



UNIVERSITY of the
WESTERN CAPE

**FACULTY OF ECONOMIC AND MANAGEMENT
SCIENCES
SCHOOL OF GOVERNMENT**

Mini-thesis

**Transformation in secondary education: A case of a technical high
school in the Western Cape Province**

By

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**Submitted in partial fulfilment of the requirements for the
degree Master of Public Administration in the School of
Government, Faculty of Economic Management Sciences,
University of the Western Cape**

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22 March 2023

DECLARATION

I, Wendy Thandiswa Siyo, hereby declare that “Transformation in secondary education: A case of a technical high school in the Western Cape Province” is my own work and that the sources used or quoted have been indicated and acknowledged by means of complete references.

WSiyo

22 March 2023

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Wendy Thandiswa Siyo

Date



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KEYWORDS

Learners

Educators

Secondary education

Needs

Curriculum

Social transformation

Holistic approach

Technical high school



ABSTRACT

This study was about the provision of secondary education to learners in a rural agricultural community in the Western Cape Province of South Africa. It was about how the curriculum and the learning environment were made conducive to meet the learners' educational needs. The aim was to investigate whether social transformation occurred at the school. The objective was to determine to what extent social transformation was taking place and, if there were challenges, to propose suggestions on how the learners' educational needs could be met so that the learners would complete their secondary schooling.

The study was situated within a qualitative research paradigm because the researcher wanted to understand and interpret the participants' responses within their natural contexts and situations. A case study research design was used to execute the study and to describe and explain the analysed data within the contexts in which they occurred, which is a qualitative research method.

Max-Neef's Human Scale Development Theory was used as the theoretical framework of the study because the study was about learners' secondary education needs. Three principles of this theory were used to analyse, discuss and interpret the data. These were Principle 1: Development is about people and not about things. Principle 2: Human needs are satisfied through satisfiers within three settings, the individual context (oneself), the social group context, and the environmental context. Principle 3: There are five types of satisfiers - Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers, and Synergistic Satisfiers.

The research participants consisted of three groups. The first participant group was the school's principal. The second participant group was two educators, and the third and final participant group consisted of a group of learners in each of the three streams of the school. The three participant groups were conveniently selected.

The two data collection methods were used. Focus group discussions were held with the three groups of learners, and semi-structured interviews were held with the principal and the two educators. The researcher also used census information about the community and the municipality under which the town resorts.

Nine findings emerged from the discussion and interpretation of the results. The two most important findings are, firstly, the community was proactive and identified the need for a second high school in their community. They came together as one, sourced funding from donors and sponsors, and built a technical high school to cater for their children's diverse learning needs and capabilities. Secondly, their vision and mission were fundamental to social transformation because the school provided holistically for the learners' individual, academic and socio-psycho needs, used Afrikaans as the LoLT, and respected their cultures and traditions. The school was run based on a private school ethos, with a zero-dropout rate as the ultimate objective.

Based on the findings, recommendations were proposed for learners and their families, communities, educators and school districts, the Department of Basic Education, and the private sector.



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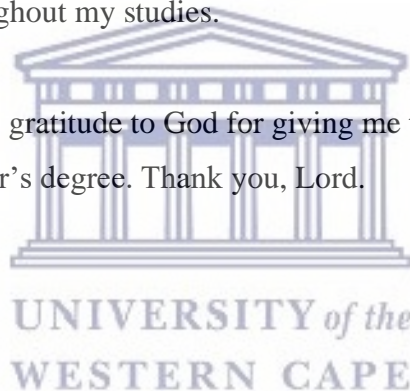
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LIST OF ABBREVIATIONS AND ACRONYMS

Afrikaans (HL):	Afrikaans home language
CAPS:	Curriculum Assessment Policy Statement
CNE:	Afrikaners' Christian National Education
Cosatu:	Congress of South African Trade Unions
DBE:	Department of Basic Education
DHET:	Department of Higher Education and Training
English (FAL):	English first additional language
FET:	Further Education and Training Certificate
GET:	General Education and Training
LoLT:	Language of Learning and Teaching
MDGs:	Millennium Development Goals
OBE:	Outcomes-based Education
NCS:	National Curriculum Statement
NQF:	National Qualification Framework

OECD: Organisation for Economic Cooperation and Development

SDGs: Sustainable Development Goals

SA: South Africa

RSA: Republic of South Africa

WCED: Western Cape Education Department



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CHAPTER ONE

THESIS INTRODUCTION

1.1 BACKGROUND AND RATIONALE FOR THE STUDY

The year 2022 marks 28 years of democracy in South Africa. As such, the Department of Education has made strides in transforming the schooling system. A transformation that includes and acknowledges the culture, languages and indigenous knowledge of the marginalised populations of South Africa in the school curriculum (Nekhwevha, 1999). A transformation based on establishing democratic values, social justice and fundamental human rights (Department of Basic Education, 2011).

The above statements consider the values inspired by the Constitution's Act 108 of 1996, which advocates for equal access to basic education for all on the one hand, and the influence of globalisation and technological innovation on the other. These changes will affect the South African populations' social structures, values and cultures; hence, quality and relevant education have become essential in South Africa's new democracy. The White Paper on Education and Training (1995) states that the goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality. It must provide an increasing range of learning possibilities, offering learners greater flexibility in choosing what, where, when, how, and at what pace they learn (White Paper on Education and Training, 1995). The emphasis should be on redressing educational inequalities among disadvantaged people in South Africa (Department of Basic Education, 2011).

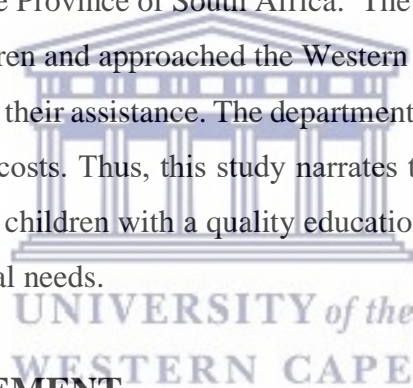
Post-1994 elections, South Africa's schooling curriculum underwent radical reform and transformation. The Department of Education adopted several new curriculum reforms, notably, Outcome Based Education (OBE) that emanated from Curriculum 2005 launched in March 1997 in primary schools (Department of Education, 2002). In 2002, based on the challenges experienced with the OBE, a streamlined and strengthened curriculum called the National Curriculum Statement (NCS) was approved with the call for the development of NCS for the FET Grades 10-12 by March 2003 (Department of Basic Education, 2011 a).

The National Curriculum Statement was amended with a single curriculum and assessment policy document developed for each subject in 2009. It was called the Revised National Curriculum Statement (Department of Basic Education, 2011). The Revised National

Curriculum Statement gave birth to the Curriculum Assessment Policy Statement (CAPS), introduced in 2012 as an amendment to the NCS (Department of Education, 2011).

Notwithstanding these curriculum reforms, public schooling in South Africa remains a complex and multidimensional system with challenges that range from not having sufficient public primary and high schools (the demand outweighs the supply), under-resourced and overcrowded schools, underqualified teachers, large class sizes, absenteeism of teachers and learners, learners' lack of literacy and numeracy, to societal ills such as drug and alcohol abuse, and gangsterism (Mboweni, 2014; Mlachila & Moeletsi, 2019; Spaul, 2019). The provision of quality education in the public schooling sector is something that the democratic Department of Education strives for but, unfortunately, will not be able to provide on its own due to the consequences of apartheid that are still prevalent 28 years after the dawn of democracy in South Africa.

This study was about the provision of secondary education to learners in a rural agricultural community in the Western Cape Province of South Africa. The community identified the need for a high school for their children and approached the Western Cape Education Department at the beginning of 2017 to ask for their assistance. The department sent them back with a mandate to obtain land and 60% of the costs. Thus, this study narrates the community's story of what they have done to provide their children with a quality education and, in so doing, satisfy their children's secondary educational needs.



1.2 PROBLEM STATEMENT

The education system designed for an African person during apartheid was one of subservience, subordination and marginalisation. There were many challenges, as already noted in the previous section. The result was high failure and drop-out rates, with thousands of South Africans illiterate. Only a tiny minority of learners completed high school, which allowed them to proceed with post-school studies (Department of Education, 2005). Since the beginning of democracy in South Africa in 1994, the Department of Education has embarked on a transformation process in education to achieve equity, redress and quality. In addition, new curricula were developed to redress the past imbalances of apartheid that did not recognise or value the different languages, indigenous knowledge, history, traditions and cultures of the African population in South Africa. Rodney (2018) states that development in human society is

complex with many different processes. At the level of an individual, it implies improvement in skills and capacity, more freedom, creativity, self-control, responsibility and general well-being.

The decolonising the curriculum debate by higher education students' protests in 2015 and 2016 sparked a cord. The students argued that the curriculum was still colonised, that African languages remain inferior and that academics, teachers, parents and the public still believe that the African languages are insufficiently developed and cannot be utilised to be taught as a language or in subjects such as mathematics and science (Garuba, 2015). Heleta (2016) argues that it was clear that the transformation efforts did not yield any significant changes in the structure and content of the curriculum, which is still white and Eurocentric at historically white institutions, thereby marginalising Africans and inducing epistemic violence imposed on students by South African academia. Similarly, Hendricks and Samuels (1997) explain that South African and Namibian education policies do not include African culture in their curricula as English is still used as the language of learning and teaching (LoLT) with its cultural expressions in schools, technikons and universities at the expense of the indigenous languages.

Therefore, having sufficient and well-resourced public schools, and transforming the curriculum is vital to integrate indigenous knowledge and promoting the use of indigenous languages, cultures, traditions and history so that learners can learn about the realities and contexts of their own communities. Learning in their home languages and applying the knowledge related to Black South African backgrounds could allow learners to understand better the content of the different subjects on the one hand, and develop necessary skills and workplace competencies on the other hand (America & Le Grange, 2019).

1.3 AIM AND OBJECTIVE OF THE STUDY

Based on the context described above, the study aimed to investigate whether social transformation, considering the learners' educational needs, circumstances, home language, cultures and traditions, occurred at a technical high school in a rural agricultural community in the Western Cape Province.

The study's objective was to determine to what extent social transformation was taking place at the school and, if there were challenges, to propose suggestions on how the learners' educational needs could be met so that the learners would complete their secondary schooling. It was to ascertain whether the curriculum and the learning environment were made conducive to the learners' educational needs for retention and successful completion. It was argued that, if

learning and teaching were decolonised, real social transformation could be achieved where the learners' educational needs, circumstances, home language, cultures and traditions were recognised, valued and respected.

1.4 MAIN RESEARCH QUESTION AND SUB-QUESTIONS

Given the aim, objective and problem statement described above, the study's main research question was, *What did the school do to meet the learners' educational needs?*

Four sub-research questions guided the discussions and interpretations in Chapter Four. These were:

1. Why did the community decide to build a technical high school for their children?
2. Did the school provide a quality education to the learners that would allow them to become productive citizens of the country?
3. Which satisfiers did the school use to satisfy the learners' needs?
4. What can other communities in South Africa learn from this community?

1.5 RESEARCH METHODOLOGY

The research methodology section explains and justifies the research choices researchers made concerning the research paradigm, research design, research sites, research participants, the data collection methods and how the data were analysed. Each of these is briefly described below.

1.5.1 A qualitative research paradigm

This study was situated within an interpretative research paradigm characterised by a qualitative research method. Denzin and Lincoln (2000: 3) explain that "the qualitative research method study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them". Similarly, Babbie and Mouton (2007) state that the main features of research conducted in a qualitative approach are description and understanding of people's situations and contexts.

This study attempted to investigate the curriculum implemented at the technical high school in its natural everyday setting to understand, identify and interpret the factors that impact the transformation process. This interpretative approach assisted the researcher in understanding the issues and describing them as they were happening and implemented at the school.

Moreover, Hammarberg, Kirkman, and De Lacey (2016) state that qualitative methods are used to answer questions, experiences, meanings, and perspectives from the participants' points of view. They explain that these methods include small group discussions for investigating beliefs, attitudes and concepts of normative behaviour; semi-structured interviews to identify views on a specific issue for background information or an institutional perspective; and in-depth interviews to understand a condition, experience, or event from a personal perspective (Hammarberg et al., 2016). The researcher used three data collection methods to gather the information, which assisted her in finding answers to the study's main research and sub-questions. The research approach is further discussed in Section 3.3.

1.5.2 Research design

As this study was qualitative in nature, a case study design was deemed most appropriate to use as the study's research design. Yin (2014) states that a case study design is a research methodology commonly used in social sciences because it is an empirical inquiry that investigates an issue within its real-life context. According to Creswell (2013), a case study is a methodology, a form of design in qualitative research, and a product of investigation. It is a qualitative approach whereby an investigator explores a case over time through detailed and in-depth data collection (Creswell, 2013). Stake (1995:7) defines a case study as "The study of the particularity and complexity of a single case, coming to understand its activity within important circumstances". Merriam (2009) views a case study research design as an in-depth description and analysis of a 'bounded system' that includes what is studied and the product of the research.

The above explanations of a case study research design applied to this study as the study aimed to investigate if social transformation took place at the technical high school in the Western Cape Province. The investigation focused on what has been done to meet the learners' educational needs to provide a quality education. The research design is further discussed in Section 3.4.

1.5.3. Research site

The research site was a technical high school in a rural agricultural community in the Western Cape Province. Due to Covid-19 and the national lockdowns, the researcher could not find two schools to conduct the research for the study as initially planned. The researcher's supervisor explained the situation to an official of the Western Cape Education Department and asked the officer if she could recommend a school that would give her student permission to conduct her research for her master's degree studies. The official recommended this school and gave the

school's details to the supervisor. The supervisor contacted the school and asked for the principal's permission to conduct the research at the school, which he granted. The research site is further explained in Section 3.5.1.

1.5.4 Research participants

The study had three participant groups. The first participant group was the school's principal. The second participant group was two educators, and the third and final participant group consisted of a group of learners in each of the three streams (academic, skills and technical) of the school. The three participant groups were conveniently selected (Singh, 2018; Yin, 2014). The selection of the research participants is further described in Section 3.5.2.

1.5.5 Data collection methods

Data collection methods are used to gather information from the research participants and other official documents and relevant reports ((Hammarberg, Kirkman & de Lacey, 2016; Yin, 2014). This study used two data collection methods to collect the data and relevant literature to inform the discussion and interpretation of the results in Chapters Four and Five. Focus group discussions were used for the learner participant group, while semi-structured interviews were conducted with the principal and the two educators. The instruments are further described in Section 3.5.3.

1.5.6 Data analysis

Only qualitative data were collected from the three participant groups. Using a three-stage open-coding process, content analysis was used to analyse the data (Henning, 2004). Permission to record the focus group discussions and interviews were obtained from the participants. The recordings were transcribed on separate Word documents and formed open coding stage 1. Similar responses from the learners' groups were grouped together on a new Word document and formed open coding stage 2. Likewise, similar responses from the two educators were grouped together on a new Word document and formed open coding stage 2. In open coding stage 3, the answers were categorised into themes and sub-themes based on the theoretical framework's three principles of Max-Neef's (1991, 2007) Human Scale Development Theory. The data analysis process is further explained in Section 3.5.4.

1.6 KEY CONCEPTS USED IN THE STUDY

The key concepts used in the study are described below. These are the meanings that are used and understood in all the chapters.

1.6.1 Academic stream

The Western Cape Education Department (2020) defines an **academic stream** as “preparing learners in secondary education for general, formative, well-rounded post-school education and training (PSET) studies. This stream prepares learners for general academic studies at universities, for example, a BA, B Sc or B Com Degree”.

1.6.2 A quality education

The Association for Supervision and Curriculum Development (2015) defines a **quality education** as “one that focuses on the whole child – the social, emotional, mental, physical and cognitive development of each learner regardless of gender, race, ethnicity, socioeconomic status or geographic location”. They argue that a quality education prepares the child for life, not just for testing. Their understanding of a quality education resonates with Dewey’s (1916) educational theory, which is that education should develop human beings into reflective, creative and responsible thinkers and socially competent people.

1.6.3 Colonisation

According to Longley (2021), **colonisation** “is a form of political and economic dominance in which colonisers from a foreign power take control of a country and exploits its human and financial resources. During this time, colonisers (sometimes forcibly) impose their religion, language, cultural, and political practices on the indigenous population”.

1.6.4 Community

Zamor (2005) states that a community is a group of people sharing similar characteristics. The element that binds them together is at the heart of the matter, and the essence of the group binds people together and supports one another in challenging times (Zamor, 2005).

1.6.5 Curriculum

The concept of **curriculum** is an all-encompassing concept that includes the learners, the subjects, the content taught, what the educators do to explain the content so that the learners can relate and understand it, the LoLT, and the students’ learning experiences and their construction of new knowledge and the development of skills and competencies as proposed by Dewey (1916).

1.6.6 Decolonisation

Decolonisation is about the right of citizens in a country to have autonomy over their land, cultures, education, political and economic systems. Ndlovu-Gatsheni (2018) defines it as “The search for a liberating perspective within which to see ourselves clearly in relationship to ourselves and to others in the universe”.

1.6.7 Educator

An **educator** is a person who holds a formal educational qualification registered with the South African Council for Educators (SACE).

1.6.8 High school

A **high school** is a secondary school where learners are educated after completing primary school and before post-school education or seeking employment. A public secondary school usually includes Grades 9 to 12 (Department of Basic Education, 2011).

1.6.9 Human Development

In this study, the concept of **human development** concerns high school learners and the provision of formal secondary education for development and personal growth.

1.6.10 Learner

The South African Council for Educators (n.d.) defines a **learner** as “A pupil or a student at any early learning site, school, further education and training institution or adult learning centre”.

1.6.11 Needs

A **need** can be defined as a “physiological or psychological requirement for the well-being of an organism” (Merriam-Webster, n.d.). A need is something that you cannot do or live without. Max-Neef (1991:18, 2007) argues that “basic needs are finite, few and classifiable” and that they “are the same in all cultures and all historical periods”.

1.6.12 Satisfier

According to Max-Neef (1991:31, 2007), a satisfier is the means through which a need is met. He suggests five satisfiers - Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers and Synergistic Satisfiers.

1.6.13 Skills/Occupational stream

The Western Cape Education Department (2020) defines an **occupational/skills' stream** as “oriented learning that prepares learners for the workplace as it is aligned explicitly to an occupation, such as trades, technicians, or operators”.

1.6.14 Social transformation

The Department of Basic Education (2011) advocates for a transformation based on establishing democratic values, social justice and fundamental human rights. In this thesis, the concept of **social transformation** is used and understood as a transforming process where the learners' educational needs, circumstances, home language, cultures and traditions are recognised, valued and respected.

1.6.15 Social worker

The South African Council for Social Service Professions (n.d.) defines **social work** as “A practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work”.

1.6.16 Socio-economic status

DICTIONARY.COM (n.d). defines an individual's socio-economic status as “the position or standing of a person or group in a society as determined by a combination of social and economic factors that affect access to education and other resources crucial to an individual's upward mobility”.

1.6.17 Technical/Vocational stream

The Western Cape Education Department (2020) defines a **technical/vocational stream** as “preparing learners for professional learning and work in the PSET sector”. It prepares learners for professional careers such as an engineer or a teacher.

1.7 THESIS STRUCTURE

This mini-thesis consists of five chapters. A brief description of each chapter is provided below.

Chapter 1: Introduction to the study

This chapter provides an overview of the rationale for the study, the problem statement, aim and objective, the main research questions and sub-questions, the research methodology, the key concepts and the thesis structure.

Chapter 2: Literature review and theoretical framework

Chapter provides an overview of the history of education in SA, followed by a comparison of Brazil, Namibia and Cameroon's education systems with South Africa's education system. After that, a comprehensive discussion of the transformation process in secondary education and its implementation challenges is presented. The chapter is concluded with a detailed discussion of the theoretical framework and how the three principles would be applied to the data analysis and the discussion and interpretation of the results in Chapters Four and Five.

Chapter 3: Research methodology

This chapter presents a discussion of the research methodology as adopted in the study. It discusses and justifies the qualitative research paradigm, a case study research design, the research site and participants, the data collection methods, and the data analysis process.

Chapter 4: Results, discussion and interpretation

The results from the data analysis process are presented in this chapter, followed by a discussion and interpretation of the results based on the theoretical framework's three principles of human needs. The chapter concludes with a synthesis of the arguments and interpretations.

Chapter 5: Findings, Recommendations and Conclusion

This chapter lists the findings and relates them to the literature reviewed and the theoretical framework to determine if the study achieved its aim and objective, and what the study's contribution to new knowledge is. Finally, recommendations are made based on the findings, the study's limitations and suggestions for future research are noted, and the researcher concludes the thesis with a personal reflection.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

As explained in Chapter 1, this study is about providing secondary education to learners at a technical high school in the Western Cape Province. As such, the researcher begins this chapter with a brief overview of the history of education in South Africa to contextualise the study area. She then compares Brazil, Namibia and Cameroon's education systems to South Africa's education system. Thereafter, a review of the curricula changes since the dawn of democracy in 1994 is presented. Curriculum 2005, also referred to as Outcomes-based Education (OBE) is discussed first, then the National Curriculum Statements (NCS), the Revised National Curriculum Statements (RNCS), and lastly, the CAPS Curriculum. This is followed by a discussion of the shortcomings and challenges facing public schooling in South Africa. The chapter ends with a detailed discussion of the theoretical framework that underpins the study and a concluding summary.

2.2 THE HISTORY OF EDUCATION IN SOUTH AFRICA

Three periods in the history of education are discussed in this section. The first is the early history of education from 1652 until the early 1900s. The second period is the apartheid era from 1948 to 1994. The last period focuses on the transformation in education post-1994.

2.2.1 Early History: 1652 – 1900s

Formal education started in South Africa when the Dutch and British arrived at the Cape of Good Hope from 1650 onwards. The British used education as means of social control by enforcing their language and traditions in the colony (Christie, 1998). English was the official language used in churches, government offices, and schools (Msila, 2007). This author explained that the British used their curriculum to educate Africans to spread western civilisation and teach so-called backward Africans specific values so that they could also participate in church activities. In addition, the British government and the missionaries used education to accomplish their political goals, but the Dutch and Afrikaners began to oppose English dominance (Msila, 2007). The resentment and fighting against the British intensified after the Afrikaners lost the Anglo-Boer War against the British. The Dutch and Afrikaners felt that the British education system had alienated them from their cultural practices, which resulted

in the establishment of their own schools based on Christian National Education (CNE) (Msila, 2007).

