- (ii) content and process objectives in real world tasks;
- (iii) holistic performances in increasingly challenging environments; and
- (iv) connection of content and process to learners’ background.

2.8.3 Operationalising outcomes-based education through teaching and learning

Essentially the design of outcomes-based education programmes should embody the principles and theories of good teaching and learning methods and provide ways in which

these can be operationalised. Activities should be stimulating and rooted in experiences familiar to learners; readings, case studies and examples should be based on familiar content and situations and teaching methods should develop skills and enhance knowledge while at the same time not distracting from in-depth learning.

Biggs & Collins (in Jackson, 1995) promote a “deep-approach” to learning and lists motivational context, learner activity, interaction with others and a well-structured knowledge-based as important considerations for instructional design. Jackson (1995:161) states “design practice requires the exercise of a complex interrelationship of skills, knowledge and understanding”. These should be evident in the final learning process and support product. Kurt Lewin’s (cited in Stahl, 1999) three essential ideas are considered integral to the instructional design process. These are (i) the significance of learners playing an active role in discovering knowledge for themselves, (ii) the importance of a cohesive approach to instruction that includes cognitive, affective, and psychomotor activities to support permanent changes in attitudes, ideas, and behaviors; and (iii) the powerful impact that the social environment of the learner has in supporting change. Stahl (1999:1) examining ways of integrating Lewin’s theory into instructional design states that: “instructional design must be planned with a clear vision of what the students will do with the content presented. It is critical that students interact with the instructional content and that activities be developed to promote and support open-ended, self-directed learning”.

In order to achieve the above the initial phase of any learning programme design should entail a proper analysis of all aspects relating to the teaching and learning situation. This includes a situational analysis and needs assessment, the collection of “job” data, and the definition of the target population or learners needs (Van Dyk, Nel & Loedolff, 1992). The principle of continuous improvement is key to the relevancy of instructional design and associated materials. Lockwood (1996:304) states that “it has always been an ideal of educational technology that instruction should be modified as data on learner performance becomes available, until courses deliver in practice the objectives that have been promised in theory. This systematic approach puts emphasis on the revision of

courses based on the actual performance of learners, as well as any content improvements that the passage of time may bring to light”.

Learning programmes need to embody the principles of outcomes-based education, contemporary teaching and learning theory and should strive towards excellent education practice. Rubin & Spady (1984: 37-38) below identify five criteria for instructional delivery that will promote excellence.

1. Accommodate validity in student achievement and aptitude.
2. Increase the amount of time students receive instruction targeted to their particular learning styles and needs.
3. Enable teachers to focus their time and attention on reasonably large groups of students who can directly benefit from their instruction.
4. Reduce the serious burdens and distractions inherent in most “individualized” and “learner responsive” instructional systems.
5. Enable students to receive the benefits of curricula units carefully sequenced according to hierarchy of skills and concepts and diagnostic evaluation based directly on those skills and concepts.

A programme that operationalises an outcomes-based curriculum, therefore, needs to incorporate instructional design that meets the different requirements of the learners as well as the outcomes of the programme and is also able to facilitate the delivery of this design.

2.9 EVALUATING A PROGRAMME’S EFFECTIVENESS

Internal and external programme evaluation is critical for continuous programme refinement and improvement. Programme evaluation can focus on various aspects of a programme. Rossi & Freeman (1993:55) identify three major classes of evaluations: (i) analyses related to the conceptualisation and design of the programme; (ii) monitoring of

programme implementation; and (iii) assessments of impact and efficiency. The third class may incorporate an examination of the first two. Posavac & Carey (1997:7-11) identify common types of programme evaluation: evaluation of need, evaluation of process, evaluation of outcome and evaluation of efficiency. According to Posavac & Carey (1997) the purpose of the evaluation will determine the type of evaluation.

When determining the success of a programme the evaluator can therefore either focus on one aspect of a programme or examine how all the aspects of the programme work together to achieve the overall programme purpose.

When evaluating education programmes, it is important for the evaluator to examine the effectiveness of the learning programmes as well as the overarching effectiveness of the programme. Programme success can be determined at various levels. These levels range from the macro objective or vision of the programme to the micro student outcomes. Two key questions need to be asked, namely: (i) Are the student outcomes met? (ii) Does the programme meet its overall vision? Weiss (1998) suggests it is useful to begin conceptually by looking at what the programme is trying to accomplish. She states “a sensible place to start is with its official goals” (p.55). The next step, according to Weiss, is to examine how the programme proposes to accomplish its goals. If part of this is to offer a learning programme where learners need to accomplish outcomes then this must be evaluated as a component of the programme’s goal. The success of the learning programme becomes a means to an end, not the end in itself. Thus, if all the learners are assessed as competent in the learning programme’s outcomes, does this mean that the overall programme has accomplished its goal? Pertinent questions such as ‘is the learning programme suitable for the programme’s goal?’ and ‘are the unit standards suitable?’ need to be considered. In other words, programme evaluation involves more than just evaluating the learning programme.

Weiss (1998:62) says that programme evaluators need to take programme theory into account when evaluating a programme. A programme theory usually includes (a) programme inputs, such as resources and organisational auspices; (b) programme activities, which represent the manner in which the programme is implemented; (c)

interim outcomes – that is the chain of responses the activities elicit; which are expected to lead on to (d) desired end results. When combined, these factors provide insight into whether or not a programme achieves its overarching vision. Evaluating programme success by determining if it meets its macro goals and vision is not necessarily a way of deciding whether or not it should be continued or abandoned but rather a way of determining areas and means of improvement. Posavac & Carey (1997) emphatically state, “use the evaluation to improve the programme” which is reiterated in most contemporary programme evaluation literature (Calder, 1995; Guba & Lincoln, 1989, Isaac & Michael, 1997; Rossi & Freeman, 1993).

In the current South African education and training context, learning programmes and their supporting structures can be evaluated according to the evaluation criteria applied to social intervention programmes. This, largely, is due to the fact that many learning programmes form part of a qualification or skills programme that has a vision of preparing learners for a specific purpose. This vision is broken down into outcomes and supporting structures are put in place, materials are designed, and assessments conducted to assist learners in order to meet the programme outcomes. While learners may be assessed as competent in the programme’s outcomes, the long-term impact of the programme in achieving its vision may be assessed with a longitudinal study of how learners perform consistently in the arena for which the programme has prepared them. For example, if a particular programme is designed to prepare learners to be entrepreneurs the ultimate success of the programme will be determined by whether or not they can establish and sustain a small business venture.

Malcolm (1999) points to the possible difficulties that the future-focusing nature of outcomes-based education can have regarding the assessment of long-term impact. Spady’s life roles come under attack in this perspective: “... because Spady derived his role performances and outcomes from a view of future and student’s future roles, they (the conservatist educationalists) criticised his approach as social engineering (or at least putting too many eggs in one basket) and deterministic, instead of seeing it as an attempt at student-centered learning” (Malcolm, 1999:89). Malcolm (1999) suggests that in order

to overcome this problem learners should be prepared for current roles rather than for future adult roles. This model is applied in the Australian education system where the principle of design up rather than design down is applied and the emphasis is on measuring learners' current achievements (Malcolm,1999:90).

While this tension is not easily resolved, it remains crucial when determining programme success. It determines the parameters of programme evaluation and programme impact. A short-term vision that is embodied in a learner's immediate learning context is less complex to evaluate than a long-term vision that focuses on future life-roles.

2.10 CONCLUSION

South Africa's education and training arena has been inundated with new policies and changes since 1994. The establishment of a National Qualifications Framework and South African Qualifications Authority has involved a reconceptualisation of curriculum and called for an integrated approach to education and training. One of the most prominent changes in this process which has required a paradigm shift on the part of educators and trainers, is the introduction of outcomes-based education. Outcomes-based education provides a framework in which to implement contemporary approaches to learning, intelligence and assessment.

There are, however, very few documented examples of how to design and implement outcomes-based education and training programmes. This study examines how the *Ready for Business* programme was designed according to Spady's key principles of outcomes-based education and how it translates this into practice. The next chapter explains the research approach and methods used to generate and document this information.

CHAPTER THREE

RESEARCH APPROACH AND METHODS

3.1 INTRODUCTION

The purpose of any research determines the selection of approach and methods. Carr & Kemmis (in Shaw, 1999) highlight the purpose of any form of educational research as that of resolving educational problems and improving practice. Further, they see educational problems, primarily to be problems of theory/practice relationships. These are not necessarily failure of practitioners to apply theory correctly, but rather problems naturally incurred when translating theory into practice.

The research focuses on analysing the *Ready for Business* programme as implemented by the Siyabona Education Trust. This chapter discusses the research purpose and provides a framework in which all interviews, questionnaires and observations are analysed. It briefly discusses the constructivist-interpretive paradigm and how this relates to the research and associated qualitative data collection and data analysis methods. The position of the researcher is presented and discussed within the context of qualitative research. The research approach as outlined in this chapter is that of interpreting and constructing information and verifying this through dialogue and analysis.

3.2 RESEARCH PURPOSE

Payne (1994:39) recommends that evaluation goals and objectives should be clearly defined as part of the initial phase of the programme evaluation process and that suitable methods to assess these goals should be developed from these. The purpose of this study is to determine if the *Ready for Business* programme's outcomes-based design and practical implementation framework effectively translates the principles of outcomes-based education into practice. It also points out the practical problems of implementing outcomes-based education within an extracurricula programme context where there are

time constraints and learners and facilitators have many other commitments and also makes recommendations for improvement.

This purpose of the study positions it within the context of qualitative evaluation (Shaw, 1999). According to Scriven (1967:8) evaluation provides a way of improving quality in education. Evaluation of programmes and projects also contributes to the general body of knowledge about effective programme design.

3.3 RESEARCH APPROACH

Payne (1994:8) perceives evaluation to be an ideal approach for assessing programme effectiveness. He states that “freed from the constraints of formal hypothesis testing, evaluators are at liberty to search out principles relating to the interaction of learner, learning and environment”. Evaluation research is widely used to assess the effectiveness of programmes, projects and curriculums at various phases of their design and implementation. Chelimsky (in Shaw 1999) suggests three conceptual frameworks for evaluations, which are: (i) evaluation for accountability; (ii) evaluation for development; and (iii) evaluation for knowledge. This study addresses the areas of development and knowledge. It also examines ways of refining further the *Ready for Business* programme so that it delivers quality learning within an outcomes-based education context.

Thus, while it is necessary to use the research findings to refine a programme which operates within a particular context, the study has wider implications for the design of other outcomes-based programmes. Shaw (1999:83) emphasises the point that “policy values are too limited if we restrict their relevance to a programme now in place”. The implications of project or programme evaluation have implications for projects that will be put in place in the future (Cronbach, 1980). The study, therefore, aims at enlightenment and should also be instrumental (Shaw, 1999) in the design of other outcomes-based education programmes.

While evaluation happens for a specific purpose, it also has a specific focus. Programme evaluation can focus on all aspects of a programme from conceptualisation to final implementation and assess issues such as cost-effectiveness, administrative procedures and impact. It is not within the scope of this research to focus on all areas of programme implementation, but rather to address those areas outlined in section 3.1.

Rossi and Freeman (1993) distinguish between three classes of evaluation studies:

- (1) analysis related to the conceptualization of design of interventions;
- (2) monitoring of programme implementation;
- (3) assessment of programme effectiveness and efficiency.

These classes are also referred to by Posavac & Carey (1997) who differentiate between: (i) evaluation of need; (ii) evaluation of process; (iii) evaluation of outcome; and (iv) evaluation of efficiency. Posavac & Carey, therefore, add on an initial phase of evaluation and assessment of need, which they also refer to as evaluability assessment.

Since the purpose of this research is to evaluate the programme as designed and implemented within a particular theoretical model the focus will be on assessment of design, implementation and efficiency within an input-process-output (Tuckman, 1985:14) framework. This framework addresses variables similar to those presented in Tuckman (1985: 14) and outlined below (Diagram 3.1) with particular focus on the programme design process which impacts on all three aspects. In the *Ready for Business* programme the primary area of focus for input is the actual programme design and supporting materials. The process focuses on the implementation of the programme within a specific context (as implemented by the *Siyabona Education Trust*) and the output is the result of this intervention, namely, do the learners achieve the programme outcomes and does the programme achieve its ultimate vision of preparing learners for higher education business studies?

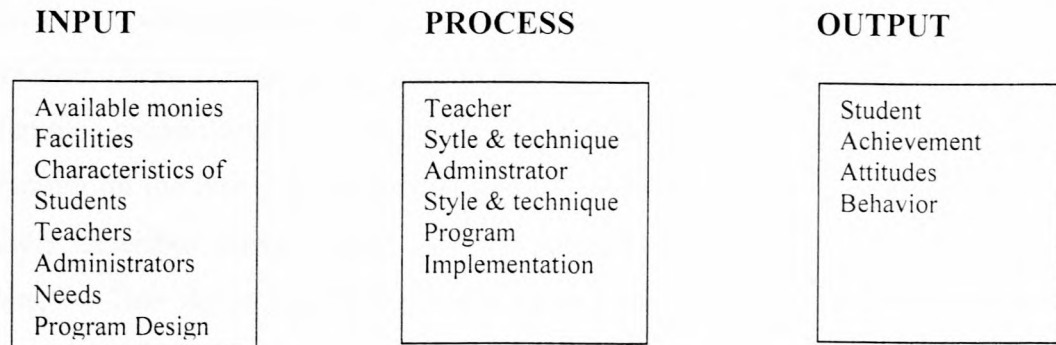


Diagram 3.1 : Examples of programme input, process and output (Tuckman, 1985)

This evaluation is, in a sense, summative (Payne, 1994:8) as it examines how the *Ready for Business* programme, already piloted over a four-year period, is used in a particular setting. However, it is acknowledged that most evaluations (if a programme is to continue) can also be considered to be formative as findings are made available regularly for programme stakeholders to use for future improvement of programme design and delivery (Payne, 1994:8). The information gained from the evaluation will be used for further programme refinement. Thus, while certain information is relevant for the development and implementation of similar programmes, some of the information is specific to the refinement of the *Ready for Business* programme run as a Saturday programme by the *Siyabona Education Trust*.

3.4 RESEARCH PARADIGM

This study is conducted within an constructivist-interpretive paradigm (Denzin & Lincoln, 1998). According to Guba & Lincoln (1989:80) a paradigm is “a basic set of beliefs, a set of assumptions we are willing to make which serve as touchstones in guiding our activities”.

Greene (1998:376) describes interpretivism in the context of programme evaluation to involve asking how various stakeholders have experienced the programme. This study involves the interpretation of programme documentation as well as interpreting information from programme stakeholders. The information obtained from the programme stakeholders was based on their experience of various aspects of the programme on the levels of conceptualisation, design and delivery. Greene (1998:384) concisely describes interpretivism as “root interpretivism” leading to “contextualized meaning”. This description links closely to the natural setting case study approach (Denscombe, 1998) adopted by this study, where the *Ready for Business* programme is examined within the particular context of preparing learners for higher education business studies, as implemented by the *Siyabona Education Trust* in Port Elizabeth.

The information gathered in this study is therefore information that is constructed from the experiences of the researcher and the programme stakeholders and dialogue that takes place between them within a particular context. As Guba & Lincoln (1989) highlight, research results are not a set of facts that are discovered, instead they are created by the interaction between people. Different interactions will yield different findings. The results of this research therefore are not necessarily intended to be generalisable but to be used for improvement of the programme in a particular context.

Evaluations of the programme in other contexts with other stakeholders may provide different interpretations. It is acknowledged that the programme will continually have to be adapted and refined so that it not only embraces the principles of outcomes-based education and the learning paradigm, but also suits the specific needs of future programme stakeholders. Other sources of information include the programme documentation and materials which are interpreted and reconstructed for the purposes of this research.

3.5 RESEARCH DESIGN

3.5.1 Framework

This study addresses three overarching research questions. Question (1) is of a foundational nature while question (2) and (3) focus more specifically on how the programme translates into practice. These three research questions are:

- 1) How was the *Ready for Business* programme designed and what are its key features?
- 2) How does the *Ready for Business* programme support the principles of outcomes-based education in its design and implementation?
- 3) How can the programme design and implementation methods and structures be improved?

These questions appear in greater detail in the interview/questionnaire framework (Diagram 3.2) which the researcher developed to act as a guide for generating data. The framework breaks down Spady's (1994) four principles of outcomes-based education into key focus questions that are addressed in the study. The questions (Diagram 3.2) are used to identify areas that relate to the principles of outcomes-based education and then to measure components of the programme against the principles in order to assess whether the programme does translate the essential principles of outcomes based education into practice. The questions also tap into possible strengths and weaknesses that can be used to improve the *Ready for Business* programme and to guide the design of future outcomes-based education programmes.

The use of this framework (Diagram 3.2) did not imply that any issues that arose in the research, but which did not relate directly to the questions, were ignored. The framework was used as a guide to sift through the richness and volume of information collected. Since the approach used is that of evaluation research much of the information relates directly to the day-to-day implementation of the *Ready for Business* programme as implemented by the *Siyabona Education Trust*. These issues were, however, not the primary focus of this research.

<p>Clarity of focus on culminating outcomes of significance (input)</p> <ul style="list-style-type: none"> • Are life roles and outcomes significant to programme’s vision? • Do programme’s outcomes (and support materials) embrace the SAQA critical outcomes? • Are outcomes clearly defined so that facilitators can work with them? • Do facilitators have a clear picture of the learning that they want learners to demonstrate? • Do learners understand the programme’s vision and outcomes? • In what way do learners demonstrate or experience the life roles and outcomes? • What evidence is there that learners have mastered the programme life roles and outcomes? 	<p>High expectations for all to succeed (input)</p> <ul style="list-style-type: none"> • Do levels of performance become increasingly complex in order to challenge learners? • Are performance opportunities criterion-referenced so as to specify level required? • Are programme standards above minimum performance level? • Are facilitators suitably selected and trained?
<p>Expanded opportunity and support for learning success (process)</p> <ul style="list-style-type: none"> • Do learners have sufficient opportunity to practice and master outcomes? • Is there sufficient support for learning success? • Is there sufficient teaching time and additional practice time? • Are a variety of teaching methods and modalities used to accommodate different ways and rates of learning? • Do performance standards enable facilitators and learners to work towards improving learning success? 	<p>Design down from ultimate culminating outcomes (process & output)</p> <ul style="list-style-type: none"> • Is the programme designed down from the life roles and outcomes? • Do classroom and other learning activities embody programme life roles and outcomes? • Do teaching methods and modalities facilitate the development of outcomes? • Do assessment practices facilitate the development of outcomes? • Do programme structures and activities support the design process (e.g. facilitator training, support for facilitators, administrative procedures)? • Do learners meet the programme’s outcomes and vision?

Diagram 3.2 : Research framework for evaluating outcomes-based education in practice

3.5.2 Methods

In keeping with the constructivist-interpretive paradigm this study makes use of qualitative methods for generating data. The methods used to gain information from programme stakeholders and to construct the programme development are qualitative in nature. However, it is acknowledged that qualitative evaluation can also make use of quantitative methods and these are used briefly when considering the numbers of learners who have gained entry to higher education.

A constructivist-interpretive framework draws on methods of inquiry such as questionnaires, observations and interviews that derive information from programme directors (or administrators), staff and beneficiaries (Greene, 1998:378) as well as the analysis of documents or artifacts. Within the time frame of the research the researcher decided to use questionnaires balanced with group interviews rather than individual and group interviews to obtain information from the programme facilitators and past and present learners.

3.5.2.1 Questionnaires

Questionnaires (Appendices fourteen, sixteen & seventeen) were used to obtain information from (i) the facilitators and (ii) the learners. These were used in addition to other methods with the following rationale. The research plan involved a final interview with programme participants at the end of the process. A questionnaire was used to collect initial information from ten programme facilitators in advance of the final interview. This provided a means of obtaining standardised information which, together with the information obtained from other stakeholders, formed the basis of the questions for the final interview. Not all of the facilitators were able to attend the final interview. The questionnaire therefore also provided a way of integrating as many opinions as possible.

A short questionnaire was administered to all learners before the group interview. This was done as a result of concern that learners may not feel free to voice their opinions in a group interview and provided a means for the shyer learners to voice their opinions. The learner's questionnaire also provided a means of obtaining specific information from each learner, such as their career choice.

Both questionnaires consisted of open-ended questions (Denscombe, 1998) in order to generate qualitative information consistent with the approach of the study.

3.5.2.2 Observation

Observation of programme sessions provides additional insight into how the programme works in practice (Adler & Adler, 1998:81). The observation approach used in this research was non-interventionalist and took place in a natural setting where the researcher observed sessions as unobtrusively as possible. Discussion with facilitators after sessions was used as way of verifying the researcher's observations and exploring issues of programme design in greater detail. Information from these observations was integrated into the information presented at the culminating group interview and discussed by the both the facilitators and the programme co-ordinator.

3.5.2.3 Interviews

Individual structured interviews were conducted with the programme developer and programme co-ordinator in order to obtain the depth of information required. The questionnaire used to obtain initial information from the facilitators is structured with open-ended questions in order to zoom in on specific design and programme issues (Appendices ten & twelve). The group interviews conducted with learners are what Bless & Higson-Smith (2000:105) refer to as non-scheduled structured interviews where the researcher has a list of sub-questions which focus on the research question, but other questions which relate to the research area can also be formulated and discussed during the course of the interview.

This approach allows for a certain amount of informal dialogue between the interviewer and interviewees. The final interview in the tradition of fourth generation evaluation did not follow a structured format. The researcher had extracted the key information from the preliminary phases of the research and synthesised this in a document that was presented to the facilitators and the programme coordinator. While the researcher had key questions drawn from the information gathered during the preliminary research phase these were addressed in an informal non-structured format which allowed the facilitators and the co-ordinator to discuss and debate the key questions and to introduce additional information and concerns. The purpose of the group interview was to focus on key issues that had arisen from the questionnaires, individual interviews and session observations and to discuss these in detail with facilitators and the programme co-ordinator. The group interview (or focus group) provides “another level of data gathering or a perspective on the research problem not available through individual interviews” (Frey & Fontana, in Denzin & Lincoln, 1998:53).

The culminating group interview provided the opportunity to verify and discuss various stakeholders’ perspectives. While this research cannot be classified as pure fourth generation evaluation (Guba & Lincoln, 1989), where the researcher has a predetermined framework and questions, an attempt has been made to address the issues and concerns of the programme stakeholders so that the evaluation may benefit them and the programme refinement is of value to other programme designers. The attempt to address the issues that have arisen during the preliminary phases of programme evaluation is done primarily through the group interview. In this culminating interview the stakeholders are provided with the opportunity to discuss issues that have arisen during the research process and to establish some commonality of interpretation of these as well as identifying possible solutions to programme logjams. The group interview also provides the mechanism for clarification and verification of issues to a certain degree.

3.6 STRUCTURE

This study essentially involved the construction and interpretation of information. Programme stakeholders were therefore involved in the evaluation of the programme to assist with this process. According to Shaw (1999) if stakeholders are part of the process of defining research areas then they are more likely to support and apply the evaluation findings. Thus while the nature of the research could not be purely fourth generation evaluation (Guba & Lincoln, 1989) as the research had been predefined and a framework constructed, the research process did attempt to address the concerns of the stakeholders through interpretative dialogue and interaction.

In summary, the programme evaluation process was structured as follows:

Phase one

- A construction of how the programme was designed and an overview of the programme.
- The design of questionnaires and interviews.
- An initial interview with the programme co-ordinator (administrator) to discuss the evaluation and to raise areas of concern regarding the design and implementation of the programme.
- An initial interview with one of the programme developers based on the interview/questionnaire framework.

Phase two

- The administration of a questionnaire to majority of programme facilitators.
- The administration of a questionnaire and group interviews with groups current learners and past learners to address issues arising from the questionnaires and observations in more detail.
- The observation of two programme sessions and consultation with facilitators after session.
- A synthesis of information for culminating interview.

Phase three

- A culminating group interview with facilitators which address issues raised in other data collection procedures.
- A final analysis of data and recommendations.

3.7 DATA ANALYSIS

The initial phase of the research was constructed from programme documentation and verified by fellow programme developers. The research framework (Diagram 2) was used to guide the questions posed in interviews and questionnaires. The initial analysis of data at the end of phase two focuses on key themes as identified by the research framework. It also separates what the various stakeholders consider to be the strengths and the weaknesses of the programme design and implementation. All focus group sessions were tape recorded and then transcribed.

The transcripts from the questionnaires and interviews were analysed and a summary of each was compiled in a table (Tables 5.2-5.8). These were then closely examined and key themes were identified. Guba & Lincoln (1989) state that triangulation (Denzin, 1978) is generally associated with positivist research and should only be used to verify facts in a fourth generation evaluation. Triangulation, however, was used in this study to confirm stakeholder perspectives and interpretations and to crosscheck specific data items. Therefore, triangulation was used as a way of determining support for a particular point of view and also involved comparing information from the final interview with that obtained in the initial interviews and questionnaires.

Through the identification and verification of primary themes, key questions were determined for the final interview. In the final interview stakeholders steered the discussion but the researcher ensured that the key questions were addressed. Stakeholders also introduced additional issues into this discussion. This interview was used, primarily, to verify or negate key questions that arose from the preliminary phases

of the research. The culminating interview, therefore, put the stakeholders in a position where they could assist with the analysis of data and shape the future development of the programme. This information was presented in the form of a report to the stakeholders and forms Chapter Five of this research.

3.8 VALIDITY AND RELIABILITY OF RESEARCH

3.8.1 Validity and reliability in the context of qualitative research

The constructivist-interpretive paradigm rejects the notion of any form of research being value free and embraces the notion that even in the positivist paradigm the research question is posed from a specific value system. Qualitative research that makes use of qualitative methods cannot claim to be completely valid and reliable. Denzin & Lincoln (1998) perceive the validity of qualitative research to lie in the researchers declaring their philosophical and theoretical position up front and making use of various techniques in an attempt to verify their interpretation of the participant's experiences and other research data. Weiss (1987:48) acknowledges that evaluation "by its very nature makes implicit political statements about such issues as the problematic nature of some programs and the unchallengeability of others".

Like other forms of interpretative inquiry, interpretivist evaluation rejects the conventional stance that quantitative methods applied within a positivist paradigm provide an absolute truth. The interpretive approach, however, does require that the researcher operate within some procedural guidelines and that they "seek to authenticate their interpretations as empirically based representations of program experiences and meanings, rather than as biased inquirer opinion" (Greene, 1998:385).

As Guba & Lincoln (1989:104) put it:

“The ‘truth’ of any proposition (its credibility) can be determined by submitting it semiotically to the judgment of a group of informed and sophisticated holders of what may be different constructions. Any proposition that has achieved consensus through such a test is regarded as ‘true’ until reconstructed in the light of more information or increased sophistication; any ‘truth’ is relative”.

The ‘truth’ as obtained from this research is, therefore, a construction of meaning with a particular group of people in a specific context at a particular point in time. If any educational programme is to continue to meet current needs, then it will have to be adapted accordingly. Thus, change is an integral feature of quality programmes and the nature of “truth” experienced by other *Ready for Business* programme evaluators in future evaluations, or by evaluators of the *Ready for Business* programmes as applied in other contexts will provide different versions of “truths”. Goodman & Elgin (1988) suggest that within the constructivist paradigm the more pragmatic notion of ‘rightness’ is adopted. ‘Rightness’ is defined as an act of “fitting and working but not a fitting onto – a correspondence or matching or mirroring of independent Reality – but a fitting into a context of discourse or standing complex of other symbols” (Goodman & Elgin, 1988:158).

Guba & Lincoln (1989), however, do provide certain criteria “parallel” to those of validity, reliability and observation for ensuring evaluation standards and quality. These are credibility, dependability and confirmability. Credibility incorporates the following criteria:

- (i) Prolonged engagement – this involves sustainable involvement with a programme so as to overcome the effects of misinformation, distortion or presented “fronts”;
- (ii) Persistent observation – the evaluation needs to devote sufficient attention to the evaluation so that they can identify elements in the situation that are most relevant to the problem;

- (iii) Peer debriefing – the evaluator should discuss their evaluation, as it progresses, with an objective peer who is not involved in the study;
- (iv) Negative case analysis – the hypothesis or findings derived from the study need to be compared with other hypothesis or findings; and
- (v) Member checks – the evaluator should test their findings with members of the stakeholder groups from where the original constructions were collected.

