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AN INVESTIGATION OF THE SUSTAINABILITY OF THE IMBEWU PROJECT AT PHIWE PRIMARY SCHOOL

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ABSTRACT

Sustainable development and projects are relatively new terms in the South African context. This study explores these concepts as they relate to a school that is piloting a project in the Eastern Cape. A number of projects have been introduced in disadvantaged schools to redress imbalances of the past. Funders invest a lot of money, but when they leave, schools struggle to sustain these initiatives.

This study aims to investigate whether the Imbewu Project, an educational development pilot project meant to improve schools in the Eastern Cape, made provision for long-term sustainability and whether the school sustained the project. Very little research seems to have been conducted on sustainability, especially in South Africa (SA). The study is conducted in the interpretive paradigm. A single case study involving a number of stakeholders at Phiwe Primary School (PPS) was conducted through observations, interviews, focus groups and document analysis.

The study found that the action research strategy intended for the project was constrained by the limited time allowed. In addition, the approach did not address processes which are important for sustainability. Also, the cascade approach to learning is not successful in organisations that have not reached the status of being learning organisations. PPS is still struggling to change its culture and therefore one can say that they cannot sustain the changes that are brought by the project. Firstly, they did not involve the parents in most modules as the project suggested. Secondly, some facilitators did not understand the project. Thirdly, although the project provided for monitoring and support, the study found that there was inadequate support from the project team and district officials. There was a shortage of district officials because the Eastern Cape Department of Education did not invest in appointing people that could sustain the project.

However, there are areas where the school is doing an outstanding job despite the fact that there was very little support. The school performed well in implementing and sustaining the project in the following areas: learner welfare, community involvement and involvement of staff members in committees.

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ACRONYMS

CEC	Commission of the European Communities
CEPD	Centre for Education Policy Development Evaluation and Management
C2005	Curriculum 2005
CV	Core Values
DEAT	Department of Environmental Affairs and Tourism
Dfid	Department for International Development
DO	District Officials
DoE	Department of Education
ECDoE	Eastern Cape Department of Education
EE	Environmental Education
ELMD	Educational Leadership Management and Development
EMD	Education Management and Development
EPM	Enterprise Project Management
FP	Foundation Phase
FWP	First White Paper
HOD	Head of Department
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
INSET	In-Service Education and Training
ISPD	In-School Professional Development
KE	Knowledge Ecosystem
KO	Key Output
LA	Learning Area

LLC	Language Literacy and Communication
Log Frame	Logical Framework
LSP	Life Science Project
MEC	Member of Executive Council
MLMMS	Mathematical Literacy, Mathematics and Mathematical Science
NGO	Non-Governmental Organisation
NS	Natural Science
OBE	Outcomes Based Education
OD	Organisational Development
OM	Outcome Mapping
P	Parent
PPS	Phiwe Primary School
PBI	Practice Based Inquiry
PCM	Project Cycle Management
PM	Project Management
PRINCE 2	Projects in Controlled Environment
PRP	Performance Review Process
SA	South Africa
SAPA	Self and Peer Assessment
SASA	South African Schools Act of 1996
SDP	School Development Plan
SDS	Sustainable Development Strategies
SGB	School Governing Body

SMT	School Management Team
STT	School Training Team
T	Teacher
TA	Technical Assistant
Tech	Technology
UK	United Kingdom
UNCED	United Nations Conference on Environment and Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation
RUMEP	Rhodes University Mathematics Education Project
WSD	Whole School Development

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CHAPTER 1: CONTEXT

1.1 Introduction

This opening chapter introduces the study. It starts by outlining the background and context, and then moves to the research goal. In the research approach, I outline and justify the methodology used in this study. I then outline the structure of the thesis and conclude by giving a summary of this chapter.

1.2 Historical Context

Prior to 1994 the South African (SA) schooling system was characterised by unequal resource allocation and opportunities. The Eastern Cape Department of Education was seriously affected by this.

After the democratic elections of 1994 the Eastern Cape Department of Education (ECDoE) inherited five different education departments. Most were in a very poor state in terms of infrastructure. All of these departments were inherited with their problems, backlogs, different cultures, beliefs and values. Merging them was not going to be an easy task, especially when more than half of the budget pays personnel instead of going to service delivery. It is against this background that I interrogate the last values from the list of values of the Department of Education stated in the SA government's White Paper (WP) on Education and Training (SA 1995) which are:

- “good quality” (p.5)
- “redress of educational inequalities” (p.6)
- “the principle of democratic governance” (p.6)
- “the restoration of the culture of teaching, learning and management” (p.6)
- “the expansion of the education and training system must meet the test of sustainability” (p.7)

Projects are one approach adopted by the Government to achieve these values, including achieving sustainability (SA 1995:1). According to the WP (SA 1995), “Unsustainable development is not development at all, but a kind of fraud practiced on the people” (p.7).

Furthermore, “True sustainability occurs when the people concerned claim ownership of educational and training services and are continuously involved in their planning, governance and implementation” (p.7).

It was against this background that the ECDoE approached the Department for International Development (DfID) to assist in the transformation or changing of disadvantaged or underprivileged schools in the Eastern Cape Province. Through the assistance of DfID, the ECDoE started a project known as the Imbewu Project in 1997.

The ECDoE introduced the Imbewu Project because the trend was to move from routine functional-based work to special project-based work. Examples of recent project-based work would be the introduction of Curriculum 2005 and the Outcomes Based Education principles in the General Education and Training, Further Education and Training and Higher Education and Training bands of the National Qualification Framework (Bisschoff et al., 2004:1-2). In addition, projects are seen as a way of bringing services closer to the people. Lastly, projects are used to introduce something new or to bring about change.

In line with the government’s goals of access, equity, redress, quality, efficiency and democracy (Centre for Education Policy Development, Evaluation and Management [CEPD] 2000:4; WP SA 1995:5-7), the ECDoE has seen greater participation of parents and communities in school affairs. Also the passing of the South African Schools Act of 1996 (SASA), which advocates democratic school governance, resulted in the formation of decision-making structures such as School Governing Bodies (SGBs) and School Management Teams (SMTs) (Madasi 2004).

While the idea of participatory decision-making is a noble one, some of these stakeholders were not ready to assume this new and demanding role, hence the need for external support and development. However, because of the bureaucratic school system of South Africa, school support was associated with top-down inspection that often caused tensions between schools and officials (Madasi 2004). According to Madasi, because of these tensions, schools were neglected for years; there was no relationship or

any meaningful support from district officials except for memos or circulars that would instruct them on what to do.

A developmental project such as the Imbewu Project was designed to enhance stakeholder readiness to assume their roles in line with the principles of equity, redress, efficiency and democracy. Also, the project was intended to recognise interdependencies among stakeholders, hence the need for community involvement and whole school development (Tyala, 2004: 5 and Moyo, 2004: 2).

Lastly, this study is conducted at a time when projects are changing the mindsets of teachers to see themselves as agents rather than victims of change (Fullan 1993: ix). In line with Fullan's thinking, Christie (2001: 62) noted that, "research has suggested that schools are able to address successfully some of the problems that they face, particularly if they are able to harness energies within the school and draw what resources they can from their immediate communities".

1.3 Personal and Theoretical context

This research is inspired by the experiences I have had in doing developmental work in schools in the Grahamstown District since 1993. I was fortunate to be introduced to a number of developmental projects in the early years of my career. I have been involved in them as a teacher implementing them and in some as a facilitator and co-ordinator. When I was a teacher we got involved in few projects. Most of the time it depended entirely on the individual teacher if she or he wanted to implement the project after the service providers had left.

Even now as an official I have watched projects come and go, and when they go, you don't see any effort from the schools to sustain them. These include the Quality Schools Project, the Isithole Project and the Ikhwezi Project. Bisschoff et al. (2004: 2) contend that, "despite the many waves of change repeatedly washing over our shores, the structure of our education, training and skills development institutions and the educating processes appear to have remained remarkably intact". In addition Hargreaves and Fink (2003: 693) believe that,

Educational change is... almost impossible to sustain. Educational change that enhances deep learning among students is particularly problematic, and sustaining such change over time has presented severe challenges for education reformers.

Although the projects mentioned above have been evaluated (Schollar 1999: 7) these evaluations were conducted at the end of the projects. There have been no studies of their long-term effects or sustainability. Cummings and Worley (2001) argued that, "How planned changes become institutionalised has not received much attention in the ... literature" (p.186). This study is an attempt at closing that gap by looking at the provision made by the Imbewu Project for its long-term sustainability and at whether Phiwe Primary School is sustaining the project or not.

The success and long-term sustainability of a project is linked to the way it is designed and led. Bisschoff et al. (2004: 10) link sustained project success with investment in "time, effort and leadership skills". The kind of leadership that is needed in this situation is what Moyo (2004: 4) calls "constructivist leadership, where participant-ship rather than follower-ship is the buzzword". In line with the constructivist pedagogy that the South African (SA) government has adopted, participants in change initiatives need to be given opportunities to participate in constructing their own knowledge.

One of the projects I have been involved in is the Imbewu Project. I got involved in it in 1998 as a facilitator and a district co-ordinator until the first phase was terminated in 2001. The project was piloted in a few primary schools in 1998. More primary schools were added in 2000. Because of its success in most of the schools the project has now been turned into a programme of the department, with secondary schools joining.

According to Eric Schollar (2001) the purpose of starting this project was two-fold:

- to harmonise and systematise processes and policies at the provincial office and to build the capacity of officials to support schools
- to improve the delivery of quality education in primary schools [by capacitating educators, school managers, school governing bodies, encouraging community involvement] and the provision of quality learner support materials (p.5).

My interest in this study was to investigate participants' perceptions and experiences on the sustainability of the Imbewu Project at Phiwe Primary School (PPS).

The implementation process was guided by the following principles:

- using key teachers to cascade learning and to strengthen sustainability by operating within clusters, broadening networking and decentralising support
- applying responsiveness to the context of changing circumstances and
- aiming for sustainability (ECDoE & Imbewu Project 1998 c: 2).

I was interested to see how the project assisted the school in terms of sustaining the project in line with the principles mentioned above. Since the termination of phase one of the project in 2001 I have noticed that a number of project initiatives have ceased to operate in some schools. My research interest was therefore to investigate to what extent the project was conscious of issues of sustainability and to what extent this was provided for in the project, as well as evidence of sustainability of intended project outcomes. A number of evaluations were carried out during the Imbewu Project's implementation stage (Perold 1999; Schollar 2001). In the final evaluation Schollar raised issues of sustainability.

Sustainability is today typically a concept employed in environmental contexts. Colby (cited in Dyk 1994) offers three sustainable development paradigms (p.50), each of which is characterised by particular values and beliefs. The least sustainable approach would be one that is mostly concerned with superficial, remedial "damage control" changes. It is also referred to as a "business-as-usual" approach. A second, more sustainable, approach can be called a transactional approach. Here changes are sustained on the basis of explicit incentives offered in exchange for adherence to the changes. Colby (cited in Dyk 1994) refers to the most sustainable change as "eco-development" (p.50). In an organisation context this refers to deep cultural change, that includes changes in values, beliefs, norms, structures and practices (French & Bell 1995: 5; Eisler 1994). According to Eisler (1994), sustainable change requires, "that the entire structure and culture of the workplace be transformed" (p.32).

I am interested in determining whether the way the project was managed as well as the project design had any impact on the way the project was or was not sustained in the long-term.

1.4 Research Question and Goals

To gain some understanding of project sustainability provision in the Imbewu Project, I investigated participants' experiences and perceptions of:

- the project's origins, purpose and process.
- whether there was any conscious provision for the project's long-term sustainability.
- tentative evidence of the project's long-term sustainability.

1.5 Research Approach

Qualitative research involving an interpretive, naturalistic approach was conducted with a group of educators and parents from one school, Phiwe (a pseudonym) Primary School, which was involved in the Imbewu Project in the Eastern Cape. Besides gathering data about the project, I was interested in the participants' subjective experiences of the project's sustainability, especially as at the time the staff were sharply divided as to whether to participate in the project or not. In my experience there was at that stage very little evidence that they were collaborating to change the culture of their school (French & Bell 1995: 5; Eisler 1994: 32).

The research was conducted using a single case study, which is seen by Yin as an enquiry into a real-life context (Yin 1994: 13; Cohen, Manion & Morrison 2000: 181). According to Stake (cited in Bassey 1999) a case study is, "the study of the particularity and complexity of a single case" (p.27). I also chose a case study because of its flexibility in data gathering. It allowed the use of the following data collection techniques:

- focus groups
- interviews
- observation, and
- document analysis

I conducted two focus group discussions with two different stakeholder groups (school management team and teachers), but I excluded those who received direct training during the project. These were interviewed individually.

Those stakeholders designated by the project as change agents and who received direct training during the project were the principal, the parent Chair of the School Governing Body and the four key educators who were representing the following learning areas: Natural Sciences and Technology, Mathematical Literacy, Mathematics and Mathematical Sciences, Language Literacy and Communication and Foundation Phase. I was especially interested in the provision for project sustainability in their training and how they are going about achieving it.

Thirdly, I observed educators and parents in their planning meetings, developmental workshops and other school functions to look for evidence of the involvement of the various structures that are supposed to be in place in order to sustain the staff's professional development (ECDoE 2003: 16).

Relevant documents, such as the Imbewu Project modules, staff and school development plans and project implementation and sustainability plans were studied to determine the origins, purpose and processes of the project and the extent to which there is evidence of provision for sustainability (Platt cited in Hitchcock & Hughes 1995).

I used interpretational analysis, which is defined by Gall as “a process for close examination of case study data in order to find constructs, themes and patterns” (Gall cited in Winegardner n.d.: 7) to analyse my data.

1.6 Significance of the Study

This study is likely to be of interest to the following:

- Funders: It will raise awareness of the ongoing support that is needed by project schools because, “Decision makers indicate a strong belief that they are

influenced by the ideas and arguments that have their origins in research and evaluation” (Carol Weiss, cited in Babbie & Mouton, 2001: 339).

- Project schools: will know what kind of capacity, responsibility and support they need to be able to implement and sustain development projects.
- Department of Education: will know what schools need in order for them to be able to sustain transformation initiatives. The findings may help in the improvement of support to schools, especially with resources.
- Policy makers: Since 1994 SA has seen a plethora of policies; however, communities are struggling to implement and sustain them.
- Other researchers.

1.7 Structure of the thesis

The thesis is organised as follows:

Chapter 1: This chapter starts by describing the context of the study, my personal motivation as well as the rationale for undertaking the study. Then it explains the research goal and approach, followed by the significance of the study. Finally, it provides the structure of the thesis and the summary.

Chapter 2: In this chapter, I present an overview of the literature that I have studied and reviewed with a view to gain insights into issues of project sustainability and management. The chapter defines sustainability in the context of this study; it interrogates literature relating to indicators of sustainability, sustainable leadership and phases of a project.

Chapter 3: In this chapter I provide details of the research methodology applied in the research. I then provide an argument as to why I chose the qualitative method, the interpretive paradigm and the different instruments that I have used in conducting the study. Lastly, issues of validity and reliability of the study, how the data were managed and analysed, potential limitations and ethical considerations are raised.

Chapter 4: This chapter is guided by the first two research goals. It presents data from the Imbewu Project modules, the way the modules were presented in training workshops, who presented them, as well as the way the respondents responded to the modules.

Chapter 5: This chapter addresses the third research goal. The data are structured and organised in themes in accordance with the issues that were raised by the interviewees as well as other data gathering tools.

Chapter 6: This chapter discusses the data in the light of the literature. I draw on the theoretical framework presented in Chapter 2.

Chapter 7: The chapter draws the study together, presents the main findings and reflects on the potential value of the research. It also highlights the limitations of the study and offers suggestions for future research.

1.8 Summary

In this chapter I describe the context and background of the study. The rationale of the study was explored in my personal motivation for undertaking the study. I then gave the research goals as well as the research approach. The chapter gave the significance of the study followed by the structure of the thesis.

I will now review what the literature has to say about the sustainability of change.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter highlights paradigms of sustainable development in various disciplines or sectors, linking them to sustainable development in schools and communities. Literature is drawn from different sectors such as Environmental Education (EE), non-governmental organisations (examples are Bakobi & Russo's study (2000) and research done by Ward (2002)) and in the education context. Literature studied for sustainability of projects in Africa (Muleka cited in Towards Sustainable Development 1987) and overseas (O'Donovan cited in Wilson 1997; Lafferty 2001) are in the context of agriculture. Kenny and Meadowcroft (cited in Kirschner et al. 2004) suggest that sustainability should be considered when a project is conceptualised and not be an afterthought. I also look at literature on Project Design and Management because both terms determine how the projects are implemented and will be sustained.

I start the chapter by interrogating the term sustainability. After that I divide my discussion into three parts. In the first part I discuss the concept of sustainability, secondly I explore the indicators of sustainability and lastly I look at Project Management and sustainability.

2.2 The Concept of Sustainability

The term sustainability has different meanings to different people (Janse van Rensburg & Lotz Sisitka, 2000: 38; Freeman & Mgingqizana 2002: 17). Some of these diverse meanings as well as where they come from need to be clarified. After clarifying the origins of the discourses within which these meanings are constructed I will construct my own understanding of the term sustainability in terms of the Imbewu Project, and in line with the interpretive paradigm (Chapter 3).

The South African Department of Environmental Affairs and Tourism (DEAT) defines sustainability as "being able to keep going" (cited in Bakobi & Russo 2000: 23)

“continuously” (Jickling & Wals 2003: 12). In contrast to this in the context of a project that has a start and a finish date, it raises the question of Project Sustainability (Bischoff et al. 2004; Szymczak & Walker 2003: 125). The literature refers rather to sustaining the “benefits” of a project and not the project itself (Ward 2002); and according to Hargreaves and Fink (2003: 694), not everything is worth keeping anyway. Hargreaves and Fink (2003) have a more static view of sustainable change referring to it as, “change for keeps and change for good” (p.694). However, the only problem with this view is that it does not allow for “unlearning” and ongoing learning.

Dalin et al. (1994: xi) use different terms like institutionalisation (also Hargreaves & Fink 2003: 693; Cummings & Worley 2001: 174), “continuation”, “building in” (Dalin et al. 1994: 355) or “routinisation” of practices (reforms that have been practiced for many years). Kirschner et al. (2004) concur that sustainability is achieved when a new idea becomes “institutionalised and regularised as a part of the ongoing operations” (n.p.). In addition, Lockheed and Verspoor (cited in Dalin et al. 1994: 3) contend that “institutionalisation of educational change programmes is a complex political, social and professional process that is hard to achieve”.

The concept sustainability started appearing in texts in the 1980s when the World Conservation Strategy highlighted the need for ‘ecologically sustainable development’ (Janse van Rensburg & Lotz-Sisitka 2000: 26). The initial concern was sustainability in terms of environmental education but later on it was looked broadly as ‘sustainable development in education’, hence the proposals for the decade of education for sustainable development to be declared in 2005 (Jickling & Wals 2003; Pigozzi 2003: 30). Its main aim according to Pigozzi (2003: 3) is to “integrate sustainable development into education systems at all levels in order for education to be a key agent for change”.

According to Pigozzi (2003) sustainable development implies stakeholder participation, meaning that learners and educators should not just be aware of sustainability issues but should act on them. So I look at the management of the school and the extent to which they enhance community involvement in line with the Project Outcomes. Pigozzi (2003) asserts further that there is no right or wrong education for sustainability definition. A community needs to construct its own definition that will meet local social conditions, taking into consideration their cultural setting.

Fullan (2003: 91) views sustainability as involving, “transforming the system in a way that the conditions and capacity for continuous improvement become built-in within and across the tri-levels of reform”, which are the state, district and school. My research looks at whether a transformation project was sustained in a school being one of the three levels referred to above. Based on Fullan’s views I investigate project sustainability at PPS in the context of its relationship with its immediate community, the local District Office and the project team.

2.3 Indicators of Sustainability

After reading literature on sustainability I came up with the following indicators or factors. A number of these were derived from Dalal-Clayton and Bass (2002) and Fullan (2001):

- Systems Theory (Fullan 2005; Rondoneli in Fitzgerald, McLennan & Munslow 1997; Hargreaves & Fink 2003; Szymczak & Walker 2003; Senge 1999; Dalal-Clayton & Bass 2002; Dalin et al. 1994; Taylor forthcoming)
- Vision (Dalal-Clayton & Bass 2002; Hargreaves & Fink 2003; Belasco in Smith 2003; French & Bell 1995; De Bie in Kirschner et al. 2004; Davidoff, Kaplan & Lazarus 1994; De Jong 1999)
- Participation (Dalal-Clayton & Bass 2002; Fullan 2001; van Ongevalle 2006; Smith 2003; French & Bell 1995; Davidoff, Kaplan & Lazarus 1994; De Jong 1999)
- Capacity Building and Empowerment (Dalal-Clayton & Bass 2002; van Ongevalle 2006; Fullan 2005; Hargreaves & Fink 2003; Smith 2003; French & Bell 1995; Dalin et al. 1994; Glover 2004; Mbigi & Maree 1995; De Jong 1999)
- Monitoring and Support (Dalal-Clayton & Bass 2002; Fullan 2001; van Ongevalle 2006; Hargreaves & Fink 2003; French & Bell 1995; Larson & LaFasto in French

& Bell 1995; De Bie in Kirschner et al. 2004; Dalin et al. 1994; Glover 2004; De Jong 1999)

- Leadership (Fullan 2003 & 2005; Hargreaves & Fink 2003; Larson & LaFasto in French & Bell 1995; Kirschner et al. 2004; Mbigi & Maree 1995; Davidoff, Kaplan & Lazarus 1994; De Jong 1999)
- Learning (Fullan 2001 & 2005; Ouchi in Fullan 2005; Hargreaves in Fullan 2005; van Ongevalle 2006; Hargreaves & Fink 2003; Senge 1999; Szymczak & Walker 2003; French & Bell 1995; Dalin et al. 1994; Glover 2005)
- Learning Organisation (Light in Kirschner et al. 2004; Senge 1999; De Jong 1999)

2.3.1 Systems Theory

Systems Theory is in line with one of Fullan et al.'s (2001) indicators for sustainable development, learning in context. When schools learn with their community, Janse van Rensburg and Lotz-Sisitka (2002: 47) call this community-based learning. It acknowledges that a school is an open system that cannot operate in isolation.

Many authors define a system as a “set of interrelated elements that function as a unit for a specific purpose” (Lunenburg & Ornstein 1991:18). Dalin et al. (1994: xvii) refer to “effective system linkages” whereby non-bureaucratic linkages are formed between national, district and school levels. In addition, Dalin (1998: 132) notes the importance of interaction between three levels: the individual, organisational and the system. Similarly, Garvare and Isaksson (2001: 14) view sustainable development as development that can be built on a triangle “person-organisation-society”.

According to Madasi (2004: 16), “The open-ness of schools as systems is clearly acknowledged in current South African literature and policy”. She mentions two examples: one, the Task Team Report (South Africa, Department of Education, 1996) that highlights “networking and partnership” both of which should be considered key areas for education management and its development, and two, legislation that stresses the importance of parental involvement that enhances school ownership (Westraad, work

in progress 2006). This occurs through the School Governing Bodies provided for in the South African Schools Act. The implication for sustainability is that schools should involve parents and the community in implementing a project so that they can support each other when the funders leave or the project ends.

According to French and Bell (1995: 5), “The system is the target of change, not individuals...” Projects start very small, sometimes as pilots, but the ultimate target is most often the entire system. “Systems thinking is vital for the success of a project... The ability to analyse the total project, rather than the individual parts, is the first prerequisite for successful project management” (Kerzner 2001: 87).

Senge (1990) would associate community learning with his fifth discipline of a learning organisation, systems thinking which means connecting with others through interrelated actions (cited in Gultig et al. 1999; Szymczak & Walker 2003: 127).

Fullan et al.’s (2001) Tri-Level Model is referred to in this study because it is an example of systems thinking. He encourages working together of stakeholders at three levels, the state, district and school. However, Fullan (2005) argued that systems thinking stayed at the thinking level because it has been missing from action (p. 85). French and Bell (1995) talk of open systems that are “input-throughput-output” mechanisms; meaning that they take inputs in the form of raw materials from the environment and change them through transformation processes into outputs that are sent back to the community (p.89).

My study focuses on the school in the context of the district and local community, the Imbewu Project as input that came from the Department of Education, and what their experiences were of the throughput or processes.

For all these stakeholders to be able to sustain development they need to develop a shared vision.

2.3.2 Vision

What is noticeable in current studies of education management is that a vision must be broadly shared. There is a belief that any vision that does not represent all the stakeholders in the school and that does not represent the aspirations of the community that it intends to serve is guaranteed to fail (South Africa, Department of Education,

1996). Dalal-Clayton & Bass (2002) added that for a development to be sustained one should get a commitment from all stakeholders and set up clear time frames to achieve the vision. Furthermore, Fitzgerald, Mc Lennan and Munslow (1997: 508) contend that “Change is unlikely to be sustainable if there is no active involvement by those affected by the change” meaning that there is a need to get buy-in from stakeholders for purposes of ownership and commitment in the vision (De Jong 1999). Senge talks of a “shared vision” as opposed to a vision that is imposed by the leader. Moyo (2004) believes that with this kind of a vision, “there is a good chance that people will excel and learn, not because they are told to, but because they want to” (p.44).

Furthermore, Kenny and Meadowcroft (cited in Kirschner et al. 2004) suggest that “forward thinking and vision are paramount in successfully planning sustainable developments” (p.361).

2.3.3 Participation

In this section participation is discussed in different ways. Firstly, it is discussed as involvement and co-operation of all stakeholders that fosters ownership. Secondly, participation is viewed as sharing through the formation of structures or committees and in clusters. Thirdly, I look at different levels of participation, and lastly I link participation with empowerment.

Recent transformation programmes in South Africa and abroad show that there have been numerous efforts to use an approach that involves all stakeholders in bringing about sustainable change. For instance, some scholars (Dalal-Clayton & Bass 2002, Mowforth & Munt cited in Wright 2005) view participation as a factor that should embrace involvement of local communities to ensure that long-term changes are nurtured.

Other examples of participation in education development projects in the Eastern Cape are that, as opposed to other initiatives that train selected change agents, Read Educational Trust trains all teachers, school management, principals, school governing bodies and district officials (ECDoE n.d.: 5). In their view this approach enhances the prospect of on-site sharing and support, it also improves the likelihood of continuity and sustainability because all participants have participated in the training. The Phakama Project in the Eastern Cape goes a step further than Read by training school community

members and twinning participating schools with United Kingdom (UK) schools (ECDoE n.d.:14). Vandalism has dropped in participating schools because communities own and take pride in their schools. The problem is that there is no shared understanding of the concept of the entire community or all stakeholders in these initiatives.

The ECDoE (n.d.: 10) further noted that the Ikhwezi Project followed the cluster approach where schools shared experiences, discussed common challenges and found solutions together. In most of these projects key teachers get extra training so that they can guide and support their colleagues, however they do not see themselves as change agents. This by implication means that they will only cascade knowledge and skills, and are not ready to influence their colleagues to change their attitudes.

Dalal-Clayton and Bass (2002: 180) identify seven different levels of participation. Only two will be discussed for the purpose of this study because decision-making powers are in the hands of the participants:

Interactive: participants analyse strategy jointly, making action plans and decisions.

Self-mobilisation: participants take independent initiatives, seek assistance and advice.

Similarly, Pateman (cited in Bottery 1992: 51; Fitzgerald, Mc Lennan & Munslow 1997: 120) identified three forms of participation. They are pseudo, partial and full participation which could be equated to interactive participation and self-mobilisation.

For participation to increase the probability of sustainable development it should be at the full participation level where people can make decisions and even initiate activities.

Dalal-Clayton and Bass (2002) regarded effective participation as helping to open up debate to new ideas and sources of information; expose issues that need to be addressed; identified capabilities needed to address them and develop a consensus on a need for action that leads to better implementation. This needs good communication, transparency and accountability.

Literature of studies done in Africa indicates that effective participation could enhance sustainability in numerous ways. One, through co-operation between district officials and facilitators so that when the facilitators leave the school the officials can easily take

over Ikhwezi (ECDoE n.d.: 10). Two, through interaction among agencies working in the same field to optimise information sharing (Bakobi & Russo 2000: 4; Van Harmelen et al. 2001: 176). Ward (2002: iii) called this “formal and informal links between actors”. Furthermore, some researchers (Bakobi & Russo 2000: 4; De Jong 1999: 67) encouraged institutions or organisations to form structures that will enable them to participate in decision-making. In these structures colleagues could share information and assist each other when they have problems (Janse van Rensburg & Lotz-Sisitka 2000: 47).