2.2.2 Education during the apartheid era:1940 - 1994

The Afrikaners' Christian National Education (CNE) was based on the same objectives as those of the missionaries concerning the politicisation of the education system and misusing religion (Masiza, 2017). The CNE policy of 1948 was based on the principle that White South Africans' task was to Christianise the natives and cultivate them in the principles of trusteeship, no equality and segregation, i.e., Apartheid education. In terms of these principles, the teaching and education of a native were believed to be grounded in the life and worldview of the Whites, most especially those of the Boer nation as senior white trustees of the "natives" (Msila,2007).

Apartheid education had educational programmes where young boys in white schools were brainwashed in veld (bush) schools where they were taught the importance of protecting their land from other people, such as blacks and communists, which enforced the superiority of the White South Africans over Africans (Kallaway, 1988). The government utilised the education fund in all four provinces to educate whites.

The apartheid education separated white children from black children. It had a damaging impact on both black as well as white learners (Hartshorne, 1988). The language policy of the National Party (NP) led to economic and educational disempowerment of African languages, which denied blacks into the mainstream of South African life and prevented development opportunities, as it was expected of them to acquire academic skills in two languages that were foreign to them (Hartshorne, 1988).

Bantu education for Black South Africans was meant to restrict the development of learners, ensure intellectual capacity control over the learners and teachers, and spread state propaganda (Masiza,2017). Apartheid education conditioned learners to be subservient as part of a social order instead of liberating them (Cappy, 2016). The CNA for Africans was declared a means of maintaining the black South Africans in political and economic subordination to control and protect power and privilege (Masiza,2017). The curriculum for black schools was designed to prepare learners for unskilled labour. In addition, black schools had inadequate facilities, textbooks, and underqualified teachers. The system was designed to prepare South Africans for differentiated roles in the labour market and society (Kallaway, 1984).

2.2.3 Education reforms: post-1994

Before 1994, SA was racially divided, with different departments of education based on ethnicity, race, and region. Black South Africans were discriminated against on all levels of society (socially, economically, and politically). The first democratic government elections in 1994 symbolised the beginning of a political transformation. That meant that all areas of society had to be transformed. The education transformation goes further than it being reformed as it also had a major role in the transformation of African communities (Department of Education, 1995). The 1995 White Paper on Education outlined this by indicating that, “it should be the goal of education and training policy to enable a democratic, free, equal, just and peaceful society to take root and prosper in our land, on the basis that all South Africans, without exception, share the same inalienable rights, equal citizenship and common national destiny, and that all forms of bias especially racial, ethnic and gender are dehumanising” (Department of Education, 1995:22).

Mezirow (1998:72) explains transformation as

Transformation theory deals with how individuals may be empowered to learn to free themselves from unexamined ways of thinking that impede effective judgment and action. It also envisions an ideal society composed of communities of educated learners engaged in a continuing collaborative inquiry to determine the truth or arrive at a tentative best judgment about alternative beliefs. Such a community is cemented by empathic solidarity, committed to the social and political practice of participatory democracy, informed through critical reflection, and would collectively take reflective action, when necessary, to assure that social systems and local institutions, organizations and their practices are responsive to the human needs of those they service.

One can argue that the above explanation of transformation is what the democratic government strived to achieve in its transformational process in South Africa. Hence, there was a need for total refurbishment and democratisation of the education system. Attention had to be given to upgrading and improving the education infrastructure and transforming the curriculum to eradicate the legacy of apartheid in the education system (Duvenhage, 2006). Thus, a new, uniformed Department of Education was established, with three bands: Basic Education, Further Education and Training, and Higher Education and Training (Department of Education, 2001; Jansen & Taylor, 2003).

The aims and vision of the democratic Department of Education were to ensure that democracy, human dignity, equality, and social justice are achieved by delivering a system of education that is grounded on those principles (Department of Education, 2001; Ramdass, 2009).

To further address the economic inequalities and improve the quality of education, schools were classified into five quintile categories based on their socio-economic circumstances and the environment where they were located. Quintile 1 to 3 schools were classified as no fee-paying schools, resulting in 60% of the public-school-going children obtaining their schooling free of charge, while Quintile 4 and 5 schools were classified as fee-paying schools (De Villiers & De Villiers, 2022).

A comparison of South Africa's democratic education system to three other similar countries was deemed important and is presented next.

2.3 COMPARISON OF EDUCATION SYSTEMS: BRAZIL, NAMIBIA, CAMEROON AND SOUTH AFRICA

A comparison with other countries similar to South Africa was deemed important to this study because it provided a broader perspective of how education was structured and executed and whether or not South Africa was on par with these countries. Hence, a brief comparison is made between South Africa and Brazil (one of the BRICS countries), Namibia and Cameroon, which are also considered unequal and developing countries. The comparison is made regarding the countries' legal framework, financing, resources and infrastructure.

2.3.1 Legal Framework

Education is a basic right in **Brazil**, with a mandatory nine-year primary schooling requirement (De Villiers & De Villiers, 2022). Public education is free (The Federative Republic of Brazil, 1988). Brazil uses financial rules to maintain the money available for education (De Villiers & De Villiers, 2022). Brazil has various school types, including public, private, and international options. Although public schools are free, most parents prefer to send their children to private or international schools because they have a higher reputation. College/university education is also free for its citizens (Business Insider, 2017).

The **Namibian** constitutional provision of free education is realised in Section 38 (1) of the Education Act (Act No. 16 of 2001), which requires the government to ensure that all tuition provided for primary, secondary and special education in state schools is free. This includes the provision of all schoolbooks, educational materials, and other related requisites (Shikalepo,

2019). Parents can voluntarily contribute to the upkeep, maintenance, and improvement of schools. Tertiary education is not free. Shikalepo (2019) argued that the government rejected calls for free tertiary education as it is considered too expensive.

Latosinski (2020) states that primary public education in **Cameroon** is free for children. Still, secondary education is not, and while the Cameroonian government subsidises it, many families cannot afford to send their children to secondary school. As a result, there is a significant gap between those who have completed primary school and those who continue to secondary school (Latosinski, 2020). According to UNICEF, only 53% of children of the appropriate age attend secondary school, compared to 85% of primary-aged children. Post-school education is not free. Since 1993, Cameroonian students have paid a small registration fee that is not considered tuition fees at tertiary institutions. These institutions depend primarily on student tuition fees and the state's financial support (Fouda, 2012 as cited in Mve, 2020; Nwaimah, 2008).

Basic education is a fundamental right in the South African Constitution (Republic of South Africa, 1996). The Department of Education introduced a quintile system in South Africa's public schools in 2007. Since then, Quintile 1 to 3 schools have been classified as no fee-paying schools, resulting in 60% of the public-school-going children obtaining their schooling free of charge, while Quintile 4 and 5 schools were classified as fee-paying schools ((De Villiers & De Villiers, 2022). Public higher education was not free until 2017. Based on the #Feesmustfall student protests in 2015 and 2016, all students who are funded by the National Student Financial Aid Scheme (NSFAS) are eligible for free post-school education as the loans that were provided to students have been converted into a bursary since the beginning of 2018 (Hodes, 2016).

2.3.2 Financing, resources, and infrastructure

In **Brazil**, the Fund for the Development of Basic Education and the Appreciation of the Teaching Profession (FUNDEB) is a Constitutional Amendment envisioned to ensure that federal taxes are distributed based on the number of learners in municipalities and states (The Federal Republic of Brazil, 2015). The FUNDEB endorses social inclusion and reduces student inequality (The Federal Republic of Brazil, 2015).

The National Foundation for Educational Development (NFED) budget increased from \$5.1 billion in 2000 to \$49.5 billion in 2013 (The Federative Republic of Brazil, 2014). The NFED is independent of the Ministry of Education and oversees federal education resources such as the National Programs for textbooks, school lunches, transportation, additional resources for school maintenance, and continuous education of teachers (The Federative Republic of Brazil, 2014). According to the United Nations Children's Fund (2021), in 2019, almost 1.1 million

school age children and adolescents were out of school in Brazil, most of whom were aged 4 to 5 and 15 to 17. This situation mainly affects those who already live in conditions of vulnerability. However, the number of Brazilian schools has increased, which has resulted in a demand for classrooms (Arnold, Murakami, Bueno, & Araújo, 2015). With an increased demand for education, the supply of classrooms has become inefficient, which requires more daily shifts to maintain an even average of hours spent in school while mitigating the impact on the quality of education provided to the learners (Arnold et al., 2015).

Namibia's public education is funded through the National Budget (The National Budget for sources of revenue, 2017/2018). The government spending on education ranged from 41% to 50% between 2007 and 2015. As a percentage of GDP, household spending on education services increased from 3.2% in 2007 to 3.8% in 2015 (Children and the Namibian Budget, 2017/2018). Until the introduction of UPE and USE in 2013 and 2016 /respectively, parents contributed cash or kind to the School Development Fund (SDF). Although the education sector receives the largest government budget, the reality is that many schools, particularly those in poorer areas, struggle to make ends meet. They asked parents to either contribute to the SDF or provide stationery (Children and the Namibian Budget, 2017/2018). A lack of proper resource utilisation, poverty, poor nutrition, and a long walking distance to school is still prevalent in both primary and high schools (Children and the Namibian Budget, 2017/2018). According to "Namibia Nation Faces..."(2022) the projection shows a large gap between the demand (teachers needed) and supply (teachers produced or supplied) of over 1000 teachers.

In addition, Namibia's education system is confronted with numerous challenges. According to the Deputy Minister of Education, among these challenges are a lack of learning and teaching materials and hostel facilities, chairs, desks, beds, mattresses, and classrooms (Shipanga, 2011).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), **Cameroon's** public expenditure on education in 2011 amounted to 3.7% of the GDP (Cameroon, 2022). It has fluctuated over the years and increased from 2000 to 2020, peaking at 3.2% in 2020 (Cameroon, 2022). Moraa, Chepkoech and Simiyu (2017) state that the government invests mainly in improving access to high-quality primary education and building strong university/college networks, while less attention is given to secondary education.

Teachers' recruitment, distribution, motivation, retention, and professional development continue to be major challenges, according to the World Bank (2017). Also, teachers from the English and French sub-systems continue to operate separately in the educational system for cultural and historical reasons (Index Mundi, 2019). Mismanagement has resulted in a teacher

shortage across the country, particularly in rural areas (Index Mundi, 2019). Education in Cameroon Wikipedia (2022) explains that teacher absenteeism is widely regarded as contributing to the country's low level of education. In 2018, the primary learner-teacher ratio in Cameroon was 44.83. Its highest value in the previous 47 years was 62.72 in 2001, and its lowest value was 41.47 in 2015.

The World Education News and Reviews (2021) states that Cameroon's education system has achieved striking results since the end of the colonial era, with increased literacy rates and extending free elementary education to nearly all of its growing youth population. But challenges remain. The conflict between the Anglophone and Francophone regions, quality concerns, and corruption continue to persist in most levels of the education system. Also, secondary and higher education access remains out of reach for many of the country's most indigent communities (World Education News and Reviews, 2021).

South Africa dedicates nearly 20% of its national budget to education (Lin, 2014). The majority of the education budget is allocated to basic education. Between 2000 and 2018, public spending as a percentage of GDP averaged 5.32% (The Global Economy, Authors calculations, 2020). Over the medium term, tertiary education allocations are growing faster than those made to basic education (Republic of South Africa, 2020).

To prioritise spending on the poorest people, the South African government divided all public schools into quintiles, with the three lowest quintiles offering no-fee education (Department of Basic Education, 2011). The quintile 5 public schools charge a higher fee as they function semi-private. These schools' governing bodies frequently employ more staff and provide better facilities to the learners, and they also improve learners' performance by leveraging community expertise (Scholaro, 2022).

According to Equal Education (2016), the minister of basic education has issued legally binding norms and three school infrastructure standards because learners cannot receive a quality education without adequate infrastructure. These include adequately qualified teachers, textbooks, and stationery. The poorest schools, quintiles 1 to 3, rely on the government for this infrastructure, whereas quintile 5 schools make their own arrangements. In the medium term, the 2020 National Budget aims to address six infrastructure backlogs, including replacing unsafe and ineffective school structures and providing water and sanitation (Parliament of the Republic of South Africa, 2020). However, the South African public schooling system, similar to the other three countries, faces many challenges (refer to Section 2.5).

In summary, there are more similarities than differences in the public schooling systems in the four countries. The education system in all four countries is governed by legislation and policies that attempt to make education provisions accessible to all, especially for the populations who were disadvantaged and marginalised due to colonialism and discrimination. There are also dual systems - public versus private education provisions, and they all deal with challenges. The difference is that post-school education is free in Brazil and South Africa (to a certain extent), but not in Namibia and Cameroon.

2.4 WHAT HAS BEEN DONE TO TRANSFORM THE SOUTH AFRICAN SCHOOL'S CURRICULUM?

The democratic government embarked on reconstruction and development programmes to transform education in South Africa. Four curricula transformations were implemented: Curriculum 2005 which advocated for the adoption of Outcomes-based Education; the National Curriculum Statement, the Revised National Curriculum Statement, and the Curriculum Assessment Policy Statement (CAPS). These are discussed below.

2.4.1 Curriculum 2005- Outcome-based Education

According to Nekhwevha (1999), Namibia and South Africa's apartheid education alienated the marginalised people from the curriculum by excluding their culture, language, and indigenous knowledge to oppress them. To redress past imbalances, both Namibia and South Africa developed policies to transform education, i.e., education for all in Namibia and Outcomes-based education (OBE) in South Africa (Nekhwevha, 1999). The policy aimed to provide free basic education to all members of society. OBE emanating from the Curriculum 2005 launched in March 1997 in primary schools (Department of Education, 2003-2006). This education model aimed at attaining specific learning outcomes instead of aimless teaching and, therefore, required continuous developmental assessments compared to the one-time examinations for which South African education was known. The new learner-centred curriculum model allowed learners to participate and apply the knowledge attained. The teachers and learners participating in the teaching and learning process redressed the teacher-centred, authority-driven, content-based, examination based and Eurocentric-oriented curriculum of apartheid (Jansen & Christie, 1999; Musitha & Mafukata, 2018). Gumede and Buyase (2016) (based on Davis' views of 2003) argue that OBE was a results-oriented thinking program opposite of input-based education with more emphasis on educational processes.

Outcomes-based education had detailed specific outcomes for desirable knowledge, skills, and values for learning and teaching that learners should demonstrate after a period of instruction. Transformation entailed integrating school subjects and linking the curriculum to the learner's everyday life (Department of Education, 1997). OBE's objective was to consider learners' needs, acknowledge diversity, and involve parents and teachers in the education process. Thus, making it a participatory process that would enable learners to reach their full potential (Van der Horst & McDonald, 1997)

OBE was phased into the General Education and Training (GET) and the Further Education and Training Certificate (FET) bands in 2005 and the implementation started in 1997. The FET curricular design was inherited from the GET curriculum defined by 66 specific outcomes and associated features such as assessment criteria, range statements, performance indicators, and programme organisers (Department of Education, 2004 - 2006).

Within two years of the C2005 implementation, the minister of education started a listening campaign to review the curriculum challenges with the transformation of education in schools. A Curriculum 2005 Review Committee was then created using academics, teachers, and office bearers to investigate the challenges (Department of Education, 2003 - 2006).

2.4.1.1 Challenges with Curriculum 2005

Four challenges with Curriculum 2005 were identified. These are briefly discussed below.

2.4.1.1.1 The language of instruction

Nekhwevha (1999) argues that the policy still had colonial features as the South African OBE was also influenced by the World Bank. The education systems used English as the language of learning and teaching (LoLT) in schools, technikons, colleges and universities, thereby elevating one language and one form of cultural expression at the expense of the other indigenous languages, cultures and traditions (Hendricks & Samuels, 1997). Jansen (1998) contends that OBE placed more weight on content and assesses learners on specified goals in terms of the curriculum. It measured and evaluated the quality and impact of teaching in an identified school. This author explains that OBE originates from competency debates in Australia and New Zealand which triggered discussions on training and development by the Congress of South African Trade Unions (Cosatu), reported in National Training Board documents (i.e. the National Training Strategic Initiative) and eventually assumed in the

National Qualification Framework (NQF) as a result of deliberating to integrate education and training (Jansen, 1998).

2.4.1.1.2 Poor results in literacy and numeracy

Chisholm (2015) and the Curriculum Review Committee (2000) explain that the new post-apartheid education department's officials enforced a number of integrating themes across all subjects rather than discipline-specific themes, while content was not mentioned or considered. Integration was the main focus, but there was no clarity regarding content that would be required for learners to progress to another grade. Thus, the emphasis was on the processes rather than the specification of what was to be learned (Curriculum Review Committee, 2000).

The system caused confusion and frustration and demoralisation (Chisholm, 2015). The third International Maths and Science Survey results of 1999 revealed that SA was performing poorly and near the bottom compared to other countries on maths and science, especially in poorer communities (Department of Education, 2004-2006). The South African learners scored poorly in literacy and numeracy tests compared to learners from other African countries, considering expectations since the dawn of democracy (Spaull, 2013). The results showed that SA's Grade 6 learners could not read or write (28% score for literacy) and (30% for numeracy) (Editorial Comment, 2011).

2.4.1.1.3 A lack of resources

It was discovered that the environment was not conducive to learning due to an inadequate supply of learning materials, an infrastructure backlog, and resource limitations (De Wet & Wolhuter, 2009). The implementation of the curriculum unintentionally exposed and enlarged the gap that was already there between the more resourced and multiracial schools and under-resourced schools (De Wet & Wolhuter 2009).

2.4.1.1.4 Underperforming teachers

Teachers positively received the curriculum change, but their knowledge was devalued. The problem started with capacity building for implementing the reforms at the school level. The deployment of inexperienced subject advisors with inadequate subject knowledge in the learning area they were supposed to guide had a negative impact on sustaining the execution of the curriculum reform beyond early implementation (Jansen, 2014). For example, Maistry (2006) argue that since the introduction of C2005, economic literacy became one of the compulsory learning area in the GET band. Still, only a small percentage of teachers were trained in all three

business learning areas, i.e., Economics, Accounting and Business Studies, from Grades 8-12. The teachers had to be reskilled and develop the Economic and Management Sciences (EMS) learning area for execution with little or no help from the Department of Education. The workshops offered by the Department of Basic Education (DBE) did not adequately integrate content knowledge and the educational content knowledge of EMS (Ngwenya & Maistry, 2012).

2.4.2 The National Curriculum Statement

The then minister of education decided to strengthen and streamline the curriculum based on a simplified and accessible framework. In 2002, the streamlined and strengthened curriculum called National Curriculum Statement (NCS) was approved with the call for the development of NCS for the FET Grades 10-12 by March 2003 (Department of Basic Education, 2011). The NCS introduced explicit statements of values that included core values such as equity, multilingualism, openness, accountability, social honour, and tolerance (Jansen, 2003). The NCS curriculum required learners in Grades 10, 11 and 12 to do a minimum of two South African languages, and choose between Mathematics and Mathematical Literacy, with Life Orientation as a compulsory subject, totally seven subjects, which contrasted with the OBE that required learners to do six subjects (Gumede & Buyase, 2016).

The National Curriculum Statement learning outcomes for all grades were built on critical and developmental outcomes to create a lifelong learner who was confident and independent, literate, numerate, multiskilled, compassionate, with respect for the environment and one who was able to participate in society as a critical and active citizen (Naong, 2007).

2.4.2.1 Challenges with the National Curriculum Statement

The NCS curriculum faced many challenges with its implementation that resulted in having it revised because of the heavy workload for the people said to be the drivers of transformation, the teachers who were faced with a shortage of resources and inadequate training (Bynard, 2012). The educators were also not adequately prepared for the implementation, and the government did not provide sufficient support (Maphalala, 2006).

According to Jansen (2014), the curriculum changes came about with many faulty expectations, such as the measurable number of teachers' understanding and implementation capabilities of the broad and sophisticated curriculum. The authority and value of the new curriculum were examination and testing orientated and were intended to enforce teacher-centred classrooms. It also overlooked the environment and did not provide simple, accessible, and achievable reforms,

but multiple objectives and learning outcomes instead. The NCS Review Final Report (October 2009) identified three main challenges, briefly described below.

2.4.2.1.1 Inequality in the implementation of the policy

The challenge occurred in an unequal curriculum implementation process concerning the use and mediation of the curriculum policy. The leadership role of the DOE in the development, dissemination and support of the curriculum was emphasised (NCS Review Final report October 2009).

2.4.2.1.2 The role of teachers

The teachers' confidence was compromised in the classroom. Their role needed to be re-established as they did not have clarity on what they were required to teach and how much time and energy they needed to put in (NCS Review Final report October 2009).

2.4.2.1.3 Alignment of the curriculum processes

This challenge pertained to a precise alignment of the different elements of the curriculum process that needed to be tightly coupled with the requirements of each. Curriculum standards specify the intended knowledge for learning. Assessment Standards exemplified the level of cognitive demand and learning progression over time. There was a lack of learning and teaching support material (LTSM), training support, and how these could have been enacted in the classroom (NCS Review Final Report, October 2009).



2.4.3 The Revised National Curriculum Statement

The Department of Basic Education (2011) indicated that the first curriculum revision done in 2002 was about the Revised National Curriculum Statement for Grades R-9. The National Curriculum Statement was revised with a single curriculum assessment policy document developed for each subject. The aim of this policy was based on principles of social transformation of ensuring equal educational opportunities for all learners of the country; active and critical learning through an active and critical approach to learning; human rights; inclusivity; environmental and social justice; as well as valuing indigenous knowledge systems (Department of Basic Education, 2011). It aimed to ensure that children obtain and apply meaningful knowledge and skills to their own lives. It, therefore, promoted grounding knowledge in the local context in consideration of global requirements (Department of Basic Education, 2011).

2.4.3.1 Challenges with the Revised National Curriculum Statement

Two challenges were identified. These are briefly described below.

2.4.3.1.1 No support for Teachers

A challenge identified was that there needed to be more support for teachers to assist them with the implementation of the revised curriculum. There were no structures to help them adequately; they had to find their own way (Hendrick, 2010).

2.4.3.1.2 Theory vs Practice

A second challenge was that it was challenging for teachers to make meaningful connections between theory and practice in the classroom. For example, the Business Learning Area involves private, public or collective use of resources in satisfying needs and wants, with the impact of exploiting resources. The challenge was how the teachers ensured learners complied with Assessment Standards as set out in the learning objectives (Hendrick, 2010).