Transferability can be compared to reliability (Guba & Lincoln, 1989). The major technique for establishing the degree is “thick description” (Ryle & Geertz, in Guba & Lincoln, 1989). Dependability determines the stability of the data over time and involves a dependability audit that examines the extent to which the process is an established, trackable and well-documented process in which data can be confirmed.

3.8.2 The position of the researcher

The researcher has been involved with the programme since 1997, the second year of its inception and has been part of the programme development process. Therefore, it was essential to ensure that any researcher bias or defensiveness did not impact on the outcome of the study. It was also important, as in any qualitative research, that the researcher’s impressions and opinions did not steer the results in a specific direction. Guba and Lincoln (1998) define the epistemology of the constructivist paradigm as “transactional and subjectivist” and see this to be a positive feature of the paradigm rather than a weakness. They describe the interaction of construction of information as follows: “the investigator and the object of investigation are assumed to be interactively linked so that the ‘findings’ are literally created as the investigation proceeds” (Guba & Lincoln, 1998: 207). They further state that constructions of information are not more or less ‘true’ in any absolute sense. These constructions simply become more or less informed and/or sophisticated. The constructions are always dependent on their contexts and the participants. “Constructions are as alterable, as are their associated ‘realities’ ” (Guba & Lincoln, 1998:206). The “subjectiveness” of the researcher therefore, can be used as a strength providing that biases or the philosophical position is declared. Guba & Lincoln

(1989) state that the greater the range or scope of information available to a constructor the more sophisticated and richer the construction will be. This also depends on the ability of the constructor to reconstruct the information within the research framework.

In this case the researcher supports the theory of outcomes-based education and has worked closely with Dr Spady¹ in order to develop a deeper understanding of the philosophy and principles underpinning outcomes-based education. The researcher has also been closely involved in the development of the *Ready for Business* programme and is committed to refining the programme as much as possible so that it becomes a model for translating the philosophy and principles of outcomes-based education into practice. This commitment and openness to change was evident in 1998 when the programme development team redesigned the entire programme with Dr Spady so that it could be a 'better' model of transformational outcomes-based education.

Many checks and balances were put in place to ensure that the 'insider' status of the researcher was a strength rather than a weakness of the study. The programme stakeholders were willing to open up to the researcher because they were assured, as in the case of past interactions, that their input would be seriously considered and appropriately used to refine the programme. There was a strong element of trust between the researcher and the stakeholders which aided the process, as well as a deep understanding of the programme on the part of the researcher which enabled an in-depth exploration of issues. The authentication of data is attempted through triangulation of methods and perspectives (Denzin, 1978) as well as member checks and audits (Lincoln & Guba, 1989).

The research framework includes questions which display the programme's strengths and weaknesses. All information was collected in such a way to ensure that negative as well as positive responses could be captured. The initial information provided to the stakeholders at the commencement of the culminating interview highlighted both the programme's strengths and its weaknesses. The culminating interview provided a means

¹ A specialist in outcomes-based education

of verifying that the information, as interpreted by the researcher, was accepted by the programme stakeholders. Stakeholders were given the opportunity to raise publicly any points which were not included in the initial synthesis of the research findings. A draft research report was also presented to the stakeholders for comment before it was included in Chapter Three. It cannot be denied that no matter how stringent the measures in qualitative research, the position of the researcher, and even the very nature of the questions asked, will influence the study. All caution was taken in this research to ensure that the position of the researcher did not bias the study any more than if she had been an external evaluator.

3.9 ETHICAL CONSIDERATIONS

The researcher was aware that her 'insider' status should not be abused. Therefore, all stakeholders were made aware of the dual nature of the research which was (i) to be used for the further improvement and refinement of the programme, and (ii) to be written as a Master's thesis. Confidentiality was also observed at all times and individuals were not linked to information unless they did this themselves by stating opinions in front of other stakeholders. All information was dealt with sensitively so as not to cause offense to primary role players such as the programme co-ordinator or the programme developers.

3.10 CONCLUSION

The research design portrayed in this chapter covers an examination of the *Ready for Business* programme. This examination attempted to provide an evaluation of whether or not the programme authentically develops the key principles of outcomes-based education. It also examined the practical aspects of translating theory into practice especially where there are time constraints on teaching and learning. The question of programme success in terms of its vision will also be addressed briefly – it cannot be

assumed that because a programme is designed according to certain theories that it will be successful, as various internal and extraneous factors also need to be examined.

The next chapter is an overview of the *Ready for Business* programme. This provides the initial data for determining to what extent the programme is developed according to the principles of outcomes-based education.

4.2 HISTORICAL OVERVIEW

4.2.1 Background to the *Ready for Business* initiative

The *Ready for Business* Programme is an initiative of the Delta Foundation, a funding organisation affiliated to the Delta Foundation for Education, Research and Development. The Delta Foundation aims to identify and develop innovative models to address problem areas in this field. These models are piloted in the field and, if successful, are made available as templates for other institutions to use to the benefit of their communities. In 1996 the Act, titled *Act on the Promotion of the Development of the Education Sector*, was passed. The aim of this project was to design a programme as a pilot project for the 11 and 12 learners from disadvantaged communities to succeed in their education.

CHAPTER FOUR

OVERVIEW OF THE *READY FOR BUSINESS* PROGRAMME : DESIGN, PROCESS AND STRUCTURE

4.1 INTRODUCTION

This chapter serves to provide information required both (i) for the research that is to follow, and (ii) as part of the research that forms the construction of the design process followed by the *Ready for Business* programme developers. The chapter examines briefly the background of the project, the need for the project and how a particular programme prepares learners from disadvantaged communities for higher education business studies so that they may make a contribution to commerce and industry. The programme design process is outlined to provide an explanation of how the programme developers applied the principles of transformational outcomes-based education to the design process. A brief overview of the programme is also presented so that its life roles, outcomes and assessment practices can be critiqued within the framework of transformational outcomes-based education.

4.2 HISTORICAL OVERVIEW

4.2.1 Background to the *Ready for Business* initiative

The *Ready for Business* Programme is an initiative of the Delta Foundation. The Delta Foundation a funding organisation affiliated to the Delta Motor Corporation in Port Elizabeth. The Delta Foundation aims to develop and document education and housing models to address problem areas in this field. These models are piloted in Port Elizabeth and, if successful, are made available as exemplars for other implementers to refine and use to the benefit of their communities. In 1996 the Accelerated Achievers' Project was initiated. The aim of this project was to design a programme to prepare selected Grade 11 and 12 learners from disadvantaged communities to succeed in higher education

business studies so that they can make a positive contribution to commerce and industry in South Africa.

4.2.2 Piloting of the *Ready for Business* programme

A programme was designed, refined and piloted over a period of four years. This Accelerated Achievers' Project was eventually renamed the *Ready for Business* project and the resultant programme was simply named *Ready for Business*. The programme was piloted as a Saturday programme for disadvantaged learners in the Port Elizabeth and Uitenhage metropolises (now consolidated in the Nelson Mandela Metropole).

Grade ten learners from the sixty-eight disadvantaged schools in Port Elizabeth and Uitenhage are invited to apply to attend the programme commencing in their grade eleven year. Seventy-five learners are selected annually. These learners attend the programme for 20 Saturdays during their Grade 11 year and an additional 20 Saturdays during their grade twelve year. Saturday sessions are organised so as not to interfere with exam times. The learners also attend Maths classes on a Friday afternoon to ensure that their Maths marks are of a standard to allow them into a higher education business study course of their choice.

Lecturers from the University of Port Elizabeth, Port Elizabeth Technikon as well as Port Elizabeth Business people and secondary school teachers participated in the initial design and piloting of the programme. External evaluations and tracking of learners has attested to the success of the Saturday programme and in 1998 the *Siyabona Education Trust* was established to oversee the continuation of the Saturday pilot programme.

Programme documents in the form of *Implementation Guidelines*, *Facilitator Guides* and *Learner work/information items* were compiled to accompany and support the replication of the programme in other situations and areas.

4.2.3 Expansion of the *Ready for Business* initiative

The programme is closely designed according to the SAQA critical outcomes (Appendix 1). This means that it develops the critical outcomes in a business context. The programme also has been adapted for use with other groups of learners. In the year 2000 the programme was introduced in a pilot form in business at *Spar* in Port Elizabeth as part of the fundamental and core training component of the National Drivers' Qualification. In 2001 the programme was adopted by Delta Motor Corporation as a programme to benefit its employee's children. Approximately forty Grade 11, 12 and post matric learners attend this programme at Delta Motor Corporation on Saturdays. This programme is referred to as the Delta Employees' Children's programme.

4.2.4 The meaning of 'replicability' and 'model'

The concepts of 'replication' and 'model' have been challenged throughout this project. Those involved in the project have realised that the programme can be constituted as a 'concrete' model in the traditional sense as a package of guidelines and modules. The programme, however, can also be used to inform the development of similar outcomes-based education programmes. The 1999 programme evaluation summed this up by the following quote:

"I would like to suggest that we consider the concept of replicability as consisting of two different but complementary arms, sharing a common spirit and aim, rather than it being an either/or affair ... in practice, this pioneering work has actually taken place on two fronts, and now needs to be driven on both these fronts. The first one is the intended aim of the Ready for Business Initiative – to prepare disadvantaged high school learners to succeed in higher education business studies... the other arm is the unintended outcome of the initiative, and here I refer to the critical practice wisdom that has emerged from the struggle and subsequent understanding of the pioneering work in the outcomes-based education paradigm" (Euvrard, 1997:4).

The fruition of the latter part of the above statement can be seen in the contact that the programme developers have had with SAQA and subsequent referral by SAQA of other

programme developers to those involved in the *Ready for Business* programme development work.

4.3 DESIGN PROCESS

4.3.1 Programme design 1996 - 1997

The initial programme design process which commenced in 1996 involved the appointment of individual facilitators to design courses and then pilot and refine these. These courses were determined on the basis of initial research conducted with higher education business lecturers and business. The following courses were compiled by the various facilitators: communication skills, self development, economics, financial management, research skills, study skills, democracy and human rights, business law, business careers. Each course had specific outcomes that were assessed during the course by the facilitator who offered the module.

4.3.2 Programme design 1998 - 2000

During 1998 the programme developers consulted with Dr Spady¹ on the programme design. While Dr Spady indicated that he was impressed with the work done to date he made several suggestions regarding how to align the programme closer to transformational outcomes-based education and offered to assist the programme developers. He indicated that skills tended to be embodied in modules (for example communication, research, study skills and so on) and these needed to be present throughout the programme in increasingly difficult contexts, rather than being 'ticked' off as completed after a specific module. The Delta Foundation agreed to finance the alignment of the programme closer to transformational outcomes-based education so that it could become a model of how to apply this theory within the South African context.

¹ A specialist in outcomes-based education.

The *Ready for Business* Programme followed the design process as described in the four principles of outcomes-based education. Dr Spady assisted with the definition of the programme's life roles and outcomes and with the translation of these into the components specified in the critical outcome design matrix (Appendix 5) Below is a simplified outline of the programme design process followed.

1. Definition of the life roles for learners.
2. Definition of exit outcomes based on skills, knowledge and needs analysis of higher education business students and business.
3. Outline of programme onto the critical outcome design matrix as developed by Dr Bill Spady and Dr Roy Killen.
4. Development of assessment criteria in the form of performance rubrics for each outcome. This also involved breaking down the outcomes into performance components.
5. Creation of ways to facilitate learning, practice and assessment opportunities: The construction of themes and modules designed down from the outcomes and assessment criteria.

The programme that resulted from this design process is outlined in 4.4.

4.4 PROGRAMME OVERVIEW

4.4.1 The *Ready for Business* programme's life roles

In the programme "life roles" are taken to mean critical roles that learners will have to perform in specific contexts in the higher education business studies environment. These are based on the five role-based SAQA critical outcomes (Appendix three). In the programme the five life roles are defined as follows:

Career – competent, informed, emerging professionals guided by an ethos of excellence and productivity;

Citizen – responsible, contributing community participants guided by an ethos of service and democracy;

Entrepreneurship – imaginative, insightful opportunity creators guided by an ethos of continuous improvement and commitment;

Self - reflective, self-directed developing professionals guided by an ethos of continuous improvement and commitment; and

Team – reliable, supportive team members guided by an ethos of inclusiveness and accountability.

4.4.2 Programme exit outcomes

The culminating exit outcomes considered necessary to achieve the life roles are listed below.

Competent, informed, emerging professionals guided by an ethos of excellence and productivity

- Apply rational thinking, creative thinking and decision-making techniques to framing and solving problems in your personal, social and career affairs.
- Communicate clearly, constructively, politely and persuasively to a variety of audiences in learning and interview situations.
- Apply a range of appropriate research techniques to obtain information from relevant sources, analyse its core features, and draw conclusions from it.
- Apply basic economic, legal, budgeting and business knowledge to develop and carry out a variety of projects successfully.
- Apply required business numeracy principles, computer technologies and defined procedures to carry out business projects successfully.
- Set clear achievement /productivity goals, plan and work systematically towards achieving them.

Responsible, contributing community participants guided by an ethos of service and democracy

- Analyse the fundamental principles and values underlying democracy in society to explore related issues and controversies.
- Meaningfully contribute time and effort to advancing the well-being of others in a variety of contexts.

Imaginative, insightful opportunity creators guided by an ethos of continuous improvement and commitment

- Analyse the South African micro and macro environment and identify and assess viable future employment/entrepreneurial opportunities.
- Analyse the unique characteristics and available resources of a variety of higher education institutions and explore the challenges of studying there.
- Develop a potential career path and initiate its actualisation by successfully applying to higher education institutions and bursars.
- Generate creative alternatives for overcoming obstacles to successful learning and living.

Reflective, self directed developing professionals guided by an ethos of continuous improvement and commitment

- Authentically assess themselves and others regarding careers and entrepreneurial suitability and identify learning paths for personal and professional advancement.
- Organise and manage themselves and their activities responsibly and effectively.
- Explore, personalize and actualize learning styles and strategies and assess themselves and others in learning situations.
- Analyse and explore personal interaction styles, group dynamics, prejudice and stereotypes and develop qualities that contribute towards meaningful interpersonal relationships.
- Apply active listening and accurate reflection skills in peer counseling and conflict negotiation and general learning situations.

Reliable, supportive team members guided by an ethos of inclusiveness and accountability

- Identify criteria for measuring team performance and assess a team accordingly.
- Interact productively with team members and contribute towards the achievement of a common goal.
- Master the principles of leadership and demonstrate these in learning, social or project contexts.

4.4.3 Programme themes

In order to achieve these outcomes, learning, practice and assessment opportunities have been designed down into a series of themes:

Level one (Grade 11)

Portrait of Self (3 modules)
Getting Connected (3 modules)
Mastering Learning (3 modules)
I Can Make a Difference (2 modules)
World of Business (5 modules)
Future Perspectives (2 modules)
Society in Which We Live (2 modules)

Level two (Grade 12)

Portrait of Self (4 modules)
Future Perspectives (3 modules)
Getting Connected (4 modules)
World of Business (4 modules)
Society in Which We Live (3 modules)

Each theme is divided into modules and each module is designed to run for approximately four contact hours. The actual time spent on a module depends on the pace of the learners. Learners spend additional time completing assignments and projects this constitutes the rest of the notional hours. Replacement modules are available for more mature students who have already made a career choice for example *Future Perspectives* is replaced with *Creative Options* which focuses more on creative thinking rather than on career planning. The selection of modules depends on the needs of the learners.

Learning is organised in a developmental manner and structured to develop specified concepts (for example thinking processes, communication, team work, and so on). The first three level one themes lay the foundation for the rest of the programme. Learners gain confidence and start by exploring themselves as individuals, with *Portrait of Self*. The next theme, *Getting Connected*, focuses on laying the foundation for basic communication skills. *Mastering Learning* explores various styles and strategies of learning, assessment and research. The themes, therefore, need to follow the order presented to allow for systematic development of concepts.

All themes are not all the same length. They are weighted in terms of importance of outcomes in relation to the business and higher education environment.

Appendix six shows which outcomes are developed in which themes. It also shows which outcomes are primary to this theme and which are secondary (in other words, not the prime focus of the theme) as well as which are to be assessed in the theme.

4.4.4 The *Ready for Business* programme's guides and resources

4.4.4.1 Theme packages

Each programme theme is presented in a file. Each file contains a punched copy of the facilitator guide and learner's manual and a master copy of this in a plastic sleeve for photocopying for facilitators and learners. Facilitators should receive a bound copy of the whole package (both facilitator guidelines and learner work/information items bound together) so that they can refer to the work/information items as necessary.

The facilitator's guide is laid out systematically. Each guide's introduction indicates the following:

- Primary and secondary outcomes;
- What should be assessed in each module (assessment opportunities); and

- What learners should know (assumed and new knowledge), should do and should produce during the course of the theme.

The guide is divided into a number of modules each of four hours (two x 2-hour units). These can be taught in two separate two-hour sessions on different occasions, but should not be split into smaller sessions. There is a lot to accomplish in the modules, so some of the sessions could be lengthened if time allows. Facilitators need to pace themselves and their learners and make adjustments as necessary, so they do not force learners to stick to specific time frames.

Each module also points out the following:

- What facilitators should prepare for the sessions;
- What resources facilitators will need;
- Assessments that are clearly indicated in the margins; and
- Portfolio of Evidence (POE) items that learners must put into their portfolios.

An *Introductory facilitator guide* is also available. This introduces facilitators to essential programme principles and procedures. It should not just be handed out to facilitators, but should form part of an introductory training session.

4.4.4.2 Feature videos

Two feature videos have been developed to enhance learning. These are:

- (i) The world of higher education and
- (ii) The world of business.

The videos form part of the programme themes: *World of Business (level one)* and *Future Perspectives (level two)*. The videos provide insight for learners into the field of higher education and into the business world. Facilitators will need the videos in advance so as to incorporate them in the relevant modules.

4.4.4.3 Video-based education and training (VBET) videos

Ready for Business worked in partnership with the Video-based Education and Training project to pilot two of the programme's themes in this format (*Portrait of Self – level one* and *World of Business – level one*).

Video-based education and training is based on a methodology of video-based facilitation. The primary content of the sessions is video-taped in an interesting format and structured so that the facilitators use the video as their primary information resource. The video is paused at indicated intervals and learners complete the various activities. This medium of instruction provides a structured way of presenting sessions where facilitators lack essential knowledge or feel insecure in a specific area of expertise. The “expert” on the video provides the information needed.

Facilitators are trained in the video-based education and training methodology prior to its implementation. It is hoped, funds permitting, that the entire programme will eventually be offered in this format as an option for implementers.

4.4.5 Assessment framework

Since the *Ready for Business* programme is designed within an outcomes-based educational framework, assessment needs to be consistent with this. The programme makes use of two forms of assessment (i) formative (also known as continuous) and (ii) culminating or summative assessment.

4.4.5.1 Formative/continuous assessment

Formative assessment means that learners are given the opportunity to work towards the mastery of an outcome. Formative assessment involves giving learners continuous feedback so that they can continue to improve their performance or mastery of skills and knowledge. Each theme provides opportunities for assessment of performance components of the various programme outcomes. As many opportunities as possible within the programme's time frame are provided for practice and assessment of

performance components. Assessment opportunities are clearly indicated in the modules by means of (A) or (a). (A) Indicates that is highly recommended that an outcome is assessed in a particular module, while (a) indicates that it is optional for the outcome to be assessed, but that facilitators could do so if they have an opportunity.

Performance rubrics have been designed for each outcome (see Appendix seven for an example). These describe the assessment criteria and the level of performance for each outcome. Facilitators need to assess carefully the level that the learner has mastered as per the rubric and to indicate their level of performance on reporting schedules (the class lists and individual learner reports). Assessment by various facilitators and the final culminating assessment should ensure some level of objectivity.

4.4.5.2 Summative/culminating assessment

Summative or culminating assessment takes place at the end of each course level (or grade). At the end of level one and level two, facilitators (or other assessors) need to go through learners' POEs with them. This can be done with one facilitator per learner or a panel of facilitators. It is recommended that facilitators perform this task as they have already established a relationship with learners and apart from their being non-threatening they are in a better position to give learners feedback on progress than an external assessor could. As facilitators discuss learners' POEs with them, they will also do the following:

- Examine the evidence for each outcome;
- Examine learners' reports;
- Discuss learners' performance and the assessment of this as they progress; and
- Complete a culminating report for the learner.

The culminating assessment at the end of level one provides feedback and provides guidelines for learners to improve their performance during level two. The culminating assessment at the end of level two is final as far as the programme is concerned, but learners should be encouraged to improve in specific areas, in future informal and formal learning situations.

An external assessor can also be requested to determine if the level of assessment is uniform and correct.

4.4.5.3 Portfolio of Evidence (POE)

Each learner is required to keep a portfolio of evidence. This is a record of work or information items as well as other evidence such as facilitator reports, which indicates mastery of each outcome. *Ready for Business* recommends that learners keep a POE file. This could be either a separate file, or if funds are limited, learners can file this information at the back of a lever arch file in which they keep their notes. It is also recommended that the POE consists of 20 file dividers, each with a specified outcome on it, and learners should file their evidence for each outcome behind the relevant divider. Theme reports and other evidence must also be filed.

Other forms of evidence that could be included in a portfolio of evidence are reports from clubs and societies in which learners participate or testimonies and reports from teachers/lecturers or other community leaders. This evidence must be authentic and bear a stamp or letterhead from the society/club/school concerned.

The POE forms a vital assessment tool in the programme. At the end of the programme, facilitators or other assessors need to make a final assessment on whether or not learners have met the programme's exit outcomes based on the evidence in their POEs. Learners can eventually use these to promote their acquired skills and knowledge in higher education institution instructions or in business.

4.4.5.4 Assessment schedules and reports

There are three recommended forms of reporting. However, programme implementers can design their own recording and reporting system, if the examples are not suited to them.

- (i) A class assessment schedule for each theme is handed to the co-ordinator at the end of theme. Schedules for each theme are included in the *Introductory facilitator guide*.
- (ii) Individual formative reports for each learner has to be completed for each theme (Appendix eight). Blank copies for each theme are also included in the *Introductory facilitator guide*. On return a copy should be made of this report for programme records. Learners should file the original in their POEs.
- (iii) A culminating report for each learner (Appendix nine). This is generally completed at the end of each programme level based on a discussion of the learner's POE.

4.5 FACILITATOR DEVELOPMENT

Ready for Business programme facilitators are selected from various sectors of the community where the programme operates: further and higher education, business and non-governmental organizations. The facilitators of the *Ready for Business* programme as implemented by the *Siyabona Education Trust* are secondary school teachers, higher education lecturers and students, members of the Department of Education and local business people.

The facilitators are introduced to the programme and related methodologies, educational frameworks and administration procedures before they commence with facilitation. This generally takes place in the form of a workshop prior to the commencement of the programme at the beginning of each year.

Each facilitator receives a copy of the *Introductory facilitator guide*. This document is explained to facilitators during the training session so that they understand the programme, how it works and related administration procedures and facilitation methodologies.

4.5.1 Training session for facilitators

The training session for facilitators generally depends on the level of expertise and the needs of the facilitators. If facilitators are drawn from different sectors, then they may have very different levels of expertise. In essence, facilitators of the *Ready for Business* programme require the following knowledge and skills:

- Good facilitation skills;
- A basic understanding of outcomes-based education and complementary methodologies (for example, group work, how to facilitate plenary sessions, how to manage role-plays, how to facilitate feedback processes, and so on);
- An understanding of criterion-referenced assessment and how this is applied in the programme;
- An understanding of what the programme wants to achieve (the vision); and
- An understanding of how the programme works.

4.5.2 Promoting integration and teamwork

In order for the programme to function effectively it is important that facilitators understand and are motivated to work together as a team. It often takes time for facilitators to achieve this. This is also addressed in the initial training workshop and demonstrated through various exercises (for instance a string exercise).

It is also important for the facilitators to understand that it is often difficult to form a holistic picture of the programme if various people facilitate various modules. It is therefore recommended that they read through the programme theme summaries and talk to each other as much as possible. This is especially important with regard to the assessment procedure. Each theme covers many different skills and areas of expertise. Facilitators may therefore choose to draw on each other's strengths by asking for assistance regarding facilitation or assessment. If, for example, the *Getting Connected* facilitator, who should be skilled in communication, wants to follow up on additional assessment of learners she will need to discuss this with other facilitators and to make

arrangements to assess further communication skills in other modules. A more business orientated facilitator who has to assess some communication skills in a module and does not feel comfortable doing so, could invite the *Getting Connected* facilitator to assist him with this assessment. This is especially relevant in the final *Society in Which We Live – level two* module where learners present their projects.

4.6 TIMING OF THE PROGRAMME

The *Ready for Business* programme is designed to run over 160 contact hours with an extra 20 hours per level for assignments and projects. This is broken up into eighty contact hours for level one (Grade 11) and eighty contact hours for level two (Grade 12). Learners need sufficient time between contact sessions to master skills by completing assignments and worksheets. For school-based learners who have other commitments such as exams, this means that it is realistic to expect them to complete each level within a school year (namely, level one during their Grade 11 year and level two during their Grade 12 year) providing that the programme commences early in February and ends early in September of the same year.

4.7 SELECTION OF LEARNERS

4.7.1 Selection process

The *Siyabona Education Trust* has spent the past five years refining a testing and selection process. The trust targets 68 schools in the present Nelson Mandela Metropole. The *Siyabona Education Trust* presently facilitates the following:

1. Awareness of the programme;
2. Career guidance and assessment (as and when required);
3. Completion of an application/motivation form;
4. Screening of learners for entrance tests; and
5. Entrance tests.

While the process appears to be simple it has been complicated by issues such as teacher training sessions for the new curriculum, redeployment, principals who refuse to allow the co-ordinator to address learners, exams and test times, and early release of learners from schools during exam and public holiday times.

4.7.2 Key selection factors

When considering learners to attend the *Ready for Business* the following factors are considered.

- (a) Learning potential.
- (b) Recognition of prior learning (RPL).
- (c) Aptitude and motivation to study in a business direction at a higher education level.
- (d) Basic English communication ability (the programme is offered in English as this is the medium of instruction at most higher education institutions and is also the global medium of communication in the business environment).
- (e) Basic Numerical ability.
- (f) Since the *Ready for Business* Programme is offered as a Further Education and Training course, ideally, learners who apply to attend the programme should have a General Education and Training Certificate (GETC). This is the equivalent of a Grade 9 qualification.
- (g) It is also recommended that if the programme is offered at school level then learners should at least be in Grade 10 to attend the programme.

(a) Learning potential

This is assessed through formal tests or through examining a learner's learning track record and/or Portfolio of Evidence (if available). While school progress reports may give some indication of potential, selectors are cautious of placing too much emphasis on these results, as not all are a true reflection of a learner's potential. Many progress

reports reflect learners' ability to master content rather than depicting the success of an outcomes-based approach. Unless they are Matric marks, there is no standardisation as teacher assessments are subjective. This will hopefully change once the GETC is in place.

(b) Recognition of prior learning

This involves determining what skills and knowledge learners have mastered already and accrediting learners for these. There are many ways of assessing prior learning, one of which is through asking learners to produce evidence that they have mastered specific skills. The programme developers are currently working on assessment criteria for this purpose and are exploring ways of how to use RPL within the programme context.

(c) Aptitude and motivation to study in a business direction at a higher education level

Aptitude can be assessed through formal tests or through a careful examination of learners' performance records in business subjects. A Portfolio of Evidence can be a valuable assessment tool if available. Once again, selectors examine previous records carefully. Basic questionnaires have been designed to assess a learner's motivation to study further in a business direction. An individual interview also assists in determining interest and motivation.

(d) Basic English communication

Learners must be able to write and speak in English in order to attend the programme. This can be assessed through tests and interviews. A guideline for required level of English ability is outlined below.

Speaking and listening At this level learners can:	Reading At this level learners can:	Writing At this level learners can:
Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.	Read and understand short, straightforward texts on familiar topics accurately and independently.	Write to communicate information to an intended audience.
Speak to communicate information, feelings and opinions on familiar topics.	Read and obtain information from short documents.	Construct simple sentences that accurately convey intended meaning (spelling should be identifiable and basic grammar structure should be in place).
		Write a short paragraph in response to a given topic that conveys logic and valid understanding.