Williams (cited in Wilson 1997: 155) reported on a study done in Sierra Leone that through participation, village people were able to raise funds to sustain the project for a long period of time. On the contrary, Kaigarula (cited in Towards Sustainable Development 1987: Chapter 7) cautioned that a project in the Amani Forest could not be sustained because the views of the people were not considered. According to Hannagan (cited in Hodgson 2002: 24), people should be involved in planning and monitoring the project so that they understand how the change process is going to affect them. This approach will promote ownership and minimise resistance.

According to French and Bell (1995: 94), participation helps in two ways. First, it enhances individual and organisational performance. Second, it leads to better solutions to challenges and opportunities. French and Bell also link participation with empowerment (p.94) where participants are given power and authority to participate, make decisions, exert influence and be responsible.

2.3.4 Capacity Building and Empowerment

According to Fitzgerald, Mc Lennan and Munslow (1997: 275),

People are at the heart of the quest for sustainability, both as the means by which development activities are carried out, and the reason why development happens in the first place. So it is not really possible to think about sustainable development without thinking about building human capacity...

They assert that implicit in the concept of capacity is performance, “Capacity provides the well from which performance can grow” (Fitzgerald, Mc Lennan & Munslow 1997: 276). Similarly, Eade (cited in Wright 2005) suggested that capacity-building needs to be viewed as a crucial factor if development is to be sustainable and centred in people

(p.16). For change agents to be able to implement a project and sustain it, they need the capacity to do so.

Fullan (2003: 102) says capacity-building, “is about giving people the training, resources, and opportunity to pursue complex tasks, and then to hold them accountable”. Taylor (cited in Shalem 2003: 32) emphasises that it is through holding people accountable that capacity building needs can be identified and capacity building programmes made relevant to their needs.

Researchers such as Bakobi and Russo (2000: 4) Ward (2002: iii) Fitzgerald, Mc Lennan and Munslow (1997: 509) advocate that all participants in a project should participate in capacity building programmes. Mbigi and Maree (1995) suggest that schools should adopt a “live-body theory” in training, meaning that all employees should be considered for “serious training and development, no matter what age or level” (p5). What Mbigi and Maree are raising is consistent with what is suggested by Moyo (2004) in his study, which encourages development of a programme that caters for the different levels of all the stakeholders. Such capacity building would be consistent with systems theory. In the case of a school this would mean that the school, the school community and the local district office would need to be included in such capacity building (Dalal-Clayton & Bass 2002). In addition Fullan (2005) argues that even the “whole school” capacity building programmes are sometimes not sustainable; what is required is “whole system” programmes (p.11). In Dalin et al.’s (1994) study of projects in developing countries they found that projects were sustained for longer periods when capabilities were built at all levels and when training was done to help districts, “... become more professional in the ‘helping relationship’, and to develop district inspectors in an instructional leadership function” (p.xix).

According to Newmann et al. (cited in Fullan et al. 2001) individual and organisational capacity building should happen concurrently. Fullan (2005) advocates that there should be “vertical capacity building” where external trainers from the district or other levels train teachers and a more powerful learning strategy “lateral capacity building” where teachers or peers train each other (p.17). De Jong (1999) emphasises personal as well as professional development (p.67). Personal development that builds confidence in

participants is as important as professional development because the knowledge of content alone may not be enough in the context of the Imbewu Project, which uses the cascade model for development.

There are a few widely used approaches to capacity building in education projects. The first example is one that was seen as very successful in a study by Cummings and Worley (2001), where a factory in Michigan was closed for two days so that all members of staff could attend a change programme. At the end of the second day the entire group brainstormed possible actions and voted on priorities. They were also given an opportunity to join committees to address issues that concerned them. In similar vein Glover (2004) argued that the department should not shy away from working with the entire staff at the school because it might be easier to change the culture. He further contended that capacity building should be school based (p.29).

Secondly, Kouzes and Posner (1995) suggested that a group of people might teach themselves by having everyone reading a magazine article or book and then share at lunch time how some of the ideas might be adapted for implementation at their work place (p.333).

Lastly, a cascade model is a form of capacity building where non-governmental organisations (NGO) are commissioned by a National or Provincial Department of Education to train departmental officials. The departmental officials are requested to transmit training to district teams who are expected to transmit training to teachers (Janse van Rensburg & Lotz Sisitka 2000: 44). The Review Committee on C2005 (cited in Janse van Rensburg & Lotz Sisitka 2000: 45) reported that the cascade model failed to adequately prepare "either classroom teachers or teacher support staff for the complexity of Curriculum 2005 implementation". The cascade model is normally used by the South African Department of Education to introduce change programmes.

Research in SA (Janse van Rensburg & Lotz-Sisitka 2000) has shown that the cascade model has generally been unsuccessful. One of the reasons for this has been a lack of suitably competent and qualified facilitators of the cascade process.

Van Harmelen et al. (2001) found that the cascade model used for in-service training in the Namibian Life Science Project was successful because it was, “heavily dependent on a cadre of appropriately qualified teachers” (p.149).

According to Janse van Rensburg and Lotz-Sisitka (2000: 52) the Life Science Project improved the cascade model by adopting the spiral model. The spiral model encouraged teachers to be agents of change and involved clusters, work-together and work-away tasks, a process-based approach, an emphasis on meaning-making, learner-centred approach, open-ended opportunity and activity-based approach.

Hargreaves and Fink (2003) believe that sustainable improvement needs investment for the development of teacher skills (p.694) because in the long term they are the people that are expected to implement and sustain the project.

The implication for any capacity building approach, whether it involves all members of staff or it is cascaded, is that it should provide opportunities for active participation in designing and implementing the intervention (Cummings & Worley 2001: 143). In the cascade model the skills and knowledge of the change agents (external or internal) becomes crucial.

Another capacity building approach that was central in the Imbewu Project was Practice Based Inquiry (PBI).

2.3.4.1 Practice Based Inquiry

According to the ECDoE (n.d.) the Ikhwezi Project followed a training approach “based on the Imbewu Practice Based Inquiry (PBI) approach, which enables the participants to reflect, evaluate and plan their school based activities in a structured and practical way” (p.10). French and Bell (1995) say that PBI is an action research method that is generally used in organisational development because it assists in identifying problems and taking action. They also say that action research, because it is highly participative, is likely to produce continuous organisation-wide learning and sustained change (p.7). This is in line with knowledge ecosystem below (section 2.3.6.1).

Similarly, Janse van Rensburg and Lotz-Sisitka (2000) discussed the principle of Enquiry Based Learning in the Learning for Sustainability Project. This principle refers to

sustained improvement through participant research as well as the ability to work through the relationship between theory and practice (p.47). Fullan (1993) sees inquiry as “internalising norms, habits and techniques for continuous learning” (p.15).

Dalal-Clayton and Bass (2002) and Garvare and Isaksson (2001) each propose a cyclical practice based learning system. Dalal-Clayton and Bass (2002) call theirs a Sustainable Development Strategy (SDS) (Fig 2.1) below (p.74):

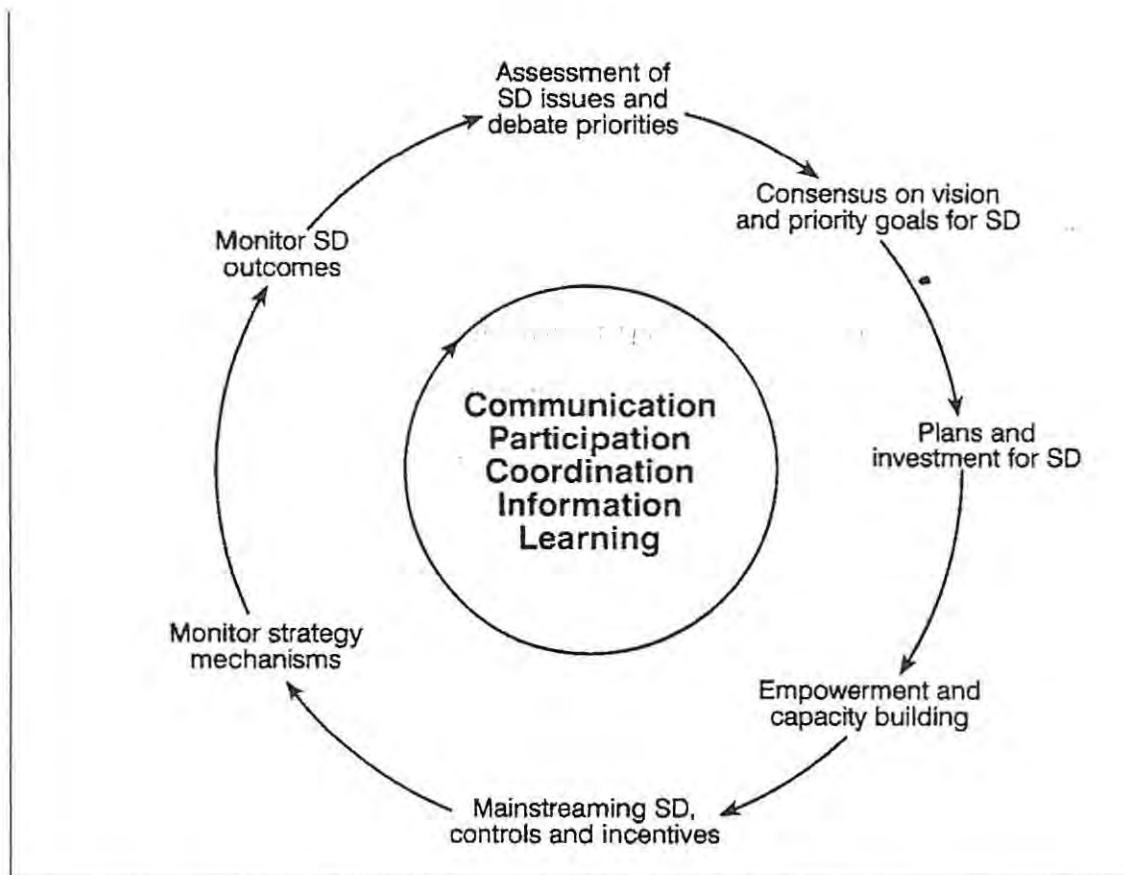


Figure 2.1: Continuous improvement approach to managing SDS (from Dalal-Clayton & Bass 2002).

Garvare and Isaksson (2001) propose an action learning cycle with five core values: learning excellence, stakeholdercracy, sustainable stakeholder balance, process performance excellence and transparency. I now discuss Dalal-Clayton and Bass’s SDS in the light of Garvare and Isaksson’s core values.

In the SDS an already existing sustainable development issue is assessed, or a new issue is identified and prioritised. All stakeholders commit and reach consensus on vision and priority goals. This reflects Garvare and Isaksson's (2001:13) core value of "sustainable stakeholder balance", where a long-term balance between the interests of all stakeholders is looked at. A plan of action is put in place with clearly identified roles and time frames. An empowerment and capacity building is rolled out as stakeholders take over their roles. Garvare and Isaksson (2001) view this step as learning excellence, where continuous individual, organisational and societal learning for improvement and adaptation to rapid change occurs. The entire process is monitored and evaluated to provide lessons and strategies for tackling further issues.

At the centre of this cycle the co-ordinators make sure that there is communication among all stakeholders, free flow of information and that everybody learns by participating. Garvare and Isaksson (2001) call this step process performance excellence, where process management is used to enable co-ordinated learning and improvement at different levels of the system. They refer to the issue of participation through democratic values, as stakeholdercracy (p.13). Whether people are dealing with a new issue or revising an old one, communication, referred to as transparency by Garvare & Isaksson (2001), is very important so that people can reflect on the approach they used previously and see if it has worked well or not, and identify the lessons they have learnt from that experience (learning excellence p.14).

If the previous approach was successful they will use it again because it will sustain development.

Schmuck and Runkel's (1994) action research cycle makes use of gap analysis in its approach to change or what Schmuck and Runkel call Problem Solving. Stakeholders diagnose a problem by identifying the gap between an existing and the desired situation. Participants then generate alternative paths, consider helping and hindering steps, choose action steps and act on them. As they implement the action plans they monitor the process and thereby start a new cycle of diagnosis and problem solving (p.252).

Schmuck and Runkel's (1994) view is in line with Van Harmelen et al.'s idea (above) that all stakeholders should be responsible for monitoring and support, meaning that

capacity should be built inside the school, so that learning and improvement should not depend on outsiders.

For a SDS to work it needs to involve people through effective communication, development and a commitment to a shared vision. All stakeholders should also monitor the strategy and learn together for continual improvement (Garvare & Isaksson 2001).

To achieve continual improvement, the mechanism needs to work together as a cyclical action-learning system. Garvare and Isaksson (2001) refer to this action-learning cycle as five core values that have implications for personal and societal sustainable performance (p.13).

For PBI to be successful it needs continuous monitoring and support.

2.3.5 Monitoring and Support

In this section I discuss monitoring first and then support because in my experience when district officials visit schools they monitor how policies or projects are implemented and then support schools according to the needs identified during monitoring. Both topics are discussed in terms of internal, being done by participants within the school and external, being district officials or non-governmental organisations.

Different scholars use different terms for monitoring. Fullan (2001 & 2005) and Miliband (cited in Fullan 2005: 21) for instance use the term accountability. Fullan (2005) further refers to support as capacity-building, which I discussed in section 2.3.4. In this section I discuss support in terms of ongoing assistance that is normally given to schools by district officials during school or cluster visits.

According to the CEC, monitoring

... should give critical assessment of progress towards achieving the Project objectives and the likelihood of sustainable benefits for the target group once the Project has been implemented. The assessment should highlight any major threats to the Project's sustainability, and if there is a serious risk to recommend remedial action to improve the sustainability (CEC, 1993: 59-60).

Dalin et al. (1994) associate monitoring with supervision and coaching, whereby education officials and schools are expected to submit quarterly reports of the progress of their annual plans. Furthermore experts and inspectors were expected to evaluate school progress by visiting schools at least once a year (p.95).

Schmuck and Runkel (1994) advocate an organisation development or action research approach to project monitoring. This entails participants planning action, taking action, monitoring action and evaluating progress against their original plan with a view to taking further action. In their view this is likely to enhance the sustainability of a change project (p.35).

Research in developing context shows that monitoring is best conducted internally by organisation or community members themselves, for example Mukela (cited in Towards Sustainable Development 1987) found that a water pipe project in Malawi was sustained because it was monitored and implemented by the local people (Chapter 11). In another case, Thongtham (cited in Towards Sustainable Development 1987) reported that internal monitoring assisted in sustaining a water pollution project in Thailand. Early identification of problems helped the project participants to come up with strategies to remedy the problems before they got out of hand (Chapter 10).

In line with Mukela and Thongtham's line of thinking, Fullan (2005) advises schools to reintroduce a strategy that has been around for at least 20 years, "self-evaluation" or "school self-review", to avoid a situation where district officials will be seen as intruding (p.20). Miliband (cited in Fullan 2005) proposes that the information that will be collected in self-evaluation be used alongside school development plan and inspection data to inform outcomes about support (p.21). This approach is likely to be sustainable because participants within the school will take responsibility for implementing and monitoring the project, and the district officials will start by looking at what the school thinks the challenges are and work from that in developing a relevant support strategy.

Literature on support reveal issues that are similar to those revealed in monitoring above, in terms of internal and external support. Although literature encourages both internal and external support, it leans more towards external support that the school is supposed to get until it is able to stand on its own, unlike monitoring above that leans more towards

internal monitoring. Hargreaves and Fink (2003: 695) contend that for improvement to be sustainable it should be supported by available or obtainable resources. In Dalin et al.'s (1994) study, teachers supported each other and they got support from the headmaster as well as local inspectors (p.228). The implication for sustainability in these arguments is that staff members should have capacity to support themselves and district officials should be available to support schools.

Another reason that encourages internal support is sponsored by Fullan (2003: 21) when he says that "top-down change doesn't work". However, "it is impossible for local developments to sustain themselves without external support and pressure" (p.22). By support and pressure Fullan means capacity building and accountability, meaning that project needs to make sure that capacity building mechanisms are as important as accounting mechanisms. In line with Dalin et al.'s (1994: xiv) argument, Fullan encourages regular supervision, which appears as a combination of pressure and support. In the context of sustainability Hargreaves and Fink (2003) believe that whether the school gets internal or external monitoring and support, the key is on "committed relationships" over a period of time so that improvement can be seen (p.694). The implication on sustainability is that district officials should be available and visible in schools to make them accountable. But in line with Fullan's (2005) warning of systems thinking above, Taylor (forthcoming), in a study of development projects in South African schools, found that most projects are systemic in design only, "in reality schools are essentially on their own, with virtually no support or monitoring from districts" because of extremely weak bureaucracies and large numbers of vacant posts.

The Task Team on Education Management Development (South Africa, Department of Education, 1996: 29) asserts that education innovations may not be sustained without support. In addition, they are advocating that support should come from provincial, regional and district offices in the form of support teams with sufficient expertise and resources. "This is an important point as the sustainability of the project depends on influential support and mentoring" (p.31). Similarly, Hopkins (cited in Taylor forthcoming) indicated that schools need "a high level of external intervention and support (p.20). In addition, Glover (2004) suggested that school development needs a "team of mentors (who have genuine expertise in school management, subject knowledge

and pedagogical knowledge) to work intensively with a small group of committed schools over an extended period” (p.29). In the same vein, De Jong (1999), in his study of school organisation development, identified district support as a characteristic that produces successful schools (p.68).

According to Dalin et al. (1994: xv) school improvement projects have more impact when there is both school-based assistance and departmental support. According to Dalin et al. (1994) education district support for school change projects should not be a form of support that fosters dependency on the district. It should be a form of support that enables the school community to eventually support itself (p. xix).

School development projects in the Eastern Cape have provided support for participants by forming support groups that continued after the project service providers had left. (ECDoE n.d.: 10; Van Harmelen et al. 2001: 176; Perold 1999: 30; Szymczak & Walker 2003: 128). For example in the Isithole Project (ECDoE & Isithole Project 2001) rather than selecting only a few participants in the school for training, all the school management team members as well as a number of other members of staff were included in the training (p.13). In this way a critical mass of school staff members, by having had a shared training experience, were able to support one another and share their experience with the rest of the school community.

Clustering (a group of neighbouring schools that share experiences and resources) is another form of project support. A typical cluster of schools will consist of a group of staff, environmental education teachers for an example, from about five schools who would meet about twice a term to carry out tasks, share experiences and for mutual support (Janse van Rensburg & Lotz-Sisitka 2000: 42 & 49). Members of school clusters in the Rhodes University Mathematics Education Project (RUMEP) (Mboyiya 2001) elect committees to co-ordinate their work. These committee members need to either have or be studying towards a RUMEP Diploma to enable them to lead and manage their clusters (p.2).

Although there are examples of school development projects that were successful in in-school as well as cluster support, other projects experienced challenges with external

support. The Imbewu Project for instance provided for external support in the form of project trainers visiting schools; however Perold (1999) found in her research of Imbewu Project that the vast distances between schools, tight budgets and limited time prevented trainers from spending enough time at a school to offer any meaningful support (p.42).

Van Harmelen et al.'s (2001:176) evaluation of the Life Science Project revealed the same problems when it comes to school visits and in-service support in the context of countries with limited funds. Their research Van Harmelen et al. (2001) found that although the Namibian Institute for Education Development wanted to give ongoing support to schools, it was understaffed and overstretched and could not give the support necessary to sustain the project (p.193). According to French & Bell (1995: 29; Kirschner et al. 2004: 363) most development programmes fail because they do not get management, especially top management support. In my experience as a district official who has been involved in a number of school development projects, this is particularly important in a developing or dysfunctional education context where there is either an inability or unwillingness to take responsibility for change. Cummings and Worley (2001) warn that organisation members have a tendency of returning to "what is ... well known unless they receive sustained support and reinforcement for carrying the changes through to completion" (p.168).

I now look at learning and sustainability because in order for a school to be able to sustain change it needs to be a "learning organisation" (Senge 1999).

2.3.6 Learning and Sustainability

From a constructivist perspective education is seen as a transformative process that is grounded in "cognitive and socio-constructivist learning theories" (Jickling & Wals 2003). According to them knowledge and understanding is (co)created and shaped by prior knowledge and diverging cultural perspectives (p.5).

2.3.6.1 Knowledge Ecosystem

According to Shrivastava (cited in Moyo 2004: 40) knowledge ecology (KE) is a useful framework for developing an understanding of the relationship between knowledge and practice. Moyo views KE as an emerging field that was pioneered amongst others by George Por, who defines KE as, "a field of theory and practice that focuses on

discovering better social, organisational, behavioural, and technical conditions for knowledge creation and utilisation". In addition, Por (cited in Moyo, 2004: 40) sees KE as "ecosystems" where ideas, information and understandings are shared. The implications of this definition for sustainability would be on the ability of stakeholders to link theory and practice in co-creating knowledge that is usable to change behaviours and conditions in their context.

Moyo (2004: 74) distinguishes between data, information and knowledge. He views knowledge as a hierarchy that starts from data (unprocessed or raw material) to information (processed data that adds meaning) and to knowledge which means an understanding of information and the ability to make links in order to act.

According to Brown and Duguid (cited in Fullan, 2003), information becomes knowledge only through a "social, i.e., interactive, process". Fullan goes further to say if people do not commit to the culture of sharing what they know; they will not get deep change and would therefore not sustain change (p.47). In addition Fullan (2005) emphasises that sustainability requires deep learning which, according to him is a process of collective problem solving (p.22). In line with the social and interactive aspect of change, Ouchi (cited in Fullan 2005) noted in his key factors that make schools work in the United States that every school was a "community of learners" (p.10). In another study of Whole School Development Glover (2004) advocated a "culture of learning" by the whole organisation (p.24).

According to Hargreaves (cited in Fullan 2005) learning is not just for schools, "... the system is truly transformed when its central bureaucracy is also transformed, itself becoming an example of the learning organisation that it advocates for schools" (p.24). The other issue that is raised in this explanation is 'process', meaning that there is a link between knowledge and lifelong learning, which according to Hargreaves and Fink (2003) should be sustained by leaders (p.695).

This process is given different terms by different scholars. For instance Szymczak and Walker (2003: 130) call it "knowledge management" whilst Hargreaves and Fink (2003:

694) call it “educational ecosystem” where learning is seen as a process to be undertaken at an organisational level. This relates to Senge’s (1999) learning organisation.

2.3.6.2 Learning Organisation

Davidoff and Lazarus (1997: 49) see a learning organisation as “an organisation which has learnt how to learn about itself and about the world within which it exists and functions”. De Jong (1999) identified problem-solving capacity as one of the characteristics of a learning organisation (p.68).

A learning organisation, according to Senge (1990: 3), is an organisation that has “discovered how to tap people’s commitment and capacity to learn at all levels in an organisation”. As they are learning together they create their reality and future. Hargreaves (cited in Fullan 2005) refers to Schon’s “learning systems” (p.16). Smith (2003: 12) sees a learning organisation as an organisation that practices participative action research where practitioners reflect continuously on how best they can respond to their environment. Senge identified five disciplines that should be mastered to create a learning organisation: systems thinking – that encourages interconnectedness; personal mastery – it is only when you know yourself well, your strengths and weaknesses, that you will be able to contribute effectively to the group and to see connections between personal and organisational learning; mental models – exposing your own thinking and openness to be influenced by others; building shared vision – ability to unearth shared dreams that foster genuine commitment; and team learning – ability to develop extraordinary capacities for co-ordinated action.

2.3.7 Leadership

The literature on sustainability views leadership as central to deep learning and cultural change. Hargreaves and Fink (2003: 699) view school leadership as a system, a culture that must apply systems thinking to all its initiatives. They also link sustainable leadership with distributed leadership which they view as being more than delegation in that it creates a culture of initiative and opportunity for staff members, learners, parents and the community. Mbigi and Maree (2005) raise two issues that relate to leadership: one is the importance of “doing together” (teamwork), and the second is what they call

“collective fingers theory”. In this theory the contribution of each finger, though they differ in size and strength, is very important, so they have to collaborate (p.105).

According to Kouzes and Posner (1995: 323) it is possible for everyone to lead. They suggest three ways that people can use in learning to lead: education, observation and learning on the move. They further contend that learning on the move is the best approach because leadership is a set of skills that can be enhanced with practice and coaching. Leaders should be given more opportunities to lead, which will provide personal challenges for them, to gain more experience in leading.

According to Bisschoff et al. (2004: 62) project leadership is linked with Theory Z, which advocates a participative approach to decision-making, a need for consensus and shared leadership. Project sustainability requires sustained leadership. Organisation members should therefore have opportunities to lead so that when leaders leave an organisation there is another layer of leaders ready to assume that responsibility.

2.4 Change and Sustainability

The concept of sustainability is, in itself, a reflection of a growing awareness and of the need for constructing new cultural values. Thus it has been suggested that “...without a moral and ethical foundation, sustainability is unlikely to become a reality. Culture, therefore, has a central place in the complex notion of sustainability...” (UNESCO 1997: par.116). Deep cultural change according to French and Bell (1995; 1999) is large-scale systems change whereby stakeholders sit down and map out a desired future and commit to take action. Levy and Merry (cited in French & Bell 1995: 53; 1999) refer to this as “second-order-change” meaning a multi-dimensional, multi-level, qualitative, discontinuous, radical organisational change involving a paradigmatic shift. It usually requires a multiplicity of interventions and takes place over three to five years.

Second order change is consistent with socio-constructivist learning as well as the whole school development approach to change (Levy & Merrys cited in Jickling & Wals 2003: 5) (Dalal-Clayton & Bass 2002; French & Bell 1995 and 1999; Senge 1999; Garvare & Isaksson 2001). Colby (cited in Dyck 1994: 50) refers to the most sustainable change as

“eco-development”. The central feature of eco-development is that it is a pre-emptive approach to change. Participants identify potential problem areas before things go wrong. It is revolutionary in nature because it challenges and replaces fundamental values in its efforts to arouse community consciousness and to build the community. In an organisational context this refers to deep cultural change that includes changes in values, beliefs, norms, structures and practices (French & Bell 1995: 5). According to Eisler (1994: 38), sustainable change requires “that the entire structure and culture of the workplace be transformed”.

According to Stoll (cited in Preedy et al. 2003: 104 Ed.) change agents with a mandate to facilitate deep cultural change are unlikely to succeed if they do not help the participants in the change process to understand the existing culture. In order to be sustainable such change needs to be participatory and besides focusing on organisation structures, also needs to focus on beliefs, values and attitudes.

Besides the importance of structural and cultural change in sustaining change, organisation development researchers (French & Bell 1995: 4; Vaill, Beckhard, Burke & Hornstein; Beer; Cummings & Worley; Burke cited in French & Bell 1995) add a third element, organisation processes such as communication, problem solving, decision-making and conflict management. According to French and Bell (1995) how things are done is as important as what is done.

Fullan et al. (2001) assert that for a large scale reform to be sustained, capacity building and accountability are key factors at all three levels of his tri-level model of change (p.6). I have already discussed the role of capacity building and accountability in sustaining change (section 2.3.4).

In his discussion of factors essential for sustaining institutional development, Rondinelli (cited in Fitzgerald, Mc Lennan & Munslow 1997) includes, besides the factors discussed in sections 2.3 and 2.4, Project Management and Design (p.386).

2.5 Project Management and Sustainability

It is critical to discuss Project Management (PM) in this study because projects are used to transform or reform organisations (Bisschoff et al. 2004: 7), in which case PM is used as an organisation development tool.

According to In't Veld (cited in Hodgson 2002) "Project management is the planning, organising, directing and controlling of assigned resources in order to accomplish a given objective within the constraints of time, cost and performance" (p.54). Central Computers and Telecommunications Agency, 2000 (cited in Hodgson 2002: 54) define PM as "a method which will guide the project through a controlled, well-managed, visible set of activities to achieve the desired results" (Weiss & Wysocki 1992: 5). Although both sources refer to achieving the project's objectives, neither refers specifically to sustaining the outcomes.

In't Veld (in Hodgson 2002) wisely uses the term "within the constraints of time" (p.54), while Kerzner (2001) refers to "relatively short term" (p.4). Kerzner (2001) however further warns that time frames could be different depending on the different sectors. For instance, in schools projects could take three to five years and in nuclear components, ten years. The implications of these definitions in the school context are that most projects are funded by donors that usually demand reports at certain intervals. Moreover, things are complicated by the nature of a project in that it has a start and a finish date. This exercise usually puts pressure on all stakeholders because they have to implement projects under very limited time constraints.