2.4.4 Curriculum Assessment Policy Statement (CAPS)

The Revised National Curriculum Statement gave birth to the Curriculum Assessment Policy Statement (CAPS), introduced in 2012 as an amendment to the NCS (Department of Education, 2011). Gumede and Buyase (2016) state that the same values guided the CAPS, similar to the NCS, whose foundation was set within the aims of the South African Constitution. The list included human rights, social justice, environmental awareness, and respect for people from diverse cultures, religions, and ethnic backgrounds. It allowed learners to explore issues concerning their subjects in a way they related to them. The Curriculum Assessment Policy Statement reinforced the following seven principles, namely:

- Social Transformation
- Active and critical learning
- Progression
- High knowledge and high skills
- Human knowledge and high skills
- Human rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems, and
- Credibility, quality, and efficiency (Department of Education, 2011)

America (2014) alludes that the CAPS denotes Business Studies as the groundwork to secure formal employment and sustainable entrepreneurial self-employment paths, contrary to the NCS, which dealt with business careers. In addition, the *content* and *context* of each grade showed *advancement* from *simple* to *complex*. This author advocates that the CAPS' objective was to ensure that learners attain and apply essential business knowledge, skills, and principles in changing business environments (America, 2014).

2.4.4.1 Challenges with the Curriculum Assessment Policy Statement

Three challenges with the CAPS were identified. These are briefly discussed below.

2.4.4.1.1 Underqualified teachers

According to Hoadley and Jansen (2009), the CAPS system focuses on the learners in that most of the topics are based on learners' questions and discussions to inspire critical thinking and active decision-making by the learners in the classrooms. Learning includes participation and collaboration with peers in case studies, projects, and practical tasks (Mbatha, 2016). It encourages active and critical learning rather than passively accepting given truths (Department of Basic Education, 2011). America (2014) states that the CAPS is an unambiguous and measurable system that is more discipline-based, but the challenge is that the teachers are not adequately prepared to deal with the dynamic nature of the subjects.

Phakathi (2018) argues that the teachers who teach the EMS Learning Area are more often underqualified, having studied for a specific degree but teaching a learning area they are unfamiliar with. This, on its own, challenges their ability to relate the subjects they teach to real-life examples. Similarly, Park and Sung (2013) explain that teachers often need to believe that they are well-equipped to implement a new curriculum. Therefore, the under-preparedness of educators hindered the new curriculum's implementation and innovation, resulting in persistent problems (Phakathi, 2018).

2.4.4.1.2 Time allocation

The time allocated for the CAPS subjects is not sufficient on the school timetable as educators are told how much time to utilise on each study area and each subject, which is meant to eliminate the problem of educators spending too much or too less time to complete the syllabus. It created a problem for teachers because slow learners are left behind to fend for themselves (Rooth, 2005).

2.4.4.1.3 Curriculum content

The CAPS is content-based and focuses less on skills development (Mbatha, 2016). Teachers spend more time teaching based on a teaching work plan and concentrating on topics that must be completed weekly instead of focusing on the learners' actual learning process and progress. The result is insufficient time for the teachers to consider learners' prior learning and diversity in the classroom (Mbatha, 2016).

In conclusion, the discussion of the four curricula transformation showed that each attempt had its merits and challenges. An inference could be made that the consequences of apartheid on education provision in South Africa are the main reasons for the challenges experienced. Hence, it is argued that a holistic approach to education provision should be adopted. An approach that focuses on real social transformation as used in this study – a transforming process where the learners' educational needs are met, their circumstances are considered, and their home languages, cultures and traditions are recognised, valued and respected. A transformation where the concept of 'curriculum' is an all-encompassing concept that includes the learners, the subjects, the content taught, what the educators (that is, qualified and competent teachers) do to explain the content so that the learners can relate and understand it, and the students' learning experiences and their construction of new knowledge and the development of skills and competencies as proposed by Dewey (1916).

The effectiveness of the educational transformation process is discussed next.

2.5 THE EFFECTIVENESS OF THE EDUCATIONAL TRANSFORMATION PROCESS AND ITS SHORTCOMINGS

As the discussion in the previous section reflects, strides were made to transform the educational landscape post-apartheid. However, key issues still need attention (Gumede & Biyase, 2016). Molapo and Pillay (2018) advocate that the political pressures on the democratic government for educational reform prevented the department from ensuring clear and critical analyses of the implementation process of the reforms discussed in the previous section. In addition, the students' protests in 2015 and 2016 (#RhodesMustFall and #FeesMustFall) are further evidence that the educational reforms did not yield the desired outcome to decolonise the curriculum (Gumede & Biyase, 2016). Six overall shortcomings and challenges are discussed below.

2.5.1 Shortcoming 1: The language of learning and teaching (LoLT)

The Department of Basic Education's current language policy states that children should be taught in their home language (HL) and switch to English as the sole LoLT in Grade 4 (Department of Basic Education, 2011). However, an increasing number of schools and parents are challenging the policy and opting for English as the LoLT from Grade 1 (Owen-Smith, 2010). This author explains that where the three-year policy is implemented, the quality of teaching is frequently harmed by poor pedagogy and a lack of learning materials in the HL. Also, English and Afrikaans-speaking schools continue to use their native language from Grades 1 to 12 (Owen-Smith, 2010). The African languages are used in black communities only as a medium of communication, but English is the language of choice for instruction (Smith & Oosthuizen, 2006).

Shizha (2013) argues that indigenous African people have unique beliefs, cultural values, languages, and vast knowledge of sustainable natural resources management practices. This author attests that it is through the implementation of indigenous knowledge in schools that students, parents, and communities can reclaim their voices in educating the African child (Shizha, 2013). In addition, Mavhungu and Mavhungu (2018) argue that the South African curriculum designed is still based on neo-colonialism in that the LoLT and the language used in schools' textbooks is English. Therefore, the African learners' home languages are disregarded in the classroom despite recognising eleven official languages, and the fact that only 9.6% of South Africans speak English as a first language (IndexMundi, 2018; Mavhungu & Mavhungu, 2018).

Much research has been done on the challenges that arise because learners have to learn and construct new knowledge in a second and additional language. Researchers Pretorius and Klapwijk (2016) and Songxaba, Coetzer and Molepo (2017), for example, argue that one of the major causes of South African learners' poor reading comprehension is a lack of language proficiency (whether in the home language or a second or additional language). Learners' home language is the foundation for developing reading and writing behaviours (Songxaba et al. 2017). If the structures, values and expectations of the home language and the LoLT are not aligned, learners are disadvantaged in succeeding in early reading tasks and may spend their entire school careers having to catch up (Songxaba et al., 2017). As a result, Jantjies and Joy (2015), and other researchers, explain that language is an essential component of the learning process because the learners' language influences not only their communication within the school, but also their interpretation and understanding of the subject content in the various subjects (Dalvit, Murray & Terzoli, 2009; Nieman, 2006; Pennycook, 1994).

Moreover, it is not only the learners who have a language barrier because of having to learn in English, but teachers often face the challenge of teaching multilingual learners in English, which they (the teachers) only learn when they begin formal education. It is for these reasons that Owen-Smith (2010), Songxaba et al. (2017), and Pretorius and Klapwijk (2016) argue that everyone is harmed by a language policy that disadvantages the majority of South Africa's black learners.

2.5.2 Shortcoming 2: Teacher-learner involvement in curriculum development

Molapo and Pillay (2018) suggest that when the curriculum is passed down from the top, educators are not keen on implementing it. In addition, the decline in learner achievement indicates a need for new strategies to enhance learning. The dissatisfaction of the educators with a lack of involvement during the curriculum development processes exacerbates the situation (Molapo & Pillay, 2018).

Molapo and Pillay (2018) reported in their study that principals and subject advisers, the education department and other agencies did not support educators, and there was a lack of resources. Hence, educators became resistant to change implementation (Molapo & Pillay, 2018). This resistance manifested in some teachers' lack of motivation to arrive on time at school, absenteeism, and not wanting to do much (Irving, 2012, Mbiza, 2019). These authors explain that teachers' absences significantly impact the extent to which the curriculum is covered, the students' academic performance, and the students' academic preparedness. Teachers work an average of 3,5 hours per day in some African schools, compared to about 6,5 hours per day in formerly White schools. Additionally, teachers frequently miss classes or arrive late (Irving, 2012).

Underqualified teachers and overcrowded classrooms further exacerbate the situation. De Korte (2021) advocates that South Africa has some of the world's worst teacher shortages, with thousands of unqualified or underqualified teachers. This author further states that new teachers are often insufficiently equipped when they start work, owing to a lack of quality in-service training and support for professional development.

Marais (2016) and Mclean (2022) state that overcrowded classrooms, a lack of teaching staff, and inadequate school infrastructure characterise South African schools. All these factors contribute to poor educational outcomes by taxing students' ability to learn and receive quality education (Marias, 2016; Mclean, 2022). Currently, the recommended learner-to-teacher ratio is 30:1, but this is far from the reality in most schools, which are frequently packed with up to

50 students in one classroom with only one teacher responsible for their learning progress. In rural schools, the number could rise to more than 100 learners in a classroom (Imtiaz, 2014). Therefore, the above challenges impact the effective delivery of the transformed curriculum and the provision of quality education to South African learners.

2.5.3 Shortcoming 3: African-centric subjects

Since the #Feesmustfall protest in 2015 and 2016, where students demanded more African-centric subjects to a complete refurbishment of academia that rejects non-African or colonial studies, there has not been consensus on what it means to decolonise education by academics (Businesstech, 2019). It could be why the current Minister of Basic Education, Ms Motshekga, is calling for a more “decolonised “education system in SA, which suggests that there is a need for amendments in the current curriculum to allow for diversification (Businesstech, 2019).

Moreover, as was discussed under shortcoming 1, learning in a second or additional language hinders learners’ understanding of the subject content and negatively impacts their overall academic performance. Limited subject choices and not having a choice to enrol at technical schools where learners could choose skills subjects if they are not academically inclined are further reasons why the South African public schooling system is faced with low throughput, and high failure and dropout rates (Mlachila & Moeletsi, 2019; Spaul & Kotze, 2015). These authors explain that nearly half of South African learners drop out before completing secondary education, and roughly one-quarter of those who sit for the Grade 12 examination fail (Mlachila & Moeletsi, 2019; Spaul & Kotze, 2015).

Similarly, the Department of Basic Education (2017) states that 1 186 011 Grade 1 learners enrolled in 2006, but only 629 155 students registered for the Grade 12 final examination (NCS) in 2017. According to Statistics South Africa's General Household Survey (2021), while the majority of 18- and 19-year-olds were still in secondary school, nearly 3% of 15-year-olds, 9% of 17-year-olds and three out of ten (18-year-olds) dropped out. Therefore, the public schooling system’s dropout rate is alarmingly high and a real challenge.

2.5.4 Shortcoming 4: Development of learners’ skills and competencies

The Grade 10-12 Business Studies curriculum aims to develop knowledge, skills and values for sustainable business and economic growth (Meintjes, Henrico & Kroon, 2015). However, despite the objectives of enhancing entrepreneurial competencies through the introduction of the Business Studies learning area, the National Diagnostic Report showed low achievement of

desired entrepreneurial-based outcomes as only 52.9% of learners achieved above 40% from 2009-2012 (Department of Basic Education, 2012). Also, very little attention is given to developing skills and competencies needed for the workplace in traditional mainstream schools (Tripple E Training, 2018). Hence, South Africa's skills shortage challenge has been acknowledged by the Organisation for Economic Cooperation and Development (OECD). In its report of 2018, the OECD suggests that the educational systems should be improved in terms of developing basic and technical skills for historically disadvantaged learners. The report also advocates for more training options for the unemployed, which should focus on improved employability and career prospects.

To assist with the skills challenge in the education system, the Department of Basic Education (2018) has implemented a national programme called the Employability, Entrepreneurship, and Education (Ecubed) Programme in 600 schools from Grades R to 12 in South Africa. The initiative intends to enhance the learners' implementation of an entrepreneurial and employability mindset. It also aims to support teachers' pedagogical strategies so that the learners would develop entrepreneurial, problem-solving, and action-oriented attitudes. The DBE hopes this programme will provide learners with opportunities to develop into practical, creative, caring, competent and confident young men and women (Department of Basic Education, 2018).

2.5.5 Shortcoming 5: A lack of infrastructure and resources

South African public schools are dealing with a lack of infrastructure and resources. Additionally, there are differences in the accessibility of resources and technology between Quantiles 1 to 3 schools and Quantiles 4 and 5 schools (Amin & Ramathan, 2009). According to Burch, Sikakana, Gunston, Whittle, and Murdoch-Eaton (2018), despite increases in education spending, significant changes in educational policy, curriculum transformation, and improved access to basic education, there are still persistent gross inequalities in primary and secondary education. Primary and secondary schools in low socioeconomic areas struggle to provide quality education to learners due to ineffective school management practices and limited access to basic resources (Burch et al., 2018). These authors explain that the relationship between student performance and the quality of education students receive is multifaceted, and elements such as the rapid expansion of the educational system produce institutions of poor-quality education provision, which negatively impacts learners' academic performance (Burch et al., 2018).

The National Planning Commission (2011:303) states, "To ensure that students in free schools have access to comparable educational resources as their counterparts in less underprivileged communities, there should be well-equipped libraries, laboratories, computer labs, and media centres". Unfortunately, this is not the case, as many Quantiles 1 to 3 schools still need libraries or computer labs (Burch et al., 2018; Dass & Rinquest, 2016). Also, Van der Berg (2008) argues that school resources in South Africa are only tangentially significant because other factors would impact the effective use of resources. This author contends that increased resources would not automatically improve student performance because managing and using resources effectively is just as important as their availability (Van der Berg, 2008).

2.5.6 Shortcoming 6: Poverty

South Africa has been regarded as the most unequal society in the world due to the consequences of apartheid (World Bank, 2022). According to Chutel and Kopf (2018), 27% of the population is vulnerable to poverty, and more than half of all people live in poverty. Steyn (2017) states that more than 12 million children in South Africa live in households with a per capita income of less than R350. Spaul (2013) argues that the patterns of poverty and privilege will remain unless the existing inequalities in South African public primary and secondary education are acknowledged and understood as well as the extent and nature of the inequities.

The DBE introduced school legislation for free primary and secondary education for low-income communities and unemployed households. Funding was also set aside for food and transportation for learners. With meals provided to 20 000 schools in quintiles 1 to 3, the National School Nutrition Programme (NSNP) continues to support the NDP's priority of reducing poverty and promoting food security by feeding over nine million students nationwide (Deveraux, 2018; Republic of South Africa, 2019). The most recent data from 2016 indicates that 81% of South African learners benefit from the school-feeding scheme (Department of Basic Education, 2019).

Gándara and Mordechay (2017) explain that African and Coloured learners' low educational attainment is primarily caused by poverty, which heavily influences where, with whom, and by whom they will attend school. Moreover, the learners' socio-economic circumstances are also the reason for their absenteeism, including that some of their environmental contexts are plagued with alcohol and drug abuse and gangsterism (Burton & Leoschut, 2013; Ncontsa & Shumba, 2013). Chutel and Kopf (2018) and Steyn (2017) explain that poverty and unemployment could result in economic survival by selling alcohol and drugs. Ncontsa and Shumba (2013) state that community-level factors, such as access to alcohol, drugs, firearms, or gang activity, can and

often do exacerbate the effect of these factors on school violence, as some learners could join gangsters who offer protection money. To this end, Burton and Leoschut (2013) state that the most prevalent forms of school violence in high schools are bullying, corporal punishment, vandalism, gangsterism, and sexual harassment.

Consequently, the policy on learner attendance in South Africa acknowledges that learners are situated within a particular contextual reality that influences their behaviour, attendance and performance directly or indirectly and to varying degrees (Department of Basic Education, 2011). The learners' contextual realities include parents' inability to pay tuition fees or purchase school uniforms; parents' illness; parents' lack of involvement in the school; a family member's passing; unstable or dysfunctional families; households where the child is the head of household or caregiver; and poverty (Department of Basic Education, 2011). These are the challenges the public schooling system in South Africa is faced with to date.

The theoretical framework of the study is discussed in the next section.

2.6 THEORETICAL FRAMEWORK: HUMAN SCALE DEVELOPMENT THEORY

Based on the discussions in the previous sections, Max-Neef's Human Scale Development Theory is used as the theoretical framework of this study. Max-Neef (1991:8) explains that "Human Scale Development is essentially grounded and engrossed on satisfaction of fundamental human needs, with self-reliance and organic articulation of people with nature and technology, of global processes with local activity of the personal with the social, of planning with autonomy and of civil society with the state. Max-Neef (1991) states that Human Scale Development adopts a direct and participatory democracy. A democracy that nurtures those conditions that will change the traditional, semi-paternalistic role of states into a role of encouraging bottom-upward creative solutions (Max-Neef, 1991).

Max-Neef (1991:16) explains that there are three crucial factors when one wants to improve people's lives, namely:

1. Development is about people and not about things. If attention is about people and not about things, the gross national product cannot be used as a measure. It has to be the quality of life. The quality of life depends on the potential people have to satisfy their fundamental human needs sufficiently.

2. That fundamental human needs are finite, limited in number, and classifiable. This is contrary to the traditional idea that there are countless human needs and that they are unlimited.
3. Fundamental human needs are the same in all cultures and in all historical periods. This differs from the traditional idea that human needs are subject to trends and vary to a huge extent.

The author explains that fundamental human needs are best understood as a system because they are interconnected and interactive, except for the need to stay alive (Max-Neef, 1991). Trade-offs, simultaneities, and complementarities characterise the process of satisfying needs. There is no one fits all means of satisfying needs. A satisfier can satisfy different needs, or a need may require different satisfiers (Max-Neef, 1991). In addition, Max-Neef (1991) states that human needs are satisfied through satisfiers, within three settings, the individual context (oneself), the social group context, and the environmental context. He explains that the quality and intensity of contexts will be determined by time, location and circumstances; and that fundamental human needs are satisfied differently depending on the economic, social, and political systems used to satisfy the need, through different types of satisfiers (Max-Neef, 1991). He further explains that some of the needs we identify are satisfiers of fundamental needs, such as education. He stresses that if people are to be the drivers of human scale development, they must be respected in terms of their diversity and specific needs. He argues that emphasis should be placed on everyday living democracy to redesign the molecular structure so that the social context and political order are based on a democratic culture (Max-Neef, 1991).

The researcher agrees with these viewpoints, which is why the Human Scale Development Theory was deemed the most suitable theory for the study. It was used in this study to determine if the school education provided satisfiers that fulfilled the needs of the learners or if it was still influenced by colonisation and Western thinking. Moreover, was social transformation happening superficially, or were the teachers making examples and designing tasks and assessments that learners could identify with and relate to their communities? This principle will also determine if decisions were taken on a top-down approach, that is, from top management to the masses, and what the role and involvement of the school governing body were within the school management process.

Furthermore, Max-Neef (2007) also examined needs and satisfiers for development. He discusses two types of needs, axiological and existential, which are not absolute or complete.

Axiological needs are Subsistence, Protection, Affection, Understanding, Participation, Idleness, Creation, Identity and Freedom. Existential needs are categorised as Being, Having, Doing, and Interacting. He explains that some of the needs we identify are satisfiers of fundamental needs; for example, a need for subsistence, i.e. (an axiological need) can be satisfied by food and shelter (existential need of having) (Max-Neef, 2007). He explains that education, on the other hand, whether formal or informal study, investigation and meditation satisfy the need for understanding. At the same time, health schemes and preventive systems fulfil the need for protection, and each can be satisfied at different levels with different intensities (Max-Neef, 1991).

Max-Neef (2007) attests that if a community's needs satisfiers can be observed, a difference can be drawn between endogenous and exogenous satisfiers. Endogenous satisfiers result from the community's actions at a basic level. They contribute to Human Scale Development even though they are democratic actions. In some cases, they arise as part of processes raised by the state. He makes an example of a self-managed production that satisfies the need for subsistence, but could also satisfy the need for understanding, participation, and creation. On the other hand, exogenous satisfiers come from the top; they are institutionalised, ritualised either from a political group or traditional authority and are imposed on everybody and prevent human scale development (Max-Neef, 2007).

However, the author cautioned that there are five different types of satisfiers, namely:

1. Violators, which are satisfiers that claim to be satisfying the need, but make it more challenging to meet a specific need.
2. Pseudo Satisfiers that claim to be satisfying the need but have little to no effect on meeting such a need.
3. Inhibiting Satisfiers, which over-satisfies a given need and seriously inhibits the possibility of satisfying other needs.
4. Singular Satisfiers that satisfy one particular need only and are neutral regarding the satisfaction of other needs.
5. Synergistic Satisfiers that satisfy a given need and simultaneously contribute to the satisfaction of other needs (Max-Neef, 1991, 2007).

It is argued that if these human scale development principles are in place, the educational development of the learners, which is a fundamental need, will improve and enhance their quality of life, social development, and welfare. However, as discussed in the previous sections,

because of the South African history of apartheid and colonialism, these fundamental principles are not in place for many Black South Africans. The study used the Human Scale Development Theory as its theoretical underpinning for these reasons.

The challenges identified and discussed in Section 2.5 about the LoLT, teacher-learner involvement in curriculum development, African-centric subjects, the development of learners' skills and competencies, a lack of infrastructure and resources, and poverty all inhibit Black South African learners' human scale development. Therefore, there is a need for social transformation, an urgent, meaningful, and significant change in how the curriculum is taught and what schools do to create a conducive and enabling learning environment for Black South African pupils so that they can reach their full potential.

Based on the discussion of what the Human Scale Development Theory entails, the study used the following three principles of this theory to collect and analyse the data, and as the basis for the discussions and interpretations of the results in Chapters 4 and 5. These are:

Principle 1: Development is about people and not about things

This study's development concerns high school learners and the provision of formal secondary education. As such, this principle is used to determine why the learners were attending school and if they were receiving a quality education to become educated and productive citizens of the country.

Principle 2: Human needs are satisfied through satisfiers, within three settings, the individual context (oneself), the social group context, and the environmental context

In this study, this principle is used to determine if the learner's basic educational needs (the individual context) are being met with regard to resources (food, transport, books, stationary, academic support) and safety at the school they were attending. For the social group context, the study seeks to determine if the learners' home languages, cultures and traditions were respected and incorporated into the curriculum of the technical high school. The environmental context in this study refers to the environment and the community within which the school is situated.

Principle 3: There are five different types of satisfiers

The guidelines for the five different kinds of satisfiers as described above (Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers, and Synergistic Satisfiers) are used to ascertain if the learners' educational needs were met and if they were, which type of satisfiers were used to satisfy their needs.

2.7 CONCLUDING SUMMARY

This chapter contextualised the study and reviewed relevant literature pertaining to the historical context of education in South Africa. A comparison of Brazil, Namibia and Cameroon's education systems to South Africa's education system was presented, followed by a discussion of the four curriculum reforms, namely Curriculum 2005, the National Curriculum Statements (NCS), the Revised National Curriculum Statements (RNCS) and the CAPS Curriculum, their implementation and challenges experienced. The shortcomings and challenges facing public schooling in South Africa were also discussed. The researcher ended the chapter by discussing the theoretical framework underpinning the study.