(e) Basic numerical ability

Learners need to apply basic numerical skills in order to cope with some of the programme modules. This ability can be assessed through tests. A guideline for the required level of numerical ability is outlined below.

Understanding and using mathematical information At this level learners can:	Calculating and manipulating mathematical information At this level learners can	Interpreting results and communicating mathematical information At this level learners can:
Read and understand information given by numbers and symbols in simple graphical, numerical and written material (including basic word sums).	Generate results to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose.	Present and explain results which show an understanding of the intended purpose using appropriate numbers measures, objects or pictures.
Specify and describe a practical problem or task using numbers, measures and simple shapes to record essential information.		

4.8 THE *READY FOR BUSINESS* PROGRAMME AND THE NATIONAL QUALIFICATIONS FRAMEWORK

The *Ready for Business* programme is currently registered as a short course with the South African Qualifications Authority (SAQA). Registration as a short course required that the programme have clear outcomes and assessment criteria.

Once the unit standards and qualifications for the Business, Commerce and Management sector at a Further Education and Training (FET) level have been established, the *Ready for Business* programme should provide credits towards a qualification in this field. A full qualification constitutes 120 credits (1200 notional learning hours) towards a qualification. The *Ready for Business* programme is currently being used for fundamental and core training within the business environment.

4.9 CONCLUSION

This chapter presents an overview and description of the *Ready for Business* programme from a design point of view. While the programme has been designed within the framework of transformational outcomes-based education and the developers have taken cognisance of contemporary teaching and learning theory as well as methods of selection, the real test of whether or not the programme works can only be gleaned from information provided by the programme stakeholders. This information, in conjunction with an examination of the 'success' of the programme, is critical in evaluating if the programme design process achieves its overall vision – that of preparing learners for higher education business studies.

The next chapter presents the data collected during the study from the programme stakeholders. The chapter provides an analysis of this data, together with the information presented in this chapter, within the framework of transformational outcomes-based education.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

This chapter describes the research process, the methods used and stakeholders involved in the programme evaluation. The evaluation addresses both programme design as well as programme implementation. This is conducted within the research framework outlined in Chapter Three which refines the three main research issues into questions listed under the four key principles of outcomes-based education. Tuckman's (1985) model of input, process and output is linked to the four key principles research framework and is used as a guide for the evaluation of data gathered from programme stakeholders and an examination of the programme documentation. The chapter provides an overview and analysis of the data collected which forms the rationale for the recommendations that follow in Chapter Six.

5.2 OVERVIEW OF RESEARCH PROCEDURE

5.2.1 Data generation

The data for this research was generated from two primary sources.

- (i) Programme documentation and records
 - The programme implementation guidelines.
 - Promotional materials.
 - Tracking information on past learners.

- (ii) People (the programme stakeholders)
 - The programme co-ordinator (interview).
 - A programme developer (interview).
 - Programme facilitators (reports, questionnaires and a group interview).
 - A group of Grade 11 learners (brief questionnaire and group interview).
 - A group of Grade 12 learners (brief questionnaire and group interview).
 - A group of post matric learners who completed the programme in the year 2000 (brief questionnaire and group interview).

A summary of the stakeholder participation presented in table 5.1 below

Table 5.1 : Summary of stakeholder participation

Stakeholder group	Method	Number of stakeholders
Programme Co-ordinator	In-depth individual interview Also participated in culminating group interview	1
Programme Developer	In-depth individual interview Unavailable for culminating group interview (emigrated)	1
Facilitators	Questionnaires	10
Facilitators	Culminating group interview	6
Grade 11 learners	Brief questionnaire and in-depth group interview	7
Grade 12 learners	Brief questionnaire and in-depth group interview	9
Post-matric learners	Brief questionnaire and in-depth group interview	11

5.2.2 Research process

As outlined in Chapter Three the research process was structured around three phases. Phase one (3.6) involved a description of the programme based on the programme documentation. It also involved the design of data gathering tools (questionnaires and interview questions)(3.5.2) and initial in-depth interviews (3.5.2) with the programme co-ordinator and a programme developer.

Phase two involved the administration of questionnaires to the facilitators and learners and group interviews with learners. It also included an examination of the programme's tracking of past learners' records. The final step in this phase was the synthesis of all the initial data into a document that was presented to the stakeholders in phase three of the research and discussed in detail (see point 5.3). The research findings were also produced as a report to the stakeholders in phase three (3.2).

5.3 PRESENTATION OF INITIAL DATA

The initial data gained from programme stakeholders in phase one and phase two (3.2) of the research is presented in tables 5.2 to 5.7. This data is derived from the following sources: initial interview with the programme co-ordinator (Appendix eleven), interview with a programme developer (Appendix thirteen), facilitator questionnaires (example of completed facilitator questionnaire included as Appendix fifteen), Grade 11, 12 and post matric questionnaires (synthesis of post matric questionnaires included as Appendix eighteen), and in-depth interviews with Grade 11, 12 and post matric learners (Grade 12 transcript included as Appendix nineteen).

The research framework presented in Diagram 3.2 in Chapter Three was used to design questionnaires and interview questions. An attempt was made to analyse and present the data within this framework. In order to identify areas for (i) future programme developers to take note of, and (ii) the *Ready for Business* programme to discuss and to note for further refinement of the programme the data has been divided into two primary categories. These are entitled (1) working well, and (2) needs improvement. Each table presents the key findings of each source of information (the programme stakeholders). Where appropriate, verbatim quotes have been provided to highlight particular issues.

The interview with the programme co-ordinator addressed areas of programme design and implementation (Table 5.2). The co-ordinator provided clear examples of the positive impact that the programme has had on the learners. He did not perceive the need to refine the programme outcomes and assessment criteria during this initial interview but identified several areas of programme implementation and planning that require attention. These include the need for more human (facilitators and office staff) and teaching resources, more timeous feedback from facilitators to learners on assessments, the large number of learners in each class and the need for an assessment workshop for the programme facilitators. He also identified funding as a priority and expressed concern that the programme might not continue if additional funding was not received.

Table 5.2 : Synopsis of interview with the programme co-ordinator

WORKING WELL	NEEDS IMPROVEMENT
<p data-bbox="160 312 687 340">Programme Outcomes & Assessment Criteria</p> <ul style="list-style-type: none"> <li data-bbox="212 355 713 417">● The co-ordinator has a clear concept of the programme's vision. <li data-bbox="212 428 750 489">● The co-ordinator clearly links the life roles to the programme's vision. <li data-bbox="212 500 762 561">● The programme assists '90%' of the learners to make a career choice. <li data-bbox="212 572 736 661">● The co-ordinator noticed an improvement in the learners' self image & confidence once they had been with the programme a while. <li data-bbox="212 672 733 733">● Learners attend the programme regularly on Saturdays. <li data-bbox="212 744 695 834">● Some learners have been exempted from certain higher education courses e.g. computers. <li data-bbox="212 845 743 934">● There has been positive feedback from learners at a higher education level regarding skills & knowledge acquired. <li data-bbox="212 945 758 1072">● The programme has prepared learners to "accomplish, achieve and also to prepare them mentally for what to expect at a higher education level". <li data-bbox="212 1083 733 1144">● The programme makes "them (the learner) a better person". <li data-bbox="212 1155 733 1216">● The programme affects the way learners see their community. <li data-bbox="212 1227 740 1288">● Learners learn how to relate to other learners from different cultures. <li data-bbox="212 1299 758 1389">● The programme emphasises that learners must take responsibility for their own lives and make things happen. <li data-bbox="212 1399 725 1461">● The programme assists learners to set goals (not done at school). <li data-bbox="212 1472 758 1561">● The selection of learners ensures that there are no false expectations (regarding entry to higher education). <li data-bbox="212 1572 736 1633">● The co-ordinator has letters from learners stating how the programme has helped them. <li data-bbox="212 1644 713 1705">● Teachers have commented on the learners' leadership ability. <li data-bbox="212 1716 740 1777">● Learners have actively participated in their communities through the community project. <li data-bbox="212 1788 755 1849">● Learners understand the programme outcomes - these are regularly explained to them 	<p data-bbox="762 312 1292 340">Programme Outcomes & Assessment Criteria</p> <ul style="list-style-type: none"> <li data-bbox="814 428 1356 489">● No perceived improvements necessary in this area.

Learning & Assessment Process	Learning & Assessment Process
<ul style="list-style-type: none"> • Learners participate enthusiastically in sessions. • Community project is very important in achieving the aims of the programme. • Maths programme that supports RFB is also very important. 	<ul style="list-style-type: none"> • Facilitators always feel that there is room for improvement of modules. • Facilitators do not always provide timeous and completed assessment of learners. • Not all learners hand in their work/information items.
Implementation & Planning Issues	Implementation & Planning Issues
<ul style="list-style-type: none"> • There is a 'sort of Siyabona community' - there are values, rules & guidelines in place. • Facilitators are always prepared for sessions. • Facilitators make recommendations for module improvements - reports are submitted to the programme developer. • Facilitators are 'experienced' & 'excellent'. 	<ul style="list-style-type: none"> • Facilitators find it difficult to monitor all learners i.t.o. progress. • The facilitators need a workshop on assessment. • The part-time involvement of some facilitators in the programme is problematic. • Funding is the weakest area of the programme. • Co-ordinator is overloaded (does co-ordination, administration & fund-raising). • Cutting of Maths transport subsidy dramatically affected attendance in the Maths programme. • Need more facilitators. • Need more office staff (e.g. someone to concentrate on tracking of learners and/or full-time fundraiser). • Basic resources are expensive (e.g. glue, cardboard, etc). • Some learners do not attend sessions near exam time. Initial dates of exams received from the Department of Education are not always correct. • A greater representation of learners from different cultures would enhance learning. • The programme needs formal SAQA accreditation.

Table 5.3 presents a summary of the key data obtained from the interview with the programme developer. This interview essentially focused on the involvement of the programme developer rather than programme implementation (Appendices twelve &

thirteen) as she has had little involvement with the implementation of the programme. The programme developer was very positive about the programme design process. She identified several design areas that needed to be revisited such as the assessment categories and criteria.

Table 5.3 : Synopsis of interview with the programme developer

WORKING WELL	NEEDS IMPROVEMENT
<p>Programme Outcomes & Assessment Criteria</p> <ul style="list-style-type: none"> • Materials have been written to ensure constant development of life roles throughout the programme. • Values are incorporated in the programme. • Critical cross filed outcomes are related to the needs of business. • Exit outcomes were written first then the programme was designed down from these. • The learning material has been adjusted & readjusted to meet the exit outcomes. • The design process was to determine the programme vision, break this down to enabling outcomes & determine assessment criteria for these. • There is the expectation that all learner will meet the outcomes. • The programme seeks to develop knowledge, skills and values. 	<p>Programme Outcomes & Assessment Criteria</p> <ul style="list-style-type: none"> • Outcomes & assessment criteria must be continually refined as the need arises. • The assessment categories need to be reconsidered. Is it necessary to have a "distinguished" category, isn't "competent" sufficient?
<p>Learning & Assessment Process</p> <ul style="list-style-type: none"> • The programme has truly integrated the critical outcomes & exit outcomes into learning. • Learners should demonstrate skills & knowledge in real life situations. • Life roles & outcomes are assessed on a continuous basis. • Portfolios of Evidence provide evidence of learners' progress. 	<p>Learning & Assessment Process</p> <ul style="list-style-type: none"> • Programme developers are re-examining the assessment criteria & attempting to rewrite them more specifically. • Programme developers are exploring how recognition of prior learning can be integrated into the programme. • Use of Portfolios of Evidence is a fairly new concept & can always be improved. • Learners & facilitators need to "value" the process of evidence collection.

<ul style="list-style-type: none"> • Nature of performance rubrics encourages learners. • Learners have the opportunity to continuously develop outcomes. • The exit outcomes cut across the themes. • Teaching methodology is facilitatory in nature & learner-centred. • Facilitator acts as guide or advisor in process of evidence collection. • The facilitators need to relate the materials to the learner's context. 	<ul style="list-style-type: none"> • Concern at level of language used in some modules - should be consistently at level of the learners' language ability.
<p>Implementation & Planning Issues</p>	<p>Implementation & Planning Issues</p>
<ul style="list-style-type: none"> • All parties involved in the programme design process need a clear & shared understanding of OBE. • Programme developers liased with the facilitators in piloting the refinement of learning materials. 	<ul style="list-style-type: none"> • No perceived improvements necessary in this area.

The facilitators are at the “coal face” of the programme in the sense that they implement the programme that has been designed and can identify areas of weakness and of strength. The facilitators work with the modules that have been designed down from the programme’s exit outcomes, they also assess the learners in order to ascertain whether or not they are in the process of, or have ultimately mastered the programme’s outcomes. Most of the facilitators were complimentary about the programme design and modules. Many of them, however, expressed concern about the implementation time frames (that they had too little contact with the learners) and especially the assessment process. While some of the concerns were those involving individual facilitators, it was felt that these should be noted at this phase of the study and discussed further in the final interview where such issues could be raised with other facilitators and the programme co-ordinator.

Table 5.4 : Synopsis of data gathered from facilitators' questionnaires

WORKING WELL	NEEDS IMPROVEMENT
Programme Outcomes & Assessment Criteria	Programme Outcomes & Assessment Criteria
<ul style="list-style-type: none"> • Programme focuses on application of knowledge & skills. • There is integration of outcomes throughout the programme. • Everything within the programme is designed to meet the specific outcomes (Society). • There is continual striving to improve the programme. • The RFB outcomes are very significant - cover all critical outcomes as well as theme specific primary & secondary outcomes. • Focuses on the SAQA critical outcomes. • The programme compiles with the principle of design down. 	<ul style="list-style-type: none"> • Learners need to be more aware of what the programme's exit outcomes are.
Learning & Assessment Process	Learning & Assessment Process
<p><i>Learning programme design features</i></p> <ul style="list-style-type: none"> • The programme is varied. • The work covered is invaluable • There are opportunities for personal growth for the learners. • Outcomes can be obtained in more than one theme. • There is the expectation that all learners should succeed and sufficient supporting information, individual & group activities, etc. are provided to assist this. • All learners can succeed - the programme is designed that way. • The practical exercises are designed to reinforce the knowledge/skills of related modules & incorporate self & facilitator evaluations. • Most of the assignments & projects provide opportunities for learners to master the Exit-level outcomes. • The programme is relevant, interestingly different & incorporates different teaching styles. 	<p><i>Learning programme design features</i></p> <ul style="list-style-type: none"> • Limited time to work on outcomes. • No team-building camp for the Siyabona learners. • Programme is too full - not enough time to go through past work & to focus on new. • Not sure if programme prepares learners for the volume of work that they can expect at a higher education level. • Need for homework assignments to reinforce the "real" world environment. • Sessions sometimes feel too long.

Modules

- Modules are well designed (World of Business).
- Well-planned modules.
- Modules are learner centred - keep learners motivated.
- The modules have more than 50% active learner participation throughout (Getting Connected & World of Business).
- Modules create a high level of opportunities in a wide variety of ways to achieve the programme outcomes (Getting Connected & World of Business).
- Modules are very challenging - some learners at first experience difficulty in coming to grips with 'new' concepts (World of Business).
- All the modules are very varied i.t.o. different ways of presenting e.g. plays, dance, worksheets, posters, etc. - this is the strength of the programme (I Can Make a Difference, Future Perspectives, Portrait of Self).
- Excellent facilitator guidelines.
- Excellent material for module (Society in Which We Live).
- Superb information (Society in Which We Live)
- Guidelines are clear & explicit & provide for necessary evidence required to indicate attainment.

Teaching' methods & resources

- Drama/presentations challenge creative thought & critical thinking.
- Learners are constantly part of the learning process through activity-based tutoring.
- Balance between individual & group work.
- Language challenges learners, but not too difficult - some use dictionaries (Society in Which We Live).
- Learners are exposed to various teaching/learning scenarios - there is time for teacher-talk, group activities & pair work.
- Is life changing i.t.o future careers.

Modules

- Time frames are problematic when presenting modules (too little time) (I Can Make a Difference & Mastering Learning).
- There is an attempt to teach/facilitate too much in every module.
- Some of the modules' assessments need to be reworked/reconsidered in relation to the outcomes.

Teaching' methods & resources

- Need for more visual stimulation in classroom activities (i.e. provision should be made for an overhead projector, videos and props).

- Learners are challenged to learn new skills, be creative, master communication skills, etc. at a high level in Grade 11 and medium to high level in Grade 12 (Getting Connected & World of Business).
- Learners are challenged to recognise their strengths & weaknesses.
- About 90% of all learning experiences necessitate active involvement (World of Business).

Assessment

- Relevant assessment (Society in Which We Live).
- Rubrics provide an excellent way to determine competency of learners.
- Peer & facilitator assessment allows for adequate feedback (Portrait of Self).
- Very satisfied with the role of the POEs - recording of evidence serves the purpose of verifying whether learner has in fact achieved the outcomes (is competent in context).
- Numerous assessment opportunities of specific outcomes across themes.
- Standard of the work reflects a belief that learners can perform to a high standard.

Assessment

- There is a need to follow up on skill development & practice.
- Needs to be more continuity of assessment, learners are being assessed by different facilitators.
- The standard of assessment is not consistent amongst facilitators. Makes summative assessment task difficult.
- All facilitators should meet together in groups to determine who is assessing what so that there is uniformity in what is being done.
- More regular & individual assessment required.
- Too long a time lapse between completion of assessment & return of learner assignments.
- Effective feedback problematic at times due to time constraints this means that absent learners have difficulty catching up.
- We only partially succeed in providing continuous feedback for learners - we are still trying to assess too many outcomes and the feedback is only given after modules are completed.
- Need to check correlation between work/information items & the outcome that they are supposed to be assessing.
- The rubrics assessment criteria are not always specific to activities.
- Assessment of some outcomes is unrealistic in the time given.
- There is a need to integrate POEs more into the assessment and learning process.
- POEs are still the most important means of assessing - as the programme is too packed to allow for individual assessments of each learner in class.
- Facilitators unclear of how to use POEs.

Implementation & Planning Issues	Implementation & Planning Issues
<ul style="list-style-type: none"> • There is constant interaction between the co-ordinator and the facilitator. • It is a relaxed environment. • Co-ordinator has built up a strong relationship with many of the learners. • The learners are very involved in the programme. • The learners are given a lot of encouragement. 	<ul style="list-style-type: none"> • Classes (i.e. two groups) need to be involved more together. • Classes too big for individual assessment of learners. • Assessment involves lots of paper work. • Need for more opportunities for communication between learners & the facilitators for discussion of topics. • Lack of communication between facilitators and learners and lack of time to bond with learners/ facilitators. • No clear disciplinary procedures in place. • Ideally need tables for learners to sit around on chairs - not desks. • Need names of learners with photographs. • Need for more facilitator training which should cover issues such as the following: Work through obe terminology & rubrics. Stress to facilitators not to rush through modules and try to cover everything, but rather do what is important in the timeframe. Information on POEs and assessment. Facilitators need on-going training in group activity facilitation & assessment techniques. Facilitator training workshops should be held at the beginning of each year before the programme starts with all facilitators on board knowing which module they will be facilitating. • Learners should complete a standard "theme" evaluation form at the completion of each theme.

The data from the learners' questionnaires and interviews was incorporated into one table for each group. This was considered feasible as the questionnaires were primarily used to gain biographical information and more detailed data of the same kind addressed in the interview. The purpose of using two sources was to ensure effective collection of data. For the purposes of this study triangulation of data between different groups of stakeholders rather than within individual groups is used to support stakeholder opinions and experiences. The final interview provides the means of ascertaining credibility through member checks.

The Grade 11 learners were not able to list the programme outcomes . They did, however, list many of the skills and values covered by the programme. The learners indicated that they enjoyed the games, role-plays and quizzes in the various modules. They identified a number of issues relating to the learning and assessment process that could be improved.

Table 5.5 : Synopsis of data gathered from group interview and questionnaires administered to the Grade 11 learners

WORKING WELL	NEEDS IMPROVEMENT
Programme Outcomes & Assessment Criteria	Programme Outcomes & Assessment Criteria
<ul style="list-style-type: none"> • Some learners have clear idea of goal of the programme "prepare me for Technikon". • Skills, knowledge & values gained: "taught me my good and bad qualities" and "learnt about the studying & learning process". • Programme taught learners computer & communication skills. • Programme helped learners gain confidence & communication skills (3 learners made this comment). • Programme assisted learners to develop team work skills and to understand other people. • Have more insight into school comprehensions. • Programme teaches skills not learnt in school (e.g. how to talk in front of people and how to relate to people). • In preparation for a business career the business calculations are useful as well as the people skills, communication skills & maths. • Programme has exposed learners to various career options. 	<ul style="list-style-type: none"> • Some learners have a general idea of the goal of the programme "make the most of us - to help us realise our potential and to develop more". • Goal of programme to: "help us be successful. It has taught me who I am and learning who you are gives you self confidence". • Goal of programme for "underprivileged children to be seen & heard - giving them the opportunity to come out". • Learners could not name the programme outcomes.

<ul style="list-style-type: none"> • In addition to these skills learners listed: punctuality, knowledge of handling business, making a difference, summarising & understanding, what I want out of life, how to interact with people, diary skills, how to address people, believing in yourself, a boost to be positive, and a knowledge enrichment and what responsibility is & and how to apply this. 	
<p>Learning & Assessment Process</p>	<p>Learning & Assessment Process</p>
<ul style="list-style-type: none"> • Maths helped a lot. • Games made programme interesting. • Enjoyed games, acting, role playing & rewards. • Enjoyed group work. • Enjoyed the tower building activity (I Can Make a Difference) and the survivor game (World of Business). • Lessons are fun - "at Siyabona we play a game and then talk about what you are doing and learn more". • Enjoyed business quiz & rewards for what they did right (World of Business). • Facilitators show learners where they are "going wrong". • Some exercises difficult (e.g. research exercise) learners did not understand the instructions. • Enjoyed having same facilitators for two themes - allowed time for interaction • Facilitators are nice. • Portrait of Self module was "enjoyable & an enrichment". 	<ul style="list-style-type: none"> • Want more advanced computer classes. • Classes are big for personal feedback. • Some of the language is difficult for Xhosa speaking learners (translation possible option). • Learners had not received all their work/information items back - seems to depend on the facilitator. • Confusion regarding the use of the POEs • Use of performance rubrics inconsistent - depending on facilitators. • Different facilitators does not allow time for facilitators to get to know and communicate with learners. • Learners had a problem with one facilitator who called them "sluggish" when they did not produce an exercise which they had not understood.
<p>Implementation & Planning Issues</p>	<p>Implementation & Planning Issues</p>
<ul style="list-style-type: none"> • Learners enjoyed socialising with different people - "you get to know more about different cultures & viewpoints". • Learners enjoyed making new friends. 	<ul style="list-style-type: none"> • Class representative become unpopular with the rest of the class. • Starting time in the morning is very early.

The Grade 12 learners also could not list the programme outcomes, but like the Grade 11 learners were able to list many of the skills and values that the programme seeks to develop (Table 5.6). The Grade 12 learners indicated that they used other learners who are not on the programme as a gauge for how they were doing. The learners school teachers also seemed to provide them with valuable feedback. The Grade 12 learners identified the pace at which some of the modules were facilitated and the repetition of certain concepts as areas that require attention. The content of certain modules also seemed to be problematic for one of the Grade 12 learners.

Table 5.6 : Synopsis of data from group interview and questionnaires administered to the Grade 12 learners

WORKING WELL	NEEDS IMPROVEMENT
Programme Outcomes & Assessment Criteria	Programme Outcomes & Assessment Criteria
<ul style="list-style-type: none"> • No clear idea of goal of programme. • Skills, knowledge & values developed: Communication, tolerance, self confidence, decision-making, handing things in on time, ability to follow instructions, team work, logical thinking, business skills, calculations, to make a quality product on time, to follow up/check on satisfaction and to make you aware of what happens in a business. • Teachers & friends tell learners that they are advanced in "things". 	<ul style="list-style-type: none"> • General idea of the goal of the programme "to develop proactive people, not just to sit back and think that things will come to you, but to be a go-getter". • Goal of programme: "to be a successful person, for the business world, for the challenges ahead". • Learners could not name the programme outcomes.

Learning & Assessment Process	Learning & Assessment Process
<ul style="list-style-type: none"> • Learners are satisfied with the feedback process. • Learners tend to use external indicators for their level of success (e.g. "when you are with other people who are not on the programme then you know"). • Learners stressed the role of self-knowledge in assessment (rather than formal feedback) • Learners enjoyed being creative, working with other people and learning new things (that they do not learn at school). • Learner enjoyed "World of Business" because the facilitator knew everybody's names and makes everything exciting. • Learners enjoyed "Portrait of Self" the facilitator made everything fun and "was almost like one of us - there was never a dull moment". • Learners enjoyed the fact that they are not just given the answers and have to "think & find things out for yourself". • Learners also enjoyed working in groups and consulting each other. • If learners do not understand something the facilitator will explain it for them at a level at which they can understand it - "one can also translate what is not understood". • Peer learning used to assist slower learners. 	<ul style="list-style-type: none"> • Learners did not like being rushed through modules " I like it when it is fun and the emphasis is not on getting the work done". • One learner did not like "Society in Which we Live" - "there is too much politics". • Learners did not enjoy "Getting Connected" at level two because there was a lot of repetition by the facilitator. • Learners commented that level two of the programme did not seem to be as challenging as level one - "it seems to cover things that we already know and understand".
Implementation & Planning Issues	Implementation & Planning Issues
<ul style="list-style-type: none"> • Programme is very democratic whereas school is very autocratic. 	<ul style="list-style-type: none"> • Learners would like to see the programme advertised more widely. • Some learners would like to become programme facilitators.

Like the Grade 11 and Grade 12 learners, the group of learners who had completed the programme in 2000 could not list the programme outcomes, but could identify skills, knowledge and values that the programme developed (Table 5.7) . The post-matric learners linked what they had learnt on the programme to “real-life” contexts in which they were able to apply this. Many identified specific skills and knowledge gained from

the programme which were particularly useful in the higher education context (computer skills, business law, study-skills and time-management). The post-matric learners indicated that they would have welcomed more time with the facilitators for consultation and feedback. They also indicated that they enjoyed the variety of facilitators (different facilitators for different modules) and different themes which challenged them in different areas.

Table 5.7: Synopsis of data from group interview and questionnaires administered to learners who completed the programme in the year 2000

WORKING WELL	NEEDS IMPROVEMENT
Programme Outcomes & Assessment Criteria	Programme Outcomes & Assessment Criteria
<ul style="list-style-type: none"> • Some learners had specific idea of what the aim of the programme was: "to prepare us for our business studies", "to give us skills to make a success of what we study after matric". <p>Skills, knowledge and values gained:</p> <ul style="list-style-type: none"> • study skills - "improving my studies at Technikon". • computer skills- "improving my skills at Technikon as well as life". • Career studies - "apply the skills you have learnt to improve your future". • Communication skills "made it easy for me to communicate with others". • Life skills - "helped me to be able to make a balance in my life and to be able to discipline my body from drugs & alcohol". • Business Law "helps me when I'm helping out in my father's business". • Financial & business skills - "helps me in my BCom. • "How to survive or manage my studies at a tertiary institution & what is expected from me to be 'independent' in the outside world". 	<ul style="list-style-type: none"> • Some learners had a more general idea of the goal of the programme: "to make us successful in everything we do", "to prepare us for the challenges ahead in life". • Learners could not name programme outcomes. • They were unclear of how the outcomes & assessment criteria linked together.