Bisschoff et al. (2004: 7) define PM in education as, "the application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholder needs and expectations from a project". According to Sczymczak and Walker (2003: 127) projects are created to promote change and growth. Change is happening so fast that organisations cannot cope with traditional structures. Also multi-layered management structures cause management to lose touch with customer needs, leading to ineffective management, hence they are being replaced by PM (Oosthuizen et al. 1998: 7). PM has

been recommended as one of several workable possibilities for organisational forms of the future that can integrate complex efforts and reduce bureaucracy. It is more than a project in the sense that it involves project planning and project monitoring (Oosthuizen 1994x). Monitoring is reflected as one of the indicators of sustainability in section 2.3.5 above.

When one thinks of planning sustainable projects, one needs to follow the project cycle or phases.

2.6 Project Design

Scholars identify various phases of project management, for example Katz and Kath (in Kirschner et al. 2004) identify three phases: a diagnostic phase, a goal-setting phase and an innovative-process phase. Oosthuizen (1994: 17) and Bisschoff et al. (2004: 22) identify four basic phases in their Project Life Cycle: conceptual phase, development phase, implementation phase and termination phase.

2.6.1 Conceptual Phase

During this initiation phase project needs are identified and mission established. Risk levels and alternatives are identified and resource requirements are estimated. Lastly, a project team is formed and project manager appointed (Bisschoff et al. 2004: 22). As the feasibility study is done, project stakeholders should consider options that are sustainable.

2.6.2 Development Phase

In this design or planning phase specifications are made, for example, amount of time and money that will be needed (p.23). As the project plan is made, resources should be made available for sustaining the project.

2.6.3 Implementation Phase

During this phase the project is executed according to plan and design of the project. Project scheduling, resource allocation and progress are carefully monitored and changes managed (p.23). As the project is monitored preparations should be made by stakeholders for institutionalising change in the next phase.

2.6.4 Termination Phase

In this phase the project manager has to see to it that project phases are assessed and evaluated to see if the project was satisfactorily delivered according to project goals (p.24). This phase should not be seen as the project close-out phase, but as a phase of making sure that the project is institutionalised into the daily activities of the school.

Weiss & Wysocki (1992: xi), Wysocki et al. (1995: 54) and Kerzner (2001: 77) identify five phases. Although various writers identify a different number of phases, each project management cycle provides for an initiation, diagnostic, planning, implementation and termination phase.

It is noteworthy that the scholars discussed above make no explicit provision for the sustainability of a project after its completion. According to Kor & Wijnen, Alexander & McKenzie and Fullan (in Kirschner et al. 2004: 362) this is very common. They do however include a sustainability phase in their project cycle that they refer to as a maintenance or institutionalisation phase.

Other key aspects of project design for sustainable projects include the approach to learning and the content. These have already been discussed in sections 2.3 and 2.4.

Sometimes a project runs concurrently with others, each one in isolation from the others. Szymczak & Walker 2003: 125; Bisschoff et al. 2004: 11 describe cases where such projects are designed and managed as a single entity. Systems thinking has influenced this development such that each project is viewed in terms of its interdependence with other projects. They refer to this as Programme Management.

A further development in multiple project management is the introduction of Enterprise Project Management (EPM) or Management by Project (Szymczak & Walker 2003: 126). Contrary to traditional project management approaches that are management driven, this approach includes all project stakeholders and is therefore able to leverage the knowledge of more individuals and groups than just management. EPM embraces democratic principles as well as the principle of Ubuntu (Kirkegaard 2001: 20; Mbigi & Maree 2005: vi).

Ubuntu refers to an African concept of communalism that believes in “group solidarity, conformity, compassion, respect, human dignity and collective unity” (Mbigi & Maree 2005: vi). The expectation in South Africa is that a project taps into all stakeholders’ wisdom and knowledge so that they can embrace a project. Involving the project management alone would be seen as disrespectful by project stakeholders. If the project management embraces the participation of all stakeholders there is a better chance of sustaining a project. EPM also adopts a learning organisation approach to project design and management (p.128). This approach has already been discussed in section 2.4.

Useful knowledge that is gathered in one project is easily transferred to other projects. This greater involvement and sharing of stakeholders from a number of projects results in “networking and diffusion of the change initiative” (Szymczack & Walker 2003: 128).

As my research interest was in the Imbewu Project alone I do not further discuss multiple project management.

The Commission of the European Communities (CEC) (1993) uses a different term to project management, Project Cycle Management (PCM). PCM is divided into two steps, the Integrated Approach with six phases and the Logical Framework. I will discuss the Logical Framework (log frame) because it is mostly used in planning projects.

According to the CEC (1993) the log frame was developed in the 1970s and was used by various development agencies. It can be used for the preparation, implementation and evaluation of a project. According to Janse van Rensburg and Lotz-Sisitka (2000: 6) the philosophical orientations to the project are difficult to reflect in a log frame.

Erasmus (2003: 5) reported on a project management tool that is said to be taking South Africa to ongoing and sustainable project success. PRINCE 2 (Projects in Controlled Environments) was originally developed by the United Kingdom government, and is currently applied to projects of any scale in both public and private sectors. This approach has been proved to be successful and sustainable in government projects in Zambia and in the national electricity board in the Republic of Ireland (Erasmus 2003: 5).

This example is one of the few successes of log frames in sustaining projects although it has proven to be a good tool for planning, managing, and measuring project activities and outcomes.

Although there are successes linked to log frames, some scholars identified its weaknesses. For instance, Deprez (2006) introduces an alternative to log frame, Outcome Mapping (OM) that focuses on building reflection and learning into programmes. The issue of focusing on input and outputs and neglecting the processes involved is also raised as a weakness of the log frame (p.2). According to Deprez (2006), OM “integrates sustainability thinking and capacity development processes directly into the design of the programme” (p.3). In addition, Cracknell (in Wright 2005) questions the log frame’s compatibility with increasing use of participative development processes (p.38). The trend in literature on sustaining benefits of projects and on ensuring deep cultural change suggests that organisations should use project designs that focus on planning, monitoring and evaluating processes of the project (Deprez 2006: 1).

2.7 Conclusion

In this chapter literature on sustainability is discussed in the context of projects in schools. After reading literature on sustainability, the eight indicators for sustainability are identified and discussed. Firstly, systems theory is associated with Senge’s systems thinking and Fullan’s tri-level model to development. Secondly, Fullan’s “shared vision”, which encourages involvement of all stakeholders, is discussed. In participation the involvement of all stakeholders and local communities is stressed again. The capacity building and empowerment strategy that is seen as sustainable is the “whole system” capacity building programme by Fullan (2005: 11).

In terms of monitoring and support, the literature suggests that it should be participative in that it should be done internally and externally. Learning is discussed under knowledge eco-systems and the learning organisation. Lastly, leadership as an indicator is seen as a process that should be done in a participative, shared and collective manner.

The discussion of change raises the fact that change should be deep, cultural and should change the structure and processes of the school for it to be sustainable. Lastly, the phases of project management are discussed, also stressing the fact that institutionalisation should be considered if the project is to be sustained.

CHAPTER 3: METHODOLOGY

3.1 Introduction

Kaplan (1973) contends that “the aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself” (cited in Cohen, Manion, & Morrison 2000: 45). This chapter explains the process followed in conducting this study. Robson (1993: 38) suggests that,

The general principle is that the research strategy or strategies and the research method or methods, must be appropriate for the question you want to answer.

The study aims to investigate:

- Imbewu Project’s origins, purpose and process
- whether there was any conscious provision for the project’s long-term sustainability, and
- tentative evidence of the project’s long-term sustainability.

3.2 The interpretive paradigm

Bassey (1995: 12) defines a paradigm as “a network of coherent ideas about the nature of the world and of the functions of researchers which, adhered to by a group of researchers, conditions the patterns of their thinking and underpins their research actions”. In a similar vein Covey (2004:19) refers to a paradigm as a “frame of reference” or mental map through which we see the world. In this study my mental map consists of the assumptions about the nature of reality and how it can be known, which underpinned my research actions while investigating issues of sustainability at Phiwe Primary School.

Because I wanted to get some understanding of participants’ experience and perceptions of sustainability in the Imbewu Project at Phiwe Primary School, this research is located

in the interpretive paradigm. In the interpretive paradigm the focus is on what the people do, how they behave, their feelings and intentions as well as the meaning they attach to this.

Unlike positivists, who believe that there is a reality “out there” which exists independently of people, the interpretive researcher regards reality as a construct of the mind. The interpretive paradigm recognises that people perceive the world differently, hence the different understandings and interpretations of what is real. Creswell (1994: 4) wrote, “to the interpretive researcher the only reality is that what is constructed by the individual involved in the research situation and this of course implies that multiple realities exist in given situations.” In interpretive research reality is seen as subjective because the researcher interprets what she/he observes in her/his own way. Research participants also have different interpretations and meanings of the same situation. The interviewer and the interviewees are inseparable; they interact to influence each other (Lincoln, Guba & Guba 1985; Stake 1995: 47).

In addition, Cantrell (1993: 84) argued that this paradigm allows a researcher to understand the situation of the phenomenon and to interpret meaning within the social or cultural context of a natural setting.

Based on Robson’s (1993) assertion (mentioned earlier) which states that research strategies and methods must be appropriate for the question you want to answer, I used qualitative methods because they are “more adaptable to dealing with multiple (and less aggregatable) realities; ... qualitative methods are more sensitive to and adaptable to the many mutually shaping influences and value patterns that may be encountered” (Guba & Lincoln, 1989: 40). Babbie and Mouton (2001: 270) suggest that the researcher joins in the events being studied and examines the phenomena from the inside. They further suggest that interpretive research is where you take its departure point, the insider perspective on social action “...describing the understanding rather than explaining human behaviour” (Babbie & Mouton 2001: 270). This means that people view the world through the eyes of the actors themselves (Babbie & Mouton 2001: 271).

According to Babbie and Mouton (2001: 270) interpretive studies are different from positivist studies in that they go deep in describing the situation of study. They focus more on the process than the product. Hence the assertion by Winegardner (2001: 2) that the product of interpretive research is richly descriptive, expressed in words and pictures rather than numbers. Stake (1995: 47) highlights the following defining characteristics of an interpretive study: it is holistic, empirical, empathic and interpretive.

I will now discuss my rationale for a case study.

3.3 Why a case study?

Bassey (1999: 47) views a case study as a study of “a singularity conducted in depth in natural settings”. He further distinguishes between three major categories of case studies, which are: theory-seeking and theory-testing, story telling and picture drawing, and evaluative. Bassey’s (1999) theory-seeking case study is similar to Stake’s instrumental and Yin’s exploratory case study, because it focuses on issues rather than the case. Case study here is instrumental “to accomplish something other than understanding” (Stake 1993:3). Bassey (1999:47) links his theory-testing with Yin’s explanatory case study. Finally, Bassey’s story telling case study can be linked with Stake’s intrinsic and Yin’s descriptive case study because he sees them as narrative stories and descriptive accounts of educational projects.

My study is an example of Stake’s intrinsic case study because I wanted to learn about participants’ perceptions of this particular case (Phiwe Primary School), to narrate their story of implementing Imbewu Project and describe accounts of the school sustaining the project.

Babbie and Mouton (2001) identified the following six different types of case studies: individual, community, social group, studies of events, roles and relationships, studies of countries and nations as well as studies of organisations and institutions (p.281). This study is an example of studies of organisations and institutions and is looking at management and organisational issues, and processes of change (Babbie & Mouton 2001).

The case that I am researching is descriptive (according to Yin) and tells a story (according to Bassey) of a school in terms of participants' experience and perception of sustainability of the Imbewu Project. Stenhouse (cited in Bassey 1999: 28) states that an educational case study often involves the use of case study methods that are concerned "... neither with social theory nor with evaluative judgement, but with enriching the thinking and discourse of educators through the systemic and reflective documentation of evidence". I chose a case method because it is a comprehensive research strategy and it helped me to investigate a contemporary phenomenon, which is the sustainability of a project, within its real life context (Yin 1994: 13). Furthermore a case study is one of the research methods that can unpack realities and understandings of the situation which might not be investigated by other research tools (Allison 1996: 15). As an interpretive researcher I am interested in exploring the peculiar meaning individuals give to events and experiences, how reality relating to the project sustainability is constructed by the people of Phiwe Primary School.

I have chosen PPS based on the following criteria:

- The school is one of the schools that piloted the Imbewu Project.
- The school is close to my workplace. Stake (1995) writes, "If we can, we need to pick cases which are easy to get to..." (p.94).

Guba and Lincoln (1981) articulate a potential limitation of a single case study. They are concerned that "case studies can oversimplify or exaggerate a situation, leading the reader to distorted or erroneous conclusions about the actual state of affairs ..." (in Winegardner 2001:12). However, the variety of data gathering tools used in the study helped in obviating this possibility. Babbie and Mouton (2001: 282) call this "multiple sources of data" or triangulation.

Research literature identifies various tools for data collection, analysis and report writing associated with the interpretive paradigm. In the next section I discuss my data collection.

3.4 Data Gathering

In this case study the following data gathering methods are used, interviews, focus groups, observation and document analysis. According to Mouton (2001: 100) a researcher should use existing or construct her/his own data gathering tools. With this advice I constructed my own interview and observation schedule. After the first interviews I updated my interview schedule so that I could probe deeper.

In the next section I discuss the sequence of my data gathering events.

3.4.1 Interviews

I started with interviews as they were my main data-gathering tool. Guba and Lincoln (1981: 177) describe interviews as the backbone of interpretive research. I used open-ended interviews because according to Yin (1994: 84) they give you facts of the matter as well as participants' opinion and insights about events. Furthermore interviews allow the researcher freedom to probe beyond the answers (May 1993: 93). My open-ended interviews were semi-structured.

A semi-structured interview is one where the interviewer has worked out in advance the main areas he wishes to cover, but is free to vary the exact wording of questions as well as their ordering (Robson 2000: 90).

I divided my interviews into two categories. I started by interviewing the people that were designated by the project as change agents and who received direct training to cascade all the Imbewu modules to their colleagues and implement them with a view to transforming their school. These are the principal, the parent Chair of the School Governing Body (SGB) and the four key teachers teaching Language Literacy and Communication (LLC), Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS), Natural Sciences and Technology (NSTECH) and Foundation Phase. Cohen, Manion and Morrison call this purposive sampling, where:

researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs (Cohen, Manion & Morrison 2000: 89).

Then I interviewed one school management team (SMT) member, one teacher and one non-teacher. These participants were identified during focus group interviews (discussed later in this chapter) because they showed in-depth understanding of the project and were able to articulate their experiences and perceptions clearly. I also wanted to hear perceptions of how the project was cascaded to the entire school community from people who were not involved in direct training. The purpose of interviewing people who received direct training and those who did not, was not to compare their perceptions but to get a deeper description and a better understanding of a phenomenon.

I could not conduct the two parents' interviews that I planned because I could not access their details (this issue is pursued in section 3.4.2 below). This did not concern me because the data that I gathered from my interview with the SGB Chair (see Chapter 4 below) gave me rich data from the perspective of the parents.

Based on Seidman's (1991: 11-12) advice I divided my interviews into three main questions that focused on three different periods of the project:

- Before the Imbewu Project – I asked what their school was like before Imbewu Project and how did they come to be participating in the project.
- During the training phase of the project – I asked them how they did things during the training phase (given their situation before Imbewu Project).
- After the training phase of the project – Given their past experiences before they became a project school and given what they said about their experience of the training phase and their understanding of their current situation as a project school, I asked what the project means to them and where do they see the school going in terms of sustaining it (the school still sees itself as a project school, and it is still referred to as a project school by the ECDoE even though the project ended in 2000).

This approach of asking questions according to different periods helped the interviewees in terms of structuring their thoughts and reflecting on what happened in the past. However, due to time constraints, I could not do a separate interview for each period as Seidman (1991: 11-12) suggests.

After interviewing three change agents, I realised that I did not get enough information on their perceptions on sustainability and the management of the project, meaning that I did not work out in advance the main areas I wanted to cover. I followed my supervisor's advice and went back to probe more from the people that I had already interviewed. This exercise taught me that I should have piloted my interview schedule to check if I have covered all my research goals.

All interviews were conducted in the staffroom of PPS except for the interview with the principal, which was conducted in her home, and the key teacher for languages, who chose to be interviewed in her classroom. However, I later realised that the latter interviews were not conducive for this exercise because of disturbances at home and the noise level of the learners in the classroom.

Stakeholders that did not take part in interviews were involved in focus groups.

3.4.2 Focus Groups

Babbie and Mouton (2001: 292) identified two different kinds of focus groups. The first one is Ineke Meulenberg-Busken's "get-ten-for-the-price-of-one", where you ensure that everyone speaks, ending up with "individual" responses. I used the second one, where people get together and create meaning among themselves, rather than individually. According to Morgan (1997: 13) and Lee (1999: 53) focus group interviews are efficient data gathering tools that can expose issues of consensus and diversity (Morgan 1997: 13; Krueger & Casey 2000: 15). In addition focus groups are "quicker and cheaper" than individual interviews because one gets responses from a group of people instead of individuals (Robson 2000: 94). Two instead of the planned three focus group interviews were conducted. The focus group that was planned for the parents could not be done because the attendance registers that I was going to use in identifying my sample were not available (see under Document Analysis 3.4.4). Even those parents who were recalled by the caretaker could not be found in time for the study because some had moved from where they were staying.

The first focus group was with the teachers and the second one was with School Management Team (SMT). Cohen, Manion and Morrison (2000: 288) suggest that a group should have homogeneity of background and should feel free to talk openly in front of each other.

In the focus group interviews I excluded change agents who received direct training during the project, because I did not want them to influence the people that were not trained directly by the project, or dominate the discussions because they have better understanding of the project. I also wanted people to talk freely about the project and about their perceptions of whether it is sustained or not and also to reflect about how the information from Imbewu workshops was cascaded to them by the key teachers or change agents. Key teachers were interviewed individually (see under Interview discussion 3.4.1).

First, I had a teacher focus group (excluding change agents because of the reasons mentioned above). Morgan (cited in Cohen, Manion & Morrison 2000: 288) suggests that a focus group should be composed of between four and twelve people per group, while allowing for an extra 20 percent for people not "turning up". Based on this suggestion I postponed one focus group for teachers because most of them had excused themselves despite the fact that they agreed on the date earlier on. Even when the focus group was finally conducted, seven teachers were absent so I worked with the ten that were available. Cohen, Manion and Morrison (2000) call this convenience sampling, where the researcher works with the people that are easily available and can find time to do the focus group (p.102; Robson 1993: 141).

After explaining the purpose of the research I asked for their permission to use a tape recorder to record the proceedings. They agreed and I asked them to mention whatever they think is important about the project and not to confine themselves to the questions. The atmosphere was a bit tense at first and they were not talking freely, but when I reminded them that I would not mention their names, they started talking. I labelled all the teachers who made comments that are relevant to this study as T5 to T10. I was especially interested in their experience of the project and the extent to which they have taken ownership of it.

The second focus group discussion was with the SMT excluding a change agent, the principal, whom I interviewed individually. Four out of six SMT members were present that day, so they were all part of the focus group. The deputy principal was absent, but that was not a problem because I interviewed him individually later on as he happened to be a Natural Science and Technology key teacher. I was particularly interested in the extent to which the school's management has or has not institutionalised the project.

The atmosphere in the focus group was relaxed; however discussions were dominated by one member. Robson (2000) mentions this kind of a situation and advises that it is the interviewer's role to encourage all members to contribute without this appearing artificial (p.94). I followed Robson's advice by asking why other members were not responding to some questions. They said they were not at this school when the school was undergoing training; they had joined the school towards the end of the Imbewu training workshops. They came from non-project schools from other regions through redeployment (a process where the department sends teachers that are in excess to schools where there is a shortage of teachers) so they have very limited knowledge of the project. The member that was dominating discussions also came through redeployment but he was at an advantage because he arrived earlier than the others and he also came from a project school within the Grahamstown district.

With the participants' permission I recorded all the interviews. Yin (1994: 86) asserts "tape recorders certainly provide a more accurate rendition of an interview than any other method". In addition, the use of a tape recorder helped me to "develop rapport" with my interviewees (Robson 2000: 94). I was able to keep eye contact with my interviewees throughout the interviews without worrying about information that will not be captured.

Initially I transcribed the interviews verbatim. This process was time consuming for me because I had many interviews and focus groups to transcribe. I later realised that I did not have to transcribe everything, as Robson (2000) contends that writing "a full transcript is desirable ... [but], it is not essential". In my last interview, which was the School Management Team (SMT) focus group, I followed on Robson's (2000) advice by summarising all the participants' responses. This exercise helped me to save time

because I managed to capture all the important perceptions without writing each and every word.

Another lesson that I learnt is that tape recorders can give you a very bad quality, as was the case with my first interview. There were words that I could not hear properly. Unfortunately for me I did not follow Robson's advice when he says a researcher should write notes "immediately after the interview making sure everything is legible and understandable" (2000: 95). Had I followed Robson's advice and written brief notes of the participants' responses, I would be able to make up the perceptions of the participants that I could not hear from the tape recorder.

In these interviews I was especially interested in the provision for project sustainability in their training and to what extent and how they are going about achieving it. Though interviews were my main data-gathering tool they have their weaknesses. Successful interviews depend on the interviewing skills of the researcher. Interviews are also dependent on the interviewees' ability to communicate and recall, especially with this project. They had to recall things that happened five years back.

The plan was to start data-gathering in November 2002 but because there were delays in finishing the research proposal and work commitments, I only started in January 2003. This made me work under a lot of pressure, when I was supposed to be writing my research report I was still busy with data-gathering. Working under this kind of pressure made me rush through all the interviews, one after the other, and transcribing all of them later on. This was not a good idea, because by the time I started transcribing, the information was not fresh in my mind (Robson, 2000). Some statements did not make sense; I had to think very hard to remember exactly what the interviewees were trying to say. In those cases where I was unable to do this I contacted the participant for clarification.

I now discuss my use of observations.

3.4.3 Observation

I used observations because they helped me understand the project and “how it is working” (Robson 2000: 96). I conducted both casual observations during interviews and formal observations during meetings, school functions and school visits (Yin, 1994: 87). Based upon claims of change made in interviews, I conducted casual or informal observations to see if there was any evidence of these changes. All my observations were in line with the role I decided to take of being an “opportunistic complete-member-researcher” (see section 3.7 below) (Adler & Adler 1987: 68). I took this role because my interest in the study was triggered by my involvement in the Imbewu Project and my subsequent relationship with the school.

I observed teachers and parents in their meetings, a function where the school was officially opened and school visits by the Imbewu Project team. I was looking for evidence of the various structures such as the School Development Committee and other task teams or committees (depending on the needs of the school) that, according to the project, are supposed to be in place in order to sustain the staff’s professional development (ECDoE & Imbewu Project n.d. c.: 8).

3.4.4 Document Analysis

I used document analysis because documents are stable and can be reviewed repeatedly. Documents are also exact; they contain exact names, references and details of an event. Lastly documents give broad coverage and a long span of time of many events and different settings (Yin, 1994: 80).

Copies of the following documents were requested from the school:

- school constitution or policy,
- code of conduct for learners and teachers,
- minutes of meetings (staff, school management teams, school governing body, parents and other committees),
- vision and mission statement,
- school development plan,

- action plans of various committees,
- invitations to meetings,
- agendas of meetings,
- attendance registers for meetings, and
- certificates of achievement in cultural and academic activities.

However, few documents were made available as most of the documents got lost when the school was renovated.

Relevant Imbewu Project modules were also studied to determine the origins, purpose and processes of the project, and the extent to which there is evidence of provision for it being sustained (Platt 1981a: 31-52 in Hitchcock & Hughes 1995).

3.5 Data Analysis

I used interpretational analysis, which is defined by Gall as “a process for close examination of case study data in order to find constructs, themes and patterns” (Gall cited in Winegardner 2001: 7). In similar vein, Creswell (1994: 154) calls this data “reduction” and “interpretation” where volumes of information are reduced to certain patterns and interpreted by using some schema or themes in this case.

There are participants that were not comfortable in speaking in English, so I decided to do code switching. I translated all the quotations that were done in isiXhosa to English as I was transcribing all my interviews.

Once all the transcripts were ready, I cut important quotes from the transcripts and pasted them on flip charts according to themes. I divided them according to the following themes: shared vision, towards a learning organisation, management, support and discipline. Information from my observations and documents was also arranged according to the themes mentioned above. At some stage I had to lay my work chapter by chapter on the table and on the floor and with the guidance of my supervisor, tried to establish the flow of events and also to get coherence and logic.

Finally, I followed Babbie and Mouton's (2001) advice by matching patterns emerging from the data with patterns that appeared from the theory. They contend that by showing linkages between findings and previous knowledge, one demonstrates generalisability in case studies. I now discuss the quality of my research.

3.6 Research Quality

First of all Winegardner (2001) points out that there are no uniformly agreed upon criteria on validity and reliability for case studies. She views validity as "the accuracy and value of the interpretations". The use of different techniques of data gathering and sources of data as well as rich descriptive data help triangulate the data and increase its reliability (Patton cited in Winegardner 2001: 7; Mouton 1996: 156). According to Janse van Rensburg (2001: 3), triangulation of data helps validate research.

Winegardner (2001) further defines reliability as "the extent to which other researchers would arrive at the same results if they studied the same case using exactly the same procedures" (p.8). Babbie and Mouton (2001: 282) view findings as reliable when the confidence of the researcher is increased because of replication of occurrences.

According to Stake (1994), the methods for casework actually used are to "describe the case in sufficient descriptive narrative so that readers can vicariously experience these happenings, and draw their own conclusions" (Stake, 1994: 243). I described the case of whether the stakeholders of PPS perceive themselves as sustaining the project or not and the reader has to draw her/his own conclusion. Stake and Trumbull (1982: 1) refer to this as "naturalistic generalisations". Empathetically, the reader and other project schools experience some things as if they were there and can selectively draw on the story to make sense of their own situation and experience, in this case their experience of the Imbewu Project.

3.7 Potential limitations

A limitation could be around power relations. The fact that I work for the Department of Education and was a co-ordinator for the project could have influenced participants to say what they thought I would like to hear. According to Stern (cited in Mouton, 2001: 107), “The subject may be saying what he feels he ‘should’ believe or what he feels will please the interviewer rather than what he actually believes”. However, because of my open relationship with the school, the participants were open with me. The other thing that helped me was the fact that most of the teachers in this school are furthering their studies with different institutions, and have at times done their own research projects. So when I explained to them that the purpose of the research is not to judge them, they understood what I meant.

Ely, Anzul, Friedman, Garner and McCormack Steinmetz (1991 in Murray 2002) warn that “to be completely unbiased or ‘objective’ is impossible”. I heeded their warning by being aware of my bias and possible prejudice, as I know the school and I know what they are expected to do as far as the project is concerned. Secondly, the subjective nature of interpretive research is confirmed by Cohen, Manion and Morrison (2000) in section 3.2 of this study. Adler and Adler (1987: 80) view an “opportunistic complete-member-researcher” as the “most highly charged with subjectivity and emotion”, and I had decided to adopt this role because of my working relationship with the school. My role as an opportunistic complete-member-researcher created confusion for me at times because I did not know whether to intervene and correct the participants when they were making mistakes on policy issues or not. Sometimes they would ask for my comments after I had observed a meeting or a policy reviewing session. I would respond by telling them what the different policies require them to do.

My data on parents is limited because I could not do the focus group that I planned (see reasons in section 3.4.2 and 3.4.4 above). I only managed to get one parent (the SGB Chair) for interviews, but I was not concerned that I only had one parent to interview because I managed to get rich information from him. Also Patton (1990: 184) contends that,

Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility and what can be done with available time and resources.

The fact that I could not get all the documents that I needed was itself a limitation because I could not get details of the parents I wanted to interview. When Babbie and Mouton raise the following question, "Is there any significance to be attached to the presence or absence of material?" (p.285), they made me wonder whether the reason I was given by the school for non-availability of documents was not just an excuse.

The other limitation was that of language. Some participants were not comfortable speaking in English, so we did code switching. Since English is my second language I might have failed to catch the essence of their arguments during translation. This leads to the discussion of ethical considerations.

3.8 Ethical Considerations

Before I started the research I had meetings with the different stakeholders to get their consent because according to Babbie and Mouton (2001: 521) social research often "represents an intrusion into people's lives". Because of Babbie and Mouton's assertion, I explained to the participants that they are free to withdraw from the research at any time. Bassey (1995: 15) calls this "respect for persons; respect for truth; and respect for democratic values". All the participants in this study were respected throughout the process. I respected their democratic right by interviewing them in the language of their choice. All interviews took place at times that suited both the interviewees and myself.