Chapter Three, the research methodology chapter, is presented next.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature reviewed and the theoretical framework used in this study. This chapter presents a detailed description and explanation of the research process followed in this study. The aim and objective are restated to provide the context for situating the study within qualitative research. This is followed by a discussion and justification of why a case study design was deemed most suitable for the study. The latter part of the chapter presents a comprehensive account of the research process followed, and the researcher concludes the chapter with a summary of what was discussed.

3.2 RESTATING THE AIM AND OBJECTIVE OF THE STUDY

As stated in Section 1.3, the study aimed to ascertain if social transformation occurred at the technical high school in the Western Cape Province.

The study's objective was to determine to what extent transformation was taking place at the school and, if there were challenges, to propose suggestions on how the learners' educational needs could be met so that the learners would complete their secondary schooling. As can be observed, the study's aim and objective are qualitative. As such, this study is located within qualitative research, which is discussed next.

3.3 A QUALITATIVE RESEARCH APPROACH

Qualitative research systematically studies social phenomena in natural settings where people assign meaning to a situation or problem (Babbie, 2016, 2020; Creswell, 2013; Denzin & Lincoln, 2018). Researchers use qualitative research to seek and understand phenomena naturally in real-world settings and do not manipulate, predict, or generalise findings (Babbie, 2016, 2020; Creswell, 2013). Silverman (2015) and Patton (2014) explain that qualitative research produces results from understanding and extrapolating real-world contexts and experiences. Patton (2014) suggests that, while qualitative research investigates stories of individuals to capture and understand their perspectives and experiences, the answer to why people do what they do is often found not only within the individual but also within the systems and environments of which they are a part, such as families, organisations, communities,

countries and economic systems. Similarly, Hennink, Hutter, and Bailey (2011) emphasise the importance of the interpretive nature of qualitative research because it recognises that people's realities are constructed based on their experiences, which occur within social, cultural, historical and personal contexts. This feature of qualitative research corresponds with the study's theoretical framework, which is based on Max-Neef's Human Scale Development Theory. In this regard, the researcher conducted the interviews and focus group discussions on the school's premises, the participants' natural setting, within the community where the learners lived.

MacMillan and Schumacher (2006) propose that qualitative research is based on constructivism, which assumes that reality is multi-layered, interactive, and shared social experiences. Therefore, the assumption is that there is no single truth to be discovered, but that reality has multiple perspectives (Leedy & Ormrod, 2005). Creswell (2013:43-46) refers to it as an "ever-changing nature of qualitative inquiry..." characterised by, amongst other things, "natural setting, researcher, multiple methods, complex reasoning by means of inductive and deductive logic, participants' meanings, reflexivity and holistic accounts".

Denzin and Lincoln (2011) suggest that qualitative research does not have a universal definition, theory, paradigm or distinct set of methods or practices. Aspers and Corte (2019) describe qualitative research as an iterative process in which the scientific community gains a better understanding of a phenomenon by establishing new meaningful distinctions as a result of getting closer to it. Busetto, Wick and Gumbinger (2020) state that it is the study of the nature of phenomena and is appropriate for answering questions of why something is observed, assessed or improved. Accordingly, the researcher wanted to ascertain if social transformation took place at the technical high school because of the high dropout and failure rates at Black schools.

According to Bhandari (2020), qualitative research entails gathering and analysing non-numerical data, such as tests, audio, concepts, views, or experiences, and could be used to gain in-depth insights into an issue or produce new ideas for study. As a result, he explains, it is utilised to study how individuals experience and view the world. Accordingly, this study was about students' experiences at a technical high school in a rural agricultural community. The researcher wanted to elicit the learners' experiences and perceptions of the school and whether or not their basic needs were met.

Moreover, Creswell (2014) explains that qualitative research involves the study, use and collection of different empirical resources – case studies, personal experiences, life stories, interviews, observational, historical, interactional, and visual texts, all of which describe routines, contexts, moments and meanings in individuals' lives.

Constant and Roberts (2017) add that it allows for specific, context-based assessments through time periods that show how changes happen and develop from a personal perspective. Babbie (2016, 2020), Creswell (2014) and Bhandari (2020) (among others) state that qualitative research methods include case studies, surveys, historical and document analyses, interviews and observations. The researcher used a case study research design, and interviews and focus group discussions as data collection methods. She also reviewed literature about the South African public schooling context and census information about the community and the school district.

Salmons (2020) states that qualitative research is an umbrella term for examining human perceptions, feelings, or behaviours through verbal or visual expressions, actions, and writings. It is a method that includes analysing narrative and written texts' characteristics and the meaning of inter-human relations in social, historical, and cultural contexts (Felton & Stickley, 2018). The researcher asked all three participant groups if she could record their responses, and she had time to listen to the recordings afterwards, which aided her reflection on what was shared.

Lastly, according to Yin (2009), qualitative research allows for reflection and the posing of open-ended questions that generate rich data, which is another reason the study is situated within a qualitative research paradigm. The researcher used open-ended questions in the interviews with the principal and the two educators, and the learners' focus group discussions. Using open-ended questions also allowed for probing questions, which aided her understanding of what was reported and explained to her. Therefore, the study's qualitative research approach was deemed most suitable for the above reasons.

3.3.1 Critique of qualitative research

The researcher recognises the critique against qualitative research. Two forms of critique are the most common Babbie (2016, 2020). The first involves the sample size, which can be much smaller than quantitative research studies. The critique is that findings from small sample sizes are context-specific and cannot be generalised to a larger population or other contexts (Harry & Lipsky, 2014; Thompson, 2011). As a counter to this critique, Babbie (2016, 2020) and Yin

(2014) argue that qualitative research aims to look at deeper understandings rather than probing outward elements, making it context-specific. The objective of such research is not to generalise the findings, but to examine and understand the participants' experiences, feelings and behaviour within their specific contexts.

The second form of critique questions the reliability and validity of qualitative research findings because the argument is that these elements are difficult to test or measure as they rely on the participants' understandings, perceptions, experiences and interpretations (Silverman, 2015). Silverman (2014) states that qualitative research is based on constructivism with a view that knowledge is socially constructed and may change depending on the circumstances, which is the basis for the critique. However, Babbie and Mouton (2009) advocate that validity and reliability in qualitative research are achieved through triangulation, combining different data collection methods to strengthen the study's findings. Researchers should use multiple data collection methods such as observations, interviews and recordings, and involve peer researchers and investigators to interpret and analyse data to understand the construction of others backed by empirical evidence and sound theories (Babbie, 2016, 2020; Babbie & Mouton, 2009; Stake, 2000).

The researcher agrees with the counterarguments provided by these scholars. Her study was about a specific school in a particular setting; hence, she did not want to generalise the findings. In addition, she used semi-structured interviews to collect data from the principal and two educators and focus group discussions with the three learner participant groups. She augmented the data with census information about the community and district and other empirical research on the challenges in the public schooling system to triangulate the results.

3.4 A CASE STUDY RESEARCH DESIGN

A single case study design was used for this research because it was one specific school within a specific context (Yin, 2009). Creswell (2014) and McCombes (2019) describe a case study design as a detailed study of a particular subject, such as a person, group, place, event, organisation, or phenomenon. They also suggest that case studies are commonly used in social, educational, clinical, and business research (Creswell, 2013, 2014; McCombes, 2019). Leedy and Ormrod (2005:135) state that a case study design is appropriate for studying poorly understood situations. Yin (2009) explains that a case study is used to understand a real-life situation that incorporates important contextual conditions because of their extensive relevance to the phenomenon of the study. A case is defined as a "bounded system", which could be

“whatever bounded system is of interest, it can be an institution, a programme, a population, etc” (Stake, 2000:23).

Furthermore, Lune and Berg (2017) explain three case study designs: exploratory, explanatory and descriptive. Fieldwork and data gathering may be conducted before formulating a research question when conducting exploratory case studies. This form of study might be viewed as a precursor to a larger social science study, which may or may not include cases. Explanatory case studies are beneficial when performing causal investigations or pursuing an inferential research issue. The explanatory case study aims to find and examine numerous aspects and situations that might assist a researcher in developing a causal explanation for the case. Lastly, the investigator gives a descriptive theory in descriptive case explorations, which sets the overall framework for the investigator to follow throughout the investigation. This strategy implies formulating and identifying a possible theoretical direction before articulating research topics (Berg & Lune, 2017).

This study pursued to explore and understand the context of the technical high school, and hence, it has elements of both exploratory and explanatory case study designs. The specific problem that this study investigated was the extent to which social transformation took place at the technical school and how it was done.

Lastly, Berg and Lune (2017) argue that case studies require different data collection methods to study the case thoroughly. Therefore, this case study had an interest in a comprehensive investigation of a specific issue and focused its attention on a precise place, i.e. (the school) and time (the educators currently teaching there), and the learners (who are enrolled and educated) to achieve its aim and objectives. As already stated, data were collected from the three participant groups through semi-structured interviews and focus group discussions. Secondary data were also used (census information and the community’s municipal district data).

3.4.1 Challenge of a Case Study Design

According to Bogdan and Biklen (2007), a case study design's main challenge is identifying a specific case over multiple cases. These authors explain that researchers are faced with the dilemma of selecting a generalised or a topical issue, and some cases do not have a clear beginning and ending point. A counter to this challenge is for researchers to have a rationale for their selection criteria and a set of boundaries that adequately surround the case (Creswell, 2013; Yin, 2009). In this study, the case had a clear beginning and ending point, but due to the

Covid-19 pandemic and the national lockdown, permission to gather the data was only secured in March 2022. In addition, the case was clearly identifiable, one technical high school within a set boundary and context, a rural agricultural town in the Western Cape Province.

3.5 RESEARCH PROCESS FOLLOWED

All research requires ethical behavior, including the avoidance of plagiarism and being authentic, as well as respecting the rights and privacy of the research participants. The research proposal of this study was submitted to the relevant university's committees in compliance with the master's degree requirements. Ethical clearance was obtained on 30 June 2020 (refer to Addendum 1).

The researcher ensured confidentiality, anonymity, and fair treatment, and the participants were informed in advance and given the option of choosing a suitable time and location to share their information. What follows is a detailed discussion and justification of the research site, the research participants, the data collection methods, and when and how the data were collected and analysed.

3.5.1 Research site

As stated in Section 1.5.3, Covid-19 and national lockdowns happened from March 2020 onwards, which caused a delay in securing research sites for the study. Several attempts were made to different quantile schools, but the requests were turned down as the schools dealt with the consequences of Covid-19 and the lockdown restrictions. Consequently, the researcher's supervisor approached an official of the Western Cape Education Department at the beginning of 2022 who recommended the technical high school as noted in Section 1.5.3. The official explained that it was a new school built by the community in collaboration with the WCED. The WCED regarded the school as one of its 'success stories' (WCED official, personal communication, 10 February 2022).

Hence, the research site was selected by the WCED, making it a convenient selection method. Patton (2014) explains that a convenient selection method is a non-probability sampling technique where subjects (and research sites) are selected because of their convenient accessibility and proximity to the researcher. The researcher needed a high school as the study's research site, and her study was delayed because of the lockdown restrictions. Hence, she was relieved when a school was recommended and settled for one school only.

The school was a Quintile 2 school located in one of the Western Cape's rural agricultural districts. The town forms part of a rural agricultural region that caters to tourists by offering locally made cheese and wine, private wildlife reserves and extensive hiking trails (South Africa's Wine Routes, n.d.). In 2011, the population was 9 092 people. The population is primarily Colored (75,3%), with Africans at 11,1%, Whites at 1.7%, Indian/Asian at 0.2%, and other races at 1.7%. The languages used as mother tongues are Afrikaans (89.7%), Xhosa (6.0%), English (1.7%), Sotho (1.3%) and other languages (1.3%) (Statistics South Africa, 2012). Regarding education, 6,9 % of those aged 20+ had no schooling, 22,6% of those aged 20+ had Matric, and 5% of those aged 20+ had higher education (Statistics South Africa, 2012). It should be noted that a census was conducted in 2022, but the data have not yet been released.

The Western Cape Government (2018) explains that the high school drop-out rate for the City of Cape Town increased from 38.7 per cent in 2015 to 46.8 per cent in 2016. They state that 46.8% of all learners enrolled in Grade 10 in 2014 within Langeberg municipality (where the community is situated) dropped out of school by the time they reached Grade 12. The high drop-outs are influenced by a wide array of economic factors, including unemployment, poverty, indigent households, high levels of households with no income and teenage pregnancies (Western Cape Government, 2018).

The community decided to build a technical high school for their children with three streams: a technical (vocational) stream, an agricultural/consumer studies skills (occupational) stream, and an academic stream (Western Cape Education Department, 2020). Thus, the technical and skills streams develop the learners' skills and competencies related to the workplace to be ready to seek employment or create their own work. It is stated on the school's website that it is not only concerned with learning and teaching, but also attempts to restore values and self-worth via skill acquisition. Thus, the curriculum is tailored to each student's capabilities, and accountability and development are important to the school's mission (School's website, 2018).

3.5.2 Research participants

The study had three participant groups for triangulation and to strengthen the findings. The first participant group was the principal of the school. The second participant group consisted of two educators, one from the technical stream who taught Grade 10 learners, and one from the academic stream who taught Grade 12 learners. The third and last participant group consisted of three different learners' focus groups, one Grade 8 learners' skills stream group (consisting of 37 learners), one Grade 10 learners' technical stream group (15 learners), and one Grade 12 learners' academic stream group (12 learners). The selection of the principal, the teachers and

the learners was based on a convenient sampling method (Singh, 2018; Yin, 2015). The principal gave his permission to use the school as the study's research site and indicated that he was willing to be interviewed (refer to Addendum 2, email confirmation). The researcher informed the principal that she wanted to interview educators and speak to the learners as well to elicit their views about social transformation and what the school has done to meet the learners' secondary education needs.

Following receipt of the school's electronic (email) permission, the researcher contacted the school's administrator and arranged a date, 17 March 2022, to visit the school to collect the data. The principal requested that the questions for the interviews and the focus group discussions be sent to him before the visit, which was adhered to.

On the day of the visit, the principal organised an initial meeting where the researcher met with him and two educators, who indicated that they were willing to participate in the study. The researcher explained what the study was about and what was required of them. They were given the information sheets and consent forms, which they signed (refer to Addenda 3 and 4, respectively).

The interviews with the principal and the two educators were conducted first, and the researcher asked their permission to record the interview sessions, which they agreed to. The interview with the principal was 30 minutes and 45 minutes per educator. After that, the researcher was taken to the three classes of the learners where she explained, in the presence of the educators, using the information sheet, what her study was about and what she required of them, and what their rights were. The learners gave consent to participate in the study and signed the consent form (refer to Addendum 5). The researcher asked the learners if they were comfortable that she was speaking in English and that the guiding questions were in English. They said yes. She informed the learners that they could respond and explain in Afrikaans, which they did. The educators left the classroom, and the researcher asked each group if she could record the discussions, which they agreed to. The focus group discussions commenced and were each 50 minutes in length. Strict Covid-19 protocols were adhered to in the interviews and the focus group discussions with the learners.

3.5.3 Data collection instruments

The study utilised three data collection instruments: secondary data (census and municipality information about the area), semi-structured interviews and focus group discussions. The use of

multiple sources of data is advantageous because of its capacity to develop “converging lines of enquiry, a process of triangulation and corroboration”, allowing for the case study findings and conclusions to be more conclusive (Yin, 2009: 16). The secondary data served to provide background and contextual information about the town and its community, and the reasons why the school was built. As already indicated, semi-structured interviews were conducted with the school’s principal and the two educators (refer to Addenda 6 and 7), and three focus group discussions were held with a group of learners from Grades 8, 10 and 12, respectively (refer to Addendum 8). Both the interviews and the focus group discussions were recorded. Semi-structured interviews and focus group discussions are part of qualitative research’s data collection methods (Babbie, 2016, 2020; Creswell, 2014).

3.5.4 Data analysis

Only qualitative data were collected, and each of the three participant groups’ responses represented a data set. As already indicated, the secondary data served as contextual background information and was also used to triangulate the responses in the discussion chapter (Creswell, 2014; Stake, 1995). Listening to the recordings and reflecting on the responses allowed the researcher to gain insight into how the school transformed the curriculum and supported the learners, and the impact it had on their development and progress.

The researcher herself transcribed the three participant groups’ data from the recordings on separate Word documents. After the transcriptions were done, the researcher sent them with the tapes to her supervisor to check that she had transcribed the responses correctly (that is, she did not leave anything out or add anything). The supervisor confirmed that the data were correctly transcribed.

The data were analysed through content analysis using a three-stage open-coding process. Creswell (2013, 2014) explains that an open coding technique can be used in qualitative research as it aids in the pattern-matching process. Stage One of the open-coding process is the verified Word document transcriptions of the three participant groups’ responses (refer to Addenda 9, 10 and 11). Two data sets’ responses (the learners and educators) were grouped into similar and different responses in open-coding Stage Two (refer to Addenda 12 and 13). The third data set (the principal’s responses) was directly categorised into themes and sub-themes in open coding Stage Two as he was the only participant in the group (refer to Addendum 14). Open coding Stage Three was used to categorise the first two data sets into themes and sub-themes (refer to Addenda 15 and 16). The themes and sub-themes were based on the theoretical framework’s

three principles, as discussed in Section 2.6. These themes and sub-themes formed the basis for the discussions and interpretations in Chapter Four, which placed the analysed data within a deductive framework (Silverman, 2015; Yin, 2015).

3.6 CONCLUDING SUMMARY

This chapter discussed the methodological research process followed in this study. The qualitative nature of the study assisted the researcher in gaining an in-depth understanding of how the school transformed the curriculum to meet the learners' secondary educational needs. An explorative and explanatory case study research design was used to investigate the case and to gather the data. The researcher had to ascertain that the research process and method were carried out correctly and supported by evidence in light of the study's aim and objective. The data collection was done under stringent Covid-19 conditions and in the proximity of the research subject. The researcher analysed the data, which her supervisor verified. The researcher gained insight into and an appreciation of how a community can play an active and transformative role in the curriculum to meet their children's specific educational needs.

The results, discussion and interpretation thereof are presented in the next chapter.



CHAPTER FOUR

RESULTS, DISCUSSION AND SYNTHESIS

4.1 INTRODUCTION

The previous chapter discussed the research process followed in this study. This chapter presents the results of the data collected from the participants, the discussion and interpretation of the results, and a synthesis of the findings. The chapter is divided into three sections. The first section presents the results from the collected data sets. A detailed discussion and interpretation of the results are presented in the second section to find answers to the study's research questions. The last section concludes the chapter by synthesising the discussions and interpretations of the results.

4.2 RESULTS OF THREE DATA SETS

As discussed in Sections 3.5.2 and 3.5.3, three data sets were collected from the three participant groups. The participants' responses were qualitative and analysed through content analysis, using a three-stage open coding process (refer to Section 3.5.4). The theoretical framework's three principles were used to identify the themes and sub-themes in each data set. The results from the learner participants are presented first, followed by the educators' and the principal's results.

4.2.1 DATA SET 1: LEARNERS' FOCUS GROUP DISCUSSIONS

Four themes and sub-themes emerged from the learners' responses in the focus group discussions. These are summarised per principle.

Principle 1: Development is about people and not about things

Theme 1: Reasons why they attended the school

All the learners said they attended the school because they wanted to study further and secure employment for a better future, and they were all happy at the school.

Theme 2: Receiving knowledge and skills that will empower and enable them

The learners indicated that the school provides them with knowledge, skills, and practical courses, thereby empowering them to secure employment or create employment for a brighter future.

Principle 2: Human needs are satisfied through satisfiers within three settings, the individual context, the social group context, and the environmental context

Theme 3: Types of support received to satisfy the learners' needs

The support received was categorised according to the three settings. These are presented as three sub-themes below.

Sub-theme 1: Physical support received (individual context)

The learners explained that they felt safe because the school was clean and in a closed environment. Their parents did not pay school fees, received free transport and two meals per day, could do their homework at the school, received medical and optometrist assistance, and the teachers loved them and motivated and supported them.

Sub-theme 2: Academic support received (within a social group context)

The learners explained that they received instruction in their home language, Afrikaans, and that their cultures and traditions were acknowledged. They received books and stationery from the school, and the teachers provided other resources and extra classes. The teachers went out of their way to explain the work and were always there to support them. The school had a library, which was not fully utilised at that stage, but the teachers brought books for them; they had sports and athletics and were taken to cross-country events and outings to Cape Town and other places.

Sub-theme 3: Socio-psycho-support received (within their environmental context)

The learners indicated that the school had a social worker who was assisting them; they could also speak to their teachers because they provided them with emotional support and listened to them. There was a mentoring programme, with 17 learners per teacher as the mentor, and they met weekly as a group.

Principle 3: There are five different types of satisfiers

Does the school curriculum focus on issues/knowledge/things to which the learners can relate?

Theme 4: The teachers were focusing on issues/knowledge they could relate to

The learners indicated that they received instruction in their home language (Afrikaans) and that the teachers explained the work and used examples they could relate to. They had subject choices that empowered them with knowledge and practical skills, which they could use in the future, and they could specialise in (e.g. welding, boilermaker).

4.2.2 DATA SET 2: TWO EDUCATORS' RESPONSES

Principle 1: Development is about people and not about things

Theme 1: The learners' backgrounds and home environments

The educators explained that the learners' backgrounds are similar as they come from the local community. Some live in the town, and others on the surrounding farms. They speak the same language, Afrikaans, and their culture is the same. They are not well off and receive the same clothes, food, and resources, so there is no differentiation. They belong to the Christian religion.

Principle 2: Human needs are satisfied through satisfiers within three settings, the individual context, the social group context, and the environmental context

Theme 2: Support provided to the learners

Two sub-themes were identified from the educators' responses.

Sub-theme 1: Provided academic support to the learners (social group context)

The educators explained that the school provided the learners with books and stationery, and they also provided the necessary study materials. They made relevant examples from the area/community and what was happening around the learners so that they could relate to the examples and understand the work. The educators further explained that they were the students' mentors and met regularly with their mentees and provided support, encouragement and motivation. Provision was made so the learners could do their homework after school during the study periods, and the educators were available to assist them with the homework. The educators also provided extra classes and extramural activities (sports).

Sub-theme 2: Provided socio-psycho support to the learners

The educators indicated that they supported and encouraged the learners and were there for them. One educator explained that she had an 'open relationship' with the learners, and the

learners could ask her questions and speak to her if they were uncomfortable talking to someone else.

Principle 3: There are five different types of satisfiers

Were the educators focusing on issues/knowledge/things to which the learners could relate?

Theme 3: Transforming the curriculum (making examples that the learners can relate to)

Three sub-themes were identified from the two educators' responses.