<ul style="list-style-type: none"> • "The confidence to know that I can make a difference". • "Dealing with problems". • "Time management". • "Everybody has the ability to do their best". • "To have confidence in myself". 	
Learning & Assessment Process	Learning & Assessment Process
<ul style="list-style-type: none"> • Learners enjoyed the variety of facilitators. • Learners found the facilitators friendly & helpful. • The facilitators were always well prepared. • Learners enjoyed the variety of facilitators. • Language was not too difficult, learners would ask their friends to translate. • Most learners preferred courses such as "Portrait of Self" and "Getting Connected" which they described as fun and full of new things. • Some learners liked the "World of Business" because they want to go into the business world and "I got a lot of insight into how business really works". • Learners found the community project challenging. It gave them an opportunity to do things that they would never have done. • The Maths classes helped boost learners' marks so that they could gain entry to higher education courses of their choice. 	<ul style="list-style-type: none"> • Would like to have had more feedback from facilitators. • Would have like to have had more opportunity for consultation with facilitators (especially regarding career and course choice). • One learner did not like the "World of Business" because she did not understand the financial calculations.
Implementation & Planning Issues	Implementation & Planning Issues
<ul style="list-style-type: none"> • The co-ordinator was always very helpful 	<ul style="list-style-type: none"> • Learners would have liked more time to socialise with and ot get to know each other. • They would have appreciated a "Siyabona farewell party". • The programme starts very early on a Saturday morning.

In addition to data collected from programme stakeholders (Tables 5.2-5.7) the programme co-ordinator also provided the tracking information. The Siyabona Education Trust tracks all learners who leave the programme. Table 5.8 provides a

summary of the tracking of learners who completed the *Ready for Business* programme as offered by the Siyabona Education Trust from 1998-2000.

Table 5.8 : Tracking of past Siyabona Education Trust learners 1998-2000.

Year	Technikon	University	College	Working	Re-doing matric subjects	At home	Lost contact	Total
1998	13	17	8	4	0	2	13	57
1999	20	13	11	4	14	17	-	79
2000	5	14	7	-	4	4	17	51
	38	44	26	8	18	23	30	187

5.4 CULMINATING GROUP DISCUSSION WITH STAKEHOLDERS

The culminating group discussion revolved around the issues presented in Tables 5.2 to 5.7. These tables essentially involve what Guba & Lincoln (1989) define as ‘sorting out resolved claims, concerns and issues’, which represents a next step in the flow of fourth generation evaluation to ‘prioritise unresolved items’. For the purpose of this study the researcher identified certain overarching questions that needed to be addressed. In the culminating interview the stakeholders were free to add their own questions and to examine other issues that they considered relevant. The key questions identified by the researcher are listed in Table 5.9 below. The transcript of the final group discussion is included as Appendix sixteen. Issues that resulted from the final group discussion in response to the questions are outlined in Table 5.10.

Table 5.9 : Overarching questions for the final group interview with programme stakeholders

Programme Outcomes & Assessment Criteria	
<ul style="list-style-type: none"> • Do the learners know what the outcomes are? • Should the outcomes be condensed and/or simplified? • Do the assessment criteria need further refinement? 	
Learning & Assessment Process	
<ul style="list-style-type: none"> • Are the modules too long? Should they be restructured? If so how? • How can facilitators introduce more variable visual/other resources? • How can the assessment process work better i.t.o having more time for feedback to learners and less time between getting work back to them? • How can it be ensured that assessment activities assess outcome? • How can the Portfolio's of Evidence be used more effectively? • How can summative assessment work better? • Is there a place for Recognition of Prior Learning in the programme? 	
Implementation & Planning Issues	
<ul style="list-style-type: none"> • Should the programme try to use anchor facilitators? • How can facilitators work together more to ensure consistency of assessment standards and reinforcement of outcomes? • What form should facilitator workshops take? • Is it possible to organize social events or camps for the learners? • How can problems with disciplinary issues be addressed? • How can class representatives be supported in their roles? • Does the programme need to provide counseling for learners in higher education courses? 	

Table 5.10: Responses to primary areas of concern (table 5.9) resulting from the final group interview with stakeholders

PRIMARY AREAS OF CONCERN	RESPONSE
Programme Outcomes & Assessment Criteria	<ul style="list-style-type: none"> • Learners do not know or understand the programme's outcomes. • Life roles capture the essence of the programme • Outcomes can be condensed. • Need for specification of sub-outcomes (enabling) outcomes related to the exit outcomes.

	<ul style="list-style-type: none"> • Assessment criteria are too broad. • Refinement of assessment criteria will assist with RPL process. • Specific assessment rubrics should be developed for specific activities.
Learning & Assessment Process	<ul style="list-style-type: none"> • Work related to big (As) in the modules must be covered. However, facilitators should use their discretion to cover less in the modules and make use of a greater variety of methods and resources (e.g. add dance, song, props etc). • Substitute some class-based activities with activities that learners can perform during the week and present external evidence on. • Develop a resource library that includes props, magazines, videos and examples of good work. • Facilitators should also use guest speakers and videos to break sessions. • Facilitators need to have an understanding of what is happening in the other modules and to talk to other facilitators about what they are doing. • Agreement on not to give learners additional homework. • Areas for reinforcement and development of skills need to be identified (e.g. in <i>Getting Connected</i> level two learners can present a draft of their action plan for their community projects). • Learners need clearer instructions about their community project. Time needs to be created within or outside formal sessions for learners to consult on their community projects. • The RPL process may be a way of assisting the programme to deal with large groups. Learners who provide evidence of competence can be exempted from certain sessions. • Facilitators will indicate to learners, which Saturdays they will be available for consultation after the programme. Facilitators must be available on the first or second Saturday after completion of their theme to hand back assessments.
Implementation & Planning Process	<ul style="list-style-type: none"> • Each group of learners will have an anchor facilitator who does at least two modules with them • Facilitator workshops and learner orientation sessions need to cover assessment processes (especially culminating assessment and Portfolios)

	<p>of Evidence)</p> <ul style="list-style-type: none"> • Learners need to integrate external evidence into their Portfolios of Evidence. • Facilitator workshops also need to cover how facilitators will maintain uniformity of assessment standard and appropriate processes developed. • If funding allows host a camp for Siyabona learners. • Facilitators will develop check lists for handing in and returning of work/information items. • Apart from workshops facilitators need to meet regularly to discuss areas of success and commonality as well as problem areas. • Learner's check-lists will include a section on which they can indicate the need for consultation with a facilitator. • Discipline was not considered a problem by facilitators present. They commented on how the learners' discipline had improved over the past four years. • Class representatives need to meet regularly with the programme co-ordinator. • There is a need to develop a database of potential facilitators. • Agreed that the programme will refer learners to higher education student counseling divisions for further counseling regarding study and course choice.
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5.5 DISCUSSION OF FINDINGS

In keeping with the purpose of the research, namely, to determine to what extent the *Ready for Business* programme embraces Spady's (1994) four key principles of outcomes-based education (2.6.1), and the practicalities of translating these principles into practice, the findings of this research are discussed in terms of the key principles. They are also considered in the light of what makes a programme successful and within the context of issues specific to implementation and planning for the *Siyabona Education Trust*.

5.5.1 Culminating outcomes of significance

The success of any outcomes-based education programme begins with clearly defined exit outcomes of significance (Spady, 1994). The *Ready for Business* programme adheres to Spady's (1994) principles of transformational outcomes-based education where life roles are defined and exit outcomes are designed down from these. There is evidence in the programme documentation that the life roles and exit outcomes are based on research conducted with higher education and with business. The life roles are designed on the five 'role-based' SAQA critical outcomes while the other 'skill-based' critical outcomes are embodied in the exit outcomes (Appendix three). The life roles seem to embrace the programme's vision (Table 5.10) and succinctly describe the roles that learners will be expected to perform in higher education and ultimately in business when they exit the programme.

The life roles themselves, however, cannot be assessed and it is essential that they are explained in clear, assessable outcomes of significance. This explanation process appears to be key, as it is the outcomes with which the learners and facilitators will ultimately work, and uphold the life role as part of a vision. Interviews with the programme developer and co-ordinator indicated that while they worked with the life roles, they described these in terms of key words "team, citizen, entrepreneur, self and career" (Appendices eleven & thirteen). None of the programme stakeholders talked about the life roles beyond these key words. The exit outcomes were described in similar terms (see summary of facilitator's definitions in Appendix fifteen). When learners were asked what the outcomes of the programme were they also listed key skills and mentioned values (Tables 5.5, 5.6 & 5.7). For example, the Grade 12 learners listed the following: "communication, tolerance, self-confidence, decision-making, handing things in on time, punctuality, to be able to follow instructions, team work, logical thinking, business skills – calculations, to follow up, to check satisfaction (of products or work) and to make you aware of what happens in a business".

While, both the facilitators' and learners' descriptions involve the critical outcomes and key aspects of some of the programme's outcomes, they do not seem to have a holistic view of the programme. When the co-ordinator was asked if he thought that the learners understood the programme's life roles and vision, he responded by saying "they do understand it fully" (Table 5.3) and emphasised how this was presented and discussed with the learners prior to their entry to the programme and then extensively during orientation. The programme facilitators, on the other hand, seemed to have difficulty explaining the outcomes to the learners and were not convinced that the learners knew what the programme's outcomes are.

The learners also tended to see the goal of the programme as preparation and empowerment for life in general. The following is a list of what they thought was the goal of the programme: "I think we have more knowledge of what we can do out there and how to have the confidence. I had confidence but now I have even more". "The programme showed me my good and bad qualities". "I think the programme wants to develop proactive people – not just sit back and think that things will come to you but to go out and be a go-getter". "The programme is trying to make the most out of us, to help us realize our potential and to develop more"; "to help us to be successful"; "it has taught me who I am and learning who you are gives you self-confidence"; "it prepared me for Technikon"; "I think the initial aim was for underprivileged children to be seen and heard – giving them the opportunity to come out" (Tables 5.5, 5.6 & 5.7).

The personal development and empowerment aspect of the course appears to have an impact on learners, while preparing them to be successful in business studies or in the business environment appears less prevalent. Despite the fact that learners cannot list the programme outcomes they seem to have internalized many of the key aspects of the outcomes. This is evident (Tables 5.5 – 5.7) when they describe the most important things that they have learnt during their time on the programme and how this has helped them in their present life roles.

The programme co-ordinator describes the purpose and the vision of the programme in his interview when he says “we are helping learners by providing them with skills and in so doing to get them into higher education institutions with the things that we do”. He also links the life roles to the programme’s vision when he explains that the programme needs to prepare young people in many different spheres of life and the programme focuses on five that are key to their success. He links entrepreneurship to their success where a young person may not go to university or technikon due to financial constraints and need creative thinking abilities and entrepreneurial skills to help them make or obtain the money to finance their studies (Appendix eleven).

In the culminating interview with the programme stakeholders one of the facilitators expressed a need to ‘know’ the programme outcomes (Appendix twenty-one). This did not mean knowing them off by heart, but knowing the essence of the outcomes so that she could focus on developing as many as possible when presenting her modules. While she states that the life roles seem to “capture the essence of the programme” she says that the “outcomes seem just a bit too much”. Another facilitator expressed a similar view when she expressed her frustration in trying to explain the outcomes to the learners and expressed a wish for the outcomes to be simpler “short, sharp and to the point”. In this facilitator’s opinion, the performance rubrics and assessment criteria expand sufficiently on the outcomes. The outcomes themselves can therefore be more succinct.

During the same interview (Appendix twenty-one) one of the facilitators cautioned against condensing the outcomes in case something was lost in the process. The same facilitator, however, also recommended that the outcomes be analysed further especially for assessment purposes. There seems to be repetition of some aspects of some of the outcomes. For example, creative thinking is mentioned in outcome one of the programme but it is also developed in a number of the outcomes that fall under the entrepreneurship life role.

While the outcomes were reduced significantly from individual outcomes for each course to twenty exit outcomes when the programme was aligned to transformational outcomes-

based education, it still appears that there is insufficient time to develop equally all twenty of these outcomes. The programme developers need to look at the possibility of simplifying and condensing the outcomes while at the same time re-examining the assessment criteria (Tables 5.4 & 5.10). When doing this they should ensure that the business focus and the vision of the programme remains prevalent.

This process is essential, firstly facilitators are to be familiar enough with the outcomes so they may develop them sufficiently within the given time period. The fact that the programme is extracurricular and the facilitators participate on a part time basis further highlights this need. Secondly, it is an objective of outcomes-based education that learners should understand both the outcomes and the assessment criteria for the outcomes. This becomes a priority where learners are second language speakers and they work with the outcomes on a part-time basis.

5.5.2 High expectations for all to succeed

High expectations are often embodied in a programme's outcomes and life roles. The standard which guides learners towards these life roles and outcomes is specified in assessment criteria linked to outcomes. In order for learners to perform successfully the assessment criteria need to be clearly defined. These assist learners to monitor their progress and allow facilitators to assess their performance and to provide feedback during future assessment or performance situations. The outcomes and assessment criteria also act as a guide for the design of teaching materials.

In interviews and questionnaires a number of overarching concerns were expressed regarding the assessment criteria and process (Tables 5.3 to 5.7 & 5.10).

- Assessment criteria need to be more specific to an activity (Table 5.10).
- Outcomes need to be broken into 'sub-outcomes' (enabling or specific) and criteria set developed for these (Table 5.10).
- The classes are big and there is not enough opportunity to give all learners sufficient feedback (Table 5.4).

- A lot of material has to be covered during sessions which does not allow sufficient time for assessment and feedback (Table 5.4).
- Many things are assessed throughout the programme. This sometimes means that assessment does occur in a manner which meets the approval of many facilitators (Table 5.4).
- Learners are not working effectively with Portfolios of Evidences. Both learners and facilitators need more guidance in the use of these (Tables 5.3, 5.4 & 5.10).
- Facilitators also need more information and guidance regarding the culminating assessment process at each level of the programme (Tables 5.3, 5.4 & 5.10).

Assessment did not seem to concern the learners as much as it did the facilitators. When the Grade 12 learners were asked if they received enough feedback on their assessments their answers were generally positive (Table 5.6). The Grade 11 learners, however, indicated that they would like more personal contact with facilitators and to have a facilitator remain with them for a number of themes so that they would get to know them better (Table 5.5). The Grade 12 and post-matric learners said that they preferred a variety of facilitators (Tables 5.6 & 5.7). The Grade 12 learners motivated this on the basis that they had not liked one of the facilitators and would not have liked to have spent more time with that person (Table 5.6 & Appendix nineteen).

When asked about their progress on the programme some learners referred to external situations, for example: “At school we sometimes have to work in a group or a team and I always have a problem. Some children don’t want to work and when I want something I go for it, I do it myself if they do not want to do it. At Siyabona I learned that you must understand the other person and give them some work that they can also do so that they feel part of the group” (Table 5.6 - Appendix nineteen). When asked about their developing the skills taught on the programme, one answered that “when you are with people who are not on the programme then you know” and “[it’s] more self knowledge rather than external feedback” (Appendix nineteen). Some of the learners indicated that

they had seen an improvement in their schoolwork especially in Maths and in English. The results of the programme seemed to be evident to the learners in both their personal and in their school situations. The need for formal assessment was, therefore, not a priority.

The facilitators were very concerned about the assessment process (Tables 5.4, 5.10 - Appendix twenty-one). Since they are not familiar with what the learners were doing outside the programme, internal assessment that could be monitored was a priority. While the facilitators were fairly satisfied with the performance rubrics there was a feeling that in some instances these were too broad (Table 5.4). It also seemed that the learners were not making use of the rubrics as the language was complex and the package of rubrics was daunting. The programme developer also raised the issue of whether or not the rubrics should end at the level of 'competent' instead of containing a 'distinguished' category (Table 5.3 – Appendix thirteen). While generally, it seems that the rubrics do serve a purpose there appears to be a need to re-examine them and to ensure that they are user-friendly and, as is the case with the outcomes, to simplify them where necessary. It is important that both facilitators and learners are able to use the rubrics and assessment criteria to assist them to obtain the programme's high expectations.

The Portfolio of Evidence project is a way in which learners collect evidence in order to meet the programme's outcomes. While there was the expectation that the learners should collect evidence and facilitators should evaluate this during the culminating assessment at the end of each year it was felt that both parties needed more information on the use of the portfolios and more guidance on how to apply them (Tables 5.4, 5.5 & 5.10). The learners made statements such as "... we are a bit confused by the use of the files and what the facilitators tell us" (Table 5.5). There was also a concern from some of the learners that they did not always have their assessments returned to them. One Grade 11 learner, however, summed up the use of portfolios very well and said the aim of the portfolio "... is to assess us – to see where you were and where you are now". The portfolio was therefore correctly seen as a 'work in process' portfolio rather than a 'best

work' portfolio. The programme developer who was interviewed supports the idea that the use of portfolios needs to be improved. When asked if she was satisfied with the assessment process she said that "... portfolio building and the whole concept of evidence collection is something so new both in education and industry that to be satisfied at this point would probably be premature. I think that when a new system has come in it takes time before people understand the value of it and the manner in which evidence should be collected" (Table 5.2 - Appendix eleven). One of the facilitators also mentioned that learners needed to be aware of how they use external evidence to support their mastery of the programme outcomes (for instance school speeches and essays) (Table 5.10). This should also become more apparent with the introduction of 'recognition of prior learning' where learners need to prove that they are already competent in certain areas.

It was also suggested in the culminating interview that there was a need to introduce 'models' or exemplars for learners (Table 5.10 - Appendix twenty-one). The premise is that the zone of proximal development in which many of the learners were working is extensive and if they give examples of good work which inherently display high expectations, then it will be easier for them to strive for these. Possible examples include video footage of presentations of previous learners community projects as well as the supporting documentation for these, curricula vitae, action plans, career plans, and so on. It was suggested that these exemplars be kept by the programme for use as resources (Table 5.10 - Appendix twenty-one).

5.5.3 Expanded opportunity

The principle of expanded opportunity is closely linked to the notion of design down. Numerous opportunities to practice outcomes and to receive feedback on the performance of this should be designed as part of the learning programme. In the interview, the programme developer, she indicated that she felt there was extensive opportunity within all the modules for learners to practice the various exit outcomes and to refine their performance in some of their weaker areas (Table 5.3 - Appendix thirteen). Some of the

facilitators, however, felt that there were too many outcomes for the learners to practice and to master in the time given (200 hours) (Tables 5.4 & 5.10). Time constraints and large class numbers prohibits facilitators from giving the amount of feedback that they feel is needed (Table 5.4). Some of the post-matric learners, however, felt that there was repetition of some things when they got to level two (Table 5.6). This may have been due to the overlap of materials as the programme had been redesigned and incorporated much of the 1999 material introduced in the year 2000.

The learners identified a situation where they were practicing the skills and knowledge outside of the programme. The co-ordinator gave examples of letters from learners stating how the programme had assisted them in various areas and also had the following example:

“ Just in BD (Bethelsdorp High School) we had a report from one of the teachers saying that they went to a leadership camp and she saw a group of learners just taking leadership and doing this and getting into groups and organizing. And eventually she asked them why they take leadership and not the other people and they all told her that they are part of the Siyabona programme and said that they always do that and know what to do” (Appendix ten).

It would appear that the concept of learners introducing external evidence into the Portfolios of Evidence needs to be developed and that both learners and facilitators should be familiar with this procedure. This takes place to some degree through a community project that learners undertake during their second year of the programme. Learners are given guidelines for this project at the beginning of the year and present the project in August of the same year. They have to identify how they can best contribute to their community. They prepare an action plan and conduct the project. Then they formally present their projects in the final theme of the course. Learners have conducted projects such as the following: cleaning up their church, caring for the elderly, investigating crime prevention, fundraising for a local play school and even the

production of an AIDS awareness newsletter. While this project presents a valuable opportunity for learners to apply their skills in a 'real' environment it was felt that they needed more guidance with how to go about the projects. One facilitator recommended that the learners present their action plans at various stages of the project so that they can receive guidance and feedback as they progress and suggested that this could take place during the *Getting Connected* module where learners do a verbal presentation (Table 5.9 & Appendix sixteen). Perhaps guidelines for collection of external evidence and similar smaller projects could further develop the concept of expanded opportunity.

5.5.4 Design down

The principle of design down entails designing all learning down from the culminating outcomes of significance. This involves the design of learning materials (modules) as well as other learning opportunities and assessments. This design down process should also accommodate other key concepts of outcomes-based education and all good teaching and learning practices. Where possible, different ways of learning and types of intelligence should be accommodated and developed as well as making allowance for an individual learning pace.

The programme developer indicated that the principle of design down had been followed because "... from these exit outcomes the content was developed so it's not a case of the content being developed and the outcomes being attached at the end, but rather that the material has been adjusted and readjusted again to make sure that it meets the outcomes according to the vision of the programme". The learners felt that the way they learnt on the programme was essentially different from what happened at school. They describe the Saturday sessions as fun and that they had to think about what they are doing. Quizzes and games are highlights for the learners (Table 5.5). One learner referred to the process of learning as very 'democratic' (Table 5.6) and enjoyed the fact that "you are not given the answers – you have to find them out yourself" (Table 5.6). Most of the learners also enjoyed working in groups and consulting with each other (Tables 5.5 & 5.6). The learners, however, did not enjoy the rushed pace of some of the modules

(Table 5.6). This was indicated in statements like the following “I like it when it’s more fun and the emphasis is not on getting the work done”. Learners also indicated that they were generally able to cope with the level of English used in the sessions and in the work/information items (Tables 5.6 & 5.7). They felt free to translate for each other or to ask the facilitator to explain words or concepts they did not understand (Tables 5.6 & 5.7). It seemed that the learners’ preference for the modules tended to depend on their areas of interest (for example communication, self-development, business, and so on). It was also evident that the personality and style of the facilitator is important for the delivery of the modules: modules can contain stimulating materials, but the facilitator needs to deliver this in a creative and friendly manner (Table 5.5). Skilled facilitators who relate well to young learners are key to the success of the programme.

Attendance is high (learners are only allowed to miss three Saturdays with valid reasons) which also indicates that the learners enjoy the programme. Some learners attend the Maths sessions for two hours on a Friday afternoon and then get up as early as 6:00 a.m. on a Saturday to attend the programme for an additional four hours. Not only does this show learner commitment, but also shows that the programme must be stimulating for learners to maintain this level of commitment.

The facilitators were generally satisfied with the modules which they described in the following words: “learner-centred”, “excellent facilitator guidelines”, “drama/presentations challenge creative thought and critical thinking”, “balance between individual and group work”, “there is optimal accommodation of different ways of learning” and “keeps learners motivated” (Table 5.4). Some of the facilitators, however, felt that four hours (with forty minute breaks) was a long time to sustain learners’ interest (Table 5.4 - Appendix twenty-one).

The two sessions that the researcher observed did seem long and a lot of the attention seemed to be on the facilitators rather than the learners. In the culminating interviews with the facilitators it was suggested that more visual teaching aids be introduced through video, transparencies or props and that facilitators also make greater use of guest speakers

(Tables 5.4 & 5.10). It was also suggested that facilitators use their discretion and adjust the material of the session to allow more time for feedback and assessment or to allow learners longer time to work on essential skills, knowledge and values that are developed in some of the modules (Table 5.10 - Appendix twenty-one). It was felt that as long as the outcomes relating to the primary assessments in a particular module were covered, then the facilitator could adjust the other material or introduce new material where appropriate.

The concept of external assignments or projects also needs to be considered and designed into the modules. The introduction of additional assessment opportunities can be done either formally by programme developers or informally by the facilitators. This will provide external opportunities for learners to learn how to contribute external evidence to their Portfolios of Evidence (Table 5.10).

It was also felt that administration was time-consuming and detracted from the sessions and that items such as check lists could assist both the learners and facilitators in managing the completion and submission of work/information items (Table 5.10).

5.6 IMPLEMENTATION AND PLANNING

Issues of relationship and environment were also considered to be conducive for a favorable teaching and learning environment. The facilitators complimented the programme co-ordinator especially for the constant interaction between the co-ordinator and themselves (Table 5.4). It was also noted that the co-ordinator had built up a strong relationship with the learners (Table 5.4). One facilitator was fairly negative about the programme in her response questionnaire and it was interesting to note that learners had also expressed their dissatisfaction with this particular facilitator (Tables 5.4 & 5.5). Such information should be a guide for the appointment of future facilitators who should support the programme or find ways of communicating problem areas.

The college in which the programme is housed is dilapidated and the classes are small, especially for group work. The venue, however, is situated near a taxi route which makes it accessible to most learners.

Funding is an area of concern to all programme stakeholders. While it appears that all stakeholders are convinced of the merit of *Ready for Business* the programme will not continue beyond this year without additional funding. The programme operates within a very tight budget which also proves that outcomes-based education does not require costly resources which was a concern that has especially been expressed in the South African education context (RSA, 2000b). The highest programme expense apart from staff remuneration, is the transport cost for the learners to and from the programme (Appendix eleven).

5.7 DETERMINING THE SUCCESS OF THE PROGRAMME

If a programme is designed on the four key principles of outcomes-based education and incorporates contemporary teaching and learning theory then the premise is that the programme should be successful. A programme's success can be determined from a variety of perspectives (Payne, 1994; Posvac & Carey, 1997; Rossi & Freeman, 1993 and Tuckman, 1985). Some evaluation approaches indicated that if the learners' meet the programme's outcomes then the programme is considered to be successful (Payne, 1994). This should be true if a programme is designed down its vision or goal.

It is interesting to note that when asking the learners of the *Siyabona Education Trust's Ready for Business* programme what had been the most important thing that they had learnt, many referred to what could be termed unexpected outcomes. Responses such as the following support this view:

“the programme has taught me that I could achieve anything I set my mind to”, “hard work and dedication can be fun and exciting and will pay off in

the future”, “that you must always look to the future, no matter what the past has been like” , “the most important thing that I have learnt is that everybody has the ability to do his or her best no matter what the situation is – I learnt that I can and will become something in life; and “if it is to be, it is up to me” (Appendix 19).

It was found that while learners could not list the programme’s outcomes when asked in a questionnaire “what important skills and knowledge have you learnt from this programme?” the learners who had completed the programme in the year 2000 listed those in Table 5.11 below.

Table 5.11 : Important skills and knowledge gained by learners who completed the programme in the year 2000

- Study skills – improving my studies at Technikon.
- Computer skills – improving my skills at Technikon as well as life.
- Career studies – apply the skills you have learned to improve your future.
- Communication skills – it made it easy for me to communicate with others, my fellow peers.
- Life skills – this helped me to be able to make a balance in my life and to be able to discipline my body from drugs and alcohol.
- Business Law - because it helps me when I am helping out in my father’s business.
- Financial and business skills – it helps me in the course (B. Com).
- How to survive or manage my studies at a tertiary institution and also what is expected from me and the skills that I have gained in order to be able to be “independent” in the outside world.
- The programme has given me hope and the confidence to know that I can make a difference.
- The skills to communicate and express myself help me not to keep quiet, especially during a lecture, and to ask questions.
- Study skills and time management – I am able to classify my time into sessions of study and get enough time to finish studying and overlook my weak points. Most of all I am able to understand what I am studying.
- How to stay organized assists me in business.
- Dealing with problems and helping my communication with customers.
- How to cope and solve conflict and lastly the skills I will need to establish my own business.

- The will to succeed and the confidence in myself that I know I can make a success of my life and of what ever I choose to do.
- The programme has introduced me to the higher education environment.

This reinforces the point made in 5.5.1 that learners seem to have internalised many of the key aspects of the programme's outcomes. It also appears that while there is much valid concern about assessment and feedback, learners are learning valuable skills and knowledge that can be applied in the external programme environment. Obviously long-term research conducted with past programme learners who progress into the world of business will attest to the long term success of the programme.

Tracking of past learners continues to be a problem as the learners often stay with other family members and then move once they have completed school. Many of the learners do not have phones and this makes tracking difficult. The Trust is currently working on refining the tracking system. The redesigned programme was introduced in 2000, so the Grade 12s would only have completed one year of the new version of the programme. From the above tracking information (Table 5.8) it is interesting to note that most of the learners who are contacted by the programme do enter university, technikon or college. The programme obviously needs to follow up on learners who were repeating matric subjects to improve their points for entry into higher education and to follow up on how the learners at higher education are progressing. Some of the learners who are working indicated that they are doing so to finance their studies later.

It would appear that the programme does meet its goal and that the learners, in varying degrees, master the programme's outcomes. Most importantly, the programme seems to empower and equip them with the skills needed to study further and/or to enter the work environment.

5.8 CONCLUSION

This chapter has provided a discussion of the programme evaluation within the framework of the principles of transformational-outcomes based education. The different perspectives presented in this chapter outline both the strengths and the weaknesses of the programme as implemented in a particular context. It may appear that the researcher has tended to focus on the programme's weaknesses rather than strengths. This has merely been to highlight problem areas and to make recommendations for improvement. The many strengths of the programme are documented in the interview transcripts and questionnaire summaries, which are included as appendices.