Issues of confidentiality were explained and the fact that they did not want to be identified was respected. In fact they were more comfortable and free to talk when I told them that I will use pseudonyms. However, people from Phiwe Primary will be able to identify certain individuals, such as the principal and the SGB Chair, by virtue of their positions. They will know who the principal is when I am referring to him, therefore I have been extra sensitive when working with this data (Ely, Anzul, Friedman, Garner &

McCormack Steinmetz, 1991 cited in Murray, 2002: 4). Before I used the audiocassette I explained the process and purpose of the interview and asked for the participants' permission to record the interviews.

I also asked permission to have access to sensitive documents of the school, and to sit in on meetings when they were discussing sensitive issues. For individual interviews participants were given a choice to be interviewed at school or in the comfort of their homes.

3.9 Summary

In this chapter I described the research paradigm, the case study method, and the process of data gathering and analysis. Ethical considerations were also discussed. In the next chapter I present the data.

CHAPTER 4: THE DATA – PART 1

4.1 Introduction

Based on my research question and the responses I got from the participants, observations and documents, I divided the data into two chapters. In this chapter, I present and discuss data reflecting the content of the Imbewu Project modules, how the modules were presented, how the change agents received the modules and whether the modules provided for sustainability. In order to understand what is happening at PPS, I provide a contextual background covering an overview of the origins, purpose and the process followed in implementing the Imbewu Project. The issues of whether there was any conscious provision for the project's long term sustainability will be examined in depth. In the next chapter I present data on participants' experiences and perceptions of how PPS implemented the modules and subsequent evidence of change and sustainability.

I have divided my interviewees into three different categories according to their roles at PPS. The first category includes the principal, deputy principal, heads of department and the school management team member representing teachers, and are all to be referred to as SMT1 to SMT5. The second category is made up of the school governing body chairperson and a parent member who happens to be a non-teaching staff member; they are referred to as P1 and P2. The last category is that of teachers, who are identified as T1 to T10. The quotations include comments made during both individual interviews and focus group interviews. I also integrate data from observations and documents.

All the interviews started with a question about how the interviewees got to know about the Imbewu Project. After that question the interviewees were free to mention anything that they wished to discuss about the project. I assisted them by steering the discussion towards management and sustainability issues. Teachers were more interested in talking about changes that are classroom related, whereas management and parents raised general issues like relationships, discipline and administration. There are, however, issues that seemed to be of interest to all of them.

4.2 The Imbewu Project

In this section I refer briefly to the origin and purpose of the Imbewu Project, I also discuss how PPS came to be involved and the participants' experience of this process.

4.2.1 Origin and Purpose

According to the Eastern Cape Department of Education (ECDoE & Imbewu Project n.d.), "The Imbewu Project is an educational development initiative undertaken and managed by the Eastern Cape Department of Education" (n.p.). The project started in 1997 and was funded by the British Government's Department for International Development (DfID) for three years. The main purpose of the project was to "...develop all levels of the education system in order to establish, nurture and support development initiatives in strong vibrant educational communities." In addition, the project was expected to transform or improve processes in the provincial office, the district offices, schools and communities. Lastly, the project was intended to change schools into learning communities (ECDoE & Imbewu Project, 2000 d Professional Development Programme: p.6).

The Grahamstown District was one of the districts that were identified to pilot this project. The intention of the ECDoE was to learn from the pilot and implement good practice in all primary schools. The District Manager was asked to identify five primary schools from the under resourced or disadvantaged areas to take part in this project and PPS was one of the schools chosen.

4.2.1.1 *The Selection of Phiwe Primary School*

When I asked SMT1 about how PPS got involved with the project, she responded by saying:

We were called to a principal's meeting where we were informed that a number of schools have been identified as pilot schools for Imbewu Project.

T2 heard it from the principal:

We were told about the Imbewu Project by our school principal. She explained about this project of Imbewu, telling us that there are five schools in Grahamstown that are going to participate.

This information was communicated in a staff meeting that was chaired by the principal. The atmosphere in the meeting was a little tense because the staff did not know what to expect from the project. At the same time they were hoping that it would improve their school.

The school did not ask to be involved. It was unilaterally chosen by the District Office.

As to the criteria for the selection of PPS to participate in the project, SMT1 thought, "Maybe it was because it was one of the worst schools in the district". She believed:

The project came at the right time for our school. I think the morale was at its lowest point. I had just arrived at the school. It was just after the teachers had chased away the [previous] principal of the school. Nobody wanted to head the school. When I arrived at the school the tone was totally negative.

Parents were beginning to lose confidence in the school and the premises were not inviting. SMT1 believes that the decrease in the number of learners during these years confirms this:

Parents were not even interested in the school. The majority of parents had actually withdrawn their children from the school. And even the school was a total mess; it did not look like a school to me. The walls were something else, the classrooms were just shells with no windowpanes. The school premises did not even have a fence around it.

T1 too has no knowledge of the criteria that were used in selecting the school:

We were told by Mr Olwethu (technical adviser of the Imbewu Project) in 1998 that we were one of the five schools that were nominated to pilot the Imbewu Project in the Grahamstown District. When we asked about the criteria that was used for schools to be nominated, he did not answer (T1).

According to the ECDoE, the focus of the project "...is on disadvantaged schools in poor communities ... on the outskirts of the city centres and in selected townships" (ECDoE & Imbewu Project, n.d.h: Improving Primary Schools in the Eastern Cape).

The staff members of PPS did not know why their school was involved in the project. The responses from the project's technical adviser suggest he might not have known either. However, there is evidence that the participants did have some, albeit limited, understanding of the project and its purpose.

T1 responded to the question of the purpose and objectives of the project as follows:

I think that they (objectives of the project) were explained because Mr Olwethu (technical adviser of the Imbewu Project) did call the staff, and he did talk to us about what Imbewu was about. And then in that process of why do we have to change and what do we have to change and what do we have to do in order to change. And involving parents and other stakeholders...

This information was communicated in a staff meeting when the staff was told about the Vision Crafting event. This was not new information to the staff as the principal had already told them about the project.

T3 views the project as one that "...seeks to improve the standard of lower primaries". In addition, she thought that "this process will also help in ensuring that teachers are implementing OBE, which was a threat to us (staff) before we were trained by Imbewu Project".

The teachers' perception of the purpose of Imbewu Project is consistent with only the second (improved management capacity of principals) and fifth (enhanced community involvement) Project Outputs (see 4.2.2.3 below).

The data from the PPS staff give the impression that the origin, purpose and objectives of the project were not really discussed. This has serious implications because the understanding of the purpose and objectives of the project has impact on the way it is implemented and sustained.

4.2.2 Project Content

In each District an Imbewu District Co-ordinator together with Imbewu Regional Co-ordinators and other external trainers (made up of Imbewu Project technical advisers,

facilitators from NGOs and few facilitators from the DoE Provincial Office) trained the change agents or leader teachers in four In Service and Training (INSET) specialist areas and in Management and Governance. The specialist areas are:

- Foundation Phase (Grades R to Grade 3)
- Language Literacy and Communication (Grade 4 to 7)
- Mathematical Literacy, Mathematics and Mathematical Science (Grade 4 to 7)
- Natural Science and Technology (Grade 4 to 7) and
- Education Management Development (EMD)

My research interest is in investigating provision for and evidence of project sustainability in the EMD modules as well as Preparatory modules and a Planning module (see below) that supported the EMD modules.

4.2.2.1 Modules

For the purposes of the project, EMD consisted of the following five modules:

- I. Co-ordinating Organisational Systems and Processes in Education
- II. Planning for Whole School Development
- III. Developing Systems and Processes for Human Resource Productivity
- IV. Financial Management and Control
- V. Developing and Managing Relationships with the Community (ECDoE & Imbewu Project n.d. j: 14).

The four Preparatory modules are:

- I. Vision Crafting for School Development
- II. Practice Based Inquiry (PBI)
- III. Managing Change
- IV. Whole School Development (ECDoE & Imbewu Project n.d. j: 14).

The last module to be considered is a Planning module where schools were capacitated to conduct their own professional development (In-School Professional Development [ISPD]).

4.2.3 Project Values

The Imbewu Project model is based on the following Core Values:

- I. Inherent wisdom
- II. Teamwork
- III. Collaboration and sharing
- IV. Professional self management
- V. Collegial respect and support
- VI. Loyalty and commitment
- VII. Professionalism in practice
- VIII. Building communities

4.2.4 Project Outputs

After careful research of the Province's educational needs by the sponsors (DfID and the ECDoE), they agreed on the following Key Outputs:

- I. Transformation of the DoE through capacity building in policy development, planning, implementation, monitoring and evaluation, and management
- II. Improved management capacity and performance of primary school principals
- III. Improved quality teaching and learning in 523 primary schools
- IV. Improved quality and availability of appropriate teaching and learning books and materials for 523 schools
- V. Enhanced community involvement in primary education

All the Core Values are relevant to sustain the ability of the project's EMD modules as are the Key Outputs I, II and V. In the following section I explain the modular structure of the project, before focusing on the EMD modules and those modules that supported EMD.

4.2.5 Project Structure

The Imbewu Project is constituted of thirty-four modules of which five were EMD modules designated to address critical areas of knowledge for building capacity in managers in leadership, management and governance. SMT1 is the only person who remembered most modules and their purpose. Some change agents could recall only

three of the INSET modules and three of the EMD modules. During interviews they mentioned the modules on Planning, Assessment and Materials Development, Vision Crafting, Whole School Development and Skills Audit.

The thirty-four modules were grouped into three blocks. Block 1 was made up of the following Preparatory Modules: Vision Crafting for School Development, Introduction to Practice Based Inquiry, Managing Change and Whole School Development. These were for all the change agents.

Block 2 was divided into INSET (In Service Education and Training) Modules for the four change agents (see Specialist Areas in 4.2.2 above) and EMD Modules for the principal and one SGB member (see 4.2.2.1 above).

Block 3 was made up of two modules, Managing Material and Physical Resources and In School Professional Development (ISPD). This was for all the change agents, as in Block 1.

All these modules were delivered in training workshops that were facilitated by Imbewu Technical Advisors (TAs), Non-Governmental Organisations (NGOs) and ECDoE Officials.

In the following section, I present content of the management related modules, that is the Preparatory Modules, EMD Modules and ISPD because they are relevant in looking at whether the project made provision to assist the management of the school in sustaining the project. Each section starts with an explanation of the module, followed by the participants' perceptions and experience of the module. I focused particularly on how they experienced both the content and delivery of the modules because they are likely to influence the project's implementation and sustainability as will be seen in Chapter 6.

Table 4.1 below provides a visual picture of the three blocks with their respective modules.

Table 4.1: Imbewu Project activities

DATE	EVENT	PARTICIPANT	FACILITATOR	OUTCOMES
MARCH 1998 1 day	Initial Meeting	Imbewu District co-ordinators	Imbewu Tech Advisors	Understanding Imbewu Project
JULY 1998 1 day	Initial Meeting	Principal	Imbewu Tech Advisors	Understanding Imbewu Project
AUG 1998 3 days	*Vision Crafting	Principal	Imbewu Tech Advisors	Vision Crafting Event
SEP 1998 2 days	*Practice Based Inquiry	Principal & All Change Agents	Imbewu Tech Advisors	Action Research to Improve practice
OCT 1998 1 day	Baseline Evaluation	Change Agents & Learners (tests)	Eric Schollar & Associates	To check standard before Project starts
OCT 1998 2 days	*Managing Change	Principal & All Change Agents	Imbewu Tech Advisors	How to manage change in their schools
JAN 1999 2 days	*Whole School Development	Principal & All Change Agent	Imbewu TA's & the MEC (guest speaker)	Task Teams and School Development Committees
FEB 1999 2 days	Reading & Writing Tests	Learners	Eric Schollar & Associates	Impact Assessment on Teaching & Learning
FEB 1999 2 days	**Systems & Processes	Principal & SGB	Hlwayela Consortium	Developing Policies
MARCH 1999 2 days	**Planning for WSD	Principal & SGB	Hlwayela Consortium	Planning
MAY 1999 2 days	**Human Resource Productivity	Principal & SGB	Hlwayela Consortium	Identifying teachers strengths and deploying them accordingly
JUNE 1999 2 days	**Financial Management	Principal & SGB	Hlwayela Consortium	Efficient Financial Management & Control
FEB 2000 1 day	Resources Distribution	All Change Agents, SGBs & Learners	District Official & Head Office	Schools will use resources to sustain Project
MARCH 2000 1 day	Mid Term Evaluation	Change Agents & Learners	Eric Schollar & Associates	Assess mid-term impact of the Project
MAY 2000 5 days	Reading Week	Learners & Parents	District Official & Teachers	Improving reading skills of learners
AUG 2000 2 days	**Developing Relations with Community	Principal & SGB	District Official & NGOs	Managing relationships with the community
AUG 2000 2 days	Resources Training	All Change Agents & Principal	NGOs	Capacity to use and manage resources
SEP 2000 2 days	***In School Prof. Develop	Principal & All Change Agents	Imbewu Tech & District Officials	Self managed professional develop
MARCH 2001 1 day	Final Evaluation	Change Agents & Learners	Eric Schollar & Associates	Assess impact of the Imbewu Project

REFERENCE TO PROJECT ACTIVITIES:

- * Block 1
- ** Block 2
- *** Block 3

Table 4.1 shows that Blocks 1 and 2 modules were presented from August 1998 to June 1999. The last modules in EMD, Developing Relationships with the Community and In School Professional Development, were done in Block 3, late in 2000. These two modules were delayed because of logistical problems experienced by the project; the original plan was to present them in 1999.

Schools were given one month to implement each module, using the Practice Based Inquiry Approach. This timeframe presented a number of problems, which are discussed in 4.2.2.1.

Below I present the purpose and content as well as the change agents' perceptions of these modules. Information on who presented workshops, how they were presented and whether the change agents were given support afterwards is provided.

4.2.5.1 BLOCK 1 – Preparatory Modules

The Imbewu Project had four Preparatory Modules that were meant to prepare and mobilise school communities for change. The preparatory modules were Vision Crafting for School Development, Practice Based Inquiry, Whole School Development and Managing Change.

A. Vision Crafting for School Development

Vision Crafting was the first of the Preparatory Modules. The module was intended to develop the capacity of the school community to facilitate a Vision Crafting process in their schools (ECDoE & Imbewu Project, 1998 a: 9).

All fifteen schools that piloted the project – five schools from Grahamstown, five schools from Peddie and five schools from Alice – had their first workshop, Vision Crafting, at Phiwe Primary School. This 3-day workshop was held in August 1998. Only the principals of the fifteen schools participated so that “they could be prepared to conduct vision crafting in their respective schools” (see Appendix-D Imbewu Project Letter, 1998).

The workshop was in the form of tasks that were further divided into activities that assisted the participants to:

- Reflect on needs of their schools such as building extra classrooms that could provide a basis for their vision.
- Reflect on the vision as an integral part of the schools' development process.
- Use a story to extract key principles that are central in the vision crafting process.
- Plan and set an agenda for a vision crafting event (ECDoE & Imbewu Project, 1998 a).

The participants were divided into different groups that were shown how to plan, implement, monitor, communicate and celebrate their vision. This is the only way that the project provided for the possible sustainability of the vision building process. There was no provision for follow up support by the project team.

On the second day of the workshop, project facilitators thought that the workshop would be more meaningful if they could show the participants Vision Crafting in practice. The reason for this was that training workshops focused mainly on theory and planning what the schools were going to do practically on site. They asked the hosting school (PPS) to prepare a Vision Crafting event so that all the participating schools can observe a Vision Crafting process in practice.

The staff of PPS were not convinced that it was practical to organise a Vision Crafting event in one day. The District Officials sat down with them to convince them that there is nothing impossible if you set your mind to it. Some teachers went to town to buy refreshments with money that was donated by the project. The teachers that stayed behind were busy preparing for entertainment and decorating the school. The School Management Team (SMT) was busy with the programme and phoning speakers. Learners went home with letters inviting parents and guardians where parents were not available. One Imbewu Official was helping out management whilst the others continued with the programme of the workshop. District Officials helped by phoning community representatives; everybody was busy.

As I observed them that day, the staff were able to put away their personal differences, everybody worked very hard because all eyes were on them. Instead of being intimidated, they viewed the task that was lying in front of them as "... a great challenge because in the first place it demanded that we work as a unit; something that never existed in our school" (SMT1).

The staff was surprised when "...parents who in the past had no interest in the school attended in large numbers. And the whole thing was a success" (SMT1).

In my observation, as I was part of the gathering, there was a big crowd of parents. In fact so many, that when it was time to craft their vision they were divided into four packed classrooms. The excitement that was there that day was surprising given the fact that the school is from a past of non-co-operation and that they were given only one day to prepare for the Vision Crafting event. They came out of those classrooms singing and dancing to present their dreams to the plenary, where everybody assembled for report backs of visions from the different groups. It seemed as if they had been waiting for this opportunity for a long time. The participation of parents in vision crafting is a good indication that this development could be sustained.

After the Vision Crafting event the staff members managed to take all the dreams of the stakeholders and formulated a vision and mission statement despite the fact that there was no follow up from the project facilitators or District Office. The formulation of the vision and mission statement was finished within a month.

B. Practice Based Inquiry (PBI)

This module was intended to train the participants to link knowledge and practice and to enable them to reflect on and evaluate their own practice. The intention was to sustain their professional development.

According to the ECDoE and Imbewu Project, PBI is an experiential process, a cycle of inquiry where practitioners:

- **IDENTIFY** an aspect (like the example of building extra classrooms mentioned in Vision Crafting above) of the vision they want to achieve or

something they want to improve, and then collect information about that aspect or issue in order to understand it more clearly.

- Generate as many ideas for action (strategies) as possible and make an action **PLAN** with the action strategy that seems most useful in their context at the time.
- **ACT** by carrying out the plan and systematically collecting information about what happened.
- **REFLECT** together about what happened.
- **EVALUATE** what happened and draw conclusions about how successful the action was and why.
- **PLAN** another action to achieve some other aspect of the vision (ECDoE & Imbewu Project 2000 a: 10).

According to SMT1 this Imbewu module was not easy to work with. She complained about difficult language that was used such as “action hypothesis” and “supposition”. But she acknowledged that the module did provide her with an opportunity to do introspection:

And then after Imbewu was introduced we started with Practice Based Inquiry. That module was the most difficult of all modules... but I was able to look at my leadership style. I was able to identify my weaknesses and my strong points. And that helped me to sort of work through some of them although it was quite a lengthy task.

A PBI approach was meant to be used to implement all the Block 2 Modules. Schools were encouraged to use this action research cycle of planning what they want to do in their schools, implementing what they have planned, monitoring the implementation, and reflecting and evaluating so that they can improve in the next cycle. But, as I show in Chapter 6 this did not happen.

The Hlwayela Consortium, an NGO contracted by the Imbewu Project, presented the module to all change agents. The activities required the participants to:

- Identify their preferred learning styles and develop an action plan to improve on their least used learning styles.

- Look at the way their perceptions can foster positive or negative attitudes about their schools.
- Use role play to see how their beliefs are based on experience.
- Use a questionnaire to audit their competencies and develop an action plan to improve on their shortcomings.

At the end of the two-day workshop the change agents from each school were required to practice the PBI approach by developing an action plan to resolve one of the issues raised in their vision.

If understood and implemented, the PBI approach provides inherently for sustainability. However, the change agents reported that they had not understood this module.

In addition, as with the Vision Crafting module, no follow up support was given to the change agents to assist them in implementing the module. They were just told that they should report on how they had implemented the module when they attended the workshop for the next module a month later.

The data provides little or no evidence of continuous planning, implementation and evaluation of programmes at PPS. It is significant to note that a module that was crucial in assisting schools to implement and sustain the Imbewu Project was delivered in this manner.

The third Preparatory Module was Managing Change.

C. Managing Change

The purpose of this module according to the ECDoE and Imbewu Project is to “take participants on a journey of personal transformation and to construct an understanding among participants of the process and power of change management” (1998 b: VIII).

Participants, the principal and change agents, dealt with the following issues:

- The inevitability of change
- Feelings about change

- Change readiness
- Principles for managing change
- Decision-making and change
- Action planning for change.

As with all the other Preparatory Modules, there was no provision for support to be given to schools after this two-day workshop.

In the next section I discuss the fourth and last Preparatory Module, Whole School Development.

D. Whole School Development

This module was intended to build professional support structures and systems to sustain transformation of schools in the Eastern Cape (ECDoE & Imbewu Project n.d. a: 15-16).

Participants were taken through a process of exploring: what constitutes a Whole School, ways of transforming individuals and helping others in their transformation and ways of forming groups for development purposes. Provision for sustainability was made in the formation of structures or committees so that teachers and parents can support each other when they implement the project. The issue of structures that involve all stakeholders was good for sustainability because participation is helpful in decision-making processes, conflict management, ownership and accountability. In a workshop on Whole School Development the MEC for Education, Mr Mayatula, while addressing participants, said the module “is built on structures and processes that foster collaboration, communication, excellence and ongoing learning and renewal”; and “...is built more on teams and less on individuals” (1999: 5).

As far as the Preparatory Modules are concerned PPS experienced success in the Vision Crafting module and partial success in the WSD module. However, the project staff argue that Preparatory Modules were successful in most schools:

During this period the project has succeeded in raising awareness of many communities and school personnel about the need to work together in

transforming schools so that they can be centres of effective schooling (ECDoE & Imbewu Project, District Co-ordinators Workshop, 2000 b: p.13).

4.2.5.2 BLOCK 2 – EMD Modules

Block 2 was made up of five EMD Modules that were attended by the principal and one SGB member from each project school. Each of the five EMD Modules was workshopped on two days and the intention was that the principals would go back to their schools and cascade (see section 4.2.4.2) the module to their staff.

A. Co-ordinating, Organising Systems and Processes in Education

The purpose of this module was to capacitate participants in developing, implementing, monitoring, evaluating and modifying policies. For example, participants could identify problems like arriving late and teachers that still use corporal punishment. A way of responding to these problems would be by developing a policy on Punctuality, Corporal Punishment and Time on Task.

The process that was suggested by the project was that the problem that was identified would be discussed and understood by all stakeholders. The principal would give notice to all affected stakeholders that on an identified date the problem would be discussed and a policy developed. On the said date, stakeholders would discuss causes and effects of the problem. The stakeholders would then collaborate by drafting a policy that would address the problem. When they finished drafting the policy, the principal would have to announce it so that everybody can know what happens in case of violation. In support of this process, the MEC for Education, Mr Mayatula said this about policies in a whole school development setting,

A comprehensive framework of policies and performance standards governs all whole school development efforts. These policies and standards are developed collaboratively and are continually refined through participative processes (1999).

Provision for sustainability is made by creating opportunities for stakeholders to evaluate and modify policies at certain intervals. In addition, the policy development process that is suggested by the project provides for sustainability because it involves all concerned parties so that there is consensus, ownership and accountability. This module also encouraged participants to develop structures for monitoring the implementation of

policies. At the end of the workshop the participants were given an exercise that would improve organisational systems by developing and implementing policies at their school.

PPS was told that the district office staff and community were going to support and sustain school development processes in their school. Neither of these promises was fulfilled because after this module the project team started with the next module.

B. Planning for Whole School Development

This module intended to capacitate schools with skills to be able to start the process of planning for Whole School Development (ECDoE & Imbewu Project n.d. c).

In a workshop that was held in Grahamstown, the participants used a case study to reflect on their circumstances, prioritise their school needs and start a School Development Plan to address the needs (ECDoE & Imbewu Project, n.d. c).

The first form of sustainability that the module provided for was that the participants were given a task that was supposed to guide them through a WSD Planning Process in their own school community. The task was a comprehensive set of guidelines on processes of development planning, setting up of structures that will oversee the implementation of the said plans, implementation and monitoring of the plan, and report writing (ECDoE & Imbewu Project, n.d. c).

The second provision for sustainability was that the school was advised to involve all stakeholders in the planning process. The participants were promised that the district staff and the community would support and sustain development planning processes. This promise was not fulfilled because neither the project facilitators nor the district officials made follow up visits to assist the school in planning or monitoring the implementation of this module.

From the data that was gathered from the school it is clear that they did not plan (School Development Plan) except for curriculum planning. Since the project introduced another module in Block 3 to assist schools with planning, the data is discussed in section 4.2.6.3.

C. Developing Systems and Processes for Human Resource Productivity

This module was intended to enable principals to become familiar with the skills, capacities and interests of teachers, so as to best use their abilities (ECDoE & Imbewu Project, n.d. d: 1).

In this module principals and SGB members were exposed to tasks to assist them in understanding teachers as a “whole person”. They filled in questionnaires to assess their capacity in maximising the productivity of their staff to identify staffs weaknesses and strengths, to understand the principles of performance management and to develop a productivity plan for their learning sites.

This module was positively received by the principal. She sustained this module by placing teachers in committees where they could contribute most. These committees are discussed in Chapter 5 below.

D. Financial Management and Control

The purpose of this module was to empower schools to be able to access, manage and control financial resources. Financial Management, which was the fourth module under Educational Management and Development (EMD, see Appendix-E), made a good impression on SMT1 because she received financial training for the first time.

The participants were given an opportunity to reflect on the effectiveness of the financial management and control systems at their school, identify potential sources from which resources for the school can be acquired, develop a budget, establish appropriate policy structures and control measures at their school, experience the management of financial transactions and document a record of transactions for ensuring financial compliance and control.

The first way that the project provided for sustainability was by involving all stakeholders in the budgeting process and control measures. This was in line with the Whole School Development Module, which encouraged the school to form structures, practices and processes that promote collaboration. Secondly, the project encouraged the recording of transactions for control purposes and accountability.

In the next section I present data on perceptions of how the school developed and managed its relationships with the community.

E. Developing and Managing Relationships with the Community

This module was intended to firmly embed the schools within community structures and processes so that they can be accepted, owned and supported by their communities (ECDoE & Imbewu Project n.d. f).

The principal and the SGB member attended a two-day workshop that was facilitated by the Hlwayela consortium. The participants were taken through a number of tasks that helped them in the process of building trust between the school and community, and bonding with their community. In addition, they were given activities that assisted them in community building.

They did not have a task that was supposed to be done at the school in this module. Sustainability in this module was not explicit; it was implied in the involvement of the community in the school and the school in the community.

4.2.5.3 BLOCK 3

The purpose of Block 3 was to empower change agents to manage their own professional development in their own schools (ECDoE & Imbewu Project n.d. g). In Block 3 change agents were trained on Resource Management, Reading Week and In-School Professional Development (ISPD) as reflected in Table 4.1 above. For this study I focused only on ISPD because it supports the EMD module on planning and sustainability.

A. In-School Professional Development

Planning is a very important part in managing and sustaining projects. That is why the Imbewu Project had a special module (ISPD) in Block 3, in line with KO-I. Without a project plan and a schedule it is very difficult to monitor and control a project.

Participants attended a two-day workshop where they were introduced to a Resource Pack made up of activity booklets which were meant to assist change agents in solving problems at their schools. This module is based on Whole School Planning (all

stakeholders involved) where schools identified school issues and community issues, hence the crucial need to involve community members.

At the workshop all participants worked in their school groups prioritising issues and practicing action planning (in line with the PBI approach 4.2.5.1). In addition, the participative and collaborative nature of the module made it necessary for the project facilitators to introduce a bonding task so that the team could journey together. Another important fact about this module is that participants were required to research their issues so that they could deal with them from an informed position.

The project made provision for schools to sustain this process of planning by firstly providing them with journey boards that are meant to display their plans so that everybody can see so that they are a constant reminder of their goals. Another purpose of displaying their plans is for visitors to see what they are busy doing so that they can also contribute by helping them to solve their problems in line with Core Values I-VIII as well as Key Output V. This is how the project put it, “ISPD is a public process where plans and accomplishments are openly displayed for all to see” (ECDoE & Imbewu Project, n.d. g: 23). Secondly, schools were given resource packs with various activity booklets that were meant to assist them to resolve their personal, school and community issues. Thirdly, schools were encouraged to form structures that will support the planning process. Lastly, they were instructed to plan on the journey board weekly, and to use the PBI approach to implement their plans.

The module itself was full of riddles, metaphors and analogies. For example, change was referred to as a journey and they used stories that featured a wise man called a sage who would come with answers to all the problems in the story. That proved to be too much for SMT1:

And then that one of In School Professional Development (ISPD) is the one that has been a problem as I have already mentioned...it was wordy [e.g. used journey for change, sage for wise man, gathering for meeting]...it was rushed over. Very few of us, if any, that participated in that workshop had a grasp of what the module was about. But at least we had learnt that we need to plan. It's about planning, setting dates, and reasonable dates. And with goals that are achievable, realistic...