Sub-theme 1: Explaining and relating the content to what the learners know

Both educators explained in detail how they attempted to transform the curriculum by explaining (breaking the content down) and using relevant examples from what the learners knew and what they were exposed to in their community. They also indicated that they provided extra classes after school and tried to broaden the learners' horizons by showing them what was happening elsewhere/outside their community. They also explained that the learners had more subject choices, which they assisted the learners with so that the learner would be knowledgeable of the different subjects.

Sub-theme 2: Using the school's management policy for assessments and Bloom's Taxonomy for the level of difficulty when setting questions

The educators explained that they used the school's management policy for setting assessments and Bloom's taxonomy for the difficulty level when they set questions and instructions for assessments.

Sub-theme 3: Keeping learners' progress records and providing extra classes

The educators explained that they recorded and kept progress records of all the learners. They spent time with the learners at risk of failing, and provided extra classes in the afternoons and sometimes over weekends.

Theme 4: Challenges identified

Three sub-themes were identified.

Sub-theme 1: Some learners acted out

One educator indicated that some learners sometimes acted out and they were not behaving.

Sub-theme 2: Stronger and weaker learners

One educator mentioned that a challenge was that some learners were stronger and others weaker.

Sub-theme 3: Learners' low socio-economic backgrounds

One educator noted that the learners' homes did not have electricity, and there were no internet and laptops, so everything they learned and did, was done at the school.

Theme 5: What did you do to overcome the challenges?

The educator explained that she created a more personal relationship with the learners who acted out to understand what was happening at home to assist the learners.

The one educator gave the weaker students less work to do, while she gave the stronger students more work to do – which created a balance as the stronger students were kept busy, while the weaker students had more time to learn and complete the tasks.

The educators explained that the learners had study periods after school where they could sit, do their homework, and use the school's resources. The educators also brought their own resources to assist the learners and used the schools' resources to expose them to other things outside their homes and community.

Theme 6: Educators' involvement in curriculum development projects

Both educators explained that they were involved in different curriculum development projects. One educator was a physical science teacher. This teacher won a Physical Science Award in the National Teacher's Award in North West and was 4th overall earlier in 2022. The physical science educator was a mentor for novice teachers because of her involvement in curriculum development projects. In contrast, the construction educator was assigned to construct lesson plans for the WCED, which all teachers could use.

4.2.3 DATA SET 3: PRINCIPAL'S RESPONSES

Principle 1: Development is about people and not about things

Theme 1: The school was built by the community for their children

The principal explained that the community built the school for their children. It was a rural town with a mostly coloured community and a homogenous culture. Thus, the learners were

'local' who knew each other, spoke the same language, and came from similar home environments. He also noted that the teachers spoke the same language as the learners.

Principle 2: Human needs are satisfied through satisfiers within three settings, the individual context, the social group context, and the environmental context

Theme 2: Academic support provided to the learners

Three sub-themes were identified from the principal's responses.

Sub-theme 1: The Department of Basic Education supports the school

The principal explained that the Department of Basic Education provided books and materials for the learners, and they would come and support the school whenever there was an issue.

Sub-theme 2: The school had one language (Afrikaans), and the learners had the same culture

The principal explained that the school was relatively new and used one language as the medium of instruction, Afrikaans. The learners were indigenous (from the local community) with the same culture, so there were no difficulties around transformation.

Sub-theme 3: Broader their horizon and educators going the extra mile

The principal explained that the educators tried to broaden the learners' horizons because it was a rural area, so they tried to show and expose the learners to other things and places. He indicated that the educators would go the extra mile to explain content the learners did not understand.

Principle 3: There are five different types of satisfiers

Is the school curriculum focusing on issues/knowledge/things that the learners could relate to?

Theme 3: Explain and interpret the curriculum so that the learners can understand

The principal indicated that they did not change the curriculum. Still, the educators explained the content in context of the area/community and used examples that the learners could relate to and understand. They used the names of the public holidays (for example, Human Rights Day) to explain diversity and issues the learners should know about.

Theme 4: Challenges identified

Two sub-themes were identified from the principal's response.

Sub-theme 1: There was a security problem

The principal indicated that the school had a security problem.

Sub-theme 2: Homogenous community is a limitation

The principal noted that the area was a homogenous rural community, and the learners were not exposed to other cultures and languages.

Theme 5: How were the challenges overcome?

The Department of Basic Education assisted with the security problem and supported the school.

The school took the learners on outings to broaden their horizons and visions.

There were televisions in the classes that the learners could watch to expose them further to the outside world.

Because of the interview questions, the principal noted that the school should also expose the learners to other communities and languages to learn and experience diversity.

4.3 DISCUSSION AND INTERPRETATION OF RESULTS

As stated in Chapter 1, Section 1.4, the first sub-research question of this study was, *Why did the community decide to build a technical school for their children?* The answers to this question are discussed based on the first principle of the theoretical framework.

4.3.1 Principle 1: Development is about people and not about things

Max-Neef (1991) explains that development is about people and argues that the quality of life should be the measurement, not a country's GDP. For this author, the quality of life depends on whether or not people can satisfy their fundamental human needs (Max-Neef, 1991). In the context of this study, as explained in Section 2.6, development was about high school learners and the provision of formal secondary education to cater for the learners' educational need. Hence, Principle 1 determines why the community built a technical school for their children.

As explained in Chapter 2, basic education is a fundamental right in the South African constitution (Republic of South Africa, 1996). However, for a rural agricultural community in the Western Cape Province, this fundamental right could not be upheld for most of the community's children (Bisseker, 2022; Hlangani, 2019). A group of 15 people from the

community (two local farmers, faith leaders and community members) came together in 2016 to discuss a project to build a high school for the community's children. Two local farmers initiated this meeting because of the community's dire need for another high school. One of the farmers explained that the community had about 9000 residents, eleven primary schools serving 2500 learners, and one high school with 350 desks. This meant that roughly 200 to 300 learners could not be accommodated yearly at the one high school. These learners had to attend neighbouring high schools and hence, had to travel daily. Because the learners' parents were mainly farm workers, they could not afford the travelling cost, resulting in learners dropping out or not proceeding to high school after their primary schooling (Bisseker, 2022; Hlangani, 2019).

Not attending high school and educating oneself left the learners unskilled and without hope of empowering themselves. Social ills such as alcohol and drug abuse, unemployment and poverty were challenges the community struggled with. The learners' sense of worth and self-belief was diminished, and they felt like failures (Bisseker, 2022; Hlangani, 2019).

The group approached the Western Cape Education Department (WCED) at the beginning of 2017 with their proposal to build a school for the community. The WCED sent them back with a mandate to find land and 60% of the costs. The WCED indicated they would contribute 40% towards the costs if the community could find the remaining 60%. The group returned to the community, and six months later, on June 10, 2017, the first brick was laid. Everyone contributed within the community; they found funders and donors (both locally and internationally) who contributed financially, with equipment and labour. Community members could donate R2.50 per brick. The community members and children helped clear the land and built the school (Hlangani, 2019, School's website, 2018).

The school was built in four phases. Phase one started on June 10, 2017. This phase included the administration building and the first set of classrooms, completed at the end of 2017 as the school opened its doors in January 2018 to the first 240 learners in Grades 8 and 9. More classrooms, including consumer studies classrooms, were built in phase 2 in 2018. Technical workshops were built in phase 3 in 2019, and phase four was the last phase, where more classrooms and the school hall were built in 2020 (Hlangani, 2019; School's website, 2018). In 2021, the school had 650 learners and 63 staff members (School's website, updated 2022).

One of the founder members explained that the group who started the project had a vision for a new type of school with a zero-dropout rate and a school that would cater for everyone who

lived in the community and wanted to educate and upskill themselves (Hlangani, 2019). The school is a no-fee paying school. According to one founder member, the school is managed on the principles of a private school through the continued financial support of donors, funders and sponsors (Hlangani, 2019; School's website, 2022).

The group thought about the curriculum, spoke to the parents, and asked them what they wanted their children to learn. The group also spoke to the employers in the community and asked them which skills they were looking for when learners apply for jobs (Hlangani, 2019). Based on these discussions and feedback, the group decided that it should be a technical school where the learners could be developed to become professional engineers and architects when they continue with higher education, and it should also include an agricultural school where learners could learn about farming and consumer studies, and an academic stream (Hlangani, 2019, School principal, personal communication, 17 March 2022).

In building a technical school with the above three streams, the group wanted to provide the learners with a quality education that would not only equip them with theoretical knowledge, but with practical skills and competencies, which they could use upon completion of high school to find employment or start small businesses (Bisseker, 2022; Hlangani, 2019).

Based on the above explanations of why the school was built, what the process was, and the three streams that the school focuses on, it is argued that it addressed and met three basic needs of the community and its children. The first need was a high school in the community, which the children could attend. A high school that was situated within the community, with no travelling costs involved. As was noted above, the community had a challenge because there was only one high school that could not accommodate all the learners once they completed their primary schooling. These learners had no other option but to travel to attend a high school in their neighbouring communities, which added a financial burden on their parents. As was also noted, some learners dropped out of high school, while others did not progress beyond primary schooling level and were subjected and fell prey to the social ills in the community. More importantly, these learners remained unskilled and unemployed. Accordingly, the school is addressing this need as the learners can now attend a high school within their community without having to travel far and without financial implications for their parents.

Secondly, the school is a no-fee paying school, which means it caters to all the learners in the community, regardless of their socio-economic status. This is the second need that the school is

addressing. In so doing, the school is bringing a form of equality among the learners and the community members. It also ensures that no learner is left behind or refused admission based on their socio-economic background.

The third need that the school is addressing has to do with the type of school that was decided on after consultations with the parents and the employers in the community. Both the parents and employers did not only want a mainstream academic high school where the emphasis would be on theoretical knowledge. They wanted the learners to be taught technical and practical skill subjects and competencies, making them employable upon completion of their high schooling career and empowering them to become entrepreneurs who could start their own businesses, given the community's context of being a rural, agricultural community (Hlangani, 2019; School's website, 2018).

In his interview with the researcher, the school's principal confirmed that the school was built for the community's children. He stated, "*We take kids from community (X); we don't take kids from other places; we take the local kids. That is why the school was built.*" Therefore, the community built the school for their children to receive a high school education where their skills and competencies could be developed to become productive citizens of the country.

The researcher wanted to ascertain the learners' views about why they were attending the school and if they were happy at the school. Thus, the first question she asked in all three focus group discussions was: *Why are you attending the school and are you happy at the school?* All the learners responded that they attended the school because they wanted to study further to get a good job and/or create employment for themselves. All of them said they were happy at the school. Responses were:

We are attending school because we want to study further.

I want to go to college to study further - to take care of my kids.

These skills will give us a bright future and money.

To secure employment for a better future.

We are happy at the school.

You get technical studies useful and can be able to start farming.

You can become a Boilermaker.

Some draw very well and can do architecture.

Yes, we are happy at this school some of us chose construction because we love working with our own hands and can be able to create employment.

These responses show that the learners knew why they were attending the school and had a vision: to study further to obtain a good job or to start their own businesses, thereby becoming entrepreneurs. Hence, an inference can be made that they were goal-driven and future-oriented because they knew that the knowledge, skills and competencies they were acquiring at the school would assist them in earning money or creating an income for themselves and their children.

The reference to ‘a bright future’ and ‘a better future’ signal that the learners aspired to rise above their circumstances of being poor and part of a rural agricultural community, as was indicated by the one founder member of the group who was the driving force behind the school building project, and the Census information of 2011 (refer to Section 3.5.1). It also signals hope and a willingness to work hard to achieve their goals and dreams.

Moreover, all the learners said they were happy at the school. One learner said that the school was ‘her happy place’. This means that the learners wanted to be at the school and wanted to learn because they could choose subjects they ‘loved doing’ and hence, related to and wanted to know more about. As the last quote illustrates, “some of us chose construction because we love working with our own hands”. These subject choices (agriculture, boiler making, architecture and construction) were already preparing them for their future career paths. There are other reasons why the learners indicated they were happy at the school. These reasons are discussed in the next section as part of the second and third principles of the theoretical framework.

It is generally known that when human beings ‘love’ what they do and are ‘happy’, they would want to remain in such a place/situation and would not leave. Hence, the founder members’ vision to create ‘a zero-dropout rate school’ would be fulfilled because the learners were committed to achieving their goals and dreams of a better and brighter future. As discussed in Section 2.5.3, a high dropout rate is one of the South African public schooling system’s biggest challenges. Therefore, if the learners of this school do not drop out, but remain and complete their secondary schooling, the founders’ vision of a zero-dropout school would be fulfilled.

One can conclude from the above discussion that the community built the school to address their children’s secondary education needs. They have done this by deciding on a technical high school with three streams that catered for their children's different educational needs and capabilities.

4.3.2 Principle 2: Human needs are satisfied through satisfiers within three settings, the individual context (oneself), the social group context, and the environmental context

The discussion under this principle answers the second sub-research question: Did *the school provide a quality education to the learners that would allow them to become productive citizens of the country?* As explained in the key concepts section in Chapter 1, the concept of *a quality education* is defined by the Association for Supervision and Curriculum Development (2015:1) as, “education that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing”. ‘Quality education’ was also regarded by the United Nations as one of the most important goals and was realised in Goal 4 of the sustainable development goals, “Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning” (UNESCO, 2015:13).

As such, Principle 2 is used to ascertain if the school satisfied the learners’ needs within the three contexts, which are (i) the individual context (the provision of education that focuses on the physical, social and emotional needs of the learners in terms of food, transport, books, stationery, support and safety); (ii) the social group context (the provision of academic support, the provision of education that provides a known medium of instruction, a curriculum that respects and relates to the learners’ culture and traditions and allow for choices that will develop the learners’ skills and competencies); and (iii) the environmental context (the community and the geographical area where the school was situated: a rural agricultural community with high levels of illiteracy, poverty and unemployment, and social ills such as alcohol and drug abuse). Each of these contexts is discussed below.

4.3.2.1 The learners’ individual context

The researcher asked the learners in the focus group discussions if the school supported them. The learners expressed how the school was a safe place for them. Their parents did not have to pay school fees, they received free transportation and two meals per day, they could do their homework and study in the afternoons at the school, they received medical and optometric assistance, and the teachers cared, motivated, and supported them. Below are some of their responses:

*Every day we feel safe because we are in a closed environment
A clean school*

Free transport

We get 2 Meals a day

Parents do not have to pay school fees

A place to do their homework and study after school

They are provided with medical and optometrist assistance

The teachers give them love, motivate them and are supportive

The first quote shows that the learners felt safe at the school because they were in a closed environment and in safe hands, away from harm's way. As discussed in the previous section, one learner said that the school was 'her happy place'. An inference can be made that the safety of the school provided peace of mind and a conducive learning environment for the learners, given their socio-economic backgrounds and possible unsafe home environments, as one of the educators alluded to in the challenge that she identified during her interview with the researcher. Similarly, the principal stated in his interview that when they had security issues, the Department of Basic Education assisted them in overcoming the challenge, demonstrating that the learners' safety was their top priority because they sought assistance from the department to ensure that the learners' learning environment was secure.

Furthermore, the fact that the school is a no-fee paying school released the parents from worrying about school fees that needed to be paid. The remaining quotes illustrate that the school provided the necessary resources to meet the learners' other individual needs. As discussed in Section 2.2, apartheid resulted in the majority of the South African Black population being poor and with limited opportunities to gain a quality education. Because of the aftermath of apartheid, inequalities in school funding (quantile system) and the increase of dysfunctional schools are challenges within the public schooling system. Amin and Ramrathan (2009) state that the scarcity of educational resources is also prevalent in historically African townships and rural schools that are exacerbated by poor home environments. Accordingly, the National Development Plan (NDP) identified the reduction of poverty and food security by providing meals to more than nine million students in quintiles 1–3 schools across the country as priority areas (Deveraux, 2018; Republic of South Africa, 2019). Because the school was built for the community by the community, they knew what the learners' individual contexts were and hence, what would be needed to meet and satisfy their basic needs.

The school went one step further in that it not only provided a clean and secure learning environment, free transport and two meals per day, but it also catered for the learners' health-related needs (medical and optometrist assistance) and after-school facilities where the learners

could do their homework and study under the supervision of their educators. Hence, the school did what Alex and Juan (2017) argued: it provided the learners with a conducive and safe learning environment with good facilities, enhancing their academic performance and allowing the educators to function optimally.

The last quote spoke about the attitude and approach of the educators towards the learners at the school, which is supportive and encouraging. Educator 1 explained in her interview that she was involved in the learners' lives to understand why a learner was acting out in class. She explained:

I have created a more personal relationship with learners so that if a learner is acting out in class, I can know maybe he's had a bad day at home because most of these learners are from bad homes. Then the moment you understand their background, you can understand why a learner is acting out in class.

I also get involved in their lives in such a way you know that this guy hasn't had food at home so that they can approach you.

An inference can be made that the educator cared about the learners and wanted to support them in the best way possible, which is why she familiarised herself with the challenges the learners faced at home. Thus, the learners experienced the educators as loving, caring and supportive.

This discussion reflects that the school provided in the learners' individual contexts and satisfied their basic human needs, which resulted in the fact that the learners experienced the school as a safe and 'happy' place where they could focus on their schoolwork.

4.3.2.2 The learners' social group context

This context is divided into two sections. The first section discusses the results that pertain to the provision of academic support. The second section discusses the results that illustrate the provision of a quality education through a known language of learning and teaching, the delivery of the curriculum that relates to the learners' culture and traditions, and the provision of choices that develop the learners' skills and competencies.

4.3.2.2.1 Academic support provided to the learners

The learners received books and stationery at the beginning of the year, and the educators provided additional resources. The learners did their homework after formal classes in the afternoons at the school under the supervision of their educators. During the year, they were

taken on outings to Cape Town and other locations to learn different things. The school's sports facilities allowed the learners to participate in athletics and cross-country events. The learners' responses were:

We are provided with school books and stationery

A place to do our homework and study after school (study periods)

Teachers are always there to support us to do better.

The teachers are providing resources and extra classes to us

The provision of books, stationery, and a study place after school speaks to the learners' socio-economic backgrounds and home environments that were not conducive to learning and studying.

One of the two educators explained what she did:

We give them textbooks, I buy pencils for them, everyone gets a blue pencil no one can say your pencil is better than mine so that is important for me to treat them fair because some learners are from the Orphanage home, so we have a Bus from the Orphanage, but no one know who they are because everyone looks the same. Everyone get the same textbooks, I printed some pictures for them so everyone's books look the same so you cannot say I have PnA paper, and you have PEP paper, it cannot happen because I give it to them so I think that is very important because children are bullies, but they now can't be because everyone's the same.

Now I have a study group so they can come to my class, study, and do homework because they don't have electricity at home, so we give them the opportunity to do it at school by us.

We also have after school, until quarter to five in the afternoon, we have the sport and extra classes and I also take my learners over weekends to have extra classes.

The other educator also explained:

Yes, we do, in the afternoons, learners are in their daily plans there are study sessions, and, in these sessions, we can take them out and then spend on one to one, sometimes the learner needs one to one attention.

The principal also stated that the Department of Basic Education provided books and materials for the learners, and the department would come and assist the school whenever an issue arose. As such, all three participant groups confirmed that the students at the school received the necessary books and study material to do their work. Where needed, the educators stepped in and provided the necessary resources out of their pockets because they knew the learners' backgrounds and home circumstances.

An inference can be made that the actions of the educators and their attitude towards the learners helped to create trust and respect in the learners for the educators. One can argue that teaching was a calling for the educators at this school because they went beyond their duties and gave of themselves to support the learners academically.

Again, because of the learners' socio-economic backgrounds and home environments, the school provided them with a place to do their homework after school and study under the educators' supervision. Hence, the school not only provided a safe and conducive learning environment, but also provided the learners with the necessary resources and opportunities to receive the best possible academic advice and assistance while doing their schoolwork. As one of the educators explained "*The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their homes*".

In addition, because it was a rural agricultural community with surrounding farms, most of the learners' parents would have been illiterate or had minimal primary schooling, with 6,9 % of those aged 20+ having no schooling, 5% 20+ having higher education, and 22,6% of 20+ with Matric (Statistics South Africa, 2012). This means the learners' parents would not have been able to assist them with their schoolwork even if they wanted to.

In this regard, Burch et al. (2018) explain that, despite radical changes in educational policy, gross inequalities persist in primary and secondary education. Ineffective school management practices and limited access to basic resources such as textbooks impede quality education in public primary and secondary schools in low-income areas in South Africa (Burch et al., 2018). Therefore, the learners at this school were fortunate in that they received their school books, stationery, and a place to do their homework under the supervision of their teachers, who could assist and guide them.

4.3.2.2.2 Pedagogical strategies to transform the curriculum

This section is divided into two sub-sections: the language of learning and teaching, and whether curriculum transformation took place at the school.

The language of learning and teaching (LoLT)

The researcher asked all three participant groups whether the school's curriculum focused on issues/knowledge/things that the learners could relate to and whether or not transformation of the curriculum took place.

All the participants stated that the school's language of learning and teaching was Afrikaans, the language spoken by the majority (89.7%) of the area's population (Statistics South Africa, 2012). The principal explained in his interview:

Even with the language, we are a single language school with Afrikaans mother tongue and English as an additional language. The language of learning and teaching is Afrikaans. That makes an indigenous group.

Educator 1 stated:

The language is the same, they are from the same area here, they do not come from outside, they all live around here.

The learners said:

Yes, the teachers are [focusing on issues/knowledge/things they could relate to]. For example, we receive instruction in our home language, which is Afrikaans.

The community members decided what the language of teaching and learning should be for their children, Afrikaans (School's website, 2018). In so doing, the community enabled the learners to receive instruction in a language they knew and understood. Thus, the community did not follow the current school policy that states learners should be taught in their home language from Grade 1 to 3 and must switch to English as the medium of instruction from Grade 4 onwards (Department of Basic Education, 2011). Much research has been done on the advantages of learning in own's home language, and the challenges encountered when learners are learning and expecting to construct new knowledge in an additional or foreign language. As stated in Section 2.5, Pretorius, Klapwijk and Van der Walt (2016) and Songxaba, Coetzer and Molepo (2017) (among others) argue that a lack of language proficiency is one of the major causes of the poor levels of reading comprehension in South African learners and the low pass rates in public schools. Therefore, the community should be applauded for its vision to provide learners with instruction in their home language. Doing so aided the learners' reading

comprehension and understanding of the content in the different subjects and skill sets they were developing.

In addition, the principal said that the educators were also Afrikaans speaking, which meant that they used the same language, thereby eliminating the language challenge that especially African schools have where some of the educators were not mother-tongue speakers of English or where the teacher is speaking a different language to what the learners are speaking because the learners have other African home languages (Du Plessis & Louw, 2008). Having educators who spoke the same language as the learners meant that the learners and the educators understood each other, and the educators could explain the content in a language the learners understood. Learning and constructing new knowledge in their home language strengthened the learners' chances of achieving academic success (for the academic stream) and the development of skills and competencies for the skills and the agricultural streams.