When determining the effectiveness of the evaluation this must be considered against the criteria of credibility, transferability and dependability as outlined in section 3.8.1. Credibility can be ascertained through the researcher's "prolonged engagement" with the programme and the participants and "insider perspective". The researcher's long-term involvement with the programme provides evidence of persistent observation. "Peer-debriefing" is supported through the nature of the study, as it is a supervised Masters thesis. "Member-checks" were facilitated by the final group interview process. It was not within the scope of this study to conduct "negative case analysis". The rich description of the programme in Chapter four, together with the appendices furnishes sufficient detail for transferability. Transcripts of interviews and examples of other raw research data are included as appendices to verify the dependability of the study.

Chapter Six outlines the conclusions of the study and based on the analysis of data in this chapter makes several recommendations for improvement of the programme.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Outcomes-based education and training is still an emerging field – especially in South Africa. Many macro issues such as how to design outcomes-based qualifications at a national level and micro issues such as how to apply authentic assessment techniques are still being debated. The *Ready for Business* programme has been a pioneer in the field of outcomes-based education and the project team's commitment to reflective learning through implementation makes it a valuable resource. Although it has been piloted for almost five years the programme constantly needs refinement against the touchstone of authentic outcomes-based education. The programme is challenged by the stakeholders to continue to provide stimulating and relevant learning opportunities that will prepare young people for business studies. The recommendations in this chapter provide the basis for additional refinement of the programme.

6.2 RECOMMENDATIONS FOR FURTHER IMPROVEMENT OF THE PROGRAMME

The recommendations outlined below are based on findings from the data as generated by the questionnaires and interviews with the programme stakeholders as well as programme documentation. Where appropriate they are linked to relevant theory. The core recommendations were verified and supported by various programme stakeholders through a process of triangulation.

6.2.1 PROGRAMME OUTCOMES AND ASSESSMENT CRITERIA

Recommendation one : refine the programme's outcomes and assessment criteria

While the programme co-ordinator, facilitators and learners can list key aspects of some of the outcomes (Tables 5.2, 5.5, 5.6, 5.7 and Appendix twenty) the programme

stakeholders need to be more familiar with the outcomes for teaching, learning and assessment purposes (Spady, 1994, Wiggins, 1998). In the final interview the programme facilitators and co-ordinator supported the need for the programme outcomes and assessment criteria to be refined (Table 5.10). They suggested that the outcomes be improved upon in a way that ensures that their essence is not lost. One facilitator (Table 5.10, Appendix twenty-one) also suggested that sub-outcomes should be written. These can be linked to what Spady (cited in Gultig, 1999:28) calls enabling outcomes and says are “the key building blocks on which the culminating outcomes depend”. The defining of enabling outcomes will therefore assist both learners and facilitators in working towards the exit (culminating) outcomes.

It was also suggested (Table 5.10, Appendix twenty-one) that the programme’s assessment criteria be refined. The programme developer (Table 5.3, Appendix thirteen) indicated that this was already happening and that these would be given to the facilitators to comment on once complete (Appendix twenty-one).

Facilitators indicated a need for more task specific assessment rubrics (Table 5.10 – Appendix twenty-one). However, it would be a pity to see the work on the performance rubrics wasted and it is recommended that, where possible, they be adapted rather than rewritten.

The programme developer’s concern about the assessment categories and whether or not a “distinguished” category is appropriate (Table 5.3, Appendix thirteen) also needs to be workshopped.

In light of the above it is recommended that the programme outcomes and assessment criteria be re-examined and refined where possible. It is important to ensure that no aspect of the programme is lost or is underplayed in this process, but rather that the reworked outcomes and assessment criteria embody the essence of the programme but are also accessible for the programme’s stakeholders to work with.

6.2.2 LEARNING AND ASSESSMENT PROCESS

Recommendation two: examine the suitability of learning opportunities in the modules to ensure that they develop and assess the relevant outcomes

Some facilitators found discrepancies between tasks set out in some modules and the outcomes that they are supposed to develop or assess (Tables 5.4 & 5.10). If the task is irrelevant either to the outcome or the assessment of the outcome then it serves no purpose and could be used more effectively on worthwhile feedback and learning opportunities. Paris & Ayres (1999:7) highlight the “situational appropriateness of teaching and learning practices”. Facilitators therefore need to continually question whether an activity is developing or assessing the intended outcome. Where facilitators find discrepancies it was suggested (Table 5.10, Appendix twenty-one) that they communicate this to the co-ordinator and make recommendations for alternative activities.

Recommendation three: create more ‘real’ context assessments and create channels for collection of additional external evidence

Facilitators expressed a need for learners to be given opportunities to provide evidence of their competence based on performances outside of the programme (Table 5.10, Appendix twenty-one), namely, “the guy knows how to produce the evidence on paper, but doing it is more difficult to assess” (Appendix twenty-one). This supports the need for “real life” application. In addition to this facilitators also said that the modules were too “full” (Tables 5.4 & 5.10, Appendix twenty-one).

It was suggested in the final interview by the facilitators that they replace activities that do not relate directly to a specific outcome or the assessment of an outcome (recommendation two) with more life role performance tasks (Spady, 2001) which learners could perform outside of the programme context and report on in the sessions.

In addition, facilitators should try to identify opportunities where learners can develop their skills and knowledge in “real life” situations (Tables 5.4 & 5.10 and Appendix twenty-one). These tasks should be closely related to the outcomes that are developed in a particular module but also should give learners greater opportunity to collect additional evidence from other sources. Assessment forms an integral part of an outcomes-based teaching approach and these alternative learning opportunities should be built back from authentic assessment tasks (Wiggins, 1998). They should also be carefully designed to ensure that real learning is happening (Lemson, 2000).

This recommendation supports the theory that the ultimate performance context is in a “real context” not within the classroom (Spady, 2001). The more authentic the context, the more effective the performance and the assessment – learners need to actively engage in the programme’s life roles in the external programme environment.

6.2.3 IMPLEMENTATION AND PLANNING ISSUES

Recommendation four: make use of anchor facilitators

It would seem from comment from the programme co-ordinator, the facilitators and the learners, that the size of the classes (± 30) impacts negatively on the assessment process. Facilitators have limited time to consult with learners and provide them with feedback about assessment. This appears to be due to amount of activities and assessments in the modules (Tables 5.2, 5.4, 5.5, 5.7 & 5.10). This is aggravated by the fact that different themes are facilitated by different facilitators which means a facilitator has limited time to get to know a group of learners for assessment purposes (Tables 5.4 & 5.10 and Appendix twenty-one). Facilitators need time to consult with individual learners to assist them to reflect on their learning and to encourage the development of cognitive processes associated with this process (De Fina, 1992). As Lemson (2000:37) points out “learning occurs when learners think deeply and repeatedly about something”. This thinking and reflection process can be encouraged during consultation with learners.

During the final interview it was suggested that each group of learners should have an 'anchor' facilitator (Table 5.10, Appendix twenty). This 'anchor' facilitator will deliver a number of themes with a group. For example, during level one of the programme they may deliver three out of the seven themes with learners and in level two or three of the five themes.

The 'anchor' facilitator will be in a position to construct more holistic profiles of specific groups of learners and could also be involved in the culminating assessment of "their" group of learners. It is acknowledged that this relationship will only work if such a facilitator (i) is multi-skilled and can present themes across a number of fields, and (ii) has a good relationship with the learners. One of the *Siyabona Education Trust* facilitators suggested that learners complete a facilitator/theme evaluation form at the end of each theme (Table 5.4). In addition to providing valuable feedback on how learners were progressing and experiencing the programme this could also provide a means of monitoring the facilitator-learner relationship. This could be used to highlight cases where learners expressed dissatisfaction with certain facilitators (Table 5.5).

Recommendation five : reate more opportunities for programme facilitators and learners to internalise the programme outcomes and to understand how the Portfolio of Evidence and culminating assessment processes work

The information obtained from questionnaires and interviews (Tables 5.4, 5.5, 5.6 & 5.7) indicated that both programme facilitators and learners needed to be more familiar with the programme outcomes and the assessment methods. Part of this process will be accommodated if recommendation one is implemented. However, it also needs to be supplemented by workshops and meetings (Tables 5.2, 5.4 & 5.10). As Malcolm (1999) points out effective outcomes-based education can only be actualised with effective 'teachers'.

Since both the learners and facilitators attend the programme on a weekly basis there is little time for them to become familiar with the programme outcomes. The number of outcomes seems to hinder this process. Opportunities need to be created for both the learners and the facilitators to work closely with and to analyse the programme outcomes so that a deeper understanding and a working knowledge can be developed.

A similar problem is experienced with the Portfolios of Evidence and culminating assessments. The programme developer hinted at this when she said that this form of assessment is not yet “valued” by programme participants. However, it would appear that both facilitators and learners are struggling to work with the Portfolios of Evidence in a way that is satisfactory to the facilitators (Tables 5.4 & 5.10). Sullivan (1995) highlights the need for all Portfolio of Evidence participants to understand its purpose and its uses. Portfolios of Evidence need to be an important and essential component of the learning process (De Fina, 1992), not an add on. Therefore, it is important when developing an assessment policy that the programme staff specify the purpose and the use of the Portfolio of Evidence. Facilitators need to develop a process and a policy for assessing learners using the same standard (Tables 5.4 & 5.10). When defining this policy the facilitators need to ensure that it “reflects local, standards and control” and does not “remove control or authority from the participants” (Valencia, Hiebert & Afflerback, 1994:8).

Facilitators suggested that a workshop be held where this policy and other assessment issues are discussed (Table 5.10, Appendix twenty-one). It is also recommended that facilitators meet more regularly to talk about key aspects of the programme such as assessment.

The use of ‘anchor’ facilitators should partly overcome the problems experienced with assessment, as this will provide some consistency. In outcomes-based education it is essential that learners know what they are working towards (Rubin & Spady, 1984). They need to be constantly guided towards the final assessment goal (Wiggins, 1998). This can only happen if facilitators understand the goal and assume it as part of their duty

to continually guide learners towards it. The facilitators recommended (Table 5.10, Appendix twenty-one) that an initial workshop be held for all facilitators before the commencement of the programme at the beginning of a year to familiarise facilitators with issues such as the culminating assessment process and the Portfolios of Evidence. They also suggested (Table 5.10, Appendix twenty-one) that learner orientation sessions held for learners at the commencement of the programme, deal with assessment in greater depth.

Linked to this is the suggestion of providing exemplars or models as examples of what learners have to perform or have to produce (Table 5.10, Appendix twenty-one). Many of the learners who attend the *Siyabona Education Trust's* programmes are from disadvantaged communities so there are significant deficiencies that they have to bridge in certain knowledge and skills areas (Appendix twenty-one). Facilitators need to provide clear stepping stones through learning and consultation sessions in order to assist learners to bridge the Zone of Proximal Development (Vygotsky, 1978). Exemplars will provide them with clear examples of what is needed. These exemplars also could include the types of work that they should keep in their Portfolios. The facilitators suggested (Table 5.10, Appendix twenty-one) that a resource library of files and videos of exemplars should be established.

Recommendation six: create more time for facilitators and learners to interact and consult

One of the greatest challenges facing the *Siyabona Education Trust* appears to be time (Tables 5.4, 5.10, Appendix twenty-one). The modules are packed full of activities and there is little free time in class to complete the modules resulting in little or no time for feedback and assessment. It is evident from the facilitator questionnaires (Table 5.4) from the final interview (Table 5.10, Appendix twenty-one) that there is a need for time to be set aside in the programme for mentoring and providing feedback to learners. If high expectations are to be created and achieved, then learners need additional support. Rubin & Spady (1984) identify the need to reduce the "serious burdens and distractions

inherent in most ‘individualised’ and ‘learner responsive’ instructional systems” as one of the key criteria for successful outcomes-based education teaching and learning.

In the culminating interview the facilitators made two suggestions of how to create space in the programme. Firstly, it should focus on the important assessment opportunities within the modules and work towards these leaving out some of the module material (Table 5.10, Appendix twenty-one). Facilitators will need to ensure that the sessions continue to flow and also to ensure that no essential building blocks of skills or of knowledge essential for future modules are left out. Facilitators will need to have knowledge of other themes and how their theme contributes towards the others (Appendix twenty-one). Presentation by facilitators of their themes at workshops may help to address this (Appendix twenty-one).

Secondly, it was suggested by the facilitators and the co-ordinator in the final interview (Table 5.10, Appendix twenty-one) that learners should indicate, once they have completed a theme, that they require consultation with a facilitator. Of course they should be free to consult with facilitators throughout the presentation of a theme. Facilitators should also be able to indicate whether or not they require a consultation with particular learners. Once facilitators have completed a theme they should be available after sessions on the Saturday following their modules to discuss assessments with individual learners (Table 5.10, Appendix twenty-one). This process will need to be carefully co-ordinated.

There appears to be a need for facilitators to meet more regularly to discuss aspects of the programme and emerging issues (Appendix twenty-one). This will provide an opportunity for the facilitators to share ideas, to share experiences and to clarify issues. The more experienced facilitators will also be able to mentor new facilitators. It is suggested that these meetings follow a set agenda and that, if they are willing, the more experienced facilitators could lead the meetings.

If funding permits, a camp as suggested by the facilitators and the co-ordinator (Table 5.2, Appendix ten & Table 5.10, Appendix twenty-one) would be beneficial for the

learners and the facilitators. Both the programme co-ordinator and facilitators, who had been involved in hosting the camp for the Delta Employees children, spoke favorably of this idea (Appendix eleven & Appendix sixteen). A camp will provide the opportunity for facilitators to get to know learners better and to allow learners an opportunity to socialise (Table 5.7). It would also provide an opportunity to cover some concepts in greater detail (for example team building) (Table 5.2).

Recommendation seven: gather more information on how past learners are doing in higher education or in business

The *Siyabona Education Trust's* current tracking records (Table 5.8) provide information on what learners do once they leave the programme. However, there does not seem to be any follow up beyond this point. It is therefore difficult to ascertain to what extent the programme meets its goal of equipping learners with skills to succeed once they have gained entry to higher education. This information is vital for the continuous refinement of the programme.

As Weiss (1998) indicates, a useful way of evaluating a programme is to establish whether or not it achieves its overall goal or purpose. Funders need evidence of a programme's success. It is therefore recommended that more qualitative information should be gathered on how well learners are succeeding in their higher education business studies. The focus should be on obtaining information that will provide evidence that the programme has the desired impact in assisting learners to develop the skills, knowledge and values needed to be successful in their higher education business studies. This data could also be used for the continual refinement of the programme to ensure that it continues to meet its overall objective. The data could be obtained from cases studies which explore a number of learner cases and which will yield quality information.

Recommendation eight: explore alternative funding options

Apart from that of time, another challenge facing the programme is that of the long-term sustainability of the *Siyabona Education Trust*. It is acknowledged that the co-ordinator has worked hard to obtain funding. Donations from local Port Elizabeth business, however, are small and larger national donations scarce. Qualitative tracking information such as that discussed in 6.2.8 should assist by further enhancing the credibility of the programme that the *Siyabona Education Trust* is offering. South Africa's education and training framework and structure has been designed to assist learners to be fully economically functional (SAQA, 2000b). It is therefore suggested that the *Siyabona Education Trust* targets national bodies such as SETA's (Sectoral Education and Training Authorities) for funding. The banking and financial SETAs should be appropriate places to start as preparation of young people from disadvantaged communities for the banking and financial sectors forms an integral part of their skills development plans.

The integration of the programme into local education institutions should also be considered. Based on feedback from the past learners about the skills and knowledge that they have gained from the programme (Table 5.7) it can be seen that the programme serves the Port Elizabeth Technikon and University of Port Elizabeth by preparing students for these institutions. The integration of the *Siyabona Education Trust* into higher education institutions will not only benefit the Trust but will have a number of benefits for the accepting institutions.

6.3 CONCLUSION

This evaluation of the *Ready for Business* programme provides clear evidence that it has been designed according to the four key principles of outcomes-based education. As is the case with any translation of theory into practice there are areas of tension that need to be resolved. This can be seen in the time constraints in which the programme is

operating. Ideally, learners should be given more time to master outcomes and consult with facilitators – to try and try again and with the necessary guidance eventually succeed.

It takes time to master outcomes and assessment criteria. What is evident from this study is that both the outcomes and the related criteria need to be easily defined and easily understood by all programme stakeholders. This becomes a priority when learners and facilitators are involved in the programme on a part-time basis. It will also impact on school-based programmes where teachers and learners are working with different outcomes across different learning areas. Writing outcomes that are clearly defined and understood does not mean that outcomes should be simplistic and exempt from context. Outcomes must explain the essence of what the learners have to do, while the assessment criteria provide additional detail, range and context.

The *Ready for Business* programme embraces the concept of expanded opportunity. The modules systematically develop outcomes and have relevant assessment opportunities. The question of whether or not to work with fewer outcomes and allow more opportunities for practice and feedback is critical for all outcomes-based education and training programmes. It is also important to create opportunities for learners to practice these skills outside of the formal learning situation. Learners also need to learn how to collect evidence that supports their use of skills and knowledge in other situations. This will allow for the principle of expanded opportunity to work together with the principle of high expectations in creating channels for learners to practice life roles in “real life” situations.

The principle of design down is also clearly evident in the *Ready for Business* programme. All sessions and activities are designed down from the outcomes and life roles. The modules are packed with activities to develop the programme’s 20 outcomes, a fact which contributes to the feeling that some of the modules are ‘overloaded’. The design of external programme activities that further develop the life roles may be a solution to this. However, it must be remembered that the learners attend the programme

in addition to what they do at school. Activities, assignments and projects, should therefore not place additional burdens on learners but should be constructed as part of what they would be doing at school, at home or in their various extra-mural activities.

Many factors impact on the successful delivery of well-designed outcomes-based education programmes. A key factor arising from this study is the attitudes of learners and facilitators and the nature of their relationships. Learners need to be committed to learning and facilitators need to be committed to facilitating and supporting the learning process. A facilitator needs to assume the roles of teacher, mentor, coach and assessor within an agreement of trust and advancement. Learners need to honour this agreement and commit themselves to performing to the best of their abilities.

Relating to these issues is the question of “how do we know that a programme really prepares learners for the life roles that they will need to perform?” It seems realistic to assume that one can only assess learners up to a certain point within a specific programme context. Once they have completed the programme we can assume that they will continue to apply what they learnt. Learning is time bound. Therefore, it seems to make sense not to assess learners according to roles that they will perform in the future, but according to what they can do in the present (Malcolm, 1999). Thus while the ideal is to prepare learners to succeed in various arenas, we need to assess them on their current output and to assess these where possible in “real life” contexts. This is an area of tension that faces the *Siyabona Education Trust*.

There are various outcomes and life roles that the programme assesses, but the vision of the programme is long-term – to prepare learners for successful higher education business studies so that they can make a positive contribution to business and commerce. Thus, while it can be assumed that if learners meet all the programme outcomes, they are prepared for higher education studies this can only be verified through additional research that takes other variables into account. This is an area of further research – how do we know that a programme is successful? If it is designed according to the principles of outcomes-based education? Or, can the long term effects of the programme be

ascertained through research and evaluation that rules out the impact of additional variables? As with most education and training programmes, the success of the programme is likely to be witnessed by others rather than by participating educators and trainers. This is evident from the constant reference in the interviews conducted with *Ready for Business* to the nature of learners' performance in their school and social contexts. Again, this stresses the need to widen the boundaries of learning and assessment beyond the four walls of the classroom.

Spady confirms this approach when he says:

“If we want our learners to grasp and be able to use content organized around real life, then what better place is there to encounter and deal with the deeper meaning, implications, and applications of this content than in real life itself? And the same holds true for our life performance essentials. If we want our learners to perform successfully in life, then let's have them practice performing successfully in life.” (Spady, 2001:179).

The challenge, however, is how to create these opportunities and how to assess and monitor a learner's performance outside of the formal learning situation. This approach seems to call for a complete reconceptualisation of teaching and learning and for the continued commitment of educators and trainers to developing education models that actualise this approach.

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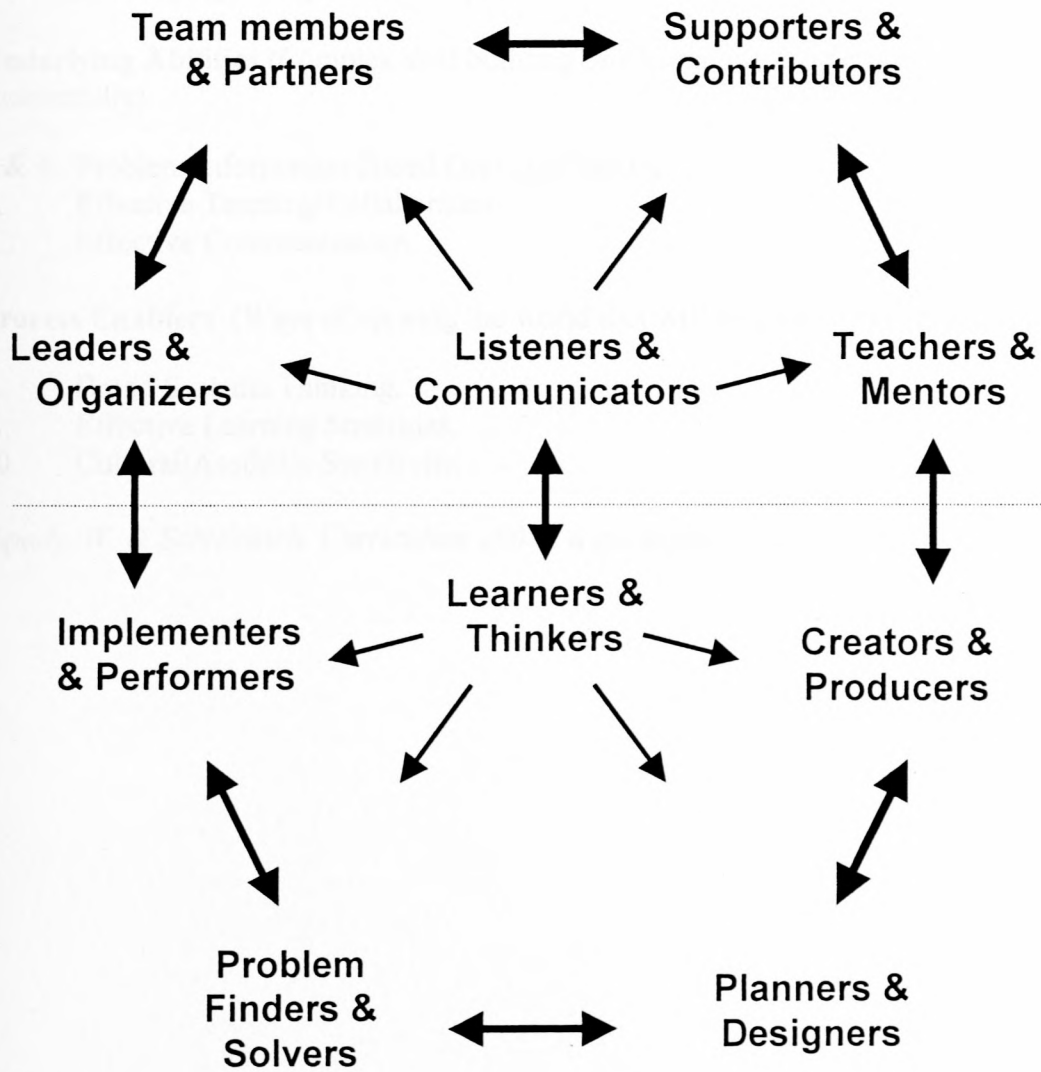
ADDENDUM

Appendix one: SAQA Critical Outcomes

The SAQA Critical Outcomes

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organization or community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written communication.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.
8. Reflecting on and exploring a variety of strategies to learn more effectively.
9. Participating as a responsible citizen in the life of local, national and global communities.
10. Being culturally and aesthetically sensitive across a range of social contexts.
11. Exploring education and career opportunities.
12. Developing entrepreneurial opportunities.

Fundamental Life Performance Roles



(Spady, *Outcomes-based education: critical issues and answers*, 1994)

Appendix three: Grouping of the SAQA critical outcomes

Life role applications (Important life responsibilities in the “real” world)

- 3. Responsible Self-Management.
- 6 & 9. Responsible Civic Action.
- 11. Exploring Educational/Career Opportunities.
- 12. Developing Entrepreneurial Opportunities.

Underlying Abilities (Complex skill building blocks required to perform life roles successfully)

- 1 & 4. Problem/Information-Based Decision Making.
- 2. Effective Teaming/Collaboration.
- 3. Effective Communication.

Process Enablers (Ways of viewing the world that will improve other abilities)

- 7. Broad Systems Thinking.
- 8. Effective Learning Strategies.
- 10. Cultural/Aesthetic Sensitivity.

(Spady, W. & Schlebusch, Curriculum 2005 : a guide for parents, 1999)

Appendix four: Design matrix as revised by Collier and Spady (2000)

Enabling Outcomes	Making success happen				
	Acting Entrepreneurially 12	Applying Career Expertise 11	Working Together 1	Applying Myself Fully 3,8	Creating a Better World 6,9
Thinking & Orientations 7,10					
Mastering Essential Knowledge					
Mastering Specific Skills					
Communicating Effectively 5					
Using Maths Effectively					
Using smart Technologies 6					
Making Strategic Decisions 1,4					
	Resourceful, future-focused Opportunity Creators who...	Adept, productive Career performers who ...	Forthright, collaborative Team Members who...	Conscientious, self-directed Life-Managers who...	Active, responsible Community contributors who ...

Appendix five: Spady and Killen design matrix as applied by the Ready for Business programme.

Prior to adaptation by Spady and Collier

The numbers on the matrix refer to the 12 SAQA critical outcomes below the matrix.