SMT1 raised a number of crucial issues that could have impacted on the change agents' understanding, implementation and long-term sustainability of this module in particular and the project in general. The first was the difficult and unfamiliar language that was used in the modules. Secondly, the module was comprehensive and more time was needed to train it. Thirdly, most change agents did not understand this important module, which is seen by the project as "the essence of the Imbewu model" and that its approach is central in sustaining the project (ECDoE & Imbewu Project, n.d. g: 1). Lastly, the change agents only understood that they have to plan but did not understand the process they were supposed to follow in planning.

As I was observing the ISPD training workshop in 2000, I noticed that the project facilitators used many teaching and learning aids like the journey board, wheel for Whole School Development, Route Planner, Themba's Chart, duty sheets, flags, activity booklets, icons (different shapes and colours) and posters. I could not understand the purpose of some of the teaching aids, or one of the tasks.

Task 8 was meant to familiarise participants with the Route Planner, which was one of the tools they were supposed to use when they are planning. It was intended to enable participants to select a problem and begin to explore different ways of resolving it. There were eight steps to be followed in order to resolve the problem. Each participant from the school group was given a different step and they were named Tour Guide 1-8 according to the steps they were going to take. Each participant or Tour Guide was asked to read what needed to happen in her/his step from a duty sheet. After that they took turns, each Tour Guide led the group by giving instructions as to what they were supposed to do on each step of the planning process. The planning itself was a long and confusing process as SMT1 confirmed in her comment above.

Now that I have presented data on modules, I move on to discuss the process that was followed in delivering the modules.

4.2.6 Project Delivery

4.2.6.1 Delivery Cycle

Table 4.2: Imbewu Project training cycle for EMD modules

WEEK 1	WEEK 2	WEEK 3	WEEK 4
2-day workshop	1-day cluster	School visit	½-day cluster
<ul style="list-style-type: none"> -school group engage in activities and develop action plans -back at school: collaborate with other stakeholders to refine and implement action plan 	<ul style="list-style-type: none"> -share experiences -get support from other schools and Imbewu facilitators 	<ul style="list-style-type: none"> -change agents report to facilitators on progress -facilitators motivate and guide change agents 	<ul style="list-style-type: none"> -collaborate with others to further refine and implement action plan -evaluate progress -write report -at cluster: <ul style="list-style-type: none"> -present report by sharing experiences -discuss alternative strategies to try in future

All project modules (except for the four Preparatory Modules) followed a four-week training cycle as shown in Table 4.2 above. In week 1 all change agents, in this case the principal and the SGB member attended a two-day workshop. In the workshop they would engage in activities where they would interact with people from their school, other schools, the DoE, the Imbewu Team and the Hlwayela Consortium. They were meant to construct deeper knowledge and understanding of the module concerned and develop an action plan that would assist them in implementing knowledge gained in the module. In the same week, when they were back at their school, they were expected to gather with colleagues, cascade what they did at the workshop, get more ideas to refine the action plan and implement it together (staff, parents and community members).

In week 2, the change agents attended a one-day cluster support meeting at a central venue (one of the participating schools or the support centre at the District Office). In these meetings they were meant to share problems they experienced in implementing the module (as well as highlights) with change agents from other schools and get support from all the stakeholders mentioned in week 1.

In week 3, the change agents were expected to be visited by the Hlwayela Consortium and the District Co-ordinator (DoE) for a few hours. On arrival at the school, this team of facilitators was supposed to visit the different change agents, one or two facilitators per specialist area (Foundation Phase, LLC, NS/TECH, Mathematics and EMD). The facilitators were then expected to motivate change agents and guide them in reflecting on progress made in implementing the module.

After the visit the change agents were meant to sit down with school colleagues according to their specialist areas and reflect on progress, further refine and implement action plan. In the case of EMD, the principal and the SGB member were supposed to implement the module with the staff and sometimes with parents and community members. In week 4, which is the last week of implementation, the change agents were expected to meet with colleagues to evaluate progress and write a report that was supposed to be presented to project facilitators at the last cluster support meeting. This half day cluster support meeting was at the end of the same week. In this meeting they were meant to again share their experiences in implementing the module and were supposed to again be guided by the stakeholders mentioned in week 1 in discussing alternative strategies to try in future.

The problems that I noticed in this approach that could impact negatively on the sustainability of the project were that at the end of the last cluster support meeting participants were expected to prepare for the next module by finding information that will assist them in implementing the module, whether they are happy with their progress or understanding of the current module or not. There was no flexibility in terms of the change agents going back to implement the module again or to improve on their initial performance, in line with the PBI approach. The other weakness was that the project facilitators accepted at face value whatever was reported by the change agents. There was no way of checking whether what they were saying was true or not.

Now that I have explained the Imbewu Training Cycle, I present data of the views of the participants on report back sessions and the cascade approach where change agents were expected to share experiences of modules with their colleagues.

4.2.6.2 The Cascade Learning Approach

A Cascade Approach was used by the project to provide for sustainability in line with Core Values III (see p. 60). The intention of the project team was for the change agents to workshop staff members on the activities that were done in the workshop so that, in line with the constructivist approach, they can understand and internalise the project, and therefore be able to implement and sustain it in the long term.

This is what the change agents understood their role to be: “We were told that we were going to be trained, and after that we were supposed to train other educators” (T3), and “We used to go to a workshop, come back and report in a staff meeting” (T4). From the two quotes one can deduce that change agents have different views of the Cascade Approach. Whilst others think that their role is to guide and prepare their colleagues to implement the modules, some think that they have to account by just describing what happened in the workshop. These different interpretations about the Cascade Approach have serious implications for sustainability as instead of cascading modules to colleagues, the change agent would just describe what needs to be done.

According to T2 the process was different and longer than the one step mentioned by T4 above:

After coming back from the workshops we (key teachers) would come and report to the management first, what went on in the workshop. And then the management and key teachers would set up a day, whereby the whole staff, first we did it as a staff...we (key teachers) would workshop them (other teachers that did not attend the Imbewu training workshops) (T2).

Whilst the key teachers were confident that they shared module content with their colleagues, the teachers that responded in focus groups had different views:

I don't remember any report back workshops to the entire staff... reports were given only to the SMT...the only feedbacks we got, we were only told that I attended an Imbewu workshop. No activities were done (SMT4).

Some said, “...we never had a workshop that you can say was conducted by the key teachers” (SMT3).

The response given by SMT4 is in line with what T4 stated above, that they gave report back in a staff meeting. It appears that cascading was generally not done because Schollar (2001) alluded to the fact that in most schools key teachers were merely giving “report backs” in staff meetings; and “...in none of the schools did these report backs last more than, at the most, a couple of hours – surely too little to constitute evidence for genuine cascade training” (p.36).

In contrast, T4 sees the Cascade Approach as a weakness.

No key teachers should be nominated. Everybody should attend workshops so that everybody gets information from the horse’s mouth, not from the third person. Because when it gets down to the educators, information gets diluted (T4).

This key teacher, one who is trained in order to go back and train others, did not believe in her capacity to share what she knew with her colleagues. In this respect, the Cascade Approach itself had serious implications for sustainability.

Another disadvantage of the Cascade Approach, according to T4 is “ownership, because whenever you talk about Imbewu other educators would say, ‘it is that thing of the key teachers’. So if the key teacher thing can be stopped everybody will own it”.

The other problem the change agents had to deal with was the time to implement the module. It was supposed to be implemented in four weeks. Everybody was asking for:

... enough time so that we do not have to rush our training, reporting back and implementing... We used to be frustrated because we were expected to report (to facilitators from the Imbewu Project) if a module is working or not without knowing if it is working because you did not get enough time to implement (T1).

The change agents raised the issue of time which was not enough to cascade knowledge. This is not conducive for sustainability, especially because cascading had to be done through the PBI cycle of identifying the issue, planning, implementing the plan, evaluating what you have done and going through the cycle again. It appears that time was not enough for the PBI cycle for purposes of institutionalisation and sustainability.

The participants' comments confirm the problems they raised about the time for the Cascade Approach below. This concern was raised over and over by project schools but only one week was added to the time frames.

There were mixed feelings about the Cascade Approach. T2 sees the Cascade Approach as a good thing that brought the staff closer to each other because for the first time they started sharing, working together and doing demonstration lessons to help each other. By doing all these things they learnt more about each other, and therefore started understanding each other, which is a good thing in managing sustainable change:

Because the key teachers would go to a workshop, then come back; and then we would meet as the whole staff. And then we would be able to share ideas. That thing brought us closer and then we would talk amongst each other (T2).

T2 viewed the Cascade Approach as a good thing because she got a good facilitator in her Learning Area (LA) (unlike T4 below) at the training workshops.

From the above data, one could learn that key teachers did not share their knowledge with their colleagues. They drafted action plans on their own. It means that the staff had no input on the action plans that were supposed to be drafted in line with the requirements of the modules and therefore did not implement the project. The failure then of the key teachers to cascade had serious implications for sustaining this project, because one of the reasons for using the Cascade Approach was to "strengthen sustainability" (ECDoE & Imbewu Project, 1998 c: Tender Document). However, the ECDoE and Imbewu Project (2000 b) admitted the failure of the said model when they said, "The cascade model of training lacked a developmental approach and was not framed within a whole school development model" (p.20).

In addition, it can be seen that the staff is not living by the Imbewu Core Values. See Core Values III, IV, VI and VII in section 4.2.2.

4.2.6.3 Facilitators

Facilitators were divided into two categories. The first category was the District Training Team, which was made up of one District Official (who happened to be the co-ordinator of the project at district level) and ten external trainers. Amongst the external trainers were two people for each specialist area (Foundation Phase, Natural Sciences & Technology, Mathematics, Languages and EMD). One was called a trainer and was responsible for training in the workshop and cluster meetings; the second facilitator was called a mentor and was responsible for assisting teachers in implementing modules at their work-sites. According to T2 this did not happen as was planned, "They never came to my school to give us the support we needed".

The second category of facilitators was the School Training Team (STT) which was responsible for training at work-site in line with Core Values III and V. These people were given different names by different people. For example some people call them Key Teachers, Lead Teachers or Change Agents (Lotz-Sisitka & Janse van Rensburg 2000; RUMEP 2001; ECDoE & Isithole Project 2001) because they are the key people to lead the transformation process in their schools. I use the term Change Agents in this study because it captures their transformation role. These people are made up of the principal representing the School Management Team (SMT), one SGB member representing parents and governance and four teachers representing all the specialist areas mentioned above.

The idea of having external and internal facilitators at PPS was a good thing for sustainability because the intention was that when the external facilitators leave, internal facilitators will take over and sustain the project. This idea did not work out in the end because change agents did not cascade the project to the staff. Secondly, the one District Official that was available could only support one change agent, which is the principal because she was involved with EMD. Lastly, at the end of the project the District Official that was available could not continue supporting the principal because she had to start training a new group of schools that joined the project.

I now present the views of the participants on how the workshops were facilitated.

4.2.6.4 Facilitation

The way the modules were facilitated, whether at District level or School level, is crucial for the sustainability of the project.

There were challenges associated with the delivery of modules:

We did not understand some of the modules because the facilitators were just reading the modules to us. We would feel better when we read the modules all over again, on our own. Even when we were reporting, we would choose only the sessions that we understood or those we have read on our own. So the facilitators should understand the modules and explain what we are supposed to do (T4).

T4 had a problem, but what is interesting is that within the project's training cycle there were cluster meetings where key teachers were given an opportunity to share and raise their concerns with other teachers from other schools in the cluster, as well as the facilitators (trainer and mentor). Though the training cycle looked very good and was designed to sustain the project by providing support via school visits and cluster meetings, it had gaps that went undetected until the end of the project. It appears that although the school visits and cluster meetings were done, change agents did not get the expected support because the change agents did not have much to share as they had not done much in terms of implementation of modules. The other issue that is evident in the data is that some of the facilitators could not do their job despite the call of the ECDoE (1998 c) in its tendering document that tenderers should, "demonstrate capacity and experience in the delivery of relevant training programmes". The problem here was lack of knowledge of content or facilitation skills.

The problem of trainers is also raised in the DoE Training of Trainers Baseline Study Report (ECDoE & Imbewu Project 2003/4: n.p.). According to the report, the trainers "lack in-depth knowledge and first hand experience". The report further recommends that there should be a "balance of workshop and workplace skills transfer, mentoring and coaching" (n.p.). This leads me to ask questions about the criteria that were used in selecting trainers and change agents.

All in all the participants did not know the criteria that were used in selecting key teachers and they had different views on how the cascade model works and therefore were not aware of their roles as key teachers and change agents.

The data indicates that there is confusion in the criteria of choosing change agents. This is what T4 had to say:

So we (teachers) elected key teachers for Foundation Phase, Languages, Mathematics and Science and Technology... We used to come together all teachers teaching that learning area and elect one person to represent us (teachers). There were no criteria (T4).

And T2:

To start off when it was introduced in my school the principal chose the key teachers for all learning areas (T2).

Whilst district co-ordinators of the project claim that there were no guidelines for selecting change agents (in their meeting of 15 April 1999), information that is contained in the ECDoE's (1998 c) tendering document states that, "The key teachers will be agents of change ...They should therefore be selected on the basis of their ability to act as change agents ...should also be able to deal with the integration of language/literacy, numeracy and science outcomes". This did not get to the district co-ordinators or schools. The other document that explains the suggested criteria for selecting change agents as well as their roles and responsibilities was the Imbewu Project Meeting with Stakeholders in Training Zones (July, 1998).

The document suggests that a collaborative approach that involves the entire staff and the SGB be followed in selecting change agents. It further states that they should look for people who are willing to commit themselves to sharing ideas with other teachers and try out new ideas. Lastly, change agents should have an accepted position within the school and community, and have the ability to organise working groups. This did not happen at PPS. The fact that the district co-ordinators and project schools did not know or understand the criteria for selection of change agents as well as their roles and responsibilities has serious implications because the quality of change agents is vital in a

cascade approach (where a few teachers are trained and have a responsibility to train others) and for the sustaining of the project.

According to ECDoE and Imbewu Project (2000 b: 1-2), only 48% of the facilitators were rated as good by workshop participants. The other 52% ranged between fair, need improvement and poor (District Co-ordinators Workshop). This is not a good picture for sustainability, especially because the project used the Cascade Model.

4.3 Conclusion

This chapter presented data on the content of the Imbewu Project modules, how they were presented, how the change agents received them and whether the modules provided for sustainability. While the project provided for sustainability through formation of structures or committees and monitoring, there were mixed feelings on how the modules were perceived. The participants revealed that they experienced difficulties in understanding most of the modules except for Vision Crafting. Crucial modules in sustaining the project, such as the PBI and ISPD, were partially implemented or not implemented at all. Problems that led to non-implementation of modules ranged from lack of support, not enough time to implement modules to difficult modules (PBI and ISPD).

With these problems in mind, in the next chapter I look at the perceptions of the stakeholders of PPS on whether they are sustaining the project or not.

CHAPTER 5: THE DATA – PART 2

5.1 Introduction

In Chapter 4 I presented and discussed data of the content of the Imbewu Project modules, how the modules were presented, how the change agents received the modules and whether the modules provided for sustainability. In this chapter I present data of the perceptions and experiences of PPS stakeholders on how they implemented modules and subsequent evidence of change and sustainability.

5.2 Evidence of Change and Sustainability

5.2.1 Teacher Attendance

Management started to see the benefits of the project when teacher attendance at school improved. Staff members that used to be absent from school without any valid reason started attending school regularly. When I asked SMT1 about teacher attendance, she said they started “leading by example, there was a dramatic change on our part as management” (SMT1). Teachers also started attending regularly and honouring periods, even when the principal was not around:

Educators had a tendency of socialising during teaching time, especially if management is not around ... Parents could see that although they were outside the school premises they could tell that the school management team is not there.... but after that there was a dramatic change. Teachers kept to their classrooms. Even if they were not working, at least there was some kind of order (SMT1).

The fact that teachers started coming to school regularly and honouring periods is an indication that PPS is slowly showing positive signs in terms of changing attitudes. I also observed this order every time I visited the school to conduct interviews, focus groups and observations. Learners were in their classrooms most of the time even though

sometimes the principal was not around. The only learners that I would see outside were those that were working in the garden or those that were being fed.

According to Schollar (2001), principals viewed the change of teachers' attitude very highly when they were interviewed during the final evaluation of the project. According to them if attitude change reaches personnel in the lower levels of the institution, change is more likely to be sustained.

5.2.2 Participation of Parents

Things started changing with parents too:

...they (parents) became more involved you know, in what was happening in the school. They questioned things they did not understand, and applauded those they approved of. But what I was impressed most with was that they honoured parents meetings, the whole team (SMT1).

Parents started working with the school by attending meetings. Examples of them honouring meetings are that of the Grade 3 parents meeting on 31 January 2003 and a general parents meeting on 17 August 2003. In the Grade 3 parents meeting, the atmosphere was relaxed. Grade 3 teachers were introduced and parents were told about the needs of the school and how they could assist their children at home. Parents raised issues of having to buy stationery all the time. Also:

Parents volunteer to accompany when there are tours, also with feeding scheme. Parents also avail themselves when there is something wrong e.g. when there was a break-in they came (P1).

Every time when I visited the school I observed parents busy cooking soup using vegetables that they got from the garden and feeding the learners. According to T2 parents also helped by watching the school and as a result vandalism has dropped. If staff could continue encouraging parents to be involved in school activities the project is likely to be sustained. The staff also mentioned that there is a health worker that is involved in the Health Promotion Committee, and the two parents that are serving in the Welfare Committee feeding the learners. However, these are the only committees that included parents as T4 confirmed, "In most of the committees we don't have the parent component". When I visited the school on 29 August 2005 the names of committee

members for Finance, Entertainment, Environment and Health committees which were displayed on the walls of the staff room, were only those of the teachers. Nobody wants to say why this is the case. T4 raised this issue: "Others (parents) are afraid to even approach us, maybe it's because we do not make them feel comfortable or we do not explain things to them"... "I don't know whether it is the history of parents, maybe teachers that did not want parents. I don't know if it was like that in the beginning or olden days".

Parental support also benefits the community. SMT1 highlighted some of the advantages:

We share our experiences, our achievements, and that has also kept us united with the community. Parents are now interested in the school ... and they are participating in other projects that we have that are not directly related to Imbewu (such as the Nutrition Programme, HIV/AIDS Project and Health Promotion).

The school also benefited from the community by persuading parents to be involved in learner welfare:

We have a Welfare Committee that is there for the learners that are struggling. Parents are involved in this committee and it is working hand in hand with the clinic (T1).

They (parents) were also involved and this one for the Welfare Committee, we had people from health also in that committee and three of the parents who come and cook for the children at the school. They are still working with us up to now these people (T2).

The Welfare Committee is one of the hardworking committees in this school. For instance, most of the time when I visited the school I observed parents preparing food and feeding the learners. Furthermore, when I was doing my observations I noticed a meeting of fifty-three parents that have children that are supposed to get social grants. The parents were called by the Welfare Committee so that they can assist them in filling in the forms correctly so that their grants can be processed quickly. SMT1 informed me that the process assisted many parents because most of them are illiterate. They do not even know that they qualify for a child grant or what to do to access this money. This campaign was such a success that the school grew in numbers again in 2005.

However, besides the above, there is very little improvement at PPS when it comes to parental and community involvement, which is one of the indicators of sustainability (see Chapter 2, Systems Theory and Participation).

In the next section I look at networking.

5.2.3 Community Networking

T1 sees networking with other organisations in the community as the driving force that will help them sustain the project:

I think we will be able to carry on with the project because one of the things we gained from Imbewu was to work in partnership with the community, the NGOs and other stakeholders. We managed to work hand in hand with NGOs like the Umthathi Project (for food gardens), the Health Promoting Schools etc.

The quote below is an example of other small community projects that were initiated by the school after they were exposed to the Whole School Development module.

There is a HIV/AIDS Programme in the community that our learners and two educators are involved in... it's about home based care...so they teach our parents how to take care of HIV positive people. They visit them at their homes, help them in whatever way they can... what they call Learner Service Project (SMT1).

Lastly, the Imbewu Project made PPS realise that they, the teachers of PPS, should not operate in isolation, but harmonise their efforts by working with other schools:

We've started networking with maths teachers next door. We are helping each other in planning lessons and team teaching (T3).

What T3 is doing is in line with what the project calls the "multiplier effect", sustaining and extending the impact of the project beyond the immediate target group (ECDoE & Imbewu Project, n.d. h Improving Primary Schools in the Eastern Cape).

5.2.4 Leadership and Management Processes

As far as management processes are concerned, the project encouraged a collaborative approach whereby staff, parents and community would participate in decision-making structures to minimise conflict. The project advocated that all stakeholders should work together in problem situations and use the PBI approach in resolving their problems. I now discuss various key management processes.

5.2.4.1 Conflict Management

In my observation, conflict is caused by lack of communication and is related to the decision-making processes.

I observed tension between parents and teachers in a parents meeting on 17 August 2003. The parents and the principal wanted to lease unused classrooms to the community for church services and funerals. The teachers were against this citing that vandals will gain entry to the school if the school is left open for the community. The teachers' response in this instance is not in line with the Whole School Development module. In addition, their attitude is in conflict with Core Value VIII and Key Output V. This conflict was not managed by the principal and the SGB. Follow-up meetings were promised but they never took place.

Another issue of contention was the extension of the curriculum from Grade 6 to Grade 7. This issue was raised in a parents meeting that I observed at PPS. With the exception of the principal and the SGB, teachers were totally against this, saying that they are struggling to maintain discipline as it is and it will even be harder if they hold the older Grade 7 learners. Since PPS is a primary school, it used to run from Grade R to Grade 6. The normal practice of the school has been to send Grade 7 learners to neighbouring secondary schools to continue their education up to Grade 12. Despite the tension about this issue, the principal sent the application to the Department of Education.

The approval from the DoE head office arrived during vacation in December. As the District Director was on vacation leave, he delegated me to inform the principal of PPS that their application had been approved by the Department. She was so excited; she

mentioned that the Grade 7 learners were going to be very happy because they would be seniors and they could wear skirts while the other learners wore tunics.

Attempts were made though to address this tension between parents and staff. The SGB Chair promised to arrange a meeting where they would talk more about the leasing of the classrooms for funerals and the extension of the curriculum to Grade 7. Since most of the conflict in this school is linked to lack of communication and decision-making, I now look at the processes that were taken to make decisions.

5.2.4.2 Decision-making

The sense I got from the meeting mentioned above was that the teachers were not happy with the decision-making processes. One teacher said in the meeting, “I don’t think that the parents have a right to make decisions on these sensitive issues without consulting us (teachers)”. The principal then explained that these decisions were taken in a SGB Executive Committee meeting. The teacher representatives were supposed to attend this meeting, but both of them were absent without even tendering their apologies. It appears that the tension in this meeting was caused by many factors including lack of communication and decision-making processes.

The Imbewu Project encourages stakeholder participation, meaning that the staff, the parents and community members should be involved. This is how the MEC for Education put it in an Imbewu Project Conference in January 1999: “Decision-making and responsibilities are shared” in a whole school. This was not happening at PPS.

Whilst the teachers complained when the SGB made unilateral decisions, they (the teachers) did not hesitate to make a unilateral decision about a school tour (minutes of SGB meeting – August 2003). Also the issue of unilateral decision-making is evident in the minutes of a staff meeting of 8 May 2002, where teachers challenge a decision made by the SMT. In this case the SMT decided to include a teacher in the management team to represent the teachers and the teachers claimed that they should have been involved in electing their representative.

The tension that I observed during this meeting was also caused by the fact raised by T4 of non-involvement of parents in the small committees that looked at issues that confront

the school (see 5.2.3 above). Their involvement in these committees would mean that they would work closely with the teachers. This could help them to get to know and understand one another. Everybody could be informed of what is going on all the time, which could assist in building a relationship of trust.

Some parents feel that, “There are things that can be improved, for instance the issue of co-operation between teachers and parents, involving all stakeholders in decision-making” (P1). It is clear that the way decisions are made is not consistent with the project because they do not involve all stakeholders. For instance, the SGB will make a decision with the principal and not involve the teachers. This non-involvement of stakeholders in decision-making links in with the conflict that was raised earlier (see 5.2.5.1 above) and the lack of communication below. These are all process skills. The above examples show how a failure to communicate led to unilateral decision-making and conflict. Though the project provided PPS with ways of dealing with the said processes, they did not implement them because of poor delivery, based on deficient learning and change theory, which I will discuss in the next chapter.

Everybody admits that, “Management has improved in consultation” (P2). This improvement is attributed to the project, “Imbewu helped management in improving issues of transparency ... now we are told when we are going to have a visitor” (T4). The evidence of this statement is on the notices of staff meetings (see Appendix F), where the staff was informed about a traffic officer that was going to visit the school. Also in SMT minutes, members were informed that the school was to be visited by the ANC and the Mayor on 28 January 2003 and by a team from the Imbewu Project on 30 January 2003.

5.2.4.3 Communication

In this section I present issues of communication as perceived by the stakeholders of PPS. First, I present their views on staff and parents meetings, then I move on to how the staff handles annual reports to parents and lastly, I present their views on issues of transparency.

Gathering together is a start of communication and good relations. When I asked the staff of PPS how often they have meetings, they responded by saying, “We asked management to have regular meetings but that does not happen” (T6). The notices and minutes of staff meetings show that the staff meets monthly; however, they do not have a planned schedule.

During the management focus group the school management team members concurred by saying, “We agreed that we are going to have them (staff meetings) fortnightly, but we failed” (SMT3). The fact that there are no scheduled meetings suggests that the leadership and management of the school is failing in making sure that there is communication. Furthermore, this comment confirms that the staff does not plan. If they were planning, staff meetings would be reflected in their year plan. This attitude contradicts Key Output I.

The few staff meetings that I observed were chaired by the principal. She followed normal meeting procedures. Most of the time she would be the only one speaking, giving reports to the staff. The same pattern was followed in parents meetings; they would be chaired by the SGB chairperson following normal meeting procedures. Also the parents meetings would be dominated by the principal giving reports to parents. Teachers would only talk when there was an issue that they are totally against, like the extension of the curriculum to Grade 7. The attitude displayed by teachers is indicative of people who do not have a platform to air their views.

The relationship among the teachers, I would say in my school there were some tensions and there were some camps before. Because we did not meet from time to time (T2).

The general impression is that the staff meets only when there is something urgent to be communicated. The good thing is that all stakeholders from both sides, SGB and staff, agree that they have input on issues to be discussed in meetings:

The secretary drafts the agenda. She gets issues from us when we (the SGB) meet as a committee. All the stakeholders get the agenda days before the meeting so that they can have input (by adding issues to be discussed on the agenda, P1).

All the stakeholders (decide what goes on the agenda), hence teachers demanded that they be given the agenda seven days prior the meeting, so that they can add (SMT3).

The SGB seems to be doing better than the staff because they honour their scheduled meetings by having “SGB meetings fortnightly and parents meetings once a term, except for when there are urgent issues” (SMT5). In addition they are confident that, “We discuss issues again (issues are first discussed in SGB meetings) in the parents meeting, we don’t impose our decisions” (P1). However, they are worried about their relationship with teachers:

Mh-h-h, our (SGB) relationship with teachers is not very strong. Sometimes they (teachers) don’t attend meetings. When they have problems with the principal they do not call us (SGB). They just raise issues that are not on the agenda in front of parents. We cannot address their problems at that level (P1).

As far as annual reports are concerned, parents’ comments give the impression that the staff decides what the parents should know because there are things that don’t get reported to them. For example, parents did not know anything about the Tour Committee:

In terms of committees I know the Area Committee (which operates in the township) that helped us in notifying parents and community when we were opening the school officially. Inside I only know the SGB and the Teacher Union... We get a general report once a year about things that are happening here at school especially learners’ performance and sport only (P1).

The staff is selective in reporting to parents and they only do that once a year.

In addition, T5 thinks that the District Office should assist the school by informing them when they are going to take their principal away. During one of my school visits the principal was not at school. When I asked where she was, I was told that she was away for the whole week. A staff member said:

It could be very helpful if the Office could notify the school when they are going to take her (the principal) away from school. It is not right to hear after days that she has been summoned by the office to a workshop somewhere. We cannot rely on hearsay because the school will also be like that.

And, according to T7

Yes, sometimes when you want information from the SMT when the principal is not there, you don't get answers. They are not informed... We feel it is not right when you go to the SMT asking where the principal is. They say, "We don't know."