One can argue that using the learners' first language as the LoLT at the school aided the learners' conceptualisation and understanding of the content, knowledge and skills the learners were developing, which would reduce the chances of them struggling to advance to higher grades (Pretorius & Klapwijk, 2016). Ultimately, it would also contribute to the school's vision of a zero-dropout rate because the learners wanted to be at the school; they felt safe and happy (refer to the discussion in Section 4.3.1) and were learning in their home language.

Did transformation of the curriculum take place at the school?

The researcher asked the learners if the educators explained the content of the different subjects in a manner they (the learners) could relate to. The learners' responses were:

The teachers will go out of their way to explain the work if you do not understand.

There is a library (not yet in full use) – some use it, but the teachers bring books for us.

In Maths Literacy we focus on how SARS works and how to do budgets.

Yes, it is relevant to our lives; like in life orientation we taught about human rights, emotional problems.

Yes, it relates to what we are going to be one day.

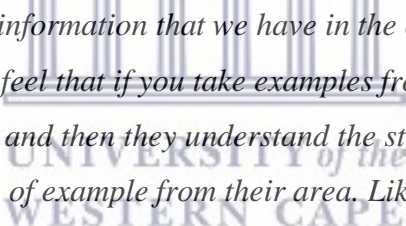
We going to study to become a Boilermaker (Welding). So, we are learning new stuff every day, how to weld, and tick welding

The first two responses illustrate that the educators did their best to strengthen the learners' understanding of the content and work that needed to be covered. It also shows that the educators were proactive in bringing additional books for the learners because the library was not in full use yet, and they knew the learners' backgrounds. They knew there would not be books in the learners' homes that could be used as supplementary information to the textbooks because of the parents' socio-economic statuses (farmworkers, low-income employers, seasonal workers or unemployed).

The following two responses demonstrate that the educators explained the content through examples and referrals to which the learners could relate. Thus, the educators conveyed the content that needed to be taught and learned to real-life issues, which the learners could relate to and understand. The last two responses take it one step further because they show how, what was taught and learned, would directly impact the learners' future careers. These responses refer to the skills stream of the school where the learners were developing the necessary skills and competencies to become apprentices once they completed high school.

The researcher asked the same question to the two educators. Their responses were:

Educator 1:



We have to make all the information that we have in the curriculum, suitable for the learner from the area. I feel that if you take examples from their direct facility then they take ownership of it and then they understand the study and understand much easier. So, I do make use of example from their area. Like if I use examples from the North Pole, they won't understand but if you talk to them about making cheese or making wine, they do understand it better.

Indigenous knowledge, I like to include a lot of examples from within the area, and I like to use the knowledge I obtained in the private sector and include it in class. I also have an open relationship with learners so that they can ask questions if they don't understand or not comfortable asking someone else.

Educator 2:

It's more inclusive now, like students have more opportunities to take more subjects. Students now have more opportunities to choose subjects while in the past could take math, now they can take technical Maths. Especially now technical math is much

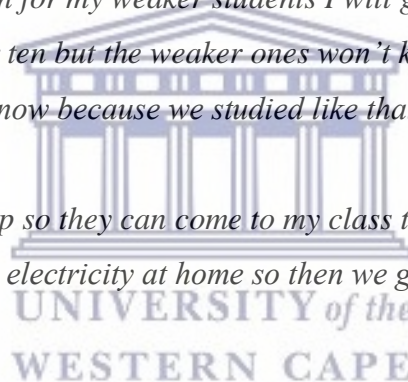
easier than the pure Maths we are using. They can choose more subjects, so it's more inclusive now. Where we are now its very important for the children to understand what the different subjects is about because they don't know anything outside only know their small houses and what is happening in there.

Like if we draw a picture, they will only know their house, one room, one kitchen, but now I can show them bigger houses and I think that's very important in the past we didn't have internet, we only had libraries to go see few books but now I can show them everything to do with the click of a button. So, it's more inclusive now if you look at it like that.

So, teaching them to see a bigger picture and that is why internet is important to show them because they won't go out of (X) but know we can show them on the Projector everything that is going on in the world.

So, I am used to it known for my weaker students I will give 4 sketches and strong students will do eight or ten but the weaker ones won't know that the other ones are working so they won't know because we studied like that so it's not that difficult for us.

now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at the school by us.



The responses from both educators illustrate what they did to make the curriculum and content relevant to what the learners knew and could relate to. They used examples from the area and the community and what was happening around the learners so that they could relate to the curriculum's content and better understand the work. The one educator also used examples from prior knowledge obtained from the private sector. Doing so helped to raise the learners' awareness of what is happening beyond the learners' area and community. Similarly, the second educator used technology to expose the learners to what was happening elsewhere.

The second educator also explained how she dealt with weaker and stronger learners sensitively and how the learners could work within study groups and use the resources in her class because they did not have electricity at home. The first educator described her relationship with the

learners, which was an open one where the learners could confidently ask her questions and speak to her.

Therefore, the educators' pedagogical strategies to unpack/transform the curriculum assisted the learners in understanding the content, constructing new knowledge, and developing skills and competencies. In so doing, as one educator stated, "they take ownership of it"; the learners took control of their own learning, which means that they would progress, pass their grades and be retained. The two educators were doing what Bernstein (2015) suggests – their attitudes, efforts and commitment ensured the success of the education system at the school.

The researcher also asked the principal if transformation of the curriculum was taking place at the school. His responses were:

Currently, we do not create or attempt to change the curriculum as prescribed by the department; instead, we attempt to teach to the current one. We don't do anything extra except interpret it for our kids; if it's strange to them, we'll explain it or put it in context; if they don't understand, we'll make it strange and straight to their culture; we don't deviate.

Because it is a rural area that we in, so if something in the curriculum comes up in the curriculum so we going to see how can we broaden their horizon, how can we be more informative so we try to stick to the great lip, especially where it is strange issues or cultural issues, so teachers in that subject go the extra mile, make it more understandable and create a better understanding for each other because it's us and them, because we are so homogeneous.

The principal's responses correspond to what the educators explained regarding interpreting the content, making examples that the learners could relate to and understand, and broadening the learners' awareness of what was happening elsewhere. His second response underscores what the learners were saying in their response, which was that the teachers were going the extra mile to make the curriculum understandable to them.

Moreover, his closing remark, "we are so homogeneous", directs attention to the fact that the learners, teachers and the community were the same, which meant there was no diversity. One can infer that the culture and traditions would be similar and that the learners did not come into contact with other races, languages and cultures. The principal, while being interviewed by the researcher, reflected on this matter and indicated that:

You see, you made me realize that we can do more about that with our outings because of how the curriculum works, we can go further than that, go to other languages. Normally we take them to places like Cape Town, Paarl, George to broaden their experience. Many of them let me say half of them (learners) do not have access to Television at their homes so we do that in classes to broaden their view of the world out there.

The interview with the researcher was a light-bulb moment for the principal as he realised that the school could do something to expose the learners to diversity in terms of meeting and interacting with other races, languages and cultures when taking the learners on outings.

Both the principal and the learners mentioned taking the learners on outings, which the school used to broaden the learners' horizons and create opportunities for the learners to experience a big city (Cape Town) and other towns with more people and diversity. Accordingly, the principal realised that the school could help create more awareness around diversity for the learners by taking them on outings that will bring them into contact with other races, languages and cultures in the future.

Lastly, the researcher asked the educators if they were involved in curriculum development programmes and projects for their respective subjects within the province. They explained:

Educator 1:

Yes, in Covid, I was part of the Network 24 team, especially for Physical Science, I created the 10 most challenging questions for Network 24, and I presented that it's on the internet available on Internet, and also.

I have been tasked with Drawing up Provincial papers, moderating and translating Provincial as well as District papers.

Last year, I was a National teacher's Awards finalist, I also won the Physical Science Award in the National Teacher's Award in Northwest and was 4th overall.

I also was a mentor for many schools in my area where new teachers were appointed to help with Physical Science and create new areas.

Educator 2:

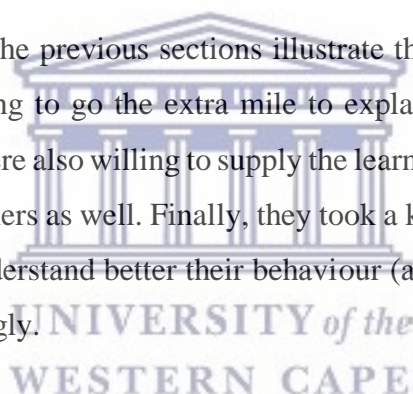
Yes, so my subject Construction, is busy developing its only been for 4years now so I am part of the grade 11's and 12's so we make lesson plans for the whole WCED so I will do all the lesson plans for term 1 and then I will send it out to my curriculum advisor

and they will check if it is up to standard and then they will send it to everyone so we know that everyone in grade 11 and 12 is doing the same lessons , and then we do that also with Exams , I will send him the exam paper, and if it is okay, he will send it to the rest of the Western Cape so we know everyone will write the same exams and so we know everyone is up to standard.

The educators' responses indicate that they were involved in developing their respective subject's curriculum on a provincial level. The physical sciences educator won an award, was in 4th place in the national teacher's awards, and acted as a mentor for new teachers in physical sciences.

Their involvement on a provincial level meant that they were qualified and competent educators and that their expertise and inputs were valued by the Western Cape Education Department. It also meant that the students at the school were taught by qualified and competent educators who could provide quality education.

In addition, the discussions in the previous sections illustrate that the two educators cared for the learners as they were willing to go the extra mile to explain the curriculum and make it relevant to the learners. They were also willing to supply the learners with stationery and brought books to the school for the learners as well. Finally, they took a keen interest in the learners and their home environments to understand better their behaviour (as already alluded to) and assist and guide the learners accordingly.



Having qualified, competent and caring educators who want what is best for the learners is something that the public schooling sector in South Africa is in dire need of. Much research has been conducted on this matter. As discussed in Section 2.5.2, Bayat et al. (2014), Irving (2012) and Reddy et al. (2010) state that teacher absenteeism is a severe challenge at many public schools in South Africa as there are many instances where teachers are absent, skip classes or arrive late at school. At this school, the educators were committed to assisting and supporting the learners; absenteeism was not a problem.

Equally important for successful learning to take place is qualified and competent educators, which, according to Bernstein (2015) and Spaul (2019) (among others), is another challenge facing South Africa's schooling system. For example, Spaul (2019) argues that many educators lack the content knowledge and pedagogical skill to teach the subjects they are currently

teaching. As the founder member explained in Section 4.3.1, this school was managed on the principles of a private school, which presupposed that the school would only appoint qualified and competent teachers.

One can conclude that the learners had the best of both worlds. On the one hand, the school met their individual and academic needs, as discussed in Sections 4.3.1 and 4.3.2.2. On the other hand, they were taught by qualified, competent and caring teachers who also contributed to curriculum development on a provincial level.

4.3.2.3 Environmental context

The environmental context refers to the community's situation of being a rural agricultural community where most of the community members work as farm workers or in low-paying jobs. The Western Cape Government's (2019) socio-economic profile of the Langeberg Municipality under which the community resorts provide an account of a highly unskilled labour force (47.6%), increased income inequality of 0.588% and societal ills that impact the safety and security of the community (crimes such as murder, sexual offences, and drug and alcohol abuse). Within this context, it is understandable why the school provided a secure and safe environment for the learners.

However, the principal indicated in his interview with the researcher that the school had a security problem, which was sorted out with the assistance of the WCED. An inference could be made that someone or some people attempted to break into the school to steal some of the school's equipment or other valuables. It could also have been an attack on one of the learners or a teacher given the environmental context of the area. Notwithstanding, the learners reported that they felt 'safe' and where 'happy' at the school as discussed under Section 4.3.1.

As explained in Section 4.3.1, the community was a rural agricultural community, and most of the households were poor and would not have been able to pay school fees, which is why the school was a quantile 2, no fee-paying school. In addition, the educators shared that the learners did not have electricity, internet and laptops at home, which is why they did their homework and study at the school in the afternoons. Educator 2 explained:

If we look at it in terms of their background unfortunately our learners are from poor background. They cannot be nasty towards each other, they have small houses, we go

to school with same clothes, we go to school for free, we eat for free so No one can say they are better than the others.

now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at school by us.

The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their home

So in the Western Cape they give us dates so it's easy to keep up to date some times its difficult because I don't believe in homework , I won't give children homework because now you go home and you don't have a ruler now you get frustrated because you cannot draw my pictures because and tomorrow you are negative towards me because you did not do homework so rather take extra time and my class is always during break so rather draw your pictures because you cannot go home , your parents may not be able to help you with my subject with math you can sit and work a problem out where as my subject you can't. So, I don't give them homework they do everything in class so I can be able to help them.

These responses identified some of the challenges the learners faced because of their socio-economic backgrounds and, more importantly, what the educator was doing to assist them. In addition, as discussed in the previous section, the educators used their own funds to further help the learners with stationery. They brought books to the school for the learners to use as supplementary reading material.

In addition, the learners reported that they were listening to music in class, which was a further attempt on the side of the educators to provide learners with resources they did not have at home.

Educator 2, on the other hand, reported a change of discipline among some of the learners. She explained:

Inside the classroom we have a new generation of learners that we have to teach how to respect other people, and we have challenges with regards to discipline, but it is an ongoing effort that we have to do.

She described how she overcame the challenge:

I have created a more personal relation with learners, so that if a learner is acting out in class, I can know maybe he's had a bad day at home because most of these learners are from bad homes. Then the moment you understand their background you can understand why a learner is acting out in class.

I also get involved in their lives in such a way you know that this guy hasn't had food at home so that they can approach you.

Her response identified the learners' home circumstances: "bad homes" and "no food". Thus, an inference could be made that these learners lived in homes with abusive parents, or one of the parents was abusive, or homes where money was spent on alcohol instead of food. What the educator has done speaks to her commitment to supporting the learners and not giving up on them.

Moreover, because of the learners' socio-economic and home circumstances, the school had a mentoring programme where each educator had 17 learners whom they mentored. The learners explained in their focus group discussions how they met with their mentors once every week to discuss issues other than schoolwork they were grappling with, and the educators also reported that the learners were welcome to speak to them confidently.

In addition to the mentoring programme, the school had a dedicated social worker who worked with the learners on socio-psycho issues. Thus, the learners had a qualified person to speak to if they needed advice or assistance unrelated to their schoolwork. Lastly, the school had extramural activities such as different sports that the learners participated in. They were taken to sports events and tournaments outside their community, which also broadened their horizons and exposed them to positive interactions and experiences.

An argument can be made that it was for the support mentioned above and what the school allowed the learners to experience that one of the learners said the school was "*her happy place*". This straightforward but powerful statement could mean that her home was 'not a happy place' because she lived in adverse circumstances beyond her control. One could imagine that she was looking forward to school after a weekend at home or after the school holidays, which is, unfortunately, a reality for many school-going children. Coetzee and Venter (2016), Mboweni (2014) and Mlachila and Moeletsi (2019) explain that learners' socio-economic circumstances

are often the reasons for absenteeism and dropout rates in South Africa's public schooling system.

In addition, Mboweni (2014) advocates that learner absenteeism is one of the significant forerunners to poor academic performance and, ultimately, failure or dropping out. This school was proactive in providing the learners with socio-psycho support so that they had someone to talk to and be assisted to concentrate on their schoolwork. In addition, the school satisfied the learners' individual and academic needs and provided a safe, secure, conducive and enabling learning environment in which they could develop and realise their full potential. This action reinforced the vision for the school, stated by one of the funder members, a school with a zero-dropout rate.

4.3.3 Principle 3: There are five different types of satisfiers

The discussion under this principle answers the third sub-research question, *Which satisfiers did the school use to satisfy the learners' needs?* As explained in Section 2.9, Max-Neef (1991, 2007) identifies five satisfiers that could satisfy human beings' needs. There are violators, pseudo-satisfiers, inhibiting satisfiers, singular satisfiers, and synergistic satisfiers.

Max-Neef (1991, 2007) explains that synergistic satisfiers satisfy a specific need and at the same time, assist with the fulfilment of other needs. In addition, synergistic satisfiers are flexible and exemplify harmonious actions and collaboration (Max-Neef, 1991, 2007). Based on this description, the researcher argues that the school satisfied the learners' needs through synergistic satisfiers.

As discussed in Section 4.3.1, the community, under the leadership of the two funder members, identified the need for a high school for the community's children. They approached the Western Cape Education Department, informing them they wanted to build a school. They sourced the funds through donor funders, other resources and within the community itself, and they built the school in four phases. They did not decide to build an academic-only high school, but consulted with the parents and the local businesses to identify the specific needs the school should meet. The result was a technical high school with three streams to cater to learners' learning needs, abilities, and socio-economic backgrounds. That is, a quantile 2 school so that the parents did not have to stress about paying school fees, and two meals per day, ensuring that the learners would not go hungry while attending school.

Moreover, the school management team went one step further by ensuring that the financial contributions of donors and funders continued so that they could provide the learners with a safe and secure learning environment, free transport, textbooks and stationery, and after-school facilities where the learners could do their homework and study under the supervision of their educators.

The educators were willing to walk the extra mile for and with the learners, and they attempted to expose the learners to the world outside of their area to broaden their prospects and allow them to aspire to educate themselves and make a success of their schooling career for a better and brighter future.

Lastly, the school also catered for the learners' socio-psycho needs through the mentoring programme and a dedicated social worker. Therefore, the community had a well-thought-out vision, mission and implementation plan on how, through satisfying one pressing and basic need (a high school for the community's children), they managed to meet all the other needs, as discussed in the preceding sections of this chapter. In so doing, the school management eliminated the challenges that the public schooling system in South Africa is facing and has to deal with (refer to Section 2.5).

4.3.4 What can other communities in South Africa learn from the school?

This question is the last sub-research question. Adding this question was necessary because the researcher argues that other communities can learn from this community and also build technical high schools for their children.

The first lesson other communities can learn from the school is to be proactive and not wait for the government to build a school. The community approached donors and funders and came together to build the school. Thus, it was through collaboration, a willingness to reach out and ask for financial assistance, and a clear vision to realise the right to quality education for their children that the community succeeded in building the school and maintaining it.

A second lesson pertains to the type of high school. It was a technical high school with three streams, ensuring that they catered for the learners' diverse learning needs and capabilities. Doing so provided the learners with more subject choices and specialisations they could choose from and enjoy. More importantly, the technical and skills streams developed the learners' workplace skills and competencies, empowering them to find employment after completing their high school or create employment opportunities.

Lesson number three has to do with holistically providing for all the needs of the learners to ensure no dropouts, but steady progress and completion. The school provided for the learners' individual, academic and socio-psycho needs.

Finally, lesson four - communities should take responsibility for their children's educational needs by engaging, becoming involved, and participating in decision-making processes. It is a fact that there are not enough functional schools to accommodate all learners. The government cannot solve this challenge alone. Thus, communities should follow this community's lead and approach local, regional and global businesses and organisations to secure funds. It is a fundamental principle of collaboration and cooperation – all three parties (the community, funders and the education departments) should come together and work together with one goal: to educate and empower the youth in a safe, supportive, and conducive learning environment. This community has demonstrated that it can be done.

4.4 SYNTHESIS OF RESULTS

The discussion of the study's results based on the theoretical framework's three principles of human needs and the sub-research questions has shown what and how the school succeeded in its vision to meet the community children's formal secondary educational needs.

As such, a first observation derived from the discussions and interpretations is that a group of 15 community members came together and decided to build a high school for their children to provide for their secondary educational needs.

A second observation is that the community was proactive and secured the necessary funds to build the school, which they did in four phases.

A third observation is that the community consulted with the parents and employees in the area and, based on their input, decided that it would be a technical high school with three streams – an academic, skills/occupational and technical/vocational stream.

Observation four shows that the community placed a high priority on providing holistically for the learners' needs. They provided for their individual, academic and socio-psycho needs.

Observation five illustrates how the school did not follow the DBE's directive of having English as the LoLT. Instead, the school's LoLT was Afrikaans, which was the home language of both the learners and the educators.

Observation six has to do with how the educators transformed the subjects' content through explanations and examples that the learners could relate to. Also, by providing additional resources and taking the learners on excursions to broaden their horizons.

Observation seven shows that the educators were qualified and involved in their subject areas on a provisional level and how they familiarised themselves with the learners' home circumstances to understand better and support them.

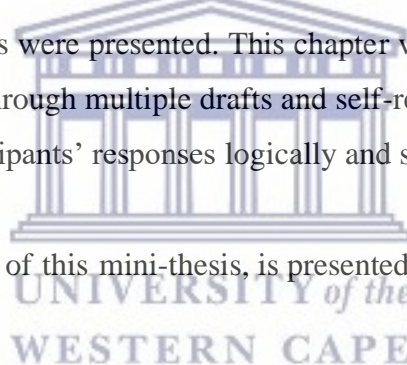
Observation eight speaks to the type of satisfier the researcher identified through which the school satisfied the learners' needs, which was synergistic satisfiers.

The last observation draws attention to what other communities could learn from this community to provide for their children's secondary educational needs.

4.5 CONCLUDING SUMMARY

In this chapter, the results collected from the three data sets were presented, discussed, and interpreted based on the study's theoretical framework. After that, a synthesis of the discussions and interpretations of the results were presented. This chapter was challenging but meaningful as the researcher had to work through multiple drafts and self-reflections to remain neutral and objective, and narrate the participants' responses logically and sensibly.

Chapter Five, the final chapter of this mini-thesis, is presented next.



CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

This study's last and final chapter begins with a list of findings identified from the previous chapter's observations. These findings are then compared to the reviewed literature and theoretical framework to determine whether the study's aim and objectives were met, followed by the contribution to the body of knowledge the study makes. After that, recommendations are proposed for learners and their families, communities, teachers and schools, the private sector and the Department of Basic Education. Finally, I conclude the chapter by noting the study's limitations, making suggestions for future research, and a personal reflection.

5.2. Findings

Nine observations were noted at the end of Chapter Four. They are presented as the study's findings.

Finding One: A school built by the community for the community

The community was proactive because they realised there was a need for an additional high school for their children. They did not wait for the Department of Basic Education to build a school; they took matters into their own hands and came together to start the process.

Finding Two: Sourcing donors and funders

The mandate was to find and raise 60% of the funds needed to build the school. Hence, the community approached donors and funders and involved everyone within the community in contributing financially, with other resources and physically.

Finding Three: A consultative process

The community used a consultative process to decide on the type of school and the curricula that would be taught. They liaised with the parents and the employees in the area to provide for their children's secondary educational needs.