READY FOR BUSINESS : SUCCESSFUL FIRST YEAR HIGHER EDUCATION BUSINESS STUDENTS

	APPLYING CAREER EXPERTISE 11	ACTING ENTREPRENEURIALY 12	CREATING A BETTER WORLD 6,9	APPLYING MYSELF FULLY 3,8	WORKING TOGETHER 2
TOTAL LEARNER	Performance Learner	Creative Learner	Service Learner	Inner Learner	Collaborative Learner
TOTAL LEADER	Quality Leader	Visionary Leader	Service Leader	Authentic Leader	Cultural Leader
THINKING ORIENTATIONS 7,10	Quality Thinking	Creative Thinking	Systematic Thinking	Ethical Thinking	Empathic Thinking
ESSENTIAL KNOWLEDGE REQUIRED (Content)	<p>SPECIFIC</p> <p>Understand belief structures Business etiquette (principles) Basic business law Consumer rights, law, satisfaction, quality Informal and formal conventions in business communication Self-esteem and confidence (public speaking) Interviews Where to find resources How to market self Financial management principles and practices Basic economic principles and practices Business plan Basic budgeting and banking processes Maths and basic business numeracy Basic word processing Productivity and efficiency</p>	<p>Financial aid opportunities Micro and macro economic environment relevant to entrepreneurial opportunities Contemporary economic situation in relation to employment options Business opportunities Basic economic principles Types of employment (formal, informal, different industry sectors) Business courses and career options Places of providers</p>	<p>Fundamental principles and values underlying democracy in society and business environments Current issues and controversies relating to democracy Business community Available business activities Human rights Citizen roles Community interaction</p>	<p>Knowledge of own strengths, weaknesses, interests and skills Entrepreneurial characteristics attitudes and suitability Assessment of competence of learning Prioritising Organisation of self and activities Stress reduction Learning styles and techniques Independent learning</p>	<p>Groups dynamics (team roles) Leadership styles & management Performance criteria Prejudice/beliefs Qualities of good relationships Personal interactive styles in a team/social situation Peer counseling Business social interaction & structure Social norms SWOT analysis Conflict management and negotiation</p>

	GENERIC	<p>Action planning process Assess (self, others, things) Basic computer literacy Communication Creative thinking process Decision making process Evaluation process Goal setting Problem-solving process Research process Self-knowledge Sources of information (specialists and other)</p>	<p>Action planning process Assessment process (risk analysis & feasibility studies) Communication: (verbal & non-verbal) Creative thinking process Problem-solving process Research process Self-knowledge</p>	<p>Action planning Assess (self, others, things) Communication (explanation and description) Creative thinking process Goal-setting Research process Self-knowledge</p>	<p>Assess (self and others) Decision-making process Goal-setting process Self-knowledge</p>	<p>Action planning Assess (self, others, things) Communication Creative thinking process Goal-setting Research process Self-knowledge</p>
ESSENTIAL SKILLS (Competence) 1,4,5	SPECIFIC	<p>Basic financial management Basic budgeting and banking Basic business numeracy Communication skills for HE (essays, tutorials, etc) Marketing of self</p>	<p>Identify entrepreneurial opportunities Application skills Risk analysis/feasibility studies. Interviewing techniques</p>	<p>Community interaction</p>	<p>Study skills and techniques. Time management Stress reduction</p>	<p>Peer counseling skills Leadership skills Conflict resolution & negotiation Assertiveness</p>
	GENERIC	<p>Action Planning Analytical Thinking Basic word processing & internet Communication verbal & non-verbal skills Decision Making Deductive reasoning Goal-setting Interview skills Problem solving Research Self analysis</p>	<p>Assessment techniques Communication (written, verbal and non-verbal) Creative thinking Decision-making Deductive reasoning Evaluation Problem-solving Rational thinking Research</p>	<p>Action planning Analytical thinking Assessment skills Communication (written, verbal and non-verbal) Compare and contrast Deductive reasoning Problem-solving Research</p>	<p>Analysis and synthesis Assessment Deductive reasoning Communication (written, verbal and non-verbal) Creative thinking Goal setting Research Teamwork</p>	<p>Analytical thinking Communication (written, verbal and non-verbal) Deductive reasoning Assessment (self, others and things) Teamwork</p>
PROFESSIONALIS M	DRIVING PRINCIPLES	<p>Excellence Efficiency Life-long learning Flexibility</p>	<p>Future employability Creativity Innovation Perseverance Risk Self-directedness Self-motivation</p>	<p>Meaningful participation and contribution Development of self and others Adaptability Risk</p>	<p>Self-knowledge Personal development Adaptability Risk</p>	<p>Participation Social interaction Interdependence Synergy</p>
	SYSTEMS/ ORG	<p>Economic Career/Business Higher education (Financial Aid system) Social</p>	<p>Economic Education Political Social</p>	<p>Higher education Social Political</p>	<p>World view (personal) Social Political</p>	<p>Higher education Political Social</p>

LIFE ORIENTATIONS	CORE VALUES	Accountability Integrity	Integrity Flexibility Optimism Independence	Emotional and spiritual needs Self and others Growth	Self Learning Growth Self-accountability	Accountability Respect for self and others Support
7,10	CULTURAL ASTHETIC	Gender sensitivity Race sensitivity Cultural awareness & tolerance Presentation	Gender sensitivity Race sensitivity Cultural awareness & tolerance	Respect for others' rights Gender sensitivity Race sensitivity Cultural awareness & tolerance	Gender sensitivity Race sensitivity Cultural awareness & tolerance	Gender sensitivity Race sensitivity Cultural awareness & tolerance
LIFE ROLES		Competent, informed emerging professionals guided by an ethos of excellence and productivity	Imaginative, insightful opportunity creators guided by an ethos of integrity and future-focusing	Responsible, contributing business participant guided by an ethos of service and democracy	Reflective, self-directed developing professionals guided by an ethos of service and democracy	Reliable and supportive team member guided by an ethos of accountability and inclusiveness

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical, and/or language skills in the modes of oral and/or written persuasion.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
8. Reflect on and explore a variety of strategies to learn more effectively.
9. Participate as responsible citizens in the life of local, national and global communities.
10. Be culturally and aesthetically sensitive across a range of social contexts.
11. Explore education and career opportunities.
12. Develop entrepreneurial opportunities.

Appendix six: Outcomes and assessment matrix across themes for level one of Ready for Business

Key: Primary Outcome = PO Secondary Outcome = SO ▲ outcome assessed in this theme

EXIT OUTCOMES		PORTRAIT OF SELF	GETTING CONNECTED	MASTERING LEARNING	I CAN MAKE A DIFFERENCE	WORLD OF BUSINESS	FUTURE PERSPECTIVES	CREATIVE OPTIONS	SOCIETY IN WHICH WE LIVE
EO-1	Apply rational thinking, creative thinking and decision-making techniques to framing and solving problems in their personal, social and career affairs.	PO ▲	SO	PO ▲	SO	SO	PO ▲	PO ▲	SO
EO-2	Communicate clearly, constructively, politely and persuasively to a variety of audiences in learning and interview situations.	SO	PO ▲		SO	SO	SO ▲		SO
EO-3	Apply a range of appropriate research techniques to obtain information from relevant sources, analyse its core features, and draw conclusions from it.			PO ▲		SO	PO	SO	
EO-4	Apply basic economic, legal, budgeting and business knowledge to develop and carry out a variety of projects successfully.					PO ▲			
EO-5	Apply required business numeracy principles, computer technologies and defined procedures to carry out a variety of projects successfully.					PO ▲			
EO-6	Set clear achievement/productivity goals, plan and work systematically towards achieving these.	PO ▲		SO ▲	SO ▲	SO	PO ▲	SO	
EO-7	Analyse the fundamental principles and values underlying democracy in society to explore related issues and controversies.					SO			PO ▲
EO-8	Meaningfully contribute time and effort to advancing the well-being of others in a variety of contexts.				PO				PO
EO-9	Analyse the South African micro- and macro-environment and identify and assess viable future employment/entrepreneurial opportunities.					SO ▲	PO ▲	PO ▲	
EO-10	Analyse the unique characteristics of a variety of Higher Education institutions and explore the challenges of studying there.							PO ▲	
EO-11	Develop a potential career path and initiate its actualization by successfully applying to Higher Education institutions and bursars.						PO ▲	PO ▲	
EO-12	Generate creative alternatives for overcoming obstacles to successful learning and living.	PO ▲	SO	SO ▲	PO ▲		SO	PO ▲	
EO-13	Authentically assess themselves (strengths, weaknesses, values, interest, etc.) and identify paths for personal and professional advancement.	PO ▲	PO	PO	PO ▲		PO ▲		
EO-14	Organise and manage themselves and their activities responsibly.	PO ▲		PO ▲	PO		PO		
EO-15	Explore, personalize and actualize learning styles and strategies and assess themselves and others in learning situations.	PO	PO ▲	PO ▲	SO ▲				
EO-16	Analyse and explore personal interaction styles, prejudice and stereotypes and develop qualities that contribute towards meaningful interpersonal relationships.	PO ▲	SO						PO ▲
EO-17	Apply active listening and accurate reflection skills in learning, peer-counseling and conflict negotiation situations.	PO ▲	PO	PO ▲					
EO-18	Identify criteria for measuring team performance and assess a team accordingly			PO	PO				SO
EO-19	Interact productively with team members and contribute towards the achievement of a common goal.		SO	PO ▲	PO				SO
EO-20	Master the principles of leadership and demonstrate these in learning, social or project contexts.				PO ▲				

Appendix seven: Example of a performance rubric as used by the *Ready for Business* programme

EXIT OUTCOME 12 : Generate creative alternatives for overcoming obstacles to successful learning and living				
ITEM	BEGINNING	NOT YET COMPETENT	COMPETENT	DISTINGUISHED
(a) Identify possible obstacles to success	Able to identify obstacles that are obvious. Needs assistance in broader analysis of possible obstacles.	Superficial awareness of obstacle. No clear understanding of consequences.	Realistic comprehension of obstacles to success.	Understanding is broad. Solutions are realistic. Based on research and extra POE work.
(b) Develop alternatives	Only one solution generated. Needs assistance in understanding the importance of developing alternatives.	Some alternatives generated – not all relevant or sufficient for successful learning and living.	Number of relevant alternatives developed which could lead to successful learning and living.	Alternatives are applicable and clearly thought through and analysed using risk analysis promoting successful learning and living.
(c) Generate creative alternatives	Assistance required in understanding that it is ok to have different ideas. Needs help generating creative ideas.	Alternatives generated with some creativity – but generally tends to lean to the more obvious solutions.	Creative alternatives identified.	Highly creative with a number of possible alternatives generated.

Appendix eight: Example of a completed theme report

FORMATIVE ASSESSMENT COURSE PERFORMANCE REPORT 2001

Key for assessment report

OA	=	Outcome assessed (<i>indicates which of the programme's 20 exit outcomes have been assessed</i>)
PR	=	Performance rubric used for assessment
IE	=	Insufficient evidence (<i>work not handed in or not completed</i>)
NYC	=	Not yet competent (<i>learner still needs to do more work in this context to be competent</i>)
C	=	Competent (<i>learner can perform the activity well in this context</i>)
D	=	Distinguished (<i>learner can perform extremely well in this context</i>)

LEARNER'S NAME: *Themba Gabayi*

COURSE: *Portrait of Self – level one*

OA	PR	Activity	IE	B	NYC	C	D	Comment
EO 13	EO13c	Examination of values		✓				<i>Some examination, but item incomplete</i>
EO 13		Analysis of values			✓			
EO 17		Analysis of peer/self-assessment		✓				
EO 14		Punctuality		✓				
EO 01		Decision-making			✓			
EO 16		Interaction-style			✓			<i>Good role play</i>
EO 06		Goal-setting: personal	✓					<i>absent</i>
EO 12		Overcoming obstacles to goals	✓					<i>absent</i>
EO 13		Self-analysis	✓					<i>absent</i>

FACILITATOR FEEDBACK

TEAM/GROUP WORK	SELF MANAGEMENT
(Interpersonal skills, active participation in team, willingness to assert opinion, willingness to perform tasks)	(Punctuality, level of confidence, submission of assignments, motivation, attitude)
<i>Themba seems willing to work in group but needs to actively participate rather than observe</i>	<i>Absent – no letter</i>
INDIVIDUAL WORK	CLASS PARTICIPATION
(Completion of tasks in class, time taken to complete tasks, level of concentration)	(Willingness to take the lead, volunteer answers, assist others)
	<i>Should try to volunteer answers in class</i>

THEME ATTENDANCE RECORD

MODULE	DATE	ABSENT/PRESENT
MODULE ONE	03.02.2001	P
MODULE TWO	10.02.2001	P
MODULE THREE	17.02.2001	Absent
MODULE FOUR		
TOTAL		

Facilitator's Signature	Date of signature:	Any general comments by facilitator or co-ordinator
Parent/Guardian Signature:	Date of signature:	Comment on learner's performance
Learner's Signature:	Date of signature:	Comment on own performance

Appendix nine: Example of culminating report

**READY FOR BUSINESS PROGRAMME: LEVEL ONE
CULMINATING PROGRESS REPORT FOR 2001**

LEARNER:

DATE OF FINAL ASSESSMENT:

KEY:

IE = Insufficient Evidence - no evidence to show any progress towards meeting an outcome: work not done or not handed in or not in Portfolio of Evidence.

B = Beginning - there is some evidence that the learner is beginning to perform some of the things that make up an outcome but need to acquire more knowledge and skills and practice the outcome more.

NYC = Not yet competent- learner has the basics of being able to perform the outcome but needs more practice.

C = Competent -learner can perform an outcome well

D = Distinguished - learner can perform an outcome very well

EXIT OUTCOME	IE	B	N Y C	C	D	Assessment evidence & recommendations for improvement
THINKING Apply rational thinking, creative thinking and decision-making techniques to framing and solving problems in their personal, social and career affairs.						
COMMUNICATION Communicate clearly, constructively, politely and persuasively to a variety of audiences in learning and interview situations.						
RESEARCH Apply a range of appropriate research techniques to obtain information from relevant sources, analyse its key features, and draw conclusions from it.						
ECONOMIC AND BUSINESS Apply basic economic, legal, budgeting and business knowledge to carry out a variety of projects successfully.						
BUSINESS NUMERACY AND COMPUTERS Apply required business numeracy principles, computer technologies and defined procedures to carry out business projects successfully.						
GOAL SETTING AND PLANNING Set clear achievement/productivity goals, plan and work systematically towards achieving them.						
APPLICATION OF PRINCIPLES OF DEMOCRACY Analyse the fundamental principles and values underlying democracy in society to explore related issues and controversies.						
POSITIVE COMMUNITY INTERACTION Meaningfully contribute time and effort to advancing the well-being of others in a variety of contexts.						

IDENTIFY FUTURE WORK OPPORTUNITIES Analyse the South African micro- and macro-environment and identify and assess viable future employment and entrepreneurial opportunities.							
KNOW ABOUT HIGHER EDUCATION Analyse the unique characteristics and available resources of a variety of Higher Education institutions and explore the challenges of studying there.							
DEVELOP A CAREER PATH Develop a potential career path and initiate its actualisation of successfully applying to Higher Education institutions and bursars.							
FIND WAYS TO OVERCOME OBSTACLES Generate creative alternatives for overcoming obstacles to successful learning and living.							
KNOW THEMSELVES Authentically assess themselves (strengths, weaknesses, values, interests, etc.) and identify paths for personal and professional advancement.							
MANAGE THEMSELVES Organise and manage themselves and their activities responsibly and effectively.							
LEARN WELL Explore, personalize and actualize learning styles and strategies and assess themselves and others in learning situations.							
INTERACT WELL Analyse and explore personal interaction styles, prejudice and stereotypes and develop qualities that contribute towards meaningful interpersonal relationships.							
LISTEN AND REFLECT WELL Apply active listening and accurate reflection skills in learning, peer counseling and conflict negotiation situations.							
KNOW HOW A TEAM SHOULD PERFORM Identify criteria for measuring team performance and assess a team accordingly.							
WORK WELL IN A TEAM Interact productively with team members and contribute towards the achievement of a common goal.							
BE A LEADER Master the principles of leadership and demonstrate these in learning, social or project contexts.							
ATTENDANCE RECORD							

Assessor's name: **Signature:**

Learner's acceptance of assessment:

Co-ordinator's authentication: **Date:**

Appendix ten: Questions for interview with Siyabona Education Trust Co-ordinator

1. How would you describe the programme to an outsider?
2. In what way would you say the programme's life roles and outcomes relate to the programme's vision?
3. How do you think that the programme succeeds in meeting its vision?
(examples?)
4. How do you feel about OBE after having worked with the programme for about a year?
5. What evidence is there that the learners achieve the programme's outcomes and life roles (present and future situations)
6. Do you observe any changes in the learner's behaviour that can be attributed to the programme? (other variables?)
7. Do you think that the learners understand the programme's vision and life roles?
8. Describe your experiences of sitting in and observing sessions?
9. Do the assessment processes work for the learners and the facilitators?
10. What would you describe as the programme's strongest area?
11. What would you describe as the programme's weakest area that needs improving?
(suggestions for how?)
12. What support structures would you recommend that one has to have in place to implement an outcomes-based programme? (administrative, funding, personnel, etc.?)
13. Do you have any area of concern regarding the implementation of the programme as it is designed?
14. If you had a surplus of funding would you change or offer the programme differently?

Appendix eleven: Transcript of interview with *Siyabona Education Trust* coordinator – Vernon Naidoo

How would you describe the Siyabona programme to an outsider?

I would say first we are helping learners by providing them with skills and in so doing to get them into higher education institutions with the things that we do. On a Friday afternoon from 3-5 we do maths and on a Saturday we give them life skills which will help them when they go to higher education institutions. And things that we cover are 'school' related because our programme is OBE-based. So we start with things like self-image, how we can make a difference in the community. We give them a whole course on World of Business – what is a business about and how to go to interviews and all those types of things. So that is the way I would normally describe it to people and I would also be saying that we are actually helping out people to make a difference and also when they go to varsity it helps them and prepares them for university and technikon as well.

In what way would you say that the programme's life roles and outcomes relate to the programme's vision? (Life roles: career, entrepreneurial, self, citizens)

First of all I think that we need to prepare young people in many different spheres and we have taken five which will help them. Especially entrepreneurship because that is a major need at the moment. A young person can not go to university or technikon because he does not have the money. We are saying to him even if you do not have the money, buy a bag of potatoes and sell it and then try and study part-time until you can come to the point where you can find a bursary and study further. And also to be a good citizen. To help them we want to install values in them; do not buy stolen goods and those types of things. And also self and self-image. We try to help them by telling them they can do it; they can make a difference in life and society if they believe in themselves. The last one is careers. Most young people do not know what they want to become. I spoke to someone last week and the person came to Siyabona for the last two years and I asked what he was going to do after school and he answered "I haven't decided yet". So even though we try to help them there is always one out of the 200 that does not know what he wants to do. OU can always see the difference though. 90% of them know exactly what they are going to do and they have got this idea because we help them. We get UPE and PE Technikon to come and speak to them. We will do that again on 19 August and they will address the learners about careers and so on. We try to help them in that area so they can get focussed on what they really want to do. If some of them decide they want to become a nurse afterwards, it is fine because they decided what they wanted to do and that is important.

How do you think the programme succeeds in meeting its vision?

First of all, if I had to look back to at last year when kids got As, Bs and Cs in their matric exams, especially in maths. Some of them have got no maths teachers at their schools and here they are getting an A symbol so that must mean something. ... He was

just saying what a difference he has seen in this child since she started with the programme. Their whole self-image change – they are more confident. They come in here the first year and they can't even speak to you but afterwards they change. Six months down the line you can already see the difference in them. It does make a difference in the lives of the learners and also the mere fact that they are there at 8 o'clock on a Saturday morning – volunteering their time. Some of the facilitators take registers and 90% of them attend every Saturday. That says something about the permanence compared to other programmes – that it is making a difference in their lives.

In terms of the feedback from higher education students, have you had any sort of responses of how the programme has helped on that level?

I received a few e-mails from three of the students. One was saying 'thanks a million' ...another student had to do a course on introduction to computers at technikon but he was exempt from that because the lecturer found out what he has learned at Siyabona. He enjoyed it very much because he had free time to do his assignments and other things. And then I have also spoken to a couple of other young people who came to a meeting on Friday the eleventh called Siyabolela. A student was just telling me what a great help Siyabona has been to prepare him for what to expect at university (he is at Rhodes University). He said that it is very different to school and he has to work extra hard but Siyabona has helped him to prepare for that. Other people have also said when I phoned them, that Siyabona has prepared them in that sense because school does not. You get spoon-fed at school but at Siyabona you are working on your own and at your own pace. So I think that Siyabona has helped them and also the *Ready For Business* programme to accomplish, achieve and also to prepare them mentally for what to expect and how to do an assignment – all those types of things.

And if you had to look at the programme as a whole, what critical skills does it teach the children, in a nutshell?

I would say that the one thing that really stood out to me was that it makes them a better person and also it is a whole mind change in terms of the community – where we come from and how we can see things differently. And also interaction with people from different cultures in class you find that values are different and also how they relate to people are different. One thing that you must realise is that the people that come to Siyabona are those who want to go into the business field. There is already a mindset there. I feel that that is really the one thing that stood out to me it does help them personally to get somewhere in life. To change from saying 'I am just going to sit at home and wait for a job' to 'Listen, I must go out there and do something – apply for bursaries, do whatever I can to get to the goal that I want to achieve in life'. It teaches them to set goals. I mean nobody else teaches them to set goals – not even schools. They just say find a job or go to university but nobody teaches you how to go about doing that. I think Siyabona teaches that with *Ready for Business*.

Vernon, do you think the selection process had anything to do with the success of the learners?

I think it is very important because then you get people ... I have marked some of those tests last year and there were some people who scored really badly. I don't even think that person should go to university unless they pick up in the next two years. So the selection process is important because some of the people who filled in the forms wanted to be lawyers or doctors and then you would have been missing the point. The programme is for those who want to be a CA or go into the business field. The selection process is thus very important. They have to face that in any case when they go to university or technikon. At the end of the day you get the 'cream of the crop' from those who have applied. I think that is important because next year the programme will be successful and better. So you don't have kids who are struggling or way behind. Almost everybody is on the same path who come here and those that are not can pick up very quickly.

How do you feel about OBE after you have worked for the programme for a year now?

I feel it is great for the Siyabona programme and the Siyabona learners. It is working very well. I have seen people that do not want to speak to their facilitator or anyone else but in a group situation they are forced to come out of their shell and speak. Because some people are just born that way to just stand up and speak in front of a crowd, others take leadership within a small group or setting. As for school settings, I think it will take a while before OBE will be implemented in a school setting primarily because the education department do not know what they are doing. I feel they need to focus first on OBE and then on whatever else. I feel that we have focussed on it and I feel that we have a model that will help them. If only they will recognise this by saying, 'Listen, help us by giving us advice'. It has worked well so far. OBE is a great concept. We did not have it in our school so I know the difference. I wish we did have it, in fact, I wish that we had a programme like Siyabona when I was a kid to have helped me.

What evidence would you say there is to show that the learners achieve the programme's outcomes?

We normally go according to what the facilitator say, we look at how they mark their work items. Obviously they have to give in work items all the time but unfortunately some of them do not. And then I have to go to the class and scold them for not doing so but we look at it that way. And also class participation is very important because our groups are still a bit too big especially the grade 11s who are 37 in a class. So I know that some facilitators said that it is very difficult to monitor each and every student. The work items normally give us an idea of where they are at. Also when they have to stand up and present, because we normally ask the group that each and every person must stand up and present. So we do see them saying something even if it is just greeting the people. At least we are giving them the confidence to say something in class. And also the different activities they do, how well they do it so that we can see it and monitor them. As I have

been going around the classes I have just been amazed at people. In the beginning of the year I see them and I worry if this person will survive Siyabona and then as the time goes on you find that those are normally the people that come to you out of their own and speak to you and tell you about the programme. I have also got a whole stack of letters (maybe I can give it to you some time) in which they say how the programme has helped them. I think that is important because they have written from their hearts. I keep on repeating this but there is a difference that the programme is making in their lives. My niece is in the programme as well and her mother was murdered about two years ago and she was very hard towards people and so on. But with Siyabona she is thriving totally. She has made friends, she is there every Saturday – so it helps her... They are still there you know, they still see the programme as important. Also maybe to escape from home... Kids are excited about being a part of it.

How would you say that we can say that it is the programme that has a successful impact on the learners and not the other variables or things happening at school that are changing their behaviour?

If it were the school they would not be coming to Siyabona programme on a Saturday. I mean that is being honest with you. Ethics at school is the problem. I have been to many schools and are still going to schools, a lot of the time teaching is not taking place in the schools itself. At Siyabona the learners have to be on time or they do a dance or sing a song or whatever. They have to be punctual, they have to communicate and talk, ask permission to leave, etc. There are different values and rules or guidelines set in place but we as facilitators do not set these guidelines. They as a class decide on guidelines so they know that they have to adhere to it. There is definitely a sort of Siyabona community with ethics or guidelines that helps them in that sense. So I do not think it is other variables as such. I think it is the other way around. Where Siyabona help them to create other variables to take back to the community and to the school and to apply them. Just in BD High school we had a report from one of the teachers saying that they went to a leadership camp and she saw a group of learners just taking leadership and doing this and getting into groups and organising. And eventually she asked them why they take leadership and not the other people and they all told her that they are a part of the Siyabona programme and said that they always do that and know what to do. They take leadership roles. The same with the kids who cleaned the church last year, that was a leadership initiative. The kids who took the old people out for shopping and cleaned them up. So they take the values that we teach at Siyabona back to the community and be a part of it which is good because then it has a bigger effect. It is not just a small group of 150 students.

Do you think that the learners understand the programme's life roles and vision?

They do understand it fully. It is also explained to them when we have a day of orientation at the beginning of the year. We also meet with them the previous year to explain to them what the programme is about before they write the entrance test. When they do write the entrance test we try to explain it to them again. So they are definitely made aware of what we are trying to achieve. Therefore you will see that even though

they were selected for the entrance test they would not rock up because they decide 'no this is not for me'.

I know that you sat in on a couple of sessions just to see how things are going. How would you describe what is happening in those sessions?

I think the main thing is that at the classes I have been to the facilitator has always been prepared. They know exactly what is coming next and what to do and what to expect. I think that comes from experience. For the learners every session is a different session. So whenever I sat in on the different classes I would always see them participate. I have never seen anyone sit back and say 'No, today I don't feel like doing anything'. I have always seen them enthusiastic, whether it is playing with eggs or building a thing with matchsticks or just talking through issues. I have always seen them being a part of the class situation.

How would you say that the programme modules assist in the programme delivery and would you say there is any room for improvement on the modules?

If I had to answer the question from the point of view of the facilitators they would say yes, there is room for improvement in the sense that with their report they always make recommendations. Unfortunately, I am not in that position. I have not facilitated any of the material myself. So maybe they would be able to help us. They always ask me questions and I say 'I don't know, I will ask Sue'. So maybe there is but I feel it is an excellent, really excellent programme and I think it has been designed very well. If there is room for improvements I don't think we should overlook that. I think we can maybe do that but obviously with caution.

Would you say that the assessment processes work for the facilitators and the learners? Also from a sort of administrative point of view?

I think since I have been here it has changed a couple of times, I don't know how many. I think the one that you have now is really the easiest of them all. But it is really up to the facilitator to give in-depth information on the learner because we do not know him. Like a rubric before, it stated exactly this is the area where the learner falls short. I have always tried and I am trying to say to the facilitators 'you need to fill in those types of things because when it comes to the end of the year with the culminating assessment in August we need to know exactly. Maybe you won't be here but someone else will have a look at the file and knows where the kid falls short and needs help'. The process that is in use at the moment works well but I think it is really up to the facilitator to give us this information and so I think we maybe need to address the facilitators more strongly. A workshop during the holidays would also help by saying 'this is the process that we are going with now' and mention the negatives and the positives. I think it works well; there is fewer paperwork. I am not sure if that is necessarily good but there is fewer paperwork.

This workshop in the holidays, would you say that there is a need for continual interaction between the facilitators and to continually workshop areas with them?

Yes, I think some of them like Carol we only see her in January and February and then next year again but in the meantime we may have changed a couple of things. From last year to this year we have changed some procedures and so that can be a problem. People in the middle of the year we only see again in the next year June and during December they change things. I think it is important to keep them up to date with what is happening at Siyabona. I try to let them know via letters during the year. I think a workshop would help the process.

What would you describe as the programme's strengths?

Firstly the class participation. That factor would be influenced by the facilitator so maybe the facilitators are the strength of the programme. I think they are excellent. They know what they are talking about and I think we have weeded out those we feel are not great. Of course, that is where the workshop comes in again. When we can train new facilitators, especially with the programme being broader and wider. The other thing I find important and that helps them to understand the programme more is the community service. I feel that must not be left out. Even now during the holidays they will be working on a community project. I spoke to them strongly about that. They have to report back in the next module (Society in which we live). The community project also helps them with bonding because some of them do not know each other even though they are in class every Saturday. They come from different schools and different communities. The community project helps them to work together and also to install into them the culture of 'you need to give back to the community'. So the facilitators and the community projects are they key, I would say. And of course a third aspect would be the maths. We can't leave that out. Maths is a strength, you see an increase and improvement in marks. You will monitor that again now at the end of July when they come back we get in all their marks just to check.

What would you say is the programme's weakest area that possibly needs improvement overall?

I would say funding is the weakest area. It is difficult, especially for me. I have to coordinate a programme, and do fundraising and do admin. At times you just sit in the office and wonder what to do today because there is so much to do. So funding is a problem. We cut the maths funding on a Friday afternoon and our numbers immediately dropped because it cost a student from Uitenhage R10 to get to Siyabona and R10 to get back. That is R20. It actually cost more than that it cost R23 but we only give them R20 so they have to find their own way. For a parent that is hard. When the students apply to the programme some of those parents only earn R180 a month. So imagine her child coming to Siyabona on a Saturday from Uitenhage every week at R20! So the student then has to leave the programme. We really need funding. I also wish that every Saturday we could fit every class in the Tito Mboweni centre full of students. That would be great because it would mean that the programme is growing wider and bigger. People don't

want to fund education. I am not sure why. Maybe because they do not see immediate results like when you build a house. My belief is to invest in a learner you are actually investing for a lifetime. You are changing a person's whole life from a setting where they are saying 'I am just going to find a job in a factory' to 'Listen, I need to make a decision to go to varsity'. That will carry on because we will then tell our children to do the same. So it will continue for years and years even when Siyabona is dead.

What support structures (like administrative, funding, personnel, etc.) would you recommend that one has to have in place to implement an outcomes based programme.