This lack of transparency at times is evident in the minutes of a staff meeting where teachers raise the fact that Heads of Department do not know the pin code of the school telephone, meaning that only the principal has access to the telephone (see Appendix G). There is general lack of transparency and trust especially when it comes to finances.

Though Imbewu trained school representatives on financial management, and the principal admitted that this module empowered her, there seems to be no transparency on who does budgeting. This is what the SGB chairperson said when I interviewed him: "We mentioned this thing in one of our meetings that we need to budget" (P1). The management of the school failed to make a follow up to implement these decisions, which is not consistent with sustainability. P1 reported that, "I am called in when there is something to be paid so that I can sign a cheque".

Whilst parents were complaining that they were not involved, teachers were also saying, "No, budget does not involve us, maybe it is done by school management" (T3). When I checked with the school management team in a focus group they said, "I've never been involved in the budgeting process... we've never seen a budget" (SMT3).

This lack of transparency is continuing in this school despite the fact that the module is advocating participation of all stakeholders when budgeting. The SGB chairperson is worried because it is one cause of tensions, "The issue that has been a problem is the way money is used. They [teachers] always ask questions" (P1).

The data indicates that this module was not implemented and that is causing tensions. It is going to be very difficult for the school to implement and sustain the project when there are tensions. Also the behaviour of the principal in this matter is not consistent with Core Values I, II, III, V, VII, VIII as well as Key Outputs II and V.

5.3 External Locus of Control

The data suggest that the staff of PPS think that for them to successfully implement and sustain the project there is a need for an external intervention. They still see it as a “DoE thing” and they will not sacrifice their time.

The department should also not stop visiting schools because once they stop, people get lazy and discouraged to go on. If they can be consistent with their visits even those teachers that are hesitant to change will know that this project is here to stay. They will finally toe the line and implement the project (T1).

T4 thinks that visits from departmental officials will not only give moral support but will also sustain the project because people will keep on working hard:

I think that we should be visited by the Department of Education to see if we are still on the right track. We could always be on our toes, when we know that people could visit us at any moment. This will motivate us to continue with the changes and the new methods.

T4 gives the impression that they do not implement because they see a need, but rather that they implement because the DoE might visit them.

T2 thought that it would be better if classroom visits could be done by the district officials:

I think that will be the best approach (classroom visits done by district officials) so that people can see what we are doing inside the classroom. At the moment we don't do classroom visits but we will get used to it.

The way the staff thinks is not consistent with ownership and sustainability.

5.4 Ownership and Institutionalisation

Issues of ownership came out time and again from the data. I first presented problems related to lack of ownership, then lack of commitment and lastly lack of institutionalisation of the project. During my interviews when I asked teachers about ownership, a frustrated change agent said, “Others still see the project and everything related to it as our own thing” (the change agents).

The data indicates that some individuals from the school do not own the project. They see it as the change agents' problem or "that thing" that comes from the Department of Education. They have this attitude because the project was imposed on them. They did not ask for it and therefore do not see any need for it.

This attitude was evident when I visited the school with the Imbewu Project video filming crew. Firstly, though teachers were notified about this visit, one teacher who is responsible for HIV/AIDS was absent. Secondly, her colleague that was present refused to come to the visitors to be interviewed. Thirdly, the school did not invite the SGB members to be present and to welcome the filming crew. The School Management Team (SMT) was also invisible during this visit. Even when the principal had to rush off to attend another workshop, she did not call one of the SMT members to stand in for her. I had to show the visitors (video filming crew) around. This is further evidence of PPS's general lack of readiness for the project, which will be discussed further in the next chapter.

The issue of teacher commitment to the project emerged when I conducted a focus group with the management of the school. For instance, one Head of Department (HOD) said, "There is no maximum participation [by staff members] when you start [workshop report back] at two o' clock or later" (SMT3).

The change agents also assert that:

... we consulted with them [teachers] and we used to call them and tell them that next week on this day we will have a workshop. So prepare yourselves, and people would agree. But when that day comes, people will have excuses... Maybe Wednesday was not a right day of the week (T1).

And:

We never had everybody in our sessions. However I never felt like this was my thing. People used to stay because others were trained in other learning areas too (T4).

T4 here is of the opinion that teachers were not committed to attending the report back sessions or workshops. To illustrate this, few teachers attended and they only stayed because there were other teachers trained in other learning areas. So she was not bothered by the fact that they were not all there and that there was no commitment as long as she had an audience. In short, they wanted these sessions to be during tuition time.

The use of tuition time to do their own business is the norm in this school because most of the staff meetings that I observed were conducted during tuition time (I observed four meetings and noticed seven other meetings from the school's minute book). This attitude suggests that there is a lack of a culture of teaching and learning and that the school has not yet institutionalised the project. Without ownership and institutionalisation, the school will not be able to sustain the project. This problem is confirmed by Schollar (2001), who states that teachers would say that they did not have enough time to "practice Imbewu", which suggests that they view the project as an add-on to their normal duties (p.36). With this kind of attitude it will be difficult for the school to sustain the project.

5.5 Organisation Learning

There are definite signs of some learning and improvement taking place. The data indicates that PPS worked well with the community and they went out of their way to make life easier for learners through Health Promotion and learner welfare. Examples of learner welfare initiatives are the Food Garden, Soup Kitchen, the Sick Rooms and the Welfare Committee.

Some also feel that the Imbewu workshops have empowered them:

This project has made a big change in my life. It has empowered me because I am no longer standing in front of the learners and preach what they should do. Now I know that I should give my learners an opportunity to explore things themselves... The OBE approach they were using in the workshops helped me in realising that I don't have to stick to the syllabus all the time (T3).

One of those modules is about planning. It really helped me to plan my lessons properly before I present it to learners ... it encouraged me to prepare teaching and learning aids in advance (T1).

Some teachers arranged to observe what the key teachers were doing in their own classrooms:

They used to come to observe how you implement what you have taught them, but we never visited them to see how they were implementing (T4).

The data shows that people are willing to share, which is a sign of a learning organisation. However, nobody takes responsibility to co-ordinate report back sessions or workshops. This confirms the fact that there is lack of leadership when it comes to planning for the cascading of learning.

The change agents are trying to lead by example. Some of them are leading committees such as the Finance, Tour, Entertainment and Environmental Committees that are driving change in the school. One of them has started extra English classes in the afternoons for learners who need help.

5.6 Monitoring and Support

The project made provision for workplace support in line with the PBI Model, Core Values that advocate Teamwork, Collaboration and Collegial Respect, because change agents were supposed to practice whatever knowledge they gathered from the workshops in their schools. It was expected that as they implement the theory through activities, change agents would support each other. Project trainers were also expected to support change agents through support visits, cluster visits and training workshops (ECDoE & Imbewu Project 1998 b: n.p.). The data indicates that this support was not forthcoming; though project facilitators visited the school for support, the time they spent was not enough for them to make a difference. Furthermore, the project facilitators depended on the change agents' reports; there were no control measures to check whether what the change agents' reports were true or not.

People have different views on whether monitoring is done and who should do it. When I asked questions about monitoring and support in a focus group of the management of the school, they admitted that they do not do monitoring and support. This is the reason they put forward, "Since we don't have an agreed upon policy, we never did monitoring" (SMT3).

One of them even passed the buck and said, "We left that to the learning area committees [structures that are responsible for co-ordinating curriculum work]" to assume the monitoring and support function. T1 raised a serious issue that could have implications for sustainability when she said:

We have a Head of Department but I cannot say she is monitoring if the Imbewu Project is sustained or not. They just see to it that tuition takes place. I don't know, maybe it is because when we were trained our HOD was not there. I don't know if he knows anything about Imbewu (T1).

The data suggest that leadership that could guide people in the process of monitoring and support is lacking in this institution. This statement is confirmed by the ECDoE and Imbewu Project in the Evaluation Report of Module 2. They cautioned that, "Key educators do not get enough support from principals" (p.6). Also the issue of the HOD that knows nothing about the project indicates that he will not be able to monitor and support its implementation. The ignorance of people in management positions about the project and their inability to monitor and support its implementation has serious implications for sustainability. The other argument to this issue is the one that was raised by district co-ordinators in their meeting (15 April 1999) that management in some schools is not ignorant but resistant to change. At PPS the management is not ignorant but they focus on change that shows immediate results.

T2 was afraid that classroom visits by key teachers would be associated with inspection, which is a negative thing that was opposed by teachers. Implications are that whoever would be doing monitoring would have to be very sensitive and developmental:

The problem we had I would say it was a general problem. It's difficult for the classroom visits because you go to the workshops, you come back and then you tell them what is expected to be done. And then you go as an individual to classroom visits they will take as if you are inspecting their work... (T2).

The lack of support at all levels emerged as one of the issues that the school has to deal with. The Imbewu Project training model (see section 4.2.3 above) made provision for school visits and cluster support after EMD and INSET modules; however the data suggest that that did not happen. This is what the change agents said when I asked them about what kind of support would they like to get from the project:

If a follow up could be done to support key teachers especially when they have to train other educators, if an official from the Department could be there to help or give moral support (T1).

The District Office is not visible:

The District Office has a tendency of distancing itself ... If they could identify where schools are having problems and conduct workshops (SMT3).

We [key teachers] did talk to our principal and we used to report to our trainers of the Imbewu. We used to ask them to come and give us moral support so that people could see that this is not our thing (T1).

And,

Or even workshops whereby we just go with our problems we have encountered in our learning areas and they would advise on how to go about solving those problems (T2).

These comments suggest that the school does not have ownership of the project and that they want external presence or pressure to be able to implement the project. People also needed support from the management of the school, as T2 indicated, "We do have HODs (Heads of Departments) but seemingly they are not ... they are not pushing the committees that much" and, "...when you work with people they always want ... motivation, I would say". T2's comment is supported by Schollar (2001) in his final report of the project. This is what he says about principals, "Very few principals can monitor quality" (p.22).

The data shows that teachers needed support from key teachers but they could not get it because, "you have a class that you have to attend to. That was not possible, to go to support them like that" (T2). And:

...then that person would say, "And then I tried to do that in class and I was stuck. I couldn't". That's where they needed our support, and we couldn't do anything because we also had classes (T1).

The data indicates that there is no monitoring and support at school level where the actual implementation should be taking place. The general impression is that the school depends on outside help for monitoring and support. Dependence on external people for monitoring and support suggests that the school will not be able to sustain the project. This also shows that the school is not in line with Imbewu Project's Core Value V and Key Output I in 4.2.2.

5.7 Conclusion

This chapter covers the views of the staff of PPS on how they are implementing and sustaining the project.

Extracts in this chapter from the interviews indicate that the school is at different levels of change in the different modules. In the preparatory modules that were meant to prepare the school for change and mobilise communities the school have done well. For instance they did very well with the first module, Vision Crafting, by involving parents as well as the community in crafting their vision. After the big event they managed to write a Vision and Mission Statement, which is hanging on the school walls for everyone to see. Also they managed to mobilise all teachers to take part in school committees that are meant to implement the vision of the school. Also some of these committees managed to show leadership because they initiated activities and small projects like Welfare and Health Promotion Committees. They managed to network with the wider community to take part in the said committees; however they failed to involve parents in some committees.

However, data presented in this chapter has shown that there are still areas that need to be developed for the school to sustain the project. Issues that emerged in this respect are monitoring and support at all levels, no or little evidence of cascading or of the PBI process and lack of communication, planning and policies. There is very little evidence of any change at PPS. Significant change is limited to parents and the community.

In the next chapter I discuss the findings in relation to relevant research and theory within the sustainable development and project management literature.

CHAPTER 6: DATA DISCUSSION

6.1 Introduction

In Chapter 3, I described how the data was collected and analysed. I also mentioned that I conducted my research in the interpretive paradigm. In Chapter 4, I presented data from project modules and other documents as well as participants' perceptions of the delivery of the Imbewu Project. In Chapter 5, I presented the participants' perceptions of whether they are implementing and sustaining the project. In this chapter I discuss the themes that emerged in chapters four and five, as they relate to my research goal. The themes were arrived at after I spread out Chapters 4 and 5 on my supervisor's lounge floor and we "listened" to what the data was saying to us. Our thoughts were also informed by the literature, the theoretical perspectives discussed in Chapter 2 especially, as well as other relevant material. I am conscious of my personal bias in this discussion because I was involved in the project as a district co-ordinator and a facilitator.

Data will now be discussed according to themes that emerge from the data in Chapters 4 and 5 as far as they relate to the sustainability of the project at PPS. These themes are Approach to Change, Approach to Learning, Inadequate Monitoring and Support, Learning and Improvement, Management Processes, Investment – resource mobilisation and allocation, and Success Stories.

6.2 Approach to Change

PPS was identified by the Eastern Cape Department of Education (ECDoE) as one of the schools to pilot the Imbewu Project. This arrangement had a number of implications. First, it meant that the school did not initiate this change; one could deduce that they were not ready for change, hence resistance by some staff members when the project started. Schmuck and Runkel (1994) noted that, "It is frequently unwise to pursue an OD project in an unready system. The effort would probably be wasted" (p.60). One way of overcoming resistance according to Cummings and Worley (2001) is to "involve

organisation members directly in planning and implementing change” (p.158). Also, in a study done by Davidoff, Kaplan and Lazarus (1994: 6), they arranged an introductory workshop with representatives from all stakeholders to agree on the process to be taken in doing a Whole School Development programme as well as getting commitment and ownership. Though introductory workshops were done at PPS, the process to be taken in doing WSD workshops was imposed on them.

In a recent paper on WSD, Glover (2004: 27) raises a concern that in most programmes, participants of the innovation have no say in the decision to implement it. According to him the programme is presented to them, they resist it in a subtle way, the change agents attend workshops and go back to school “and carry on doing things just as before”. He further advocates that the first thing to do is to make the participants ready for the programme. Crawford et al. (1997: 88) caution that schools should be involved in planning management development programmes’ “content, style and procedures” so that they can develop ownership in the programmes. Leithwood et al. (1992) looks at this issue from the perspective of adult learning, that adult learners should have a say in the “content, the programme and the method” of presentation.

There could be many reasons that could have made the ECDoE not consult individual schools. It could be that the project managers were under pressure from the funders to start the project hence there was no prior consultation or planning with piloting schools. Another factor could be that there was no time and money to do needs analysis to identify each school’s needs to make sure that the project responds to each individual school. The explanation given by Glover (2004: 28) is that funders view implementation of new ideas in terms of product and not as “processes of cultural change”.

According to Hanson (cited in Smith 2003: 1) this change could also be identified as planned change, because although the school did not plan it, the ECDoE planned it. It was consciously thought about and systematically implemented. Because the ECDoE initiates this kind of change from outside of the school, Chin and Benne (cited in Smith 2003: 3) would see it as power-coercive. However, the school was taken through a series of Preparatory Modules that were meant to prepare them to embrace the anticipated

change. This approach does not give good results according to Chin and Benne (cited in Smith 2003: 3).

My finding is that PPS is still struggling to change its culture and therefore one can say that they cannot sustain the changes that are brought by the project if their culture has not changed. French and Bell (1995: 5) cautioned that, “The culture must be altered if permanent change is to occur”. In addition, Glover (2004: 24) asserts that, “True WSD implies ‘culture change’ in the whole...school...community” (see 2.4).

Project Management theory also encourages planning by the project team, meaning in this case the change agents (principal, SGB member and key teachers) that were going to implement the project. For example, planning at this level would assist the project team in identifying risks so that they can also plan for risk management. Through this process they could have anticipated that the time frames that were set by the project staff were not reasonable. Bischoff et al. (2004: 87) cautioned that, “the cost of not considering the risk factors of a project are far higher [than planning for risks], equalling failure or the death of the project”.

The Systems Theory approach that the project adopted is in line with what Fullan et al. (2001: 6) called a Tri-Level Model (see 2.3.1). The Imbewu Project was interested in building capacity at three levels, that is the school, the district and the province. In their view capacity-building goes with accountability (pressure and support) (Fullan et al. 2001: 13, Dalin et al. 1994: xvii). My finding is that the project failed to put pressure at all these levels to account. This created a challenge because nothing happened to people that did not implement the project.

Fullan (2001: 2) advised that, “Deep and sustained reform depends on many of us, not just on the very few who are destined to be extraordinary”. My finding is that the parents were not involved as the modules suggested. This non-involvement of parents means that Key Output V – Enhanced community involvement, as well as Core Values I and III – Inherent Wisdom and Collaboration and Sharing – were not realised. Fullan et al. (2001: 11) observed a similar situation in a study conducted in the York region. All schools that were involved in the study experienced difficulties in engaging parents; however, their

professional development helped in improving the way they interacted with parents. In contrast, Dalin et al. (1994: xiii) found in a study they did in Columbia and Ethiopia that community support was a high impact factor and that parents supported the schools after noticing changes in their children.

6.3 Approaches to Learning

First of all my study found that development workshops were done away from school. Dalin et al. (1994: xv) found in their study that schools improve when staff development programmes are school-based.

The data indicates that some facilitators had no background understanding of the project and no knowledge of the modules. This problem was further compounded by the fact that teachers had to cascade the information they got from the workshops to their colleagues. This meant that they had to understand the modules and internalise them to be able to cascade the information to other people. According to Cummings and Worley (2001: 192), a project will not be sustained if the change agents do not understand most of the modules.

There could be various reasons why some change agents found it difficult to understand the facilitators. The facilitators had no knowledge of the situation of the school, so they could not adapt knowledge from the modules to suit the situation of the school. They prescribed remedy without bothering to diagnose the problem. Chin and Benne (cited in Smith 2003: 7) refer to this as the expert approach, where facilitation is one directional, top down because the receiver is assumed to be ignorant. In this approach there is no consideration of context, it uses a one-size fits-all approach.

The cascade model, where a small group of people is taken away from their school with the expectation that they will reproduce what they learnt in the workshop for those who were not there, was not implemented. The difference though, in this case, is that the facilitator visits the school. However s/he does not interact with other teachers except the same change agent s/he was involved with in the workshop. At least in this situation s/he is able to see the environment and could be able to see if there is any noticeable change.

The Isithole Project (ECDoE & Isithole Project 2001: 3) views the cascade approach as a “controversial INSET strategy” as it has not been successful (see 2.3.4). Though there have been few Isithole schools that have done fairly well in cascading, that project had to work out creative variations to improve its effectiveness. This did not happen with Imbewu Project. In fact, even the assistance that was supposed to be given to the change agents by the project facilitators when they are cascading was never given. Provision was made by the project to sustain the cascade approach; the weakness was in following up and monitoring its implementation. The cascade approach was supposed to be done through the Practice Based Inquiry (PBI) Approach (see 4.2.3), which is an OD model that is linked to French and Bell’s (1995: 7) “Action Research Model”. In their view change agents should be assisted by project facilitators throughout the process of action research, which in this case is the PBI Approach. Fullan (1993: 144) advised that teachers should, “Practise reflection in action, on action and about action”. This did not happen at PPS, hence the change agents were unable to implement and sustain the PBI Approach.

The other issue that is linked to the Action Research Model, according to French and Bell (1995: 32), is participation, which was not realised at PPS except for the two areas mentioned in the success stories below. Cummings and Worley (2001: 192) view the ability of the change agents to perform the behaviour they were taught in the project as a crucial indicator of institutionalisation. Cummings and Worley (2001) view implementation as a precondition to sustainability. This is how they put it,

Once it is determined that a change has been implemented and is effective, attention is directed at institutionalising the changes – making them a permanent part of the organisations normal functioning (p.186).

This means that if the cascading was never done or was partially done by the change agents, their colleagues did not get enough knowledge to gain understanding of the modules and therefore could not implement and sustain them (see Knowledge Management in Chapter 2).

My finding is that change agents could not cascade crucial knowledge to their colleagues. According to Lotz-Sisitka and Janse van Rensburg (2000: 69) the cascade model is a useful model in conducting an “advocacy” campaign; however, they see it as inadequate

when used as a “teacher development” model. Also the Committee for the Review of C2005 viewed the cascade model as inappropriate (Chisholm et al., 2000 in Lotz-Sisitka & Janse van Rensburg, 2000: 69). The implications here are that the cascade model is in conflict with the PBI Approach in that for stakeholders of PPS to implement and sustain the project, they have to be trained first and then understand it.

Furthermore, the cascade model involved little or no experiential learning and modelling of the PBI Approach that was used hence the approach was not sustained. Failure to sustain the PBI Approach meant failure to sustain the project because for the project to be sustained they need to use the PBI cycle. Fullan (1993: 24) cautioned that, “When complex change is involved, people do not and cannot change by being told to do so”.

The other challenge that was experienced by PPS in implementing the cascade and PBI Approach was lack of time. The school was given four weeks to cascade information, plan how they are going to implement each module, implement their plan, reflect and evaluate their progress. My finding is that the school found it difficult to do all of this within four weeks. Fullan et al. (2001: 11) made a similar observation in their study of schools in the York region. Glover (2004: 28) links this problem with donor-funded projects that are set up with not enough time and money.

According to Van Harmelen et al. (2001: 202), “The view and practice of development and capacity-building ought to be consistent with the purported theoretical framework of the organisation/institution”. My finding is that the operation of the cascade approach as a form of capacity-building that was used did not work at PPS because they did not come together to share information so that they can make their own meaning in line with Moyo’s (2000) knowledge ecosystem and the socio-constructivist theory (Chapter 2 and 4) of the Imbewu Project. Moreover, if we follow on Van Harmelen et al.’s argument that capacity-building ought to be consistent with the purported theoretical framework of the institution, I argue that maybe our institutions are not ready to take this responsibility because we have a bureaucratic system that focuses on authority. Participants are not empowered (French & Bell 1995) to take decisions and actions; they have to wait for people in power to tell them what to do (see 2.3.3).

Finally, the change agents claim that they used to report what they did in workshops to management first, then to the entire staff and finally to their learning areas. However, reporting back is not the same thing as cascading.

A second factor is the attitude of the teachers. The issue of non-committal of teachers during report back workshops emerged. The reason is that there was no proper plan or schedule that was given to teachers in advance. As a result teachers came up with all sorts of excuses for not attending the report back sessions.

Finally, the life cycle of the project was not followed at PPS. According to Bisschoff et al. (2004: 21), projects go through the following four basic phases; Conceptual Phase, Developmental Phase, Implementation Phase and Termination Phase (Chapter 2). The Conceptual Phase is comprised of the start-up of the project where risk level alternatives and estimates of resource requirements are made. At school level, the project manager and the project team, which in this case are the principal and the change agents respectively, were identified. The data suggest that the staff was confused at this phase. Some staff members believe that they identified the change agents in their learning areas, while others think that the principal chose the change agents. There is one explanation for this confusion. The change agents were identified by the teachers in their learning areas and then when some of the change agents were identified for redeployment, the principal approached other teachers to replace them without consultation.

As far as the Developmental Phase is concerned the school did not do the planning that was supposed to be done at this phase because it relied on the schedule that was imposed on them by the Imbewu Office.

With regards to the Implementation Phase, as mentioned above, when PPS executed the project it did not do its own planning and it did not comply with the Imbewu design. For instance, in line with the PBI approach, they were supposed to attend a workshop where the module was introduced, do initial action plans and finalise their plans at school with other stakeholders, implement the plans, reflect and evaluate their actions on completion, and finally write a report. It is clear that the change agents did not follow these processes.

There are a number of reasons why they did not comply with the Imbewu design. One is that they did not understand the PBI approach and therefore they did not have capacity to influence their colleagues to assist them in drawing up an action plan, implement the plan and reflect on their implementation. Two, with the Imbewu schedule that was imposed on them, they did not have time to follow the process. Three, the leadership that was expected to give guidance or to co-ordinate these activities was busy with other administrative functions.

The only thing that was done by PPS in the Termination Phase was to write monthly reports that were used by the project to write its final report.

Another module that was not understood was the ISPD Module, which was supposed to help them in planning, implementing and sustaining professional development. Moyo (2000: 26) in his report on the training of the ISPD Module noted that, "The scope and breadth of the module proved too demanding for some practitioners".

From the above discussion one can deduce that there was very little learning at PPS because the most crucial modules (PBI and ISPD) that were meant to sustain the project were not implemented.

6.4 Inadequate Monitoring and Support

My finding is that most of the modules were not implemented because of inadequate monitoring and support.

As far as monitoring is concerned, the project provided for sustainability at different levels. One, project facilitators were supposed to monitor the progress made by schools in implementing the project in cluster meetings and school visits (see Imbewu Project Training Cycle for EMD Modules, Table 4.2). My finding is that this exercise did not yield the desired effect in that change agents would just report what they did at school. There were no processes in place to check if what they were saying was really happening

at school. Two, the clusters that were meant to continue (in line with the project principles, see section 1.3) even after the project was long gone, did not take place. Three, the principal was supposed to monitor the implementation of all modules. This approach proved to be impossible from the start. Whilst the change agents were busy implementing modules in different learning areas at the same time, the principal was also expected to implement EMD Modules. My finding is that what the project expected from the principal was not practical because she could not implement an EMD Module and at the same time co-ordinate and monitor implementation of four different learning areas in two weeks.

Three, the structures that were also given the responsibility to monitor implementation in line with EMD Module 1 (Co-ordinating, Organising Systems and Processes in Education) and the WSD Module did not have the capacity to perform this function. Lastly, the project expected District Officials to take over when the project facilitators leave by monitoring and supporting the schools. The hopes of the project were also not realised because there was only one District Official involved in this project (more discussion on this in Investment – Resource mobilisation and allocation, below).

In a study that was done by Glover (2004: 24), he found that “both classroom teachers and managers need more hands-on support and assistance than current development budgets allow”. Based on these discussions, my finding is that the staff of PPS did not get monitoring and support that institutions who are going through transformation are supposed to get. Also in line with Glover’s suggestion, more hands-on support should be provided to change agents at school. This could also assist in making sure that the facilitators are in touch with what is happening at the school. Finally, Glover raises the issue of budgets, which are often not enough for current developments (more on this in 6.4 Investments).

In a similar study (Chisholm et al. 2000, in Lotz-Sisitka & Janse van Rensburg, 2000: 69), teachers did not get adequate support from the teacher development staff, which lacked capacity to “adequately complement these workshops with follow-up work in the classroom” or at school in the case of EMD Modules. The other reason that was mentioned by Lotz-Sisitka and Janse van Rensburg (2000: 69) was that the teacher

development staff had “full schedules”. Westraad (2006, work in progress) indicates that there is a growing recognition that schools need quality external support from the Department of Education in the long term.

There are contrary views among participants on the issue of monitoring the project for sustainability. Also the issue of who should do monitoring and when it should be done is not clear. The reasons are due to lack of communication and control on the part of the SMT. Lack of planning is also another contributory factor. Another issue that was raised as contributing to this fact was that there is no agreed upon policy. Lack of knowledge of the Imbewu Project by some SMT members was also cited as a factor. Redeployment had a negative effect on the sustainability of the project in this school, both in terms of the people that joined the school when the training workshops were over and the change agents that were redeployed or reshuffled to teach in other phases. No arrangement was made by the project or the school to take the new people on board. The fact that classroom visits could be associated with inspection was also mentioned. My finding is that the issue of monitoring has never been discussed by the staff of PPS.

Hanson et al. (in Dalal-Clayton & Bass, 2002: 310) found in a study that was done in Pakistan that lack of routine monitoring of outputs, outcomes and impacts in relation to sustainability indicators caused the possibilities for learning to be far fewer than they could have been. Hanson et al.’s suggestion is in line with the project’s PBI Approach, which advocates reflective learning so that through monitoring change agents would learn from their mistakes and improve. Pedler et al. (1999: 3) suggest that a “learning company” should act and learn from acting, “for action alone is not enough”. They further contend that learning increases confidence, capacitates people to enquire, act and learn further. This did not happen at PPS.

Dalal-Clayton and Bass (2002: 312) noted principles for assessing progress towards sustainable development developed by a group of researchers from five continents. These principles advocate monitoring of progress in attaining the vision, implementation of the content of the project, key issues of the process of implementation and establish a continuing capacity for monitoring. Babbie and Mouton (2001: 340) view programme monitoring as a “management tool” because it provides evidence within the context of

accountability. My finding is that though the change agents were capacitated, there were no measures of ensuring that they were accountable. According to Fullan et al. (2001: 21), "...a set of policies on accountability and capacity-building must be established".