Finding Four: A holistic approach to meet the learners' needs

Given their socio-economic status and home circumstances, the community knew they had to provide holistically for the children's educational needs.

Finding Five: Choosing the learners' home language as the LoLT

Deciding on the learners' home language as the language of learning and teaching at the school was a further attempt to enable the learners' academic success.

Finding Six: Making the subjects' content accessible to the learners

The educators attempted to make the subjects' content accessible to the learners by explaining and providing examples that the learners could relate to, exposing the learners to other things, and taking the learners on excursions.

Finding Seven: Qualified and involved educators

Based on sustained funding, the school could appoint qualified educators who cared for and supported the learners and were involved in their subjects' curricula on a provincial level.

Finding Eight: Satisfying the learners' needs through synergistic satisfiers

By building a technical high school and holistically providing for the learners' individual, academic and socio-psycho needs, the community enabled the school to satisfy the learners' needs through synergistic satisfiers.

Finding Nine: Lessons learned

Other communities (both rural and urban) can learn from this community and be proactive in providing for their children's primary and secondary educational needs.

5.3. INTERPRETATION AND IMPLICATIONS OF THE FINDINGS

As indicated in Section 1.3, the study investigated whether social transformation occurred at a technical high school in a rural agricultural community in the Western Cape Province.

The study's two objectives were:

- To determine to what extent transformation was taking place at the school; and
- If there were challenges, propose suggestions on how to overcome the challenges so that the learners could succeed academically.

The main research question was: *What did the school do to meet the learners' educational needs?*

Four sub-questions guided the discussions and interpretations in Chapter Four. These were:

5. Why did the community decide to build a technical high school for their children?
6. Did the school provide a quality education to the learners that would allow them to become productive citizens of the country?
7. Which satisfiers did the school use to satisfy the learners' needs?
8. What can other communities in South Africa learn from this community?

The argument in this study was that if learning and teaching are decolonised, real social transformation can be achieved where the learners' educational needs, circumstances, home language, and cultures and traditions are recognised, valued and respected.

The study's theoretical underpinnings were based on Max-Neef's Human Development Theory. The above findings are interpreted below according to the literature reviewed and the theoretical framework's three principles to ascertain if the study achieved its aim and objectives. The interpretation is made per sub-research question.

5.3.1 Sub-question 1: Why did the community decide to build a technical high school for their children?

Findings One, Two and Three answer this question. As discussed in Section 4.3.1, the community identified the need for a second high school for its children. They were proactive and sourced the majority of funds (60%) to build the school with 40% financial assistance from the Western Cape Education Department. In addition, not only did they source funding, but the community came together to physically help build the school through four phases, alleviating the financial pressure of having all the funds available at the start of the project.

The community went one step further and consulted with the parents and the employees in the area to ascertain what type of school it should be and what subjects/learning areas should be included. The final decision was a technical high school with three streams that provided the learners with theoretical knowledge and, more importantly, developed the learners' skills and competencies so that they would be workplace ready upon completing their secondary schooling. In the context of the current economic climate in South Africa, with a high youth unemployment rate of 63.9% (aged 15-24 years) and 42.1% (aged 25-34 years) in the first

quarter of 2022 (Statistics South Africa, 2022), the development of the youth's workplace skills and competencies are crucial.

Therefore, the community built a technical high school for their children to enable them to receive the best possible education so that they could become active and productive citizens of the country who could become entrepreneurs and, in so doing, stimulate economic growth and job creation. What the community has done is in line with the first principle of Max-Neef's Human Scale Development Scale Theory - development is about people, not things. The technical school was built to educate the learners who will be the next generation and future leaders. The community was proactive in ensuring that their children's constitutional right to free secondary education was adhered to.

5.3.2 Sub-question 2: Did the school provide a quality education to the learners that would allow them to become productive citizens of the country?

Findings Four to Seven answer this question. The community knew their circumstances and socio-economic status and provided holistically for their children's educational needs. It was a no-fee-paying school, and provision was made for their safety, free transport to the school and back home, two meals per day, free textbooks, study material and supplementary reading material, a place after school where they could do their homework and study under the supervision of the educators, extra mural activities and excursions, free health-related assistance, a mentoring program and the services of a social worker.

They enabled and strengthened the learners' academic performance through the provision of the learners' home language as the LoLT, more subject choices, qualified educators who were also involved in their respective learning areas on a provincial level, and educators who cared for, supported and worked alongside the learners to provide the best possible learning experiences to the learners. The community ensured that the learners' individual, academic and socio-psycho needs were met through the support and enabling factors provided. The learners' learning experiences were positive, and they were happy to be at the school, which contributed to a zero-dropout rate as discussed in Section 4.3.2.

By providing for the learners' basic, educational and socio-psycho needs, the school prevented the many challenges that the public schooling system in South Africa is experiencing as discussed in Section 2.5. In addition, by providing a safe, conducive and enabling learning

environment, the school ensured that the learners could focus on their school work, and did not have to worry about their home circumstances and what they did not have.

Equally important, the three streams catered for the learners' diverse educational capabilities and strengths. The learners who were not academically inclined had skills and technical options, and they had all the resources needed to develop and acquire different skill sets and competencies. Thus, the answer to this sub-question is yes, the school provided a quality education to the learners, one that, in the words of one of the founder members, was on par with a private school's ethos (refer to Section 4.3.1).

5.3.3 Sub-question 3: Which satisfiers did the school use to satisfy the learners' needs?

Finding Eight answers this question. The researcher argued in Section 4.3.3 that the school satisfied the learners' needs through synergistic satisfiers. The community's goal was to fulfil one basic need – providing a high school so the learners' right to free secondary education could be executed. The process of what they have done and how they have done it resulted in consequences and sequels that benefited the learners, the parents, the broader community and South Africa.

As already stated in the previous section, the learners' basic human needs, educational and socio-psycho needs, were met. The parents did not have to stress about funds to pay school fees or having to pay for transport, food, books and stationery, medical expenses and outings. In addition, their children could do their homework at school under the supervision of the educators, which meant that their children had capable advisors that could assist and guide them correctly. Given that the community's environmental context was rural and agricultural, and based on the discussion in Section 3.5.1, most of the learners' parents would not have been able to assist their children with their homework even if they wanted to.

The community where the school was located benefitted because the children were in school, not on the streets. Hence, they did not fall prey to societal ills such as crime, alcohol and drug abuse, and gangsterism. Moreover, the community's children were receiving a quality education and developing themselves to find employment or become an employer. The second benefit for the community was that the children could change their circumstances from being poor and unemployed to employed youth, raising the community's standard of living and actively strengthening its economic prospects.

Lastly, South Africa will benefit. The school's vision of having a zero-dropout rate and holistically providing for the learners' needs are assisting the government in realising at least eight sustainable development goals. These are Goal 1: No poverty; Goal 2: Zero hunger; Goal 3: Good health and well-being; Goal 4: Quality education; Goal 8: Decent work and economic growth; Goal 9: Industry, innovation and infrastructure; Goal 10: Reduced inequality; and Goal 11: Sustainable cities and communities.

An educated and skilled youth has better prospects of finding good-paying jobs or creating their own employment, as the learners stated in Section 4.3.1. They will rise above poverty and improve their own and their families' living standards. They will be able to buy healthy and nutritional food to maintain their health and overall well-being. They will contribute to economic growth by paying taxes and having buying power. Some of them could become innovators globally, not only in South Africa or regionally. Inequality will be reduced when the black youth is empowered, and more cities and communities will become sustainable without relying on the government's social grants.

5.3.4. Sub-question 4: What can other communities learn from this school?

Finding Nine addresses this sub-question. As discussed in Section 4.3.4, other communities can learn at least four lessons from this community, which are (i) to be proactive, (ii) know what their children's educational needs are, (iii) to provide holistically for the children's needs, and (iv) take responsibility for their children's educational needs and become involved and engaged parents.

As noted in Section 2.5.2, overcrowded classrooms are a challenge in the public schooling sector of South Africa. West and Meier (2020) explain that several factors lead to overcrowded classrooms, including a shortage of schools and a lack of infrastructure. The community that built the school is proof of this reality. There was only one high school, which could not accommodate all the learners in the community. The community demonstrated that a willingness to act, determination and collaboration are the elements needed to build and sustain a school.

It also showed that the government alone would not be able to address all the challenges in the public schooling system. They need assistance from communities, non-governmental organisations, the private sector and other role players. Hence, what this community has done illustrates that collaboration and cooperation are critical factors in addressing educational challenges in South Africa and elsewhere. The community provided other communities in South

Africa (and globally) with a step-by-step process on what to do and how to do it. They should be commended for their initiative, vision and drive.

The **implications** of this study's findings are that social transformation, in the manner it was used and understood in this study, is an all-encompassing process that caters for the learners' educational needs, circumstances, home language, and cultures and traditions. Equally important is the concept of curriculum as used in this study. It did not only include the subjects and their content, but the educators' pedagogical strategies so that the learners could relate to and understand the content, teaching in the learners' first languages, and the learners' learning experiences and their construction of new knowledge and development of skills and competencies.

The three principles of Max-Neef's (1991) Human Development Scale theory provided the theoretical grounding of the study. The three principles assisted the researcher in analysing and discussing the data regarding the learners' secondary educational needs and development. This framework has implications for educational transformation because it provides an adequate theoretical model that other communities, businesses, donors and funders, and the education departments can use to replicate in other schools, especially rural communities, because the need for more schools is more pressing there than in urban communities.

Providing holistically for all the needs of learners will decrease the many challenges in the public schooling system, as discussed in Section 2.5. More technical high schools with different streams will also provide for learners' diverse educational needs and capabilities and the development of workplace skills and competencies, which could decrease the youth unemployment rate and increase small businesses and employment creation. An employed youth will strengthen the economy and people's buying power.

Max-Neef (1991) advocates that human scale development is about human beings and how their basic needs should be met. His theory highlights the interrelated and interdependency of human needs on the one hand, and the value of empowering people so that they can become self-reliant, active and productive citizens of a country, on the other hand. Therefore, collaboration and cooperation among all the role players in the learning and teaching of learners are vital for effective social transformation in South Africa's public schooling system.

5.4. CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study aimed to contribute to the body of knowledge concerning social transformation at a technical high school in a rural agricultural community in the Western Cape. When I began the study, I aimed to investigate what the school has done to enable and empower the learners. The findings showed that my research was not just an investigation, but also an evaluation of what this community has done to provide for their children's secondary educational needs. Therefore, the findings of this study make a moderate contribution to the body of knowledge regarding community activism in addressing educational inequalities that South Africa's apartheid past created, to secure a better and brighter future for their children.

5.5. RECOMMENDATIONS

Based on the findings, interpretations, and implications, recommendations are proposed for learners and their families, communities, educators and school districts, the Department of Basic Education, and the private sector.

5.5.1. Learners and their families

Learners, parents, and families are responsible for using the resources offered by the school to advance and achieve success because the school and the community holistically support the learners. Learners should continue to take responsibility for their studies and remain committed to completing their secondary schooling. The parents and families of the learners should continue to support and encourage their children and actively be involved in the school's governing body and other opportunities created by the school. In addition, families should also motivate learners to use the mentorship program and the social worker's services available to them and work collaboratively with the school on how best to support their children.

5.5.2. Other communities

Other communities should follow this community's example of being proactive and work with the government and the private sector to build more technical high schools such as this one to educate and empower their children with workplace skills and competencies. It is also critical that communities voice their concerns about the current quality of education provision for their children. Communities should promote fundamental social transformation in all public schools in South Africa to reduce and eradicate the challenges. Lastly, communities should ensure that education provision develops and empowers the youth by actively monitoring and engaging in school governing bodies, parent meetings and other opportunities to make their voices heard.

5.5.3. Educators, schools and districts

The educators at the school should continue to care for and support, motivate and encourage the learners to do their best and remain in school. Educators at other schools should liaise with the educators at this school on how best to support their learners. School principals and districts should follow the lead of this school and source funding to provide holistically for the needs of their learners, including providing training and development for the educators. School districts should collaborate with each other and the education departments to support and promote quality education for all learners. They should ensure that education provision develops and empowers the youth by actively monitoring and engaging in decision-making and liaising with communities, non-governmental organisations, the private sector and the education departments.

5.5.4 The Department of Basic Education

The Department of Basic Education should collaborate with communities, non-governmental organisations and the private sector to build more technical high schools to provide for the demand for admission to public high schools in South Africa, especially in rural areas. The environmental factors within communities influence learners; therefore, the department should find ways to encourage the entire community's active involvement in their children's educational provision. Most of all, they should engage in public-private partnerships where the responsibility for sustained funding and effective management is shifted to the communities, similar to the community in this study. Doing so will assist the government in providing holistically for all the needs of the learners. It will reduce and eradicate the many challenges the public schooling system is currently experiencing.

5.5.5. The Private sector

The private sector has the financial means and should step up to the plate and work collaboratively with communities and the government to build more technical high schools to support the development of learners for a better tomorrow. The private sector can assist schools with funding for resources, infrastructure and school improvements, and advice regarding workplace skills and competencies. Doing the above will decrease public schools' challenges, reduce poverty and unemployment, raise living standards for families and communities, and strengthen the South African economy.

5.6. LIMITATIONS

When the researcher started the study in 2019, the intention was to conduct research at two high schools in the Western Cape Province. The one would have been a quantile 1 or 2 school, and the other a quantile 4 or 5. The goal was to compare the two schools' findings to ascertain if social transformation took place and, if so, to what extent. However, as stated in Section 1.5.3, the researcher could not find schools to conduct the research for the study due to Covid-19 and the national lockdowns. Not finding a school set the researcher back for two years (2020 and 2021), as a school was only located at the beginning of 2022.

A further limitation was that the researcher wanted to interview more educators and do classroom observations over a two months period at the schools. The intention was to observe the interactions between the educators and the learners in the classroom to compare the information to what the educators and learners reported in their sessions with the researcher. Unfortunately, more teachers and classroom observations were also not feasible due to Covid-19 restrictions. The technical school was willing to accommodate the researcher. The principal and two educators were willing to participate in the study, and three groups of learners representing the school's three streams were also keen to participate. Hence, the three participant groups provided sufficient data, and their responses provided triangulation that helped to strengthen the findings, which allowed the researcher to achieve the study's aim and objective.

5.7 POSSIBILITIES FOR FUTURE RESEARCH

One of the critical issues in basic education is the increase in school dropouts. This high school is relatively new; 2022 marks its fifth year with the second cohort of Grade 12 and N-4 level learners. Hence, a future study five years from now should be conducted to ascertain if the school maintained its zero dropout and 100% pass rates. Doing so will provide further evidence that what the technical school does should be replicated in other public schools.

In addition, there is a lack of motivation by learners to remain in school and complete Grade 12. Consequently, a study could be conducted to evaluate the impact and effectiveness of mainstream academic high school learners' overall performance and academic progress. Such a study could provide evidence that new schools should rather be technical schools with multiple streams. The technical school in this study provided the learners with more subject choices and the development of skills and competencies needed in the workplace. Thus, similar school setups should be implemented and supported.

5.8. CONCLUSION

This study has been extraordinary because it is directly related to the education of mostly impoverished children, that is, black and coloured youth who will be future leaders. I attempted to document the context of secondary education in an area where many children were unable to attend school due to socioeconomic circumstances. The difficulties that the children from this community faced due to a lack of schools and having to travel long distances to a school are not unique to South Africa. Many countries on the African continent, and elsewhere, have similar challenges.

Community involvement and an investment in their children's future through collaboration with businesses and the Department of Basic Education provide hope that the current challenges in public schooling can be overcome. Children from poor and working-class communities can receive a quality education that prepares them for the workplace.

Finally, this study has laid the groundwork for understanding the impact and significance of community involvement and participation in the construction of a school, and the identification of the 'right fit' for learners' educational needs and capabilities. In South Africa and elsewhere, there is a pressing need to proactively establish collaborative, sustainable public-schooling systems that are centred on students' holistic development, empowerment and employability.



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ADDENDUM 1 – ETHICAL CLEARANCE LETTER

30 June 2020

Ms W Siyo
School of Government
Faculty of Economics and Management Sciences

Ethics Reference Number: HS 20/4/46

Project Title: Decolonisation in secondary education: A case study of the business education learning area in two high schools in the Western Cape

Approval Period: 29 June 2020 – 29 June 2023

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias

Western Cape

Research Ethics Committee Officer University of the

**Director: Research Development
University of the Western Cape**

Private Bag X 17 Bellville 7535

Republic of South Africa Tel: +27 21 959 4111

Email: research-ethics@uwc.ac.za

ADDENDUM 2- SCHOOL PRINCIPAL PERMISSION

Miss Wendy Thandiswa Siyo
60 Susan Way
Brentwood Park
Blue Downs, 7100
19 January 2022

The School Principal
School X Technical High School
Western Cape Education Department

Dear Sir

PERMISSION TO CONDUCT RESEARCH AT JAKES GERWEL TECHNICAL HIGH SCHOOL FOR MY MASTER'S DEGREE STUDIES

I am a registered master's degree student in the School of Government, Faculty of Economic and Management Sciences at the University of the Western Cape. The title of my mini-thesis is:

Transformation in Secondary Education: A case of a technical high school in the Western Cape Province

to investigate whether social transformation occurred at a technical high school in a rural agricultural community in the Western Cape Province.

The objectives are to:

- Determine to what extent social transformation was taking place at the school and;
- If there were challenges, to propose suggestions on how the curriculum could be transformed so that the learners could be retained and complete their secondary schooling; and

As such, I hereby request permission from you to conduct my research at the school. My intention is to ask permission from you as the principal and the teachers to conduct semi-structured interviews with you. I will also ask permission from the teachers to observe them during their classes on agreed days and times, and I will request permission to have focus group discussions with a group of learners in different grades. My ethical clearance has been approved at the university.

Thanking you kindly,

Miss Wendy Thandiswa Siyo

Student number 9401296

ADDENDUM 3-INFORMATION SHEET FOR EDUCATORS

EDUCATOR PARTICIPANT INFORMATION SHEET

RESEARCH TITLE: *Transformation in secondary education: A case study of a technical high schools in the Western Cape Province.*

Dear Participant

You are invited to participate in a research study conducted by **Wendy Thandiswa Siyo**, student number **9401296**. It is in partial completion of the researcher's thesis towards the **MPA Degree** at the School of Government, at the University of the Western Cape.

Before you decide to participate, it is important for you to understand the purpose of the research and what it would entail. Please take time to read the following information carefully and discuss it with others if you wish. If you are unclear of anything, I would be happy to answer any questions you may have.

PURPOSE OF THE STUDY

To investigate whether social transformation occurred at technical high schools in a rural agricultural community in the Western Cape Province.

DESCRIPTION OF STUDY AND YOUR INVOLVEMENT

We are inviting you to participate in this research project because you meet the set criterion for the population of interest and your participation will help other educators. The study will be done at your school.

As a participant who gave consent of your participation in this study, you will be required to:

- Permit the researcher to ask interview questions with regards to transformation of the curriculum at your school and how it has impacted on retaining learners until completion of their secondary schooling.

CONFIDENTIALITY & ANONYMITY

Please be advised that the results of the study will neither divulge the organization's particulars nor the individual particulars, as to maintain confidentiality at all times. Any information that can connect the responses to an individual or organization will remain confidential and will be

disclosed only with your permission. The researcher shall keep all records and tapes of your participation, including a signed consent form, which is required from you, should you agree to participate in this research study, locked away at all times.

RISKS OF THE RESEARCH?

There are no risks to participating in this research as your information is kept anonymous, and there will be no physical test that may be harmful to your wellbeing.



BENEFITS OF THE RESEARCH

The Benefits of this research are outlined as follows:

- Participants will have an opportunity to express their opinions, share experiences and reflect on the study topic.
- The study will find solutions and propose recommendations if transformation of the curricula is not taking place, and if there is no buy-in from the different role players.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Your participation in this research is entirely voluntary, which means that you are free to decline from participation. It is your decision whether or not to take part. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind - and without giving a reason. You may also choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.

PAYMENT FOR PARTICIPATION

There are no costs to the participant for partaking in the study.

INFORMED CONSENT

Your signed consent to participate in this research study is required before I proceed to interview you. I have included the consent form with this information sheet so that you will be able to review the consent form and then decide whether you would like to participate in this study or not.

QUESTIONS

Should you have further questions or wish to know more, I can be contacted as follows:

Details	Student Researcher	Supervisor
Full Name	Miss Wendy Thandiswa Siyo	Prof Venicia McGhie
Department	School of Government	Academic Development
Faculty	Economic & Management Sciences	Economic & Management Sciences
Contact Number	021 483 0246/0732846937	021 959 3484
Email Address	9401296@myuwc.ac.za	vfmcghie@uwc.ac.za

This research project has received ethical approval from the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape, and may be contacted at

Tel. 021 959 2988 or email: research-ethics@uwc.ac.za



ADDENDAM 4- CONSENT FORM FOR EDUCATORS FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

SCHOOL OF GOVERNMENT

CONSENT FORM FOR EDUCATORS

RESEARCH TITLE: Transformation in Secondary Education: A case of a technical high school in the Western Cape Province

I have read the information presented in the information letter about a study being conducted by **Wendy Thandiswa Siyo, student number 9401296** towards the **Master of Public Administration (MPA) Programme** at the School of Government (SOG) at the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered.

RISK & BENEFITS OF THE RESEARCH

I understand that:

- There are no risks to participating in this research as my information is kept anonymous, and there will be no physical test that may be harmful to my wellbeing.
- As a participant, I will have an opportunity to express my opinions, share experiences and reflect on the study topic

I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by advising the student researcher.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____

Participant Signature : _____

I give consent for recordings to be taken:

Agree	Disagree

Date : _____

Place : _____

Details	Student Researcher	Supervisor
Full Name	Miss Wendy Thandiswa Siyo	Prof Venicia McGhie
Department	School of Government	Academic Development
Faculty	Economic & Management Sciences	Economic & Management Sciences
Contact Number	021 483 0246/0732846937	021 959 3485
Email Address	9401296@myuwc.ac.za	vfmcghie@uwc.ac.za

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Tel. 021 959 2988 or email: research-ethics@uwc.ac.za



ADDENDUM 5- CONSENT FORM FOR LEARNER GROUPS FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

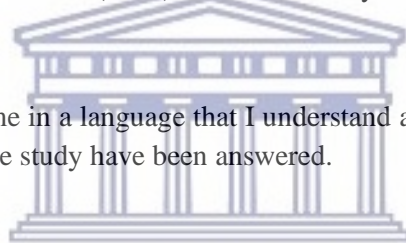
SCHOOL OF GOVERNMENT

CONSENT FORM FOR LEARNERS: FOCUS GROUP(S) DISCUSSION

RESEARCH TITLE: *Transformation in Secondary Education: A case of a technical high school in the Western Cape Province*

I have read the information presented in the information letter about a study being conducted by **Wendy Thandiswa Siyo, student number 9401296** towards the **Master of Public Administration (MPA) Programme** at the School of Government (SOG) at the University of the Western Cape.