You need facilitators that are clued up about OBE – how it works and what it stands for. We at Siyabona have achieved that with *Ready for Business*. We have achieved in that sense. The people that we have are involved in the structures of OBE or the schooling situation itself. But personnel-wise I think we need more people to work. Siyabona will never grow more than 150 learners if there is only one person there but you actually need more people. You need someone that can answer all the questions on a Saturday, someone that knows the kids, a person to do all the mundane things like filing and also to do full-time tracking of learners to see where they are because that is important. You know, you phone them once a year and they might have moved by then – just to check up where they are and what they are doing. And then of course you need a full-time fundraiser, if you can find someone like that just to raise funds and to meet with people, a person that knows the contacts and so on. Maybe the person in the office can have two roles, to also co-ordinate the programme besides doing all the mundane things. But if the programme wants funding it will have to get someone that just focuses on that, else you will never really get more than you are getting now.

And resources for OBE to you find that problematic that you require a lot of resources and that it is expensive?

Resources are expensive. We often use glue and prestick and khoki's – all those types of things, which are expensive. But also we just ask the learners when they are going to use magazines, we just ask them to bring it along so they can also contribute to the programme in that sense. If we have to buy stuff that is expensive. At the moment we are using all Ethembeni's telecommunications instruments – VCRs and TVs those types of things. So that is helping us quite a bit but should that no longer be there, then we have to buy or rent it.

Do you find your time demanding from your side to administer the outcomes-based education programme? Do you think there are more things required from you than there would be in any other programme?

No, I don't think so. Maybe because I enjoy it so much. As far as other programmes are concerned, I've been involved in other programmes where you had to do similar stuff but it was not OBE based. I find that at times it was even more demanding but not with OBE. A lot of the work relies on the learner him/herself.

Looking at how the programme is designed into the themes and modules and it runs on a Saturday for so many hours – do you have any concerns in the way that it is implemented?

The only concern I would have is when exams commence or when it is holidays that sort of close the programme. The students normally come back. You may have one or two that decide that is it they would rather spend more time on their exams. I normally give them a call just to find out where they are and what they are doing and why they want to stay out or I ask Sandise to call them. But I think that is a problem if, for example, we could have run the programme in one shot over 20 Saturdays or maybe 20 days that would have been great. We would have had even better results. It is just the times that are a problem to me. We also get dates from the Department and often they don't tell us that they have moved the exams forward so that throws us out because then we run the programme in the middle of exams because they shifted the exams by two weeks forward.

If you had a surplus of funding would you change or offer the programme in any way differently?

I would firstly try to get people from a broad spectrum to get involved in the programme. Broad in the sense from different cultures and different schools – that adds a totally different dynamic like I have seen with the *Ready for Business* Delta Project. When you talk about culture you get four different responses instead of just two. And also to increase the numbers of the people coming to the programme. If we could have 800 people coming there that would be great and maybe have it on a more full-time basis and that could be offered for learners that are out of school on a full-time basis. Before you do that you need to get accreditation to say this is what we are offering. We need to be offering a more intensive course for the learners that are out of school to prepare them for work – maybe add another practical aspect to it. I was also thinking of resources and one of the other things that we lack is computers. When the learner leaves school to go to varsity or technikon they have to know how to use a computer, they have to know the basics. Schools in the townships do not have computers. They are still using stencils, some of them don't even have photocopiers. So computers are important to give them those types of skills and if I had surplus money it would be spent on computers for the out-of-school learners to add that aspect to the programme. Of course, on the computer you can also teach them about business. But that is just all ideas.

Thanks Vernon

8 June 2001

Appendix twelve: Questions for interview with programme developer

1. In what way would you say that the programme's life roles and outcomes relate to the programme's vision?
2. Can you explain how the programme is based on the OBE principle of design down?
3. Do you feel that the outcomes are clearly defined?
4. Would you do anything differently in the design process if you had to do it again?
5. In what way are learners expected to demonstrate and experience the life roles and outcomes?
6. Do you feel that the programme's assessment criteria are sufficiently defined to encourage learner progress?
7. In what way would you say the design process embraces the principle of high expectations for all to succeed?
8. How were the performance rubrics designed?
9. Are you satisfied with the assessment process?
10. Do learners have sufficient opportunities to practice and master outcomes?
11. What type of teaching methods are used in the modules?
12. How are the outcomes translated into the modules and into classroom practice?

Appendix thirteen: Transcript of interview with programme developer – Theone Conradie

In what way would you say that the programme's life roles and outcomes relate to the programmes's vision?

In sense of the programme's life roles and outcomes relating to the programme's vision, I'd say that this comes through clearly in the way the material has been written ensuring that throughout the programme the aspects of career, citizen, entrepreneurship, self and team are indicated in respect to life roles and values are incorporated.

In terms of outcomes, looking at the critical cross-field outcomes these outcomes are currently related to the areas of need that business currently finds graduates to lack. These are the areas that have been emphasized through the programme and in so doing would ensure that the learners are able to contribute both at campus level and eventually at an employee level once taken into industry.

Can you explain how the programme is based on the outcomes-based education principle of design down?

This has been a fundamental reason for the success of the programme in that before any curriculum was considered the vision was looked at and the exit outcomes were developed. From these exit outcomes the content was developed so it's not a case of the content being developed and the outcomes being attached on at the end, but rather that the material has been adjusted and readjusted again to make sure that it meets the outcomes according to the vision of the programme.

If you had to give simple steps for someone to design a similar programme what would these be?

In terms of design I think it would be a case of first having a look at exactly what the culminating outcomes or exit outcomes should be. What is it that the programme is trying to achieve in terms of the greater vision. Then taking that vision and breaking it down into exit outcomes in terms of what it is that the learners should be capable of or "look like" at the end of the programme. This involves regarding the holistic development of the individual and then taking the exit outcomes and breaking them down further into specific or enabling outcomes and performance or assessment criteria.

Do you feel that the programme outcomes are clearly defined?

The outcomes, I think, have been clearly thought through and developed with a lot of insight into the vision of the programme as a whole. However, when one starts working with outcomes, as I'm sure its been found in many other programmes, the question is often raised as to how clear those outcomes are for assessment purposes and in doing the assessments often ambiguity arises as to what is actually meant within an outcome.

Through the process of assessment the outcomes are refined. I believe that this is a dynamic process, not a static one that will continue for the life of the programme.

Would you do anything differently in the design process if you did it again?

Yes, in many ways we would do things differently, but it must be remembered that the nature of this programme was such that past experiences and vision was inherited as opposed to being able to create something from new. Through mistakes and errors made in the programme as it was originally intended new vision arose and the opportunity to create a new process arose. Having experienced what we have over the last four years in terms of transformational outcomes-based education training within industry and its relation to education, I think the change would be that, as mentioned earlier, starting from exactly what it is that we are trying to achieve and design down from there. The experiences would speak for themselves. I would still make use of the life roles and the matrix in the manner that we have done. It ensures that things like the critical cross-field outcomes and values are carried through by the content of the programme as opposed to being added on at the end.

In what ways are the learners expected to demonstrate and experience the life roles and outcomes?

Because the programme has been designed to be competency-based, a large amount of portfolio work and evidence collection occurs outside of classroom time where learners actually have to demonstrate those skills learnt within the classroom. In other words demonstrate the knowledge they have by applying it in their life situations. In this way the life roles and outcomes are addressed and through a continuous process of assessment as opposed to once-off assessment.

Do you feel that the programme's assessment criteria are sufficiently defined to encourage learner progress? (for example performance rubrics and criteria)

Yes, and no. The performance rubrics do indicate where the learner is lacking and because of the nature of the programme being based on continuous assessment, as opposed to once-off, the learner is encouraged to take cognisance of where their first assessment is benchmarked and to see if they can work on their assessments to improve them. We realize that even in this area there is a certain amount of ambiguity and are in a process of re-looking at it and realise that perhaps these criteria could be written more specifically than they have been. But I certainly think that the nature of the performance rubrics does encourage the learners.

In what way would you say the design process embraces the principle of high expectation for all learners to succeed?

Because once again the learners have the opportunity to continuously develop the various outcomes that they are working towards, the expectation is there that at some point each and every learner within the group will have achieved the required exit outcomes. I think this is very different to past situations where the only opportunity they had for assessment was knowledge of assessment in the form of an exam. They now have an opportunity to try and try again until they have actually achieved competence.

How were the performance rubrics designed?

The exit outcomes cut across all themes within the programme. The starting point for the performance rubrics was to have a look at the exit outcomes and then to identify the primary areas for that these exit outcomes were developed through the curriculum. In so doing to identify what could be termed assessment criteria within each exit outcome. These were then developed into the current performance rubrics or matrixes where what was needed to be defined was the different levels in terms of assessment with respect to competent, not yet competent, insufficient evidence, beginning, etc. as can be seen in the performance rubrics.

Can you tell me why you are now entering into a process of recognition of prior learning (RPL)?

The process of RPL firstly is in line with what is happening at a national level with respect to SAQA legislation, employment equity, skills development, etc. But from an education point of view, particularly with respect to the national education policy and the SAQA act it is important in that it ensures that the learner does not spend excessive time learning areas that they have no need for, that they have already developed, but rather spends focused time in terms of identified skills and knowledge that is lacking within the individual.

Are you satisfied with the assessment process?

The current manner in which assessment is done is probably one of the more intensive methodologies that I've seen to date particularly within school and in industry. I think to say that we are happy with the way in which the learners are using Portfolios – I can't say I agree with that yet, but that's simply because Portfolio building and the whole concept of evidence collection is something so new both in education and industry that to be satisfied at this point would probably be premature. I think that in time a new system has come in and people understand the value of it and the manner in which evidence should be collected – I'm certainly happy with the structure that we've put in place for portfolio collection.

Do you feel that the learners have sufficient opportunities to practice and master the outcomes?

I think this is one of the successes of the programme in that it truly has integrated the critical cross-field outcomes, or exit outcomes for this particular programme. It provides extensive opportunity within all the modules for learners to practice the various exit outcomes and to pick up certain outcomes that they neglected earlier on in the programme and to develop the specific outcomes that they are required to before the end of the programme.

What type of teaching methods are developed in the modules?

The thrust of the teaching methodology is really one of facilitation than teaching. One of a learner-centred rather than teacher-centred. Certainly a case of where the facilitator acts as the guide or advisor in the whole process of evidence collection. Also critical here is the fact that the facilitator needs to draw on a broad range of experience and to be able to relate the curriculum or content of the programme to the individuals own context as opposed to teaching within a very defined, limited context.

How are the life-roles and exit outcomes translated into the modules?

In terms of material development there was extensive consultation between the materials developers and facilitators of the programme over the four years that the programme has actually been in a development phase. The exit outcomes were used to identify opportunities throughout the programme for integrated assessment and for continuous assessment as such. I'd say that the success of the materials development really rested on the fact that each and every materials developer had to be aware of how the theme that they were developing related to the six other themes as well as where opportunities lay throughout the programme, not only in their themes, for assessment. So making sure that there was extensive opportunity for expanded assessment for the outcomes that had to be developed throughout the programme. I'd say this is probably the biggest difference in terms of materials development now as compared to the past in that we still have people that are designing material against outcomes that only have limited opportunity for assessment, limited opportunity for development as opposed to expanded opportunity.

Could you identify any areas for programme improvement?

No programme is static and there are always areas for improvement. But probably the biggest area is around the modularization of the programme with respect to RPL. When conducting RPL with learners it is extremely difficult to break up the programme into modules each learner would need to attend according to the gaps identified through the RPL process. Because of the fact that the programme hands together as a whole, so in terms of improving it one would need to look at clearly identifying what is covered in each module according to each of them for RPL purposes, secondly a possible concern at times would be the level of language for learners in some of the modules. Sometimes the levels have possibly been too high or too low. We need more consistency with the pitch

of the level. We also need to continue the debate of whether a learner can be more than competent i.e. distinguished and to make the necessary rubric adaptations. This seems to be a debate between education and industry. Industry insists that if a learner is competent then that is sufficient – education seems to want the extra assessment level of more than competent.

What would you say are the main lessons that you have learnt from the programme design process?

The main lesson has been the whole focus on outcomes-based education. The importance of having very clear outcomes to design down from, clear performance criteria – whatever criteria you are trying to achieve. To make sure that all parties involved in doing the material design have the same understanding of the outcomes-based education and are talking the same language and understand at the end of the day you have to have very clear assessment guidelines. The trick has really been designing from outcomes and the whole incorporation of life roles which other programmes have probably neglected. The whole idea of not just developing skills and knowledge, but developing the values aspect which is severely lacking in many programmes.

Thanks Theone

4 June 2001

(c) Allows expanded opportunity for learners to practice, receive feedback on and master outcomes

(d) Is designed down from the exit outcomes into the learning context (classroom activities as well as assignments & projects)

3. The questions below relate specifically to the themes (modules) that you facilitate. Please answer them as specifically as possible and give examples where you can.

(a) To what extent do your modules challenge the learners?

(b) To what extent do your modules engage the learners in the learning process?

(c) To what extent do your modules create relevant opportunities for learners to develop the programme outcomes specific to the theme?

(d) To what extent are your modules sufficiently varied to accommodate different ways of learning (e.g. through verbal, written, activity-based, visual format, etc.)

4. If the purpose of continuous assessment is to provide feedback for learners so that they can improve their mastery of outcomes – how does the *Ready for Business* succeed or fall short of achieving this?

5. Are you satisfied with the role that Portfolios of Evidence play in the process of continuous and summative assessment? *(Please give a reason for your answer.)*

6. Do you find that the teaching methods in the facilitator guidelines provide the means to assist the learners to develop the exit outcomes? *(Please give a reason with your answer.)*

7. What critical skills and knowledge would you say that the programme develops? *(Please be as specific as possible.)*

8. How do you think that the programme succeeds or falls short of its vision of preparing learners for higher education business studies and ultimately the world of work?

9. Is there anything that you think should be included in the facilitator introductory training in future to better prepare programme facilitators?

10. Is there any additional administrative support or resources that would have aided you in your role as facilitator?

11. What would you consider the programme's strengths and weaknesses to be?
(Please list below each category.)

Strengths

Weaknesses

12. Has the programme assisted you in your development as an educator in any way? (Please provide details.)

13. Is there anything specific that concerns you about the programme? (i.e. design, implementation, vision, outcomes etc.)

14. Are there any suggestions you would like to make for improvement of the programme?

Appendix fifteen: Example of a completed facilitator's questionnaire

READY FOR BUSINESS Programme evaluation questionnaire

Name of facilitator : Kay Brown

Date joined the programme : 6 months after its inception..

Theme/s facilitated (& level) Grade 12 – The world of Business

Qualifications: M.Com? (I was upgraded so I guess that they thought that I had a M.)

Practicing profession: Lecturer

*This questionnaire is the first phase of an evaluation of the **Ready for Business** Programme as implemented by the Siyabona Education Trust. The aim of the evaluation is to explore how the **Ready for Business** programme, as designed on the principles of outcomes-based education, is effective in achieving its aim. I will also be using the findings as part of my Masters Thesis. Please could you answer the questions below honestly and openly and supply details where possible.*

1. How would you describe outcomes-based education to someone who knows nothing about it?

The focus is on application, as opposed to theoretical knowledge. When a topic is covered, students can be encouraged to use the knowledge within the context they prefer e.g. if the topic is interest rates and how they are calculated, one learner may consider their impact on bond payments and another their impact on micro enterprises etc, etc. Even if learners are forced to consider the topic in a certain context – debate is encouraged, e.g. regarding policy implications, etc.

The focus is on learning by doing e.g. addressing the problem of financing a business, learner discover that interest rates matter and they need to investigate their effects.

The focus is on the learner (and her needs) – the facilitator is merely the medium for students to achieve their goals. Facilitators must know their learning areas well if OBE is to work - this is a problem in SA.

2. Please comment on how you think the Ready for Business programme embraces the following outcomes-based education principles:
 - a. Has exit outcomes of significance

The outcomes are fine on paper. But sometimes it is not clear that the assessment given solicits the correct outcome – some assessments need to be refined.

- b. Has high expectations for all learners to succeed

The only high expectation – is commitment of learners. Once learners embrace OBE, learning is fun. All learners are selected – so their intellectual ability is adequate.

- c. Allows expanded opportunity for learners to practice, receive feedback on and master outcomes

They have enough opportunities. More continuity must be built in – there may be 10 opportunities to master an outcome but they are assessed and commented on by 10 different facilitators, who are not in a position to detect a common error or strength.

- d. Is designed down from the exit outcomes into the learning context (classroom activities as well as assignments & projects)

Good job done. But still some work – refer (a) and (c) above.

3. The questions below relate specifically to the themes (modules) that you facilitate. Please answer them as specifically as possible and give examples where you can.

- a. To what extent do your modules challenge the learners?

Very challenging! Learners must think! But it is fun and not as stressful as the work and study environment later will be. It is still possible for some to “hide” in the class and not become involved – more regular and individual assessment is required – and time needs to be built in for chatting (so that responses can be got from all).

- b. To what extent do your modules engage the learners in the learning process?

Very much – but more chat time is needed if this is to be improved, or smaller classes.

- c. To what extent do your modules create relevant opportunities for learners to develop the programme outcomes specific to the theme?

Modules are aligned with outcomes. Sometimes the type and wording of assessment is however not optimal.

- d. To what extent are your modules sufficiently varied to accommodate different ways of learning (e.g. through verbal, written, activity-based, visual format, etc.)

Very varied – but not visually. The classroom is drab and no overhead projector is available.

4. If the purpose of continuous assessment is to provide feedback for learners so that they can improve their mastery of outcomes – how does the *Ready for Business* succeed or fall short of achieving this?

Facilitators cannot discuss assessments with learners as there is not enough time in class. There is a delay in getting the results official captured and therefore student only get assessments back 2 weeks after they were completed. (Refer 2c above.)

5. Are you satisfied with the role that Portfolios of Evidence play in the process of continuous and summative assessment? (Please give a reason for your answer.)

No. Who assesses these from an overall perspective?

6. Do you find that the teaching methods in the facilitator guidelines provide the means to assist the learners to develop the exit outcomes? (Please give a reason with your answer.)

Mostly yes. They are focused on practical application mostly.

7. What critical skills and knowledge would you say that the programme develops? (Please be as specific as possible.)

*Working knowledge and skills of the production environment.
Knowledge and skills of financial aspects of business
Knowledge and skills of marketing
Knowledge of business system, professionalism.*

8. How do you think that the programme succeeds or falls short of its vision of preparing learners for higher education business studies and ultimately the world of work?

(Refer 3a.) Learners should be given tasks to take home – in the real world responsibilities extend beyond work/school hours.

9. Is there anything that you think should be included in the facilitator introductory training in future to better prepare programme facilitators?

Can't say – I never find it a problem but then I have experience. Some of the new facilitators should be asked this.

10. Is there any additional administrative support or resources that would have aided you in your role as facilitator?

Overhead projector.

Photocopies of students POEs for record purposes made immediately early on Sat morning – so that they can be handed back to learners at the beginning of the next class.

11. What would you consider the programme's strengths and weaknesses to be?
(Please list below each category.)

Strengths

Weaknesses

Focused on application

students not given responsibility beyond class

Modules well written

assessments need to be reworded /reconsidered

12. Has the programme assisted you in your development as an educator in any way?
(Please provide details.)

*Yes, I have always had an application focus to my lecturing. But this programme taught me to ensure the **link** between the module presented and the outcome assess. Student's cannot make quantum leaps (although we don't even see them as jumps – students do).*

13. Is there anything specific that concerns you about the programme? (design, implementation, vision, outcomes, etc.)

No.

14. Are there any suggestions you would like to make for improvement of the programme?

Refer to above comments!

Appendix sixteen: Questionnaire for Grade 11 and Grade 12 learners

Name Gender (Male/Female).....

Grade Age School

Future Career Choices: 1.
2.

Please give me a brief idea of what your future plans are and how you think the programme will help you to achieve this.

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Which module (theme) did you enjoy most in the programme and why?

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What important skills and knowledge have you learnt from the programme?

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In a sentence what would you say is the most important thing that you have learnt from the programme?

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Appendix seventeen: Questionnaire for post matric learners

Name Gender (Male/Female).....

Age Matriculation year

Place of work or study

Degree/Diploma or work position

Future Career Choices: 1.
2.

Please give me a brief idea of what your future plans are and how you think what you learnt on the programme will help you to achieve this?

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Which module (theme) did you enjoy most in the programme and why?

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What important skills and knowledge have you learnt from the programme and how are these assisting you in your present studies or work?

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In a sentence what would you say is the most important thing that you have learnt from the programme?

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Appendix eighteen: Post-matric (learners who completed the *Ready for Business* programme in 2000) responses to questionnaire.

Post matrics: Siyabona learners

Name	Age	Gender	Place of work or study	Degree/ Diploma or work position	Matriculation year	Future Career Choices
Respondent 1: Xavier Januarie	18	Male	PE Technikon	FIS	2000	Business Management / Accounting Practice
Respondent 2: Mandy Pillay	18	Female	PE Technikon	Financial Information System	2000	Radiography/ Business Management
Respondent 3: Siyabilela Koza	21	Male	Rhodes University	B.Comm	2000	CA/ B.Comm (Acc)
Respondent 4: Gaylynn Abrahams	18	Female			2000	Financial Information Systems
Respondent 5: Algene Koeberg	18	Female	University of Port Elizabeth	B.Comm (Acc)	2000	Chartered Accountant
Respondent 6: Mawiwa Lunganda	18	Male	PE Technikon	Diploma	2000	Financial manager / Own business
Respondent 7: Elana Kettledas	18	Female	Bethelsdorp Technikon	Business Management	2000	Accountant / Business Manager
Respondent 8: Aron Rondganger	19	Male	PE Technikon	ND: Electrical Engineering	2000	Computer Engineer / Electrical technician
Respondent 9: Roshanda Jackson	18	Female	Vista University	BSc	2000	Computer Technologist / Business Computing
Respondent 10: Mzinzi Sithole	19	Male	PE Technikon	Cost and Management Accounting Diploma	2000	Cost Accountant / Auditing
Respondent 11: Noluvuyo Ggayi	20	Female	Kwanobuhle College	Management Assistant Diploma	2000	Internal Auditing / Business Management

Question 1: Please give me a brief idea of what your future plans are and how you think the programme will help you to achieve this.

Respondent 1

Firstly, my computer skills have improved. After my years of study I intend entering the business field. Hopefully after a few years of gaining experience I want to open my own practice. Using all the skills I intend making a difference in the business field.

Respondent 2

I want to finish my studies at Technikon. I intend on going into the field of business. Siyabona helped me to be more advanced in my business career with the skills they have taught me.

Respondent 3

Firstly, I am planning to be a CA and I have taken the B.Comm route. Secondly, my major subjects will be Accounts and Information Systems. In Siyabona I have learnt flexibility towards career choices and also Siyabona has given me skills that helped me in the first semester.

Respondent 4

At the moment I am looking for a part-time job but next year I am going to start studying. The programme helped me a lot because the skills I learnt I am applying at the moment.

Respondent 5

I would like to finish my degree in Accounting and follow a career as a CA. This programme helped me because the skills I learnt here, we apply at university.

Respondent 6

My future plan from now is to study financial management - it is the field I have always been interested in - and to be honest, I do not recall anything that I have learned from the programme that will help me.

Respondent 7

My plans are to complete my two years in Business Management in order to learn more about starting my own business and to create more job opportunities. The Siyabona programme helped me to overcome my fears by identifying my strengths and weaknesses and that has given me a bigger and better view of life.

Respondent 8

I plan to finish my studies and work for a big company like Eskom. I know I can do this because the skills that Siyabona has taught me will enable me to work hard, communicate with other people and to make a success of anything I put my mind to.

Respondent 9

My future plans are to obtain my degree and to become successful in my studies and especially in my career. I want to have my own business and be my own boss. The programme will help me because I am more confident in myself, I believe in myself and especially all the business skills I have learned.

Respondent 10

I intend to finish my Diploma and to do my degree or BTech and to be a successful cost accountant. I am also hoping to use my skills for my own benefit by opening a production business.

Respondent 11

I plan to be a chartered accountant and a businesswoman. The programme taught me to believe in myself and I have also learnt to change the career choices if it is difficult for me or I have no means of achieving it.

Question 2: Which module (theme) did you enjoy most in the programme and why?

Respondent 1

Portrait of Self – because I got to know myself better: my strengths and my weaknesses and where to apply it. Also communication, because without communication you will meet nobody and get nowhere.

Respondent 2

I enjoyed Future Perspectives because it showed me more or less what to expect when I get out of Technikon and will help with working plans.

Respondent 3

Public speaking, because now it helps me to express myself in front at the lecture or tutorials when I do not understand something.

Respondent 4

Study Skills – it helped me in my final exams.

Respondent 5

Communications – we use it in our everyday living and it gave me a lot of confidence.

Respondent 6

Portrait of Self because it helped me to know, respect and accept myself. Also to know my weak points and the abilities I have within myself.

Respondent 7

The Entrepreneurship because this is some of the subjects that I am doing this year in N4. Siyabona taught me what to expect and how to incorporate it. But most of all I love challenges and entrepreneurship involves challenges.

Respondent 8

Research skills and public speaking. The research skills has helped me with my tasks that I have to research and the public speaking has taught me how to present and explain that which I have found in my research.

Respondent 9

I enjoyed the Communications skills module because I learned to communicate, not that I can't speak, but I learned to listen, to express myself and to communicate in various situations.

Respondent 10

Business law because it gave us useful information (even if you did not further your studies) to use when owning your business as you will enter into contracts everyday.

Respondent 11

Communication because at present I have to communicate a lot with different kinds of people so I can not be shy.

Question 3: What important skills and knowledge have you learnt from this programme?

Respondent 1

Study skills – improving my studies at Technikon.

Computer skills – improving my skills at Technikon as well as life.

Career studies – Apply the skills you have learned to improve your future.

Respondent 2

Communication skills was very helpful, it made it easy for me to communicate with others, my fellow peers.

Respondent 3

Life skills – this helped me to be able to make a balance in my life and to be able to discipline my body from drugs and alcohol.

Communication skills – this helped me to communicate in front of people and send the right message to them.

Respondent 4

Business Law because it helps me when I am helping out in my father's business.

Actually, the whole course.

Respondent 5

Financial and Business skills – it helps me in the course (B.Comm) I am doing because it is based on the above.

Respondent 6

I can say that the only thing I've learnt is how to survive or manage my studies at the tertiary institution and also what is expected from me and the skills that I have gained in order to be able to be "independent" in the outside world.

Respondent 7

It has given me the courage to always have a positive outlook on life – that life can be fun even if there is a lot of sacrifices and hard work to be made. To be successful you have to enjoy the things you do and not only doing it because you have to do it.

Respondent 8

First of all it was because of this programme that I decided to go into the engineering field. I found that out during the Portrait of Self module. Secondly, in giving me the opportunity to participate in Siyabona, the programme has given me hope and the confidence to know that I can make a difference.

Respondent 9

The study skills are helping me a lot. I use these study skills I have learnt when I am studying. The skills to communicate and express myself help me not to keep quiet, especially during a lecture, and to ask questions.

Respondent 10

Study skills and time-management. I am able to classify my time into sessions of study and get enough time to finish studying and overlook my weak points. Most of all I am able to understand what I am studying.

Respondent 11

Computer skills and communication skills. At present I do computers so I do not have a lot of difficulties. Almost all my teachers are not blacks and I have to communicate with them in English and sometimes we also do group work with which I do not have any problems.

Question 4: In a sentence, what would you say is the most important thing that you have learnt from the programme?

Respondent 1

If you are not at ease with yourself and confident you can not realize your strengths and weaknesses and apply it to your benefit or make a meaningful contribution.

Respondent 2

How to stay organized and assists me in business.

Respondent 3

I would say time management because without it I would never cope with my studies, especially the essays.

Respondent 4

Dealing with problems and helping my communication with customers.

Respondent 5

How to communicate with people.

Respondent 6

The most important thing I have learned is basically how to cope and solve conflict and lastly the skills I will need to establish my own business.

Respondent 7

That you must always look to the future no matter what the past has been like.

Respondent 8

The will to succeed and the confidence in myself that I know I can make a success of my life and of whatever I choose to do.

Respondent 9

The most important thing that I have learnt is that everybody has the ability to do his or her best no matter what the situation is. I learnt that I can and will become something in life.