The language that was used in both modules and workshops has been seen as difficult, especially for illiterate parents. The same problem was experienced in Ikhwezi Project (2000 a: 18), but they were able to address it by using facilitators who were fluent in isiXhosa and English, and the modules were later translated into isiXhosa. In another study (Moyo 2004: 174), team members who were teachers and District Officials translated for SGB members. My finding is that very little was done at PPS to make sure that parents understood the contents of the modules. Imbewu facilitators who were speaking isiXhosa translated for SGB members whilst those that were not speaking isiXhosa could not translate. This limited the SGB involvement in the activities of the school and subsequently had a negative impact on the sustainability of the project. What is disturbing in all these studies though is the fact that the modules are written in English as if the involvement of SGB members was an afterthought.

To counter the problem of some people not implementing and sustaining the project, maybe schools should put the implementation and sustainability of the project within the Performance Review Process (PRP). The PRP is a review process that is followed in a Performance Management System that was recently introduced by the ECDoE to manage the performance of all employees. Another option is to use what Pedler et al. (1999: 78) call Self and Peer Assessment (SAPA), because there is no way that one can do window dressing in this process. Peers can easily see if a colleague is implementing or not; moreover, peers who are experiencing problems in implementing can be assisted on the spot.

PPS is not different. Even though the WSD module required them to have committees that included parent representatives, parents were not added on these committees; hence their support was limited to parents meetings and a few committees that are linked to the welfare of learners.

My finding is that parental support is both formal and informal. It is formal in that the SGB works closely with the principal, although this co-operation is limited to observing their structural meetings as well as parents meetings.

Christie's (2001: 57) findings when studying improved schools in SA is different from my finding. She found that governance structures are not necessarily the most important way of involving communities and parents in working for the wellbeing of schools. In her study almost all the schools did not have formal governance structures; they depended on generalised informal forms of parental support.

My other finding is that there is a general lack of support in the system. Despite all the support plans that the Imbewu Project provided, there is lack of support at all levels. Change agents claim that they needed support from facilitators when they were implementing. The other teachers needed support from the change agents, but they could not help them because they were also teaching. Maybe if they had a schedule in place where they could visit the other teachers after school or during break so that they do not leave learners unattended, they could have solved the problem. This links in with the fact that they failed to plan their work. In a study conducted by Fullan et al. (2001: 10) in similar initiatives in the York region, there was evidence of highly collaborative culture in most of the schools.

One thing that could help change agents at PPS is to use what Pedler et al. (1999: 82) call "scaffolding" structures, meaning that the Imbewu Project should have followed its initial plan of building a "structure around an existing structure" so that the necessary rebuilding can be done. By doing that the project could be enabling the change agents to have access to the familiar until the change is complete. In my view this is one of the reasons why schools fail to sustain development; when they need scaffolding the external facilitators are gone and the ECDoE does not have personnel or skills to assume this function.

They also wanted to see the District Officials (DOs) at their school for moral support – "so that we could always be on our toes" and, "so that people could see that this is not our thing". In terms of the District Officials, support the literature brings three different views. One is that of Fullan who concurs with the change agents at PPS in saying that it

is impossible for local developments to sustain themselves without “external support and pressure”. Dalin et al. (1994: 110) align themselves with this view when they noticed in their study of schools with successful reform that inspectors paid regular visits to give advice on how the school work is supposed to be done. In contrast to this view, Babbie and Mouton (2001: 337) realised that internal support worked better through establishment of “programme monitoring and evaluation units” to address concerns of accountability and efficiency.

The third view is that of Christie (2001: 57), who noticed that, while schools in her study depended on the District Officials for guidance, “they did not rely very much on them for instructions or concrete support”. A similar observation was made by Taylor (forthcoming, p. 8) when he studied current reforms in South African schools. He contends that they have shown improvement despite the fact that they are on their own, “with virtually no support or monitoring from districts”. In his view, the most sustainable way in the context of ECDoE that has shortages of District Officials to support schools would be to strike a balance between external and internal support. PPS would benefit from a situation whereby they will be assisted to form internal support structures that would work with the external support team until they are confident in performing the task when the external team is gone. The literature points to the importance of responsibility, accountability and agency at school level (Christie 2001: 60, Fullan et al. 2001: 10).

Dalin et al. (1994: 65) view lack of community support as a threat to institutionalisation of change. It is clear that there is reasonable community and parental support at PPS. In a study conducted by Levin and Lockheed (1993: 11), they realised that affected schools still had a long way to go in terms of building parent support. Also, Leonardos (in Levin & Lockheed, 1993: 83) in a study done in Rio de Janeiro found that although the staff of Integrated Centers of Public Education’s schools was involved in a vigorous campaign to involve parents, only one third of the parents participated effectively in their activities. According to Leonardos, parents felt inferior and passive because they were neglected by the staff. Leonardos’ interpretation of this situation is that people felt this way because the project was imposed on them rather than planned with them as involved partners from the start.

Christie (2001), in her study on improving schools in SA, noted that schools got support from parents, nearby churches as well as NGOs. Though she is silent on district officials' support, she confirms that "schools cannot solve all their problems themselves, and that support from those close to the school can be a source of strength" (Christie 2001: 53). Harris 2001 (cited in Westraad 2006, work in progress) noted a criticism of the school effectiveness research in that the approach tends to blame schools and teachers for what is happening or not happening in schools.

The next section will look at how processes were managed.

6.5 Learning and Improvement

The Imbewu Project believes in nurturing vibrant learning communities where teachers are not only trained to be better managers of their classrooms and facilitators of learning but to be change agents in an active learning community.

The concept of a vibrant Learning Community, therefore, comes from an understanding that all must grow; that each must take responsibility for the other, that all must help to build and secure some benefit as they participate in the school community (ECDoE & Imbewu Project n.d. j: 8).

The implication of this quote is that the change agents had a responsibility to make sure that everybody gets knowledge and understands modules so that they can subsequently implement and sustain them. My finding is that they did not fulfil this responsibility.

All the modules used by the Imbewu Project followed the Practice Based Inquiry (PBI) Approach, which encourages educators to plan, act and reflect on innovative ideas as they implement the modules in their school. They were supposed to sit together in line with whole school development, and construct their own meaning based on their social context, prior knowledge and cultural perspectives. Jickling and Wals (2003: 5) view this as "transactional or transformative paradigm". My finding is that PPS has done some work on the transactional change. The climate of the school, whilst they have done very little on the transformational change, is the culture of the school. I also found that the staff of PPS could not sustain the PBI Approach. Instead of cascading the modules to

their colleagues, they just gave report back in staff meetings. This approach of reporting back in staff meetings which are meant to discuss other staff issues, proved to be a limitation that deprived them the opportunity to understand the modules and construct their own meaning as a school. If PPS did not own and institutionalise the modules, it would be unreasonable to expect them to implement and sustain the project. Instead, the change agents implemented the modules individually without involving their colleagues in planning and reflecting. By so doing they failed to adhere to the project's core values, which are inherent wisdom, teamwork, sharing and collegial respect and support (ECDoE & Imbewu Project n.d. i: n.p.).

In a study conducted by Fullan et al. (2001:3) the schools succeeded in sustaining improvement by using a method called "learning in context" whereby groups learn together within their environment. Practical reality indicates that very little learning happened at PPS as they did not implement the project at school. They did mostly theory in training workshops which were conducted in various venues except for the vision crafting workshop that was conducted at the school.

Implications here are that it was easier for change agents to go back to what they used to do in the past, working individually, when they were confronted by problems of non-committal on the part of staff.

6.6 Management Processes

My finding is that the project concentrated on content at the expense of processes. In a study undertaken by a team of researchers, Kirschner et al. (2004: 63) noted that, "Both process and content need to be taken into account in order for the project to be successful... Process aspects are highly dependent on the competence of the management, a human factor". Implications here are that PPS followed the lead of the project by concentrating on implementing the content of the modules, neglecting the processes. Everybody rushed content because they had to report on modules which were mainly content. Processes take longer to develop; probably the project did not have time to concentrate on them.

In addition, French and Bell (1995: 34) suggest that organisations should be helped by consultants, in this case project facilitators, in “becoming more effective in diagnosing and solving problems”. My finding is that this did not happen at PPS hence they were unable to deal with their processes.

6.6.1 Communication

My finding is that there is poor communication among the staff itself, also between the staff and the SGB, and lastly between the project and the school. This lack of communication is causing tensions between the teachers and the SGB. According to the DoE (cited in Gultig, 1999: 7) “Resistance to change flourishes where there is poor communication, little or no active participation or involvement in decisions, and where tensions are allowed to simmer unchecked”. Many researchers (DoE cited in Gultig, 1999; Davidoff et al. cited in Gultig, 1999) advise schools to overcome resistance by opening lines of communication to all stakeholders so that change can be sustained. In addition, Levin and Riffel (1997: 169) view communication as a first step in establishing ongoing relationships.

The selective nature of PPS staff, when it comes to sharing information with parents, shows that there is lack of transparency. Davidoff et al. (cited in Gultig 1999: 105) suggest that the way in which information is shared depicts the culture of the school. If vital information is only accessed by a few individuals, only those individuals can make crucial decisions. The indication is that at PPS only the staff are making crucial decisions.

This lack of transparency was again mentioned by the SGB members and teachers when it comes to budgeting. Even staff members do not know who is involved in budgeting, except for one SMT member who mentioned that it is done by the principal and the school clerk. The SGB chair admitted that he was only called in when he has to sign cheques. In fact he later admitted that most of the problems that they (the SGB and the principal) are having with the teachers revolve around money issues. In one of the SGB meetings that I observed, the teacher representatives were actually querying issues that were not clear in a financial statement they were given by the principal. My finding is

that the school did not implement the approach that was advocated by the project, that of participation.

Though everybody agrees that the project has improved issues of transparency, there are still people that feel that some information is kept from them. For instance they claim that the District Office has a tendency of sending their principal to workshops and not notifying the school. In fact when I did the teachers focus group, it was the second week after schools were reopened in October and the teachers were claiming that they hadn't seen their principal for two weeks. When they ask the SMT where the principal was, nobody seemed to know.

6.6.2 Conflict Management

Conflict was not managed at PPS but it was avoided or postponed for a later date. An example here would be the decision that was made by the SGB to extend the curriculum of the school to Grade 7. When teachers complained about this decision in a parents meeting, the SGB chairperson promised to convene another meeting where this issue would be addressed. However, this meeting, which one would think was vital and urgent, was never convened during my data gathering period at PPS.

Even when the later date came, there was no attempt to resolve the conflict by engaging the staff in a discussion; the principal and the SGB just went on with the application to extend the curriculum. The ECDoE and Ikhwezi Project (2000 a) noticed a different scenario in their progress report of the Ikhwezi Project. This is what they said about the SGB: "Holding more than the one prescribed meeting per term signifies a sense of urgency in tackling school problems and finding solutions, as well as a willingness to collaborate with educators for the benefit of the learners".

The second area of conflict at PPS is the issue of financial management. My finding is that stakeholders are only involved in fundraising and not in how the finances are managed. This finding suggests that they are not implementing the project's Financial Management Module and would therefore be unable to sustain it. Davidoff et al. (1994: 14) noted that, "Conflicts in many schools in South Africa have been related to

mishandling of and mistrust around financial and other resources". They further noted a situation similar to that of PPS in that some staff members have access to the telephone and some don't.

6.6.3 Decision-making

The project's approach to decision-making is in line with what Eisler (1994: 34) calls "participatory decision-making". Though participatory structures are in place at PPS, they do not participate in the decision-making process, because some structures are characterised by what Eisler (1994: 33) calls, "a generally hierarchic, top-down, or authoritarian" approach. The SMT for instance, is made up of the principal, the deputy-principal, heads of departments and one teacher representative. Although the teacher representative in this structure is a good idea in terms of making the structure representative and participative, the correct process of electing this person was not followed. Instead of allowing the staff members to elect the teacher representative, the SMT unilaterally identified this teacher using what Eisler (1994: 33) calls "domination".

This resulted in a situation that is entrenching bureaucratic leadership that caused lack of trust that is seen by Smyth (1993: 119) as bringing in the sense of us (staff) and them (management). Davidoff and Lazarus (cited in Gultig1999: 71) suggest that management structures should not hold too much power but should rather ensure that all other role-players feel able to participate meaningfully in the life of the school.

Secondly, the staff did not use committees or task teams that were suggested by the project, such as the Finance and School Development Committees to assist in making the decision-making processes easy. Instead of involving parents in these committees as the project required, the teachers worked alone. According to Davidoff and Lazarus (cited in Gultig 1999: 72) decision-making is a mechanism for building capacity, meaning that the staff of PPS is denying parents an opportunity for "capacity-building". The staff is so used to working unilaterally such that even when they are given an opportunity to work in what Eisler (1994) calls "partnership" they are held back by trivial excuses of non-availability of parents. Interestingly, the same parents that are claimed to be unavailable came in big numbers on the Vision Crafting day. This means that although there was an

improvement in terms of having more and functional committees, PPS did not heed to a call made by many scholars that for a sustainable change to be realised schools should transform their structures and cultures (Eisler 1994), (DoE, Hopkins, McLagan & Nel, Pinchot & Pinchot, Hopkins, Ainscow & West cited in Gultig, 1999), which includes parental and community participation.

Another dimension to this argument is that even if these committees had parent representatives, they could not make final decisions. Their decisions would still have to be approved by the SMT and finally by the SGB. However, the democratic processes of inclusion and participation would be followed, and many of the tensions between parents and staff and also between the staff and SMT would be avoided. In summary, although the project helped in establishing democratic decision-making structures, these structures are not as representative as the project suggested and are still confined by the bureaucratic legacy at PPS. All in all the bureaucratic system is not consistent with empowering (French & Bell 1995), which gives stakeholders the authority to make decisions. Moreover, participation is not full or interactive, as was suggested by scholars (Fitzgerald, Mc Lennan & Munslow 1997, Dalal-Clayton & Bass 2002) in section 2.3.3.

6.7 Investment – resource mobilisation and allocation

My approach to this discussion looks into the investment that was made by the project in terms of resource mobilisation and allocation, and on whether these resources were sustained or not. According to Cummings and Worley (2001: 169), “Implementing organisation change generally requires additional financial and human resources, particularly if the organisation continues day-to-day operations while trying to change itself”. Based on the above quote, I first look at the financial resources, followed by human and material resources, and finally time.

My finding is that the project mobilised and allocated enough financial resources for the pilot phase of the project; unfortunately the same cannot be said about the sustaining of the project after the service providers left the school.

As far as the human and material resources are concerned, the project provided enough resources during the pilot phase in so much that it even hired project facilitators to assist where there was a shortage of District Officials. The mobilisation of project facilitators was not sustained at the end of the piloting phase, and as a result the school suffered because there was only one District Official to support them. Inadequate staffing at District Offices was one of the problems encountered by the SDS team that reported on the Imbewu Project's SDS Team Pilot Project (ECDoE & Imbewu Project, 2000 c: 39). A similar situation was noted by the Ikhwezi Project (ECDoE & Ikhwezi Project, 2000 b: 9) when it noted factors hindering sustainability, "A problem related to this is the lack of relevant District Officials available to 'take over' the activities of the project and, in some instances, unwillingness by the District Officials to commit themselves to the project". Taylor (forthcoming, p. 8) raises the issue of instability at district offices caused by frequent restructuring and personnel changes.

There could be a number of reasons that could cause unwillingness to commit on the side of the District Officials, the first being that there was a shortage of staff, and secondly they had other responsibilities. Van Ongevalle (2006) warns donors to have a less prominent and operational role in donor funded projects and to be more flexible and responsive to existing institutional structures and operations. For instance, in the case of the Imbewu Project, they could have worked in fewer schools and appointed District Officials that would support the school instead of contracting short-term external service providers that would not be there when the schools needed support. In summary, this challenge is typical of donor funded projects that delude the ECDoE in thinking that because it has enough funding for the project it is ready to implement and sustain it in the long term. Until the ECDoE realises that funding is not synonymous with sustainability and institutionalisation, they will continue to fall in the same trap over and over.

The Ikhwezi Project (ECDoE & Ikhwezi Project, 2000 b: 6) discussed the reasons for District Officials not committing. The first one is seen as "difficulty in establishing genuine partnerships", meaning that the District Officials will lack ownership that is needed to sustain the project if they are not involved in conceptualising, planning and budgeting of the project activities from the outset. Although this study does not cover

perceptions of the District Officials on the sustainability of the project; as a District Official myself, I was not involved in the conceptualising stages of the project.

The second hindering factor of sustainability, as far as the Ikhwezi Project is concerned, is what they see as a “lack of relevant human resource capacity within the Education Department”. Under this factor the Ikhwezi Project (ECDoE & Ikhwezi Project, 2000 b: 6) asserts that,

...it became evident that the availability of the Education Department personnel to the project remains a major challenge to the sustainability of Ikhwezi Project. There is an acute shortage of officials and this poses a big problem with regards to Department’s ownership and commitment to the project. It has been agreed that the Department should take it upon itself to investigate the provision of human resources to ensure that the project’s activities are sustained.

Thirdly, the Ikhwezi Project (ECDoE & Ikhwezi Project, 2000 b: 6) identified lack of formalising of the role of Departmental Officials.

Lastly, the Ikhwezi Project (ECDoE & Ikhwezi Project, 2000 b: 6) stated that complex projects that are costly are less likely to be sustained by an education department lacking in human as well as financial resources. Schmuck and Runkel (1994: 56) cautioned that, “It is unwise to begin even a short OD project if it calls for resources, skills, commitments, or values that are non-existent”. In line with this view, Hargreaves and Fink (2003: 695) argued that sustainable improvement is “improvement that can be supported by available or obtainable resources”. The implication of this quote is that the Imbewu Project at PPS was doomed even before it started because District Officials were not available to support the school, hence the hiring of NGOs.

In Fullan’s (2003: 90) view, “When it comes to large-scale, sustainable reform, money follows success as much as it precedes it”. In addition, Davidoff et al. (1994: 14) view “technical support as very crucial in developments that wish to build democratic schools.” The implication of these statements is that the ECDoE should commit itself when it starts a project by making sure that it has officials to support schools so that they can sustain the project when the service providers are gone. Though this study was not to investigate the ECDoE, my findings bring me to realise that the system was not ready for this project.

It also made me realise that sometimes the wrong stakeholders could be blamed for failures within the system when actually the failure is not their fault.

As far as time is concerned, my finding is that the rushing of the training and the implementation phase compromised the institutionalisation as well as the sustainability of the Project at PPS. What is happening at PPS is happening elsewhere. In a study conducted by Fullan (2003: 79) in England, he found that there was “not enough time to support colleagues in school in their development”. There was also “a lack of opportunity to share good practices...” and “a lack of time and energy to plan, evaluate and reflect on practice and its effects”.

My finding is that all these different resources were lacking at PPS meaning that chances of sustaining the project are very slim. Cumming and Worley (2001: 169) share a similar view when they say, “Unless these extra resources are planned for and provided, meaningful change is less likely to occur”. This argument links with French and Bell’s (1995) (see 2.3.1) interpretation of systems theory, that the input and throughput determine the output. In the case of PPS the inputs in the form of district officials, time for training, planning together, and opportunities to implement were not enough; they affected the quality of the throughput which is implementation and hence the unsatisfactory output which is failure to implement and sustain most modules. Perhaps it is worth mentioning that most of these inputs were thought of by the project, “it prepares Departmental officials for the incremental transfer of some of the critical professional development responsibilities ... so that the structure and stimulus for professional growth is localised” (ECDoE & Imbewu Project n.d. h: n.p.), but they were not provided.

In spite of all these challenges, there were areas where PPS succeeded in sustaining the project. These successes and how they came about are discussed below.

6.8 Success Stories

In this section I pursue pockets of success that are evident at PPS. I investigate reasons for these successes and explain how they relate to Indicators of Sustainability as discussed in Chapter 2.

The project encouraged people-centeredness and participation in all its modules. The school implemented a couple of these modules. Examples would be the involvement of parents and other stakeholders in the Vision Crafting event and the participation of all staff members in committees that were rearranged when they were implementing the Whole School Development Module. In this instance PPS responded to Gladwell's (cited in Fullan, 2003: 44) advice that says, "If you want ... to bring about fundamental change in people's belief and behaviour, you need to create a community around them, where these new beliefs could be practiced, expressed and nurtured".

The staff of PPS managed to create a vibrant community around them during the Vision Crafting event. They also managed to get commitment from all staff members to be involved in committees, which changed the staff's belief and behaviour in terms of understanding that they can do things themselves. However, it is only the committees that were concerned with the welfare of the learners that were successful.

Dalal-Clayton and Bass (2002) view effective participation in two ways. One, as broad participation that helps to:

Open up debate to new ideas and sources of information; expose issues that need to be addressed; enable problems, needs and preferences to be expressed; identify the capabilities required to address them; and develop a consensus on the need for action that leads to better implementation.

Effective participation can thus be interpreted as sharing understanding of issues that need to be improved, mobilising resources for improvement and implementing the improvement strategy. This way of thinking is in line with what Van Ongevalle (2006) views as participation of all stakeholders to foster learning and ownership. Senge (1990: 6) concurs with this perception by introducing systems thinking and team learning (see Chapter 2). My finding is that PPS succeeded in implementing the Vision Crafting

module and in forming functional committees because information was shared, challenges as well as people with skills to address these challenges were identified, and actions were planned and implemented.

Two, Dalal-Clayton and Bass (2002) assert that effective participation requires, “good communication and information mechanisms with a premium on transparency and accountability”. According to them, communication and awareness-raising is crucial from the start so that all stakeholders understand what is going on. My study shows that the first module, Vision Crafting, was successful because there was improved communication, information mechanisms, transparency and accountability at PPS for the period that the module was implemented. It can therefore be fair to say PPS practiced effective participation on the first module because they had support from the Imbewu Project Team and District Officials. This idea endorses Fullan et al.’s (2003) Tri-Level Approach discussed in Chapter 2.

Cranton (1996) suggests that adult learners perform best when they collaborate and participate as equal partners. My finding is that although time to organise the Vision Crafting event was limited, the availability of human and financial resources made it a success. This assertion is confirmed by the SDPs in Chapter 2 as well as the Imbewu Project Key Outputs and Core Values in Chapter 4.

The other reason for this success was the experiential nature of these events. For instance PPS was taken through the Vision Crafting event step by step practically, unlike other modules that were only done theoretically. According to Sergiovanni (1991: 7) “knowing is in the act of practice” and he further identifies the relationship between experiential knowledge and theory. The fact that the event happened at school also had a positive effect because participants were in non-threatening familiar surroundings. Dalin et al. (1994: xv) in their study of school improvement projects in three countries found that school-based in-service training works best for institutionalisation.

The other common feature in these success stories is the fact that some staff members of PPS are motivated by what Fullan (2001: 3 and 2005: 15) calls “moral purpose” and the need to be “change agents” (Fullan, 1993); they act with the purpose of making a positive

difference in the lives of the learners, parents and the community. In addition Barber (in Fullan 2005) advocates “the enabling state” in which schools respond to the needs and aspirations of citizens (p.15). Christie (2001: 53) associates a sense of purpose and cohesion with schools that are dealing with the challenges of poverty. In addition, the success of PPS in implementing their first module of the project addressed what Davidoff et al. (1994: 4) call “immediatism – people’s expectations of immediate results”. They were able to see results of working together on the same day in the Vision Crafting event. The Welfare Committee sees results every time they bath a learner, dress him/her in clean clothes or attend to his/her illness in the Health Centre. The feeding of learners in the Garden and Feeding Scheme Project also has a similar effect.

Furthermore, PPS was successful in the Welfare Committee, Health Centre as well as the Garden and Feeding Scheme Projects because they were addressing poverty, which is an “environmental demand” (Smith, 2003: 10) in line with the Systems Theory (French & Bell, 1995: 7).

Lastly, I found that the principal was involved and she was a change agent in all of these successful initiatives. Dalin et al. (1994) argue that,

If the head teacher is not committed, others are not expected to be so. A very committed and sincere teacher cannot do much by his or her individual efforts, because colleagues are likely to follow the example of the head teacher. Thus individual efforts have limited results and little influence on others unless the individual holds the top position in the institution or school (p.36).

They further argued that the treatment of children or the community by the head teacher or the staff was also a contributing factor to the success of the reform projects in their study. This argument links with Fullan’s (2001: 3, 2005: 15) “moral purpose” as well as Christie’s (2001: 50) “sense of purpose”, stemming from a religious or social commitment, as well as an educational purpose.

While these success stories can be viewed as a positive step in the right direction on the side of PPS, they were only limited to a small number of teachers. This implies that the project influenced few people, which in most cases were the same change agents that the service providers were working with.

One positive point about the project is that it made provision for sustainability in its modules although the provisions were not followed in implementing the project; unlike other projects (Kirschner et al. 2004: 361) that treated sustainability as an afterthought.

6.9 Conclusion

It is clear that transformation at PPS is at different stages. In most areas there is no evidence of visible change and in those areas where there is visible change, they are still at the first steps of first-order change; meaning that a lot still needs to be done for the reform to be sustainable. The achievements of PPS are commendable though because they managed to introduce some sustained change despite all the challenges and the fact that they did not get support when they needed it.

In the next chapter I present the summary and conclusion of this study as well as recommendations on what needs to be done to sustain the benefits of a project.

CHAPTER 7: SUMMARY AND CONCLUSIONS

7.1 Introduction

This chapter provides an overview and summary of the study, draws upon the research findings (Chapter 6) to suggest recommendations for project stakeholders and for further research, and finally gives a reflexive overview of the research process.

The study is located in the systems perspective that shows that both Project Management and Project Sustainability are possible in the context of a learning organisation, with knowledge management and leadership able to mobilise resources and provide support.

In this study, I have discussed perceptions of the sustainability of the Imbewu Project in a pilot school (PPS) in Grahamstown. In the past a number of projects have been started but schools struggle to sustain them. The purpose of this study is to gain an understanding of whether there was provision for long-term sustainability in the project design, whether the school perceives itself as being able to sustain the project and evidence of its sustainability.

The literature reviewed in Chapter 2 was used to shape the theoretical framework, the methodology (Chapter 3) as well as the analysis and discussion of data (Chapter 6) and finally to inform the findings and recommendations (Chapter 7).

In the first chapter I described the educational context of the Eastern Cape and where Grahamstown and PPS are situated. I also noted background of the Imbewu Project.

In Chapter 2 I discussed theory of organisational change. Sustainability in the context of learning, the provision of support throughout the learning process as well as the Project Design that would support sustainability is discussed.

In Chapter 3 I described methodology, the method and process that I followed in conducting this study.

In Chapter 4 I presented data on the contents of the modules, the change agents' perceptions of how the modules were presented by the project facilitators and on how the modules were received by the change agents. In Chapter 5 I presented data on the change agents' perceptions of the process they followed in cascading the modules to their colleagues and on evidence of sustainability.

Chapter 6 discusses data gathered in Chapters 4 and 5 using the literature reviewed in Chapter 2 and other relevant literature not discussed in Chapter 2.

This chapter draws together all the issues raised in this study. This is done by providing an overview and summary of the study. Firstly, I discuss the significance of the study, and then I draw on the research findings to suggest recommendations.

7.2 Summary of Findings

The findings reveal that all the indicators discussed in Chapter 2 are very important for sustainability. The Vision Crafting for instance, brought change in the school in terms of collaboration and participation of all stakeholders. Whilst there is reasonable community and parental support, the same cannot be said about district staff. The reason for this lack of monitoring and support from the district office is shortage of staff, which ended up compromising the Systems Thinking of the project. In fact the Systems Thinking was compromised at the outset when the project did not provide sufficient inputs in terms of district officials and enough time to implement the project, to name a few. Insufficient inputs affected throughput or processes of implementation and hence the limited evidence of sustainability.

The study found that there is no deep cultural change at PPS and that there is partial learning and improvement. The challenges that came out strongly were that some facilitators had no understanding of the modules and the time the participants were given to implement was not consistent with the PBI Approach. Furthermore, the ISPD, which was an important module for implementing and sustaining the project, was not

understood. These challenges had serious implications on cascading, implementation and sustaining of the project.

The cascading model did not work at PPS because of a number of reasons. The study found that the cascade model needs knowledgeable and confident change agents. This was not possible at PPS because they claim that they did not understand some modules because they were difficult, some facilitators did not understand the project and they were constrained by the limited time they were given to cascade and implement modules.

Participation was not interactive because even though they have committees, which are not fully representative, decision-making still lies in the hands of few individuals. Also, empowerment as suggested by French and Bell (1995) is not consistent with the bureaucratic system in this school.

Lastly, the study found that PPS did very well in sustaining areas that have to do with learner welfare because of “immediatism” (Davidoff et al. 1994: 4) and “moral purpose” (Fullan 2001: 3) or “sense of purpose” (Christie 2001: 50). Also, the study found that there were very high levels of participation or empowerment in the success stories because committee members were given authority to make decisions for the benefit of the learners.

7.3 Main Conclusions

From carrying this study, I have drawn conclusions under three themes that kept on emerging throughout the study: Systems Theory, Participation and Support.

7.3.1 Systems Theory

The study notes that a project that focuses on transforming schools only is not likely to be sustainable. The literature suggests that projects should rather target the entire system, that is the province, the district and the school. This relates to capacity building as well as monitoring and support.

7.3.2 Participation

Participation is consistent with the values of the country: democracy, respect, ubuntu, redress and equity, hence it is seen cutting across all the indicators discussed in Chapter 2. It is also in line with the project's Core Values I, II, III, V and VIII (see 4.2.2.2). When stakeholders are not involved and do not participate from the planning stages of the project, serious issues such as lack of commitment, ownership, implementation, accountability and sustainability come to the fore.

7.3.3 Monitoring and Support

For the project to be successful and sustainable, monitoring and support should be thought of from the planning stage, hence the recommendation that EPM and OM should be used to close the gaps created by log frame. If sustainability is the end result, literature suggests that projects should be monitored continuously and change agents should get ongoing internal and external support.

7.4 Suggestions for Future Research

This study describes the perceptions of the stakeholders of PPS on how they are sustaining the Imbewu Project. Future research is required on the long-term impact of the project. This study showed that the change agents failed to cascade the modules of the project to their colleagues. There is a need to investigate the cascade model, its effectiveness and other alternative organisation development models that can be used.

An investigation on the use of change agents, the calibre of people that could be used as change agents and the kind of capacitating they would need to perform in this role would be very helpful.

There is a need to investigate the problems that are faced by the ECDoE in terms of appointing officials at district office level that are supposed to support schools in implementing projects and policies in general. An investigation into the low morale and general apathy of school communities in implementing DoE policies and projects is required.

An understanding of why people take time and sometimes invest their own money to undertake studies and in the long run not implement their knowledge would be helpful.

Since this study investigated sustainability of a project in the context of management, research that investigates the role that could be played by the parents and the community in sustaining similar initiatives would give a more holistic understanding of the concept.

As only one piloting school was studied, it would be interesting to broaden the scope by studying more schools from different areas. A study conducted in rural areas for instance might provide different results.

The issue of Project Design and whether the use of log frame is appropriate for planning, implementing, monitoring and sustaining a project needs to be investigated because it did not provide for sustainability in this project.

7.5 Recommendations

In light of my study, I want to make the following recommendations for project funders and implementers.

Stakeholders' readiness could be encouraged by making them participate from the start. Bisschoff et al. (2004) suggest that people who are going to implement the project should be involved from the planning stage so that they can own the process.

When a decision is made to start a project, it should be followed with commitment and political support in terms of investing money to make sure that there are enough human (District Officials in this context) and material resources to sustain the benefits of the project.

In line with sustainability, the department could invest in recruiting competent and qualified facilitators who will be able to respond to the developmental challenges of the schools and the project.

Once they are appointed, district officials could be capacitated so that they are able to undertake the responsibility of providing ongoing support to change agents. Madasi (2004) contends that, "Simply delivering a course is clearly not sufficient: there is a need for ongoing support and follow-up". Also, Glover (2004) advises that,

... school and teacher development needs a team of mentors (who have genuine expertise in school management, subject knowledge, and pedagogical knowledge) to work intensively with a small group of committed schools over an extended period" (p.30).

Since the study and some scholars ((Lotz-Sisitka & Janse van Rensburg 2000, Christie 2001) found that the cascade model is not a good model to bring about change, I support Glover (2004) in saying that the project should work "... with all teachers in a selected school". (p.30). Furthermore, Fullan (2003) in his study found that successful projects trained all staff members. This is also a recommendation of a team that was conducting a study for the Imbewu Project (ECDoE & Imbewu Project School Development Support Team 2000 c).

To overcome the rush that was experienced by schools during implementation, schools could be given an opportunity to implement the modules all over again, following the PBI approach. Also, despite what I have said above, perhaps something could be salvaged by giving schools more monitoring and support and by using the spiral cascading model suggested in Chapter 2. Whilst doing that, they should be given enough time and support to implement each module so that even the teachers who joined the school when the service providers had left can be brought on board. This process would also give PPS a chance to revive their committees, review their policies and better their systems and processes.

Imbewu Project pilot schools could be clustered with schools that were not involved in the pilot study for sharing, support and replication. Also the SMTs (referred to as school management and administration by Glover, 2004: 31) with the help of change agents

should take the responsibility of monitoring and support at school level assuming that they have the capacity and time.

Clusters of schools (see section 1.3) or “networks” as Fullan (2005) calls them, could be convened or co-ordinated by district officials because cluster leaders or change agents do not have line-authority or accountability for ensuring that the learning process is happening and for reporting on performance (p.84).

More community members and parents could form part of the development committees so that they can own their school and the entire process of change. Since the study notes the importance of the involvement of parents and the community in such initiatives, projects should make sure that modules are written in simple language that is accessible to everybody.

Finally, the Project Design needs to be changed. There is evidence that log frames focus more on inputs and outputs and not on processes which are crucial in sustaining change (Deprez 2006: 1). The use of Enterprise Project Management, which encourages learning from other projects together with Outcomes Mapping to close the gaps of the log frame is recommended (see section 2.6).

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OUR MISSION IS TO;

**DEDICATE OURSELVES TO OUR
DUTY AS PROFESSIONAL
EDUCATORS.**

**TO COMMIT OURSELVES AND
STRIVE FOR EXCELLENCE IN
ALL SCHOOL ACTIVITIES SO
THAT WE CAN PRODUCE
EFFICIENT WELL ROUNDED
FUTURE CITIZENS WHO
CANNOT ONLY READ, WRITE
AND SPEAK FLUENTLY, BUT
LEARNERS WHO CAN MEET
THE CHALLENGES OF THE 21ST
CENTURY WITH GREAT
EFFICIENCY.**

APPENDIX-B i

Proposed code of conduct *for teachers*

ARRIVAL TIME

1. Principal is expected to arrive ¹⁵thirty minutes before starting time. Other members of management are expected to arrive at least fifteen minutes before starting time for briefing.
2. Educators are expected to arrive ten minutes before starting time for briefing on latest developments.
3. Everybody is expected to sign the attendance register immediately on arrival and on departure time.
4. Morning prayers begin at 08 h 00 and should end at 08 h 10. These will take place at the quad on ~~Mondays and Fridays~~ except on very cold and on rainy days. *From Tuesday to Friday* prayers will take place in the learning sites: *20y do*
6. All members of staff, including non teaching staff will take turns in conducting prayers.
7. Educators are expected to stand in front of their learners during assembly and assist in maintaining order. A roster for prayer dates will be made available to all staff members.
8. Chatting after prayers instead of going to your site is a definite NO.
9. Tuition MUST commence at 08 h 10. Periods last fifty minutes and educators are expected to make sure that effective teaching and learning takes place. At the end of the period grades 4 to 6 educators are expected to immediately move on to the next class so as to give the next educator enough time to facilitate his or her lesson.
10. Only educators will rotate, not learners. Learner rotation creates chaos and removal of furniture from class to class damages furniture.
11. Social visits and queries or enquiries during teaching time is not acceptable. In the event of an emergency, permission should be sought from Hod in charge of the section in question.
12. Under no circumstances may learners be sent on errands during school hours. This includes breaks.
13. Educators are expected to supervise their learners when cleaning. They should be the last to leave the room, having made sure that all windows are shut and the door is locked. Only educators may lock up the room and keep the key.
14. Educators are expected to fill in the daily attendance register and submit it to the clerk at the end of each day for monitoring. The clerk in turn will daily submit names of absentees to the office for action. *every Friday*
15. Educators may not visit the private room in pairs or groups. This is a bad habit and gives a negative impression
16. Selling, whether it is private or for the school, by learners or educators during teaching time is not acceptable.
17. There will be an extra mural activities roster and all educators are expected to participate and adhere to it.
18. regular work attendance is compulsory and in the event of unforeseen problems, Management should be notified ~~in writing~~.

19. Attendance of school functions is compulsory, in the event of emergency one is expected to submit a written apology.

Quality Management

CONTROL OF WRITTEN WORK

20. This will be done during the last week of every month.
21. All learners books will be submitted together with lesson plans
23. There shall be learning area committees which shall meet from time to time to discuss problem areas for the sake of our professional growth.

LEARNING SITE ENVIRONMENT

It is important that we should always act in the best interest of the school. We should always strive to make ourselves and our school marketable by portraying a good picture about ourselves and our school. This we can achieve by;

24. Treating all the parents with respect. They are our employers and should be treated as such.
25. Learners also need to be treated with respect and loving care. They too, have Rights.
26. Learners should not be abused physically, emotionally, verbally, psychologically or otherwise. We should always bear in mind that child abuse is punishable by law.
27. Educators are expected to treat each other with respect. Exchange or use of vulgar Language will not be tolerated. Such incidents will be reported to higher authorities without fail.
28. Fighting is prohibited and will not be accommodated under any circumstances. Management will not hesitate to report incidents of unprofessional conduct to higher authorities, nor shall we hesitate to recommend transfer of such people to other schools.

UKUZIPHATHA KWABAFUNDI.

Abafundi kulindeleke ukuba bazibophelele ekuzimiseleni khonukuze bakhule babe ngabemi nabahlali abangabo. Oku bayakufezekisa ngokuthi

- 1) Beze esikolweni ROQO. Xa engazokuza esikolweni umfundi maqinisekise ukuba Umzali wakhe uyasibhalela isikolo asazise ngiko.
- 2) Bawenze ngokuzimisela umsebenzi wabo wesikolo.
- 3) Basebenzisane nabanye abafundi xa bengaqondi.
- 4) Bayenze roqo i homework xa beyinikiwe.
- 5) Luxanduva lomfundi ukugcina iincwadi zakhe zikwisimo esihle.
- 6) Akuvumelekanga kungalungile ukukrazula amaphepha eencwadi zokubhala Nokufunda. Oku akubukeki njengoko kungcolisa isikolo. Okwesibini isikolo asisayi kuphinda sikunike enye incwadi kuba zinqongophele.

UBUNDLOBONGELA

Kubalulekile ukuba wonke umntu onwabe apha esikolweni. Abafundi kulindeleke ukuba bangazoyamanisi nezenzo zobundlobongela. Ubundlobongela bubandakanya oku kulandelayo.

- a) ukuxhwila ukutya kwabanye abafundi.
- b) ukubetha okanye ugqaye abanye abafundi, ukuza nezikhali okanye nantonina enobungozi esikolweni.
- c) ukuthuka okanye ukutsala abanye abafundi
- d) ukuthetha izinto ezimbi ngabanye abafundi.
- e) ukugeza eklasini uphazamisa abanye.
- f) ukophula izitulo, iifestile, okanye wonakalise izinto zesikolo
- g). Ukuthatha okanye ube izinto zabanye abafundi, ootishala, okanye isikolo.

AMAGUMBI NEZINDLU ZANGASESE OKUFUNDELA OKANYE EZINDLWINI ZANGASESE

Akuvumelekanga ukuba umfundi adlale emagumbini okufundela nasezindlwini zangasese.

Akuvumelekanga ukukhwela ngeenyawo kwiisiti zase toilet

umfundi kulindeleke aziphathele iphepha lakhe langasese angasebenzisi iphepha leendaba okanye elencwadi

Akuvumelekanga ukubhala okanye udlale ibhola eludongeni kuba oku kungcolisa iindonga.

akuvumelekanga ukukhwela emithini okanye elucingweni.

AMAXESHA ESIKOLO.

Kulindleke ukuba wonke umfundi afike esikolweni ngomkhono phambi kwentsimbi yesibhozo. Ukufika emva kwexesha akusayi kunyanyezelwa.

Abafundi kulindeleka ukuba bahlale esikolweni de kuphume isikolo. Ukuqhwesha akusayi kunyanyezelwa.

Akukho mfundi uvumelekileyo ukuba aphume ngaphaya kwamasango ngexasha lesikolo ngaphandle kwe phepha mvume lika principal.

UCWANGCO NEMBEKO

abafundi kulindeleke ukuba baziphathe kakuhle ngawo onke amaxesha. Emakhaya nasesikolweni kufuneka bengumzekelo..

Abafundi kufuneka bahloniphane ngawo onke amaxesha.

Kufuneka bahloniphe ootishala bazi ukuba bangabazali kubo.

Kufuneka bahloniphe iindwenwe ezize esikolweni.

Abafundi kufuneka bahloniphe isikolo bayeke ukukhwaza okanye babaleke everandah ingakumbi ngasezi ofisini nee klasi.

IMISITYENZANA EYENZIWA NGABAFUNDI

Ucoceko lwesikolo luxanduva lwethu sonke. Ngokoke wonke umfundi kulindeleke ukuba

- 1) achole amaphepha eyadini yesikolo xa ewabona angalindeli ukuthunywa.
- 2) Atshayele iklasi ngosuku lwakhe lokutshayela. Oku kuyakwenziwa ukuphuma kwesikolo hayi kusasa.
- 3) Amagumbi angasese ayakucocwa ngokwe grades ukuqala ngoMvulo ukuya ngoLwesine.

HEALTH PROMOTING SCHOOL SCHOOL POLICY.

1. GENERAL:

- 1.1. The teaching staff, support staff, parents and learners of the above mentioned school should be actively involved in the upliftment of educational standards of this institution.
- 1.2. There should be a close co-operation among educators, learners, parents and the all stakeholders.
- 1.3. Cleanliness, punctuality, responsibility diligence and accountability should always be strived for by the parties mentioned above.
- 1.4. Caning is forbidden by law and therefore is a definite **NO**.

THE TEACHING STAFF.

2. THE PRINCIPAL:

- 2.1. The principal is the public relations officer cum chief executive officer of the school. It is thus important that she conducts herself accordingly.
- 2.2. The principal shall always be the highest authority within the school premises. In her absence the deputy principal or nominated HOD would take her role.
- 2.3. She should **work hand in hand** first, with the school Management team, School Governing Body, other staff members including the support staff.
- 2.4. She will from time to time delegate some tasks to the deputy principal or other members of the School Management Team.
- 2.5. The principal shall also be responsible for liaising with the outside world and making referrals. She is also responsible for controlling the work of the deputy principal and giving **monthly reports**.
- 2.6. She should **arrive thirty minutes** before the school commences so that she can meet parents who have to rush to work.
- 2.7. To avoid disrupting tuition; she shall make announcements to educators at **07h45**.
- 2.8. She is responsible for receiving parents and official visitors to the school and record such visits in the logbook.
- 2.9. Together with staff members she should draw the year plan and allocate duties. This will be done during the **last term** in preparation for the **following year**.

3. THE DEPUTY PRINCIPAL.

- 3.1. The deputy principal shall be second in command. In the absence of the principal, he shall also be responsible for all the duties assigned to the principal.
- 3.2. He shall come in at **7h40** so as to get instructions and announcements from the principal.
- 3.3. He will from time to time delegate some of his responsibilities to HODs.
- 3.4. He shall be responsible for controlling the work of the school management team members. This will be done monthly and reports will be **submitted** to the principal during the last week of **each month**.
- 3.5. He shall be responsible for the establishment and functioning of learning area committees.
- 3.6. He shall also be responsible for facilitating the drawing of the school timetable, morning devotions roster playground roster, scholar patrol roster and the gate control roster.
- 3.7. He should keep the principal and members of the School Management Team informed of the progress and problems that may arise.
- 3.8. He should facilitate whole school planning, and should provide the principal with his schedule for this.

4. THE HODs.

HODs should arrive at least **twenty minutes before** stating time. This time will be used for instructions and sharing of information.

- 4.1. HODs are the highest authorities in their phases or departments as it may apply.
- 4.2. HODs shall be responsible for progress in their phases and departments in the intermediate phase. This will be done **monthly**.
- 4.3. They are responsible for convening phase, grade or learning area meetings, whichever is applicable and minutes of such meetings should be recorded and a copy should be submitted to the principal at the end of each month.
- 4.4. They are responsible for establishing learning area/ programme committees.
- 4.5. They have a responsibility to visit educators working under them and give feedback. They have to offer support when needed.
- 4.6. They should facilitate phase/, grade and learning area planning and provide the

deputy principal with schedules of planning sessions.

4.7.They should conduct an analysis of training needs and provide the deputy principal.

5. EDUCATORS.

- 5.1. Educators are responsible for their classrooms. They should respect teaching time and should refrain from using teaching time for socialising, chatting or any other activity.
- 5.2. They should be actively be engaged in maintaining or enforcing discipline in the classroom and on playgrounds.
- 5.3. They should encourage cleanliness, healthy lifestyles and personal hygiene, and there should be class parades everyday and learners who come to school without having washed properly should be sent to the health centre and parents of such learners should be called in to discuss the matter.
- 5.4. Classrooms should be swept at the end of each school day-scrubbed and polished every Friday and end of the term.
- 5.5. Learner attendance register should be filled in everyday. Learners who persistently miss school should be reported to the principal who in turn shall invite parents of affected learners to discuss the issue.
- 5.6. Learner profiles should be completed by the end of the first quarter.
- 5.7. Educators should work closely with parents and inform them about their children's progress.
- 5.8. Assessment should be done continuously, this should take the form of self-assessment, peer assessment, group assessment etc.
- 5.9.It is imperative that educators always reflect on their teaching and evaluate the effectiveness of their teaching strategies. (They should accommodate all learners)

SUPPORT STAFF.

A. SCHOOL CLERK.

- 6.1.The school clerk should always be available when needed.
- 6.2. She shall be responsible for receiving visitors to the school, answer the telephone and write the messages if the principal is not available.
- 6.3. She shall assist the principal with admissions and transfers.

- 6.4 She shall be responsible for the control both learner and staff attendance registers.
- 6.5. he shall be the school finance officer and therefore responsible for receiving monies and issuing of receipts.
- 6.6. She should resume duties at 08h00 and knock off at 15h00.

B. THE GROUNDSMAN.

7. He takes orders from the principal and in her absence the deputy principal and under no circumstances should he take orders from staff members without her/his knowledge.
- 7.1. He should report for duties at 08h00 and knock off at 16h15.
- 7.2. He is responsible for the maintenance of the school.
- 7.3. His duties include cleaning of grounds, buildings, toilets, repair broken furniture and windowpanes.
- 7.4. He should ensure that school gates are locked immediately the school begins.
- 7.5. Unless a valid excuse is given, he is expected to be on duty from 07h45-16h15.
- 7.6. Except for his tea and lunch breaks; he is expected to engage in his official duties.
- 7.7. He should take out rubbish bins in the morning and put them in the storeroom everyday.
- 7.8. At the end of each school day he should ensure that all windows are closed, lights switched off and doors are locked.
- 7.9. He should ensure that no stray animals are locked inside school premises before knocking off.

8. PARENTS.

- 8.1. Parents have a responsibility towards the school and education of their children.
They have a responsibility to attend and participate in parents meetings.
- 8.2. They should always ensure that their children attend school regularly.
- 8.3. They should inform the school about the illnesses and disabilities of their children.
- 8.4. They should try to provide their children with all school requirements.
- 8.5. They should always be prepared to protect the school against vandalism.
- 8.6. They should at all times assist the school in the development of their children.
- 8.7. They should always be actively involved in the education of their children.
- 8.8. They are expected to inform the school about their children's illnesses and disabilities.
- 8.9. At home they should monitor their children's work and allow them enough time for

projects assignments and homework.

9. TESTS AND ASSESSMENT.

- 9.1. Assessment will be done continuously and recorded daily. Under no circumstances should recording be delayed until the end of the term.
- 9.2. Tests in the form of projects, assignments etc should be done monthly.
- 9.3. Symbols instead of marks shall be used.
- 9.4. Class teachers have a responsibility to make information contained in report cards accessible to parents.
- 9.4. Reports should be issued to parents without fail on the last day of each term.

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5600



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E-mail: imbewu@global.co.za



FAX TRANSMISSION

To: District Managers in Training Zone 4

Attention: Mr Mgolodela	Grahamstown	f) 046 - 622 3224 (Western District)
Mr Geya	Alice	f) 040 - 653 1652 (Central District)
Mr Stamper	Peadie	f) 040 - 673 3409 (Central District)

I am writing to confirm that the Vision Crafting Training Workshops for principals will be conducted at [redacted] Public Primary School in Grahamstown District on Thursday 27th and Friday 28th August. All principals in the training zone should attend so that they could be prepared to conduct vision crafting in their respective schools.

In order to facilitate preparation for the event, I have enclosed some information for your reference and use.

Information included are as follows :

1. List of districts and schools in the Training Zone.
2. Responsibilities of District Managers and principals in conducting the Vision Crafting Training Workshop.
3. Planning activities for Vision Crafting in schools
4. Draft Agenda for vision Crafting.

We are aware that the time schedule for this event is a bit tight and we regret any inconvenience that this may cause you and your staff.

Notwithstanding, we in the department of Education and at Imbewu are very excited about the effort of your schools to craft their visions and design futures of success. We want to assist in this important process in every way we can.

Kind regards

Jonathan Godden
Project Co-ordinator

District	Schools	Principals
TRAINING ZONE 4		
District	Schools	Principals
Grahamstown (Western Region)	Fort Brown Public Farm School Samuel Ntsiko Public Primary DD Siwisa Public Primary George Dickerson Public Primary C M Vellam Public Primary	
Alice (Central Region)	Gqumahashe Combined School Isibane JP Mac Farlan Primary Melani L/HP Upper Gqumahashe	
Peddie (Central Region)	Ayliff HP School Peai Comibined school German Village Primary School	



CONCEPTUAL FRAMEWORK FOR THE IMBEWL TRAINING PROGRAMME

EMD Modules

- 1 Co-ordinating organisational systems and processes in Education
- 2 Planning for whole school development
- 3 Developing systems and processes for Human Resource productivity
- 4 Financial management and control
- 5 Developing and managing relationships with the community

- Vision Crafting for School Development
- Introduction to Practice-Based Inquiry
- Managing Change
- Whole School Development

RECURRING THEMES IN ALL MODULES

- Policy Development and Implementation
- Managing change
- Transforming teaching and learning processes
- Developing and managing resources in under-resourced environments
- Facilitator skills and processes
- Quality assurance

CRITICAL OUTCOMES

- Practitioners will become more competent as:
- critical inquirers
 - creative thinkers
 - communicators
 - team workers
 - responsible professionals
 - change agents

Both EMD & INSET Modules

- Managing relations within and between education organisations
- Leadership
- Building networks and relationships
- Managing material and physical resources
- Developing and managing support structures for educators and learners

INSET Modules

	1 Planning, teaching & learning programmes in line with new policy	2 Developing concepts, skills & attitudes in different learning areas	3 Developing resource-based learning	4 Assessing, recording & reporting in C2005	5 Managing/ organising teaching and learning processes
	Numeracy (IP/Gr 7)	Numeracy (IP/Gr 7)	Numeracy (IP/Gr 7)	Numeracy (IP/Gr 7)	Numeracy (IP/Gr 7)
	Lang/Lit (IP/Gr 7)	Lang/Lit (IP/Gr 7)	Lang/Lit (IP/Gr 7)	Lang/Lit (IP/Gr 7)	Lang/Lit (IP/Gr 7)
	Science (IP/Gr 7)	Science (IP/Gr 7)	Science (IP/Gr 7)	Science (IP/Gr 7)	Science (IP/Gr 7)
	Foundation Phase	Foundation Phase	Foundation Phase	Foundation Phase	Foundation Phase

Teachers

Kindly be informed by that we'll have a staff meeting on Wednesday, the 14th of May at 13.00 in our Staff Room under the following Agenda:

- i Report Backs (Parents Meeting)
- ii Telephone Key and its Pin Code
- iii Photo copier and Fax Machine
- iv Feeding of learners when outing
- v A.O.B

N.B On Thursday, 15th of May at 10h30 Grade I learners will be visited by a Traffic Officer (Mr. Saltein) concerning the Traffic Road Safety Road Safety

P/s Read & Sign
Jana (Secretary)

- | | | |
|---------------------------|--------------------------------|---------------------------------|
| 1. J.P.M. | 7. [Signature] | 13. [Signature] |
| 2. [Signature] | 8. [Signature] | 14. N.M. [Signature] |
| 3. [Signature] | 9. N.O. [Signature] | 14. [Signature] |
| 4. [Signature] | 10. [Signature] | 16. [Signature] |
| 5. [Signature] | 11. [Signature] | |
| 6. [Signature] | 12. [Signature] | |

APPENDIX - G

08:05:02

MEETING

VENUE: Staffroom

CHAIRPERSON: Mr [REDACTED]

APOLOGIES: Principal and Ms [REDACTED]

OPENING PRIMER: - Ms [REDACTED]

AGENDA: (INCLUSION OF Ms [REDACTED] AS AN SMT MEMBER) OUT

- ② REPORT BACK (S.M.T. TO THE STAFF.)
- ③ ELECTION OF 2 S.G.B. MEMBERS
- ④ (CORRESPONDENCE FROM OUR C.S.O.) OUT
- ⑤ REPORT BACK PARENTS MEETING) OUT
- ⑥ A.O.B.
- ⑦ INVITATION OF SMT BY M.E.C.

Previous Minutes were read and accepted.

One speaker proposed that the issue of Ms [REDACTED] to be skipped as she is already working. The other ~~one~~ was against saying that the matter should be cleared in front of teachers. Ms [REDACTED] gave an explanation on how Ms [REDACTED] was included in the S.M.T. Ms [REDACTED] raised her concerns stating that at the SASTU branch meeting she attended, she was made to understand that a teacher is elected by other teachers to represent them in the ^{S.M.T.} S.G.B. Again Ms [REDACTED] clarified the matter saying that her inclusion in the S.G.B. will help her with her studies, she is not representing teachers. A question was raised that "Who does Ms [REDACTED] represent in the S.M.T.?" A lot of explanation was given on this issue then consensus was reached that we should regard Ms [REDACTED] as that additional

inclusion of a teacher rep in SMT without being elected by teachers

teacher, who represent ordinary teachers in the S.M.T. The motion was carried. It was further agreed upon that, Ms [redacted] will attend all Principal's meetings with the Principal.

REPORT BACK BY S.M.T.

The staff sent S.M.T.'s to the principal to raise their dissatisfaction when she walked out of the meeting, while the meeting was in progress. The Principal, through the S.M.T. apologised and promised never to repeat that again. Apology was accepted.

ELECTION OF S.G.B. MEMBERS

Due to the shortage of teacher-representatives in the S.G.B. 2 teachers had to be elected.

Ms [redacted] asked if we can elect somebody in absentia. The answer from the floor was yes. Ms [redacted] and [redacted] names were proposed and seconded. So our teachers in the S.G.B. are Ms [redacted], [redacted] and [redacted].

REPORTS BACK ON P.C. MEETING

On the 5th of May 2008 S.M.T. members attended a meeting called by M.E.C. of Education in the Kestor Centre. Ms [redacted] gave report on this meeting. She said most of the questions from the teachers could not be answered by the M.E.C. and be panel. She only addressed issues on feeding, scheme, saying that it should be under parents. Teachers and Principals

should only supervise. She went further and said farm transport should not be abused by teachers. She also addressed the vandalism in schools.

A. O. B.

CONCERNS

- ① Report back on parents meeting and RDs
- ② Photo Copier - In what should we do about it because it was meant for learners worksheets and now is not serving that purpose.
- ③ Issue of report form - Learners should get them in June
- ④ Proposal that all teachers should work towards the development of the school and extra projects should be supported.
- ⑤ Clarity on RD's was asked. Ms [redacted] gave the report that, Principal told Ms [redacted] in the previous parents meeting, Parents agreed that all children should be fed on RD a month. Learners letters were issued to learners regarding this matter. Ms [redacted] also raised challenges welfare committee encounters with preparation of food. Ms [redacted] suggested a new method of feeding due to the chaos that is happening in our classrooms. but also, this could not be solved due to problems nutrition people encountered.

Ms [redacted] proposed that the issue of photo-copier and feeding of learners, ^{when they go on outings} be shelved for next meeting. Ms [redacted] explained that Ms [redacted] gave them RD to buy apples for learners who were participating in

SMT members don't know telephone secret code

music competition. The speaker proposed that we should get a report about the child who was sick in Ms [redacted] class. Ms [redacted] gave the report to the teachers. After that the S.M.T. was given a mandate to go to the Principal and ask for phone keys. Ms [redacted] said Principal said Ms [redacted] has got a key for the phone. It was later found out that Ms [redacted] does not know the phone's secret code. A staff meeting before 21st May was proposed. Monday^{the} 12th of May was agreed upon.

CLOSURE.

BENEDICTION - Ms [redacted]