Respondent 10

This programme has introduced me to the higher education environment.

Respondent 11

I learnt "if it is to be, it is up to me".

Appendix nineteen: Transcript of interview with Grade 12 learners

Why did you apply to attend the Siyabona programme?

I was interested in business studies.

I was at home anyway and didn't have much else to do.

Did you learn everything that you expected to learn?

I wanted to be a journalist now I know that I am capable of doing that.

How has the programme helped in terms of your present situation?

Facilitators play a key component in the programme.

Good facilitator means enjoyment of modules. Kay and Carol mentioned as good.

facilitators. Business Economics module enjoyed because of facilitation. Kay had a lot of personal contact with learners.

I enjoyed survivor game.

Found that activities could have been more challenging second level – it was a bit repetitive. Not want things to be more difficult, just more challenging and different (varied).

Cross-cultural interaction is important.

What do you think that the goal of programme is?

I think the programme wants to develop proactive people – not just sit back and think that things will come to you but to go out and be a go-getter.

What is the programme preparing for?

To be successful as a person.

The business world.

The challenges that lie ahead.

What outcomes does the programme develop?

Communication, tolerance, self confidence, decision-making, handing things in on time (punctuality), to be able to follow instruction, team work, logical thinking, business skills – calculation, to make a quality product on time, to follow up / to check satisfaction and to make you aware what happens in a business.

How do you know how you are doing in terms of developing these skills?

You know where you are with the skills.

At school your friends and teachers ask why you are so advanced in things – so you know.

Do you feel that you received enough feedback about your work?

Yes.

(All indicate that they are happy as is).

How do you know where you are at in terms of developing skills?

When you are with people who are not on the programme then you know.
More self-knowledge rather than external feedback

What did you enjoy most about the programme?

Being creative, being with other people learning new things and it taught me things I do not learn at school.

What did you like least about the programme?

I love the programme – some of the facilitators make us work too hard and so we rush to get things done. I like it more when it is fun and the emphasis is not on getting the work done.

I did not like the *Society We Live* in because there is too much politics.

-others enjoy it.

modules relate to it.

WOB enjoyed the most because of Kay – she makes everything exciting and knows everyone's names.

Because of the facilitator – Leanne never rushed through the work – we always finished in before the time. She made it fun for us. She was almost like one of us – there was never a dull moment.

I did not enjoy GC especially level 2 because there was a lot of repetition by the facilitator. I knew what he was going to say – he said similar things to last year (Repetition part of fact that modules are integrated into new framework).

How do lessons differ from those at school?

It is very democratic whereas at school it is very autocratic where the teacher rules and you can not say anything.

You are not just given the answers – you have to think and find out things for yourself.

You work in groups and consult with each other.

Able to understand lessons – generally understand content and skill. If you don't understand something the facilitator will always explain from the level that you will understand. One can also translate what is not understood.

Can you think of anything that would help people understand lessons better?

For example, we do not all work at the same speed so we can ask people faster than us for help. The facilitator can also call learners up to explain things to the rest of the group.

Do you feel that you are being challenged by the programme or do you think it could be more difficult? – more difficult tasks?

No (generally).

Level two was not as challenging as level one – it seems to cover things we already know and understand (context).

What is the most important thing that you learnt on the programme?

We know what we want to do in terms of careers.

To speak in public in front of people you do not know.

To understand our own strengths and weaknesses and limits.

Have you any suggestions for improvement of the programme?

We need to advertise Siyabona more widely and possibly use past learners as facilitators.

Appendix twenty: Synthesis from facilitators' questionnaires of the critical skills and outcomes that they think the programme develops

Working knowledge and skills of the production environment
Knowledge and skills of financial aspects of business
Knowledge and skills of marketing
Knowledge of business system, professionalism

Team participation through group work
Expressing own ideas through assessments
Lateral thinking through brainstorming and role playing
Relating module issues to their own life issues (esp Society in Which We Live)
Develops creativity through role play and group work
Focuses on self-management

Team skills
Leadership skills
Speaking skills
Listening skills
Knowledge of research
Study methods
Knowledge of case studies

Communication within a group

To work with others in a group situation
To analyse themselves and others in appropriate ways
Good listening, reflective skills, showing tolerance, peer counseling, combining information into a comprehensive assignment
Knowledge of human rights – conflict and suspension, democracy, dysfunctional communication styles, steps to resolve conflict, types of sexual harassment, the role of counseling, categories of counselors, verbal and non-verbal responses, etc.

Communication - to do presentations confidently
To market oneself
To be confident
Knowledge of the job market and entrepreneurial skills

Communication skills to determine career directions and equip themselves to achieve their goals
Knowledge of personal strengths and weaknesses as well as interactive/interpersonal skills

Problem-solving

Logical thinking
Effective communication
Team work
Globalisation
Useful citizenship
Self-confidence

Problem-solving
Team work (group work)
Managing oneself
Communication

Appendix twenty-one: Transcript of culminating group interview with programme facilitators and programme co-ordinator.

Present :	<u>Facilitators (F)</u>	<u>Co-ordinator (C)</u>	<u>Researcher (R)</u>
	Tom Horne	Vernon Naidoo	Sue Westraad
	Greg Mc Cullum		
	Leanne Naidoo		
	Roger Peters		
	Grant Ralph		
	Darlene Wagner		

- R As most of you know I've conducted interviews with groups of present grade 11 and 12 learners as well as group of 'post-programme' learners who have completed the programme. I've also asked the programme facilitators to complete questionnaires and conducted interviews with Vernon and Theone and observed some of the sessions in action. Today is the end of the evaluation process where we will discuss the key issues that have come out of these interviews, questionnaires and observation sessions. I have summarized these and what I suggest we do is go through them and then discuss them. Is everyone okay with that?
- F/C Yes
- R (Reads through questions in table 5.9 and expands where necessary.)
- F It seems as though assessment and overload are key areas.
- F Some modules lend themselves more towards practical activities – but I sometimes feel sorry for you guys doing the hard stuff like the *World of Business* – its not learning by doing but more by thinking.
- C *Future Perspectives* is very much like that as well – especially for the Grade 11s they're still going to struggle with that.
- F Things like that where're they're so intense – couldn't we rather stagger that a bit, maybe not run a block of *Getting Connected* but break it up.
- R Remember that initially we had modules like *Economics* or *Communication*. Now communication is developed throughout the course rather than being a separate module. So a theme is not a subject as such although it does touch on core issues. At present people tend to focus in on a particular area when dealing with a theme. One for example needs to follow the thread of the outcomes

through all the themes and refer to business throughout. Skills and knowledge are developed systematically throughout the themes.

- F Where that came out was at the 'Delta Employees Children's' Programme where we spoke about team and group work and switched the modules and it was obvious that the foundational skills had not been developed in the previous module.
- C We had switched the modules to accommodate the camp which we wouldn't normally have done. I think the ideal thing that we have discovered is that when the kids are bored one needs to liven the session up e.g. bring out the box of props or something similar.
- R It's important to remember that the modules are developed to develop concepts systematically. We have tried to make the modules as interesting as possible with input from the facilitators but we need continuous feedback from facilitators actually working with the modules on how to make the programme and modules as effective as possible.
- C I think that a box of props in the office and magazines etcetera will help.
- F All facilitators should try to contribute to the resource centre.
- F Dancing also works well, but not everyone (i.e. facilitators) can do this.
- R I think that facilitators should just use their various talents to try and enhance the modules where possible. I watched Grant's session where they (the learners) were rehearsing a song for the certificate ceremony and the learners seemed to really enjoy that. Maybe one needs to introduce singing and similar things more. If you can also feed these things back to Vernon and me so that we can add them as options in the modules.
- C In *Getting Connected* they (the facilitators) could concentrate more on preparation for the certificate ceremony.
- R Picking up on that Vernon couldn't they also practice for the preparation of their projects in this theme?
- F I think we should try to share ideas on how to develop things throughout the themes more and on what techniques we use. For example tomorrow I'm going to start by telling a story and to get the learners to identify their roles in the story and then to give a lecture and get them to apply this to the lecture. These are the sorts of things that we could share.
- R There seems to be a need for facilitators to get a feel for what is happening in the other modules. I think one also needs to explore the Video-based education and

training Video-based modules more to enhance the visual aspects and to use this to liven the programme up where possible.

C That's one of the negatives for this year because neither of the level one *World of Business* facilitators made use of the videos - that was a pity – they had taken the videos to look at them but didn't use them.

R One could just use the videos for certain sections of the modules the facilitators don't have to use them throughout a theme.

C I know that Roger brought in a guest speaker for *Getting Connected* – that worked well. In *Future Perspectives* it's part of the module to bring in higher education and business speakers.

F I think that's important. Four hours is a long time for learners just to have to focus on one facilitator. The use of other methods also gives the facilitator the chance to relax.

F Delta showed us a video by the Vice-President of General Motors. He was giving a sincere welcome back to his gather of 3000 delegates at a conference. He makes really telling statements about the things that we should be doing when running a business. He brings in the Human Relations side very well. I wondered whether it wouldn't be possible to let the learner see the video.

C I think that would be an excellent resource to have.

R I think one thing we often forget with outcomes-based education is the whole concept of modeling. Sometimes we forget how disadvantaged the learners really are and expect them to reach a high standard without showing them models. For example, something like a good essay. So apart from assessment criteria they have something concrete to work towards. I think that models will assist in raising all learners to the same standard.

F Like that think about listening that I found in the *Readers Digest*.

R Do you feel that the modules are too long, should they be restructured?

F I do find that I feel pressurised to finish what is in my modules and never have enough time to complete everything.

F I find the same and tend to rush through certain areas and not give enough time to developing what I think are important skills.

R What do you think the solution to this would be?

F Maybe – if we could leave out certain areas at our own discretion?

- F I think if we could have the same system that applies to the big “A” (Assessment) and small “a” (assessment) and apply this as a big “O” (Outcome) and little “o” (outcome). Then we could leave out areas that are not so important and focus on developing key areas.
- C You would need to give feedback to the programme developer for this so that they can adapt the modules for less familiar facilitators.
- F Yes, this would be important.
- F I think we could also substitute some of the “class-based” materials with activities or assignments that they can apply in their own time and bring evidence to support what they are doing.
- F Yes, this would be a good idea. Then they really are applying the skills and knowledge.
- R To come back to the comment that there was a need for additional homework assignments. Is this a mutual feeling amongst facilitators? The initial idea was not to give learners too much work to do at home because they are already overloaded at this level at school. Does this still apply?
- F One doesn’t want the learners to drop out because there’s too much work.
- F We’re also not using the concept of submission of additional evidence enough for their Portfolios of Evidence.
- F I feel that they’re already committing five hours on a Saturday and two hours for Maths on a Friday – that’s a lot!
- F I also think they’re overloaded at school with having to prepare stuff for the CASS (continuous assessment for matrices).
- C Even the learners who I think are above the others finish their worksheets here on a Saturday morning before the start of sessions.
- R Is the general feeling then not to create additional homework for learners?
- F/C Yes.
- R There was also the feeling that the programme doesn’t prepare learners for the volume of work that they will encounter at a higher education level – is this supported by other facilitators?
- F I don’t think that we should increase the volume of work.

- R And the fact that the sessions sometimes feel too long?
- F We really need to look at livening up some of the sessions. Introduce songs, etc.
- C We've got a CD player in the office and two TVs but facilitators need to tell me if they need these in advance so that I can organise them.
- F Maybe develop a list of available resources and give these to us so that we can book these as needed.
- C If I need to organise guest speakers – which I'd rather not have to do – then I need a lot of advance warning – especially when it involves people in business.
- R What is your response to the statement that learners are being assessed by facilitators at different levels. For example some facilitators are said to assess fairly strictly and others very leniently.
- F Extra assessment grids might help with this. Maybe break down the outcomes into sub-outcomes.
- R The programme developers are working on a Recognition of Prior Learning (RPL) process linked to assessment criteria and they will adapt the performance rubrics accordingly. The RPL process may also be a way of freeing learners from sessions and enable facilitators to spend more time with other learners who require greater assistance.
- C There is such a drop off between grade 11 and 12 that we can't take in fewer learners but that might provide a way of coping with the larger groups.
- F Yes, I find that learners for example already know how to compile a CV. They really don't need to sit through this session.
- R Let's look at some of the other key issues. Does anyone else have a problem with the disciplinary procedure?
- F Roger, you've been here for a while – don't you find that there's an improvement in behaviour and conduct since we first started the programme? Now I know the selection process has improved, but also once a school programme gets underway the older kids talk to the juniors and there's a level of this. I've seen a real improvement in behaviour – respect for being in the class on time, respect for doing things properly – I've not had to use any disciplinary behaviour.
- C Since I've been here no one has complained.

- F Our school principal uses the Siyabona learners to speak to the other Grade 10s about the programme when we introduce it at our school.
- F That thing about problem solving techniques and action planning. I touch on it as a way of reinforcing what I think has been covered before my module, but then I find the class vague when I do – I'm not sure whether this is because I teach it from an experience base and give actual problems. (*Getting Connected* facilitator.)
- F I think they only cover action planning in level two.
- F Maybe it's because we do it first? (Second *Getting Connected* facilitator.)
- F I do it as an extra because kids ask what to do for their projects. So it may just be a timing/ scheduling thing. (First *Getting Connected* facilitator.)
- R If you see that something needs to be reinforced then I think it's important that you do this.
- F Can't we build it (action planning) more strongly into *Getting Connected*? (second *Getting Connected* facilitator.)
- R Yes, I think so – look at *Portrait of Self* level two which will give more guidance on what the learners have to do and plan for their projects.
- F Yes, because we look at things concretely when we do it. For example the learners tell me what that they are doing a crime prevention project. I then ask them what they are going to do first and they tell me some of the things they are going to do – like have a public meeting – then I say what are some of the things you need to do before you can have a public meeting? You have to book a hall, have a programme schedule, etcetera. (First *Getting Connected* facilitator.)
- R I remember that outline a similar example exercise when the project is introduced in *Portrait of Self*. We use the example of an AIDS awareness programme. But I think that we mustn't once again underestimate the amount of time that it takes the learners to familiarise themselves with a concept or process.
- F In business we put people on many training programmes. They go on a course, they work out examples, then they practice these in the workplace and receive feedback and do it again in different situations.
- F We should video the past projects and include action plans etcetera to show future learners how to go about it. I think sometimes we don't realise just how big the vacuum is in which the learners are operating.
- F It's a pity we didn't do it last year there were excellent projects.

- R I believe so. I saw some at the business presentation.
- F To go back to what Tom said I found that there were some good action plans – but they (the learners) skipped some sections – so actually applying it would make them more aware of real life aspects.
- R The project was originally designed to thread, or pull everything together. This also gives facilitators an idea of what they are working towards.
- C We also need to track the project and provide support throughout – because some of the learners wake up very late. Some also require a tremendous amount of support.
- F So, they actually need some time for consultation.
- F It (the project) is difficult.
- F The thing is if we are going to tighten up our assessment procedure and make it more streamlined then maybe this (struggling with projects) type of thing could be prevented. We could also build in consultation time with the facilitators because the thing is that they don't want to fail.
- F You know the project is a very important part of the programme. In Delta we would never give a project and then six months later expect them to present it – there would be various stages of presentation. You would break the process down to various stages when they come and review what they are doing. Maybe one or two review sessions, but quite early on would help. You are going to present what your project is, why you've chosen it, and what direction you will take and what the solutions are going to be.
- F *Getting Connected* could pick up on that quite nicely.
- F We'll do that in level two of *Getting Connected* next year.
- R You'll need to work quite closely with whoever is presenting *Portrait of Self* where the project is introduced.
- F We could also use the example of the *Ready for Business* programme because this started as a community project – this will make the learners more a part of the programme. They will realise that it isn't just something that fell out of the air and that it involves funding.
- F You know that in almost every motor company now for example Mercedes and Toyota, workers are asked to analyse root causes of problems and to make

presentations to management. It's standard practice. Workers would come into the venue and make a presentation. In adult training this is also very relevant.

R Let's go back to the key questions. Regarding the exit outcomes, is there a feeling that these should be condensed? Or are you happy with them as they are?

F I feel that if we condense them then we'll lose something. Maybe the idea is sub-outcomes which would unpack the exit outcomes.

R So you say not to condense the exit outcomes? Are they fine to work with?

F I have great difficulty trying to explain them to the learners. If they could just be simpler – short, sharp and to the point – the performance rubrics generally expand them anyway. Perhaps simpler terminology.

F I think that the life roles capture the essence of the programme – the outcomes seem to be just a bit too much. I want to know at the end of the day that I can list the outcomes of the programme.

F What could one condense? Outcomes thirteen and fourteen?

R One would need to have a really hard look at them.

F I find the first outcome is about problem-solving and creative thinking but then this comes out again in so many of the later outcomes.

F This will make it easier to work towards – the reduction and simplification of outcomes. At least we'll all have a vision of our outcomes as well as the other outcomes (for specific modules) and this will give us something to work towards.

R The programme developers are currently refining the assessment criteria for what the learners need to do for each level. It would also be helpful if facilitators could look at these and comment on them. What we need to be doing is introducing a process of recognition of prior learning. Through this we will have a very clear idea of what learners should be able to do at the end of each level and we will be able to assess learners according to these criteria. Facilitators will need to verify learners performance of these criteria, for example, Tom presents much of the communication skills so the assessor may need to consult with him regarding a learners performance in this area.

F To add to that I'd like to say that the assessment grid on punctuality – first of all there is no grid specifically for punctuality – but I set something up myself, but there was the problem of 'are we actually assessing their concept of punctuality, or punctuality itself?' These seem to be two different things.

- F I think we need to be careful of getting too many specific regarding the assessment grids.
- F What I've done is to alter the assessment grids slightly to suit the activity because most of the rubrics actually come from our (the facilitators) input. Now sitting with the concept of the time management I have to ask 'do I discredit him if he doesn't come with his diary?' Is it the knowledge of time-management or the application?
- R I think that most of the knowledge component is primarily in level one of a performance rubric, whereas application is at a higher level. If, however, this is not on the rubric then its needs to be built in.
- F I think in our reports a lot of things can actually be skimmed over – there's a chance that something might be missed. Then you'll pick up something like what Greg said – I had to design a rubric specifically for punctuality.
- F I think it's fine to adapt the rubrics to activities, but we must keep uniformity.
- F Yes, and we must keep it simple as well, because the more aspects we create the more we have to watch – and how do you watch them all? Do you watch every child, or do you watch by exception? You are teaching and monitoring so you tend to do it on an exception basis. The more we assess the more difficult it gets.
- F I think that maybe what we should do is for example just highlight learner's names if they are late. We also need to take reasons for lateness into account for example sometimes the taxis are late.
- F Some come all the way from Uitenhage.
- F But, I would be sitting now with – say the time-management skills that I have assessed - back-dating, weekly-planning, year planning, etcetera – he's (the learner) actually done it on paper – I can see that he knows how to do it. The guy who knows how to do it can produce the evidence on paper, but doing it is more difficult to assess.
- R How can the assessment process be more effective in terms of giving feedback to the learners and with less time in between?
- F Can we just go though the assessment process? (as written on board). First of all we do our lessons the learners fill in their Portfolio items, then we assess these, do our formative report and return these items which they file after their parents have signed it. But it is such a difficult task to control - what they hand in, what they keep back as they flutter through papers every week. I think we should actually give them, at the beginning of the modules, a checklist related to the assessment sheet – this will help the learners to also focus on the outcomes – if we can have

the full assessment package beforehand i.e. the report, checklist, etcetera. We also need to indicate on the work/information item sheet what outcomes these are related to. So that learners know what to file it under in their portfolio of evidence. It becomes so difficult without this.

- C In the interim the facilitators can just ask the learners to write the relevant outcomes on the top of their work/information items these are indicated in the modules.
- F ...or, we can just write it on the check sheet.
- F I think all of us do that anyway. We prepare a page in order to do the assessment either on the board or on paper and indicate what must be handed in, what is done in class and taken home.
- F Are you suggesting that each learner has a check sheet?
- F Yes. We should produce a standard check sheet , but we could do this ourselves for our modules and on the check sheet write down the outcomes. It's a very nice way for the learners to manage their own work because I find sometimes during the teaching you might make notes about how they manage their notes, but there's not much time. If we could unpack this in our theme and share it with other facilitators for example: learner is working at a steady pace, is working fast – instead of us always having to come in with new assessment sheets of our own which we have developed. This will make it easier for new facilitators.
- F I noticed that Natasha had a check list for *Mastering Learning*. I thought that it was a good idea. The learners would tick off on a list as they handed things in. What they didn't hand in would also be indicated.
- F I think the idea of linking the work/information sheet to the outcomes is a good one so that they know where to file it. It will also make their Portfolios of Evidence easier for them to manage. Are you (talking to other facilitator who facilitates the same theme) going to draw up further assessment rubrics?
- F We can sit and do that together.
- F In fact Greg, we could all sit together and do that – it's going to be our skills, values and attitudes assessment.
- F You need to include things like participation, offers answers in class etcetera. At the moment I just write a 'P' on the class list next to their name if someone participates.
- F But we could take all of our ideas and standardise them. Then we don't have to rack our brains every year.

- R As regards allowing extra time for feedback to learners and assessment – what are your ideas concerning this?
- F What are we looking at putting in an extra hour each Saturday, adding extra Saturdays, cutting back on teaching?
- C I think we need to add on extra Saturdays, we can't extend the current time on a Saturday.
- F Maybe we could at the end of the end of say every three Saturdays have a consultation day?
- C If you're not going to do it after the session, it's going to be impossible to add in a Saturday every three sessions.
- F I'm thinking after the end of three themes.
- C I would suggest maybe the June holidays. The learners don't mind as long as there's something constructive happening.
- F Do we make it optional, not mandatory or what?
- C I don't know, I'm just saying that it's a possibility or a Saturday during the holidays.
- F Maybe one can also use that time to prepare other things like certificates or for the ceremony.
- R What about the learners booking slots with facilitators – a consultation time. They could fill out a form requesting a consultation and listing what they want to discuss. If for example they want to discuss primarily business issues then Vernon needs to organise for a business facilitator to be available. But with more general issues any facilitator could come along.
- F You're saying that it would be like a formative assessment?
- C The ideal would be, from my point of view, if Tom does *Getting Connected* and then on the following Saturday after he has completed the assessments is available for questions and answers for two hours and then someone else can do the same with another theme. That's the ideal, but we don't have enough Saturdays.
- F Is half an hour too short?
- C No, I don't think so.

- F I'm thinking that we could do it during the tea break. Those who wanted to see us could have a consultative time.
- C The learners have forty minutes, but the problem is that they all run to Pier 14.
- F I think the other problem is that there needs to opportunity to give feedback to specific learners – the facilitators also need to identify learners so that the process works both ways. The learners can request meetings and the facilitators can suggest meetings.
- F What about during the administration session before the sessions start on Saturday?
- C I don't think that there's enough time.
- F But surely those that want a consultation enough will request it?
- R What about having a little sheet where they (the learners) indicate what assistance they need. We could identify key areas . If the facilitators determine a need then they must initiate a meeting, but the learners can also indicate that they want a meeting and hand the sheet into Vernon who would then organize a time between the facilitator and learner.
- F Can I build on what you've said. The form that Roger's going to design ...
- F You and I.
- F ... could have all the check lists on so we give it to the children and they tick where relevant and at the bottom is a place for them to put questions to us.
- C I think that will work.
- F We can give it out at the beginning of a theme, they work with that, tick off all the sheet, etcetera, they hand it in and indicate where they need additional help.
- R In addition to that will you build in time for consultation?
- C Depends if facilitators hand in their assessments on time.
- F When do the final assessments take place?
- C Towards the end of August.
- F I think that many of the facilitators are not sure how the final assessment works.

- C The problem is that we are also running into the Delta Employee Children's programme's certificate ceremony.
- C Maybe on Sunday?
- F At the beginning of the year one has so much time and now (August) everything seems to be happening at once.
- C To come back to the continuous assessment, I think that the facilitator will need to indicate that they will be available on a specific day, because I know for a fact that Tom for example needs to schedule his things way in advance. On the form Tom would indicate the dates that he's available.
- F Perhaps include a few options that the learner can cross.
- F But we can have a note on the form and the facilitator can reinforce this verbally.
- C It would have to be on a Saturday because then the learners get transport subsidies. Not all of them will need to meet with the facilitator.
- F I would say that about ten learners would need to consult.
- R Maybe one could make it after the course on a Saturday after the completion of the module and then judge the need and come in for a certain time period.
- F/C Yes.
- R While we are on the topic of consultation one of the issues that came up was that some learners requested more support and information in making the transition into higher education.
- F Can't we use honours students from UPE that need extra money.
- F Unless we refer them more directly to people like Daryll Smith at Port Elizabeth Technikon.
- C It does happen next week people from higher education address the learners.
- F Generally one doesn't make a decision until you get to higher education.
- F I feel that what we are doing is actually empowering the learners to take responsibility for themselves and I also feel that I'm not in a position to help them make those types of decisions.
- C Maybe, what we need to do is to push them firmly in that direction and give them phone numbers.

R Lets have a look at the Portfolios of Evidence and issues that came up – how can these be integrated into the programme more?

F I think that the orientation programme will cover some of this. We will explain in more detail how things are collated and how evidence is collected. They'll (the learners) be able to handle it pretty well, because I don't think that they know much about the POE at present. One of the learners on the Delta Employee Children's programme actually returned her POE to us when she left for Johannesburg.

R In summary then the facilitators and learners need to be sensitized more to how the POE works through training sessions and orientation?

C Yes, I think lets work on that and see how it goes.

R How can summative assessment work better? I think we've also discussed that and said that the process needs to be streamlined with the refinement of the assessment criteria and for both learners and facilitators to be made more aware of how this works.

C More information about the POEs will also assist with this.

R We've also looked at RPL and said we need to explore this more and use it to maybe cut back the sizes of some of the classes. If they've done a CV or career plan already then they can be accredited for this providing they produce evidence for their POEs. How to have more time with the learners? Here we're talking about consultation sessions. I think you've agreed that the idea is to build in time on Saturdays and also to possibly cut back on some of the work in the modules by focusing on the big As (assessments) as big Os (outcomes) and maybe leaving out some of the other work so that there is more time to focus on feedback and individual learner development.

In relation to introducing visual and other resources – you've talked about a box of props and of building up a resource library. I think the only issue on the list which we haven't addressed yet is 'should the programme try to use the same facilitator with a particular group of learners? Do we need more consistency? A type of class teacher?

F If we are going to work on that then we need to consider training replacement facilitators – because if you're going to work with eight to twelve facilitators and one of them drops out then the programme crashes.

C I think that we need to expand the data-base of facilitators. Next year we're going to have a bigger problem with the Delta Employee Children's programme running almost concurrently to the Siyabona programme.

- F I've had one or two people inquiring about becoming facilitators – should I refer them?
- C Yes, please do so.
- F I get the impression that more of the learners prefer a variety. I understand what we're saying about assessment at different levels, but I think that they like the fact that everyone has different styles and different personalities.
- F What about an anchorperson for each group. For example someone who does three out of the five themes with a group. Almost like a class teacher. If, for example a facilitator comes in for one theme and has some questions regarding the learners they can consult with the anchor facilitator who would be someone who has a bit of a stable relationship with the group and can maybe continue with the group to level two.
- C I've found that facilitators often ask me about learners and they'll have a misperception about a specific learner that I have to clarify.
- R I think that the learners do seem to like the variety – especially if they have a personality clash with a facilitator and know that the facilitator will not be with them for the whole programme. If this was not the case more learners may drop out.
- F What we are looking at is a pool of facilitators that move between groups.
- C Yes, but with certain facilitators linked to specific groups.
- F A camp is a great way for the facilitators to get to know the learners.
- C If we had a budget for it – we could possibly make it less for the Siyabona learners.
- R In terms of the facilitators meeting together more regularly – do you feel that there is a need for this.
- F Definitely we need to go through more processes like this so that we can share ideas with each other.
- R I realize that many of you have other commitments so I think that we should look at ending the discussion. Does anyone have anything that they would like to discuss?
- F The other thing that I also mooted for at one stage was class reps from each class. The reps could liaise with the office.

C We do have class reps – but we're not using them as we should be we need to review this process.

R Is there anything else?

C I think we've covered everything.

R Thank you for your time.