This study has been described to me in a language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered.



RISK & BENEFITS OF THE RESEARCH

I understand that:

- There are no risks to participating in this research as my information is kept anonymous, and there will be no physical test that may be harmful to my wellbeing.
- As a participant, I will have an opportunity to express my opinions, share experiences and reflect on the study topic

I understand that my identity will not be disclosed and was informed that I may withdraw my consent at any time by advising the student researcher.

With full knowledge of all foregoing, I agree to participate in this study.

Participant Name : _____

Participant Signature : _____

I give consent for recordings to be taken:

Agree	Disagree

Date : _____

Place : _____

Details	Student Researcher	Supervisor
Full Name	Miss Wendy Thandiswa Siyo	Prof Venicia McGhie
Department	School of Government	Academic Development
Faculty	Economic & Management Sciences	Economic & Management Sciences
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UNIVERSITY of the
WESTERN CAPE

Tel. 021 959 2988 or email: research-ethics@uwc.ac.za

**FACULTY OF ECONOMIC AND MANAGEMENT
SCIENCES**

SCHOOL OF GOVERNMENT

Addendum 6

**QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEW WITH THE
SCHOOL PRINCIPAL**

1. Is decolonising the curricula a priority at your school, and if yes, why? If no, why not?
2. How diverse are the learners attending your school?
3. How diverse are the teachers at the school?
4. Do you meet regularly to plan, discuss and reflect on the management of the curricula at your school? Who are involved in these meetings and discussions?
5. How is the new CAPS curricula received and implemented by the teachers and the learners?
6. What challenges are you faced with in the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?
7. What actions have you taken to overcome them?
8. Do you receive satisfactory curriculum support from the Department of Education and what does it entail?
9. Any general comments, concerns or questions?

Thank you for answering the questions

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

SCHOOL OF GOVERNMENT

Addendum 7

INTERVIEW QUESTIONS FOR EDUCATORS

GENERAL QUESTIONS

1. What is your view regarding decolonising the curriculum?
2. Have you been part of any curriculum / educational development programmes or projects?
If yes, what programmes or projects were they?
3. How diverse are the learners in your class?
4. How do you implement the new CAPS curriculum in your class?
5. What challenges are you facing within the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?
6. What actions have you taken to overcome them?

ASSESSMENT

1. Is there a School Assessment Management Policy in place?
2. Are learners' performance assessed according to the Assessment Standards of the Learning Outcomes as stated in the CAPS?
3. Is differentiation employed in the preparation and use of: activities/worksheets/assignments to suit the needs of individual learners?
4. Is the learners' progress recorded regularly and do you keep records of learners who are at risk?
5. Do you have any other comments that you wish to make?

Thank you for answering the questions

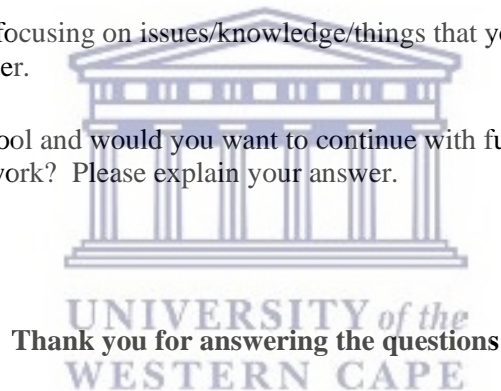
**FACULTY OF ECONOMIC AND MANAGEMENT
SCIENCES**

SCHOOL OF GOVERNMENT

Addendum 8

Focus group discussion questions for the learners

1. Is the school supporting you? If yes, what kind of support are you receiving?
2. Are your teachers supporting you? If yes, how and with what?
3. Is there a school library and if yes, do you and the teachers use the library?
4. Is the school curriculum focusing on issues/knowledge/things that you can relate to as a learner?
Please explain your answer.
5. Are you happy at the school and would you want to continue with further studies after Grade 12 or would you want to find work? Please explain your answer.



Thank you for answering the questions

ADDENDUM 9 – LEARNER FOCUS GROUP OPEN CODING

STAGE 1

TRANSCRIPTIONS OF LEARNERS' FOCUS GROUP DISCUSSIONS

GRADE 12 CLASS: ACADEMIC STREAM

Question 1: Is the school supporting you?

Yes, the school is supporting us. We have teachers who are support us and walking the extra mile with us, and also social workers who are assisting us.

They are providing us with food. They provide their schoolbooks and stationery at the beginning of the year.

The school provides transport free of charge (school bus)

Question 2: Are your teachers supporting you?

The teachers are providing resources and extra classes to us

The teachers will go out of their way to explain the work if you do not understand.

They are always there to support us to do better.

There is a mentoring period for all the learners where can speak to a mentor

The school also have study periods in the afternoon where the learners can do their work

Question 3: Is there a school library that you and the teachers use?

Yes, there is a school library and books, but we do not use it as yet.

Question 4: Is the curriculum using things that you can relate to as a learner?

Yes, the teachers are. For example, we receive instruction in our home language, which is Afrikaans. In Maths Literacy we focus on how SARS works and how to do budgets.

Question 5: Are you happy at the school and what do you want to do after Grade 12?

Yes, we are happy.

We want to study further (all the learners)

One learner said that he wants to continue with further studies because he does not want to sit at home. He wants a better life for himself, so he wants to study Civil engineering.

One learner said that she was very sad that they will be going away because school is very nice. The school is her happy place.

Researcher: Thank you very much learners for your time.

Learners: It is a great pleasure.

GRADE 10 LEARNERS: CONSTRUCTION CLASS (TECHNICAL STEAM)

Question 1

Is the school supporting you? If yes, what kind of support are you receiving?

Response: Yes, the school provides us with support

- Everyday we feel safe because we are in a closed environment
- Each morning and at 12 pm and get lunch. they are provided with food, i.e., 2 Meals a day
- Sanitizer, clean masks so we are a clean school
- We have a social worker
- During the year we get medical help. If you cannot see, we get Ot we help them with glasses
- We have technology in the Classroom ;
- We have a mentor programme , so every Monday have a mentor programme , each teacher has 17 learners, we do different staff for different ages, boys separately and girls separately so we can speak openly about things. ,
- Health , there are taken to optometrist, medical health provisions
- Can talk to teacher about emotional problems

Question 2

Are your teachers supporting you? If yes, how and with what?

Response:

- Yes , with Love, emotional support, academically, motivate us , they listen to music in class and that is also supportive.
- Teachers support learner with sport training, and teacher take him to Cape Town to go and attend there.
- During athletics, crosscountry

- Teachers go beyond academic support.

Question 3

Is there a school library and if yes, do you and the teachers use the library?

Response:

- Yes there is, we cannot use it yet, but the teachers bring books for us.

Question 4

Is the school curriculum focusing on issues/knowledge/things that you can relate to as a learner? Please explain

Response:

- Yes it is relevant to their life, like in life orientation we taught about human rights, emotional problem

Question 5

Are you happy at the school and would you want to continue with further studies after Grade 12?

Response:

- Yes we are happy at this school some of us learners chose Construction because we love working with our own hands and can be able to create employment
- Some chose Consumer studies to learn about healthy and unhealthy foods and you get technical studies useful and can be able to start farming or you can become a Boilermaker. Some draw very well and can-do Architect. Giving them a bright future and money.
- would like to study further after grade 12
 - to Secure employment,
 - for a better future

Grade 8: SKILLS CLASS LEARNERS

Question 1

Is the school supporting you? If yes, what kind of support are you receiving?

Response: yes, the school is supporting us because what we learn from school can bring job. What we are learning can bring job. The project that we are going to do in the year.

Question 2

Are your teachers supporting you? If yes, how and with what?

Response: yes with our work and staff , school work and our studies and what we want to become in our lives. So we can study further and How to be .

Question 3

Is there a school library and if yes, do you and the teachers use the library?

Response: Yes, we have some of the students and teachers use it. We have not used the library because it was not ready yet.

Question 4

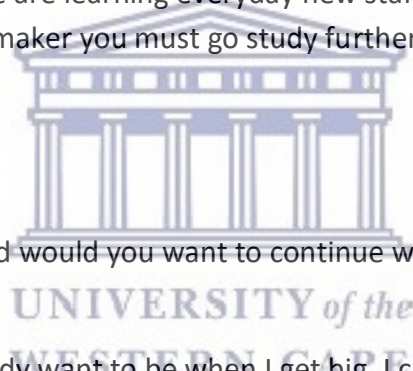
Is the school curriculum focusing on issues/knowledge/things that you can relate to as a learner? Please explain

Response: Yes, it relates we are going to be one day. We going to study to become a Boilermaker (Welding) an so we are learning everyday new staff , how to weld, tick welding . if you want to become a Boilermaker you must go study further.

Question 5

Are you happy at the school and would you want to continue with further studies after Grade 12?

Response: Yes would like to study want to be when I get big, I can get better job. a Boilermaker you must study further. Want to go to college so can study further. So can take care of my kids. Go to St Thomson to study Boilermaker. Become more operator .Want to get a job after College.



ADDENDUM 10 – EDUCATORS OPEN CODING STAGE 1

TRANSCRIPTIONS OF TWO EDUCATOR’S INTERVIEWS

EDUCATOR 1: PHYSICAL SCIENCES

GENERAL QUESTIONS

Question 1

What is your view regarding decolonising the curriculum?

Response:

- We have to make all the information that we have in the curriculum, we have to make the information suitable for the learner from the area. I feel that if you take examples from their direct facility then they take ownership of it and then they understand the study and understand much easier. So, I do make use of example from their area. Like if I use examples from the North Pole, they won't understand but if you talk to them about making cheese or making wine, they do understand it better.

Question 2

Have you been part of any curriculum / educational development programmes or projects? If yes, what programmes or projects were they?

RESPONSE:

- Yes, in Covid, I was part of the Network 24 team, especially for Physical Science, I created the 10 most challenging questions for Network 24, and I presented that it's on the internet available on Internet, and also.
- I have been tasked with Drawing up Provincial papers, moderating and translating Provincial as well as District papers.
- I was also Last year I was National teacher's Awards finalist, I also won Physical Science Award in the National Teacher's Award in North West and was 4th overall.
- I also was mentor for a lot of schools 'in my area where new teachers were appointed to help with Physical Science and create new areas.

Question 3

How diverse are the learners in your class?

RESPONSE:

1. Culturally they are not diverse, and their backgrounds are almost similar, but we do have some diversity in that some are from more covered areas, but we don't really have a diverse group culturally or physically. The language is the same, they from the same area here they do not come from far they all live around here. They are all Christians. The only difference in the class is that others stay inside of the town and others outside in the farms. I think that's the only diverse they are.

Question 4

How do you implement the new CAPS curriculum in your class?

RESPONSE:

2. Well, I just followed the new CAPS and implemented it by taking out all the information they said we have removed.
3. But I do when there is time go back and Recap on that information as well because we do have to use that information later and it's the basis for a lot of work that is asked or discussed especially in grade 12.

Question 5

What challenges are you facing within the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?

RESPONSE:

4. Inside the classroom we have a new generation of learners that we have to teach how to respect other people, and we have challenges but with regards to discipline, but it is an ongoing effort that we have to do.
5. Indigenous knowledge, I like include a lot of Examples from within the area, and I like to use the knowledge I obtained in the private sector and include in class.
6. I also Have an open relation with learners so that they can ask questions if they don't understand or not comfortable asking someone else.

Question 6

What actions have you taken to overcome them?

RESPONSE:

Physical Science Teacher:

- I have created a more personal relation with learners, so that if a learner is acting out in class, I can know maybe he's had a bad day at home because most of these learners are from bad homes. Then the moment you understand their background you can understand why a learner is acting out in class.
- I also get Involved in their live such a way you know that this guy hasn't had food at home so that they can approach you.

ASSESSMENT TYPE QUESTIONS

Question 1

Is there a School Assessment Management Policy in place?

RESPONSE:

Yes

Question 2

Are learners' performance assessed according to the Assessment Standards of the Learning Outcomes as stated in the CAPS?

RESPONSE:

Yes, we get our assessment policies, our assessment programmes from the district, and then we follow that with regards to the Assessment Standard Policy its an overall policy which we follow but we first follow the district policy. But sometimes we do more than what is asked of us by the CAPS

Question 3

Is differentiation employed in the preparation and use of: activities/worksheets/assignments to suit the needs of individual learners?

RESPONSE:

Yes, all the assignments because we have to do assignment especially physical science. If a learner does a practical for instance understands if he can see the results for it.

Question 4

Is the learners' progress recorded regularly and do you keep records of learners who are at risk?

RESPONSE:

Yes, we do, in the afternoons, learners are in their daily plans there is study sessions, and, in these sessions, we can take them out and then spend on one to one, sometimes the learner needs one to one attention. We also have after school, until quarter to five in the afternoon, we have the sport and extra classes and I also take my learners over weekends to have extra classes.

Question 5

Do you have any other comments that you wish to make?

RESPONSE: Would like to wish you good luck.

EDUCATOR 2: CONSTRUCTION TEACHER

GENERAL QUESTIONS

Question 1

What is your view regarding decolonising the curriculum?

Response:

- It's very More inclusive now like student have more opportunity to take more subjects. Students now have more opportunity to choose subjects while in the past could take math now, they can take technical Maths. Especially now technical math is much easier than the pure Maths we are using. They can choose more subjects, so it's more inclusive now. Where we are now its very important for the children to understand what the different subject is about because they don't know anything outside only know their small houses and what is happening in there. So, teaching them to see a bigger picture and that is why internet is important to show them because they won't go out of Bonnievale but know we can show them on the Projector everything that is going on in the world. Like if we draw a picture, they will only know their house, one room, one kitchen, but now I can show them bigger houses and I think that's very important in the past we didn't have internet, we only had libraries to go see few books but now I can show them everything to do with regard to the button. So, it's more inclusive now if you look at it like that.
- The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their home and everything they learn, they learn in the classroom, and I think that's why we are a full day school, our last class is 3h30 because we need to teach them everything they know they cannot go home and do homework now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at school by us.

Question 2

Have you been part of any curriculum / educational development programmes or projects?

If yes, what programmes or projects were they?

RESPONSE:

- Yes, so my subject Construction , is busy developing its only been for 4years now so I am part of the grade 11's and 12's so we make lesson plans for the whole WCED so I will do all the lesson plans for term 1and then I will send it out to my curriculum advisor and they will check if it is up to standard and then they will send it to everyone so we know that everyone in grade 11 and 12 is doing the same lessons , and then we do that also with Exams , I will send him the exam paper and if it is okay he will send it to the rest of the Western Cape so we know everyone will write the same exams and so we know everyone is up to standard. My advisor knows what is going on around the country so he will know if my papers are up to standard. So, if there is a new teacher who doesn't know what is going on at least that she will write a very good exam because everyone is writing the same one.

Question 3

How diverse are the learners in your class?

RESPONSE:

- If we look at in terms of their background unfortunately our learners are from poor background. They cannot be nasty towards each other, they have small houses, we go to school with same clothes, we go to school for free, we eat for free so No one can say they are better than the others.
- We give them textbooks, I buy pencils for them, everyone gets a blue pencil no one can say your pencil is better than mine so that is important for me to treat them fair because some leaners are from the Orphanage home, so we have a Bus from the Orphanage, but no one know who they are because everyone looks the same. Everyone get the same textbooks, I printed some pictures for them so everyone's books look the same so you cannot say I have PnA paper, and you have PEP paper, it cannot happen because I give it to them so I think that is very important because children are bullies, but they now can't be because everyone's the same.
- With regards to religion, the school is a Christian school. Does not mean that you have be a Christian to come to the school. We open and close and we base everything on prayer so I think it will be difficult for anybody to come if they don't know Christianity at all but if you swear, we don't walk around with a bible under our arms because everyone does that, so everyone understands the love of God we have, and everyone works towards that.

question 4

How do you implement the new CAPS curriculum in your class?

RESPONSE:

- Luckily with the lesson plans they give us and the way it is structured it makes it easy to follow. So in the Western Cape they give us dates so it's easy to keep up to date some times its difficult because I don't believe in homework , I won't give children homework because now you go home and you don't have a ruler now you get frustrated because you cannot draw my pictures because and tomorrow you are negative towards me because you did not do homework so rather take extra time and my class is always during break so rather draw your pictures because you cannot go home , your parents may not be able to help you with my subject with math you can sit and work a problem out where as my subject you can't. So, I don't give them homework they do everything in class so I can be able to help them.

Question 5

What challenges are you facing within the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?

RESPONSE:

- I don't face any challenges maybe I think because I'm younger, we grew up with this we are used to inclusivity maybe our parents who grew up with different things it would be difficult for them or the older teachers it would be difficult for them. So, when I studied, I studied Caps as well so when I started studying Caps came up too, so it is not that difficult for because I am used to it. I'm used to teaching at different levels like for the ones that are not strong and the weaker ones and the clever ones I am used to teaching and I am used to all of that whereas in the old times you had different classes like the A class is the clever ones and the C class is the ones struggling. So, I am used to it known for my weaker students I will give 4 sketches and strong students will do eight or ten but the weaker one won't know that the other ones are working so they won't know because we studied like that so it's not that difficult for us.

Question 6

What actions have you taken to overcome them?

RESPONSE:

- I Have extra sketches in my class so the clever ones those that finish early I will give them more work to do. And those that are struggling won't know and same with homework the struggling ones I will give them extra time without the ones not struggling they don't have to come because we have study periods so that makes it easy.

ASSESSMENT TYPE QUESTIONS



Question 1

Is there a School Assessment Management Policy in place?

RESPONSE:

yes

Question 2

Are learners' performance assessed according to the Assessment Standards of the Learning Outcomes as stated in the CAPS?

RESPONSE: Yes

Question 3

Is differentiation employed in the preparation and use of: activities/worksheets/assignments to suit the needs of individual learners?

RESPONSE:

Yes, its according to Blooms Taxonomy, shows you that it goes from easy to more difficult questions. So, its important when you make exams that the first thirty percent must be doable for everyone, and you can go to more difficult questions.

Question 4

Is the learners' progress recorded regularly and do you keep records of learners who are at risk?

RESPONSE:

Yes definitely, because those children you have to support before the end of the year you must be able to keep up with them at the end of the year.

Question 5

Do you have any other comments that you wish to make?

RESPONSE:

Technical teacher: I am happy if you are happy.



ADDENDUM 11 – PRINCIPAL: OPEN CODING STAGE 1

TRANSCRIPTION OF THE PRINCIPAL’S INTERVIEW

Question 1

Is decolonising the curricula a priority at your school, and if yes, why? If no, why not?

Response:

Currently we don't make or try to change the curricula as prescribed by the department, we try to teach to the current one we are using. We don't do extra things except for interpreting it to our kids if it is strange to our kids, we will explain it or put it in context, if they do not understand make it strange make it straight to their culture, we don't deviate. but try to No, the school does not make changes but make use of the curriculum provided by the Department of Education.

Question 2

How diverse are the learners attending your school?

Response

Not very diverse group, the majority of the learners are coloured, if we can use the old classification few whites and very few formally black, pure black learner if there is something like that anymore. We are the majority is the cape coloured as was classified earlier. We are homogenous culture. We take kids from Bonieville, we don't take kids from other places we take the local kids that is why the school was built.

Question 3

How diverse are the teachers at the school?

Response:

Teachers are the same, currently if we take the demography of the teachers there is more white teacher than coloured teachers but I think we are half-half, and we all are speaking the same language so there is not much or major of a cultural difference amongst the teachers.

Question 4

Do you meet regularly to plan, discuss, and reflect on the management of the curricula at your school? Who are involved in these meetings and discussions?

Response:

We do not have special meetings on transformation, if there are issues coming up, we dealt with starting with our, starting with our senior management team if there's an issue, we will discuss it there and down to the staff meeting. We are fairly young school so we have not had any cultural issues , since the beginning of the school ,we haven't had any major issues even with the curriculum . Even with the language, we are a single language school with Afrikaans mother tongue and English as an addition. Language of leaning and teaching is Afrikaans. That makes an ingenious group.

Question 5

How is the new CAPS curricula received and implemented by the teachers and the learners?

Response:

I haven't picked up any problem, as I said here and there you will hear this issue is discussed and then we try to enlighten the learners and broaden their horizons because it is a rural area that we in, so if something in the curriculum comes up in the curriculum so we going to see how can we broaden their horizon , how can we be more informative so we try to stick to the grate lip especially where it is strange issues or cultural issues so teachers in that subject go extra mile, make it more understandable and create more better understanding for each other because it's us and them , because we are so homogeneous .



Question 6

What challenges are you faced with in the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?

Response:

As I just said before the challenge is to Enlightened them to broaden their horizon, what we do is we make use of outings with our kids, we take them to Cape Town. For the subject in the process possible broaden their vision and get them into contact with other people and other cultures and to see how we go about it when we come back and a whole school ethos is of valued ribbon so if there are issues of something is strange, different, how do we deal with from our values and how can we broaden the kids outlook make a better service.

Question 7

What actions have you taken to overcome them?

Response:

You see made me realize that we can do more about that with our outings because of how the curriculum works, we can go further than that, go to other languages. Normally we take them to places like Cape Town, Paarl, George to broaden their experience. Many of them let me say half of them (learners) do not have access Television at their homes so we do that in classes to broaden their view of the world out there.

Question 8

Do you receive satisfactory curriculum support from the Department of Education and what does it entail?

Response:

I think the Department of Education is supporting us a lot not so much in the different subjects, so the transformation part is not the major issue, isn't a major, so we haven't experience challenges, so that we need support from outside. But the Department with the different subjects they support us, no specific issue that they had to come out and support us around this topic, but I presume the fact that they are very supportive any way if such an issue would come, they will be first to be here to support they are open.

We had a security problem here and they were immediately here and as I said fortunately help us sort it out.

Another problem that we do have they are quick to come and support us and they do come to support us with material.

So, I presume if there is (they haven't done anything as I said I will be repeating my- self because there is not a lot of differences amongst our learners, they know each other cultural.

We The Department provide books and

All the other holidays like Monday is the Human Rights Day we do something about that in the classes. This morning outside the learner counselors flagged out saying that every right that you have there is responsibility. You have a right to be taught then you must learn outside, we celebrate all the national holidays and the festive days. Then we focus on that everybody in South Africa is not the same so we must deal with that as well.

Question 9

Any general comments, concerns, or questions?

Response:

We are fortunate that we have not confronted any difficulties around this issue of transformation. I think the main factor is that we are homogenous, we do have same language, same culture in our school.



ADDENDUM 12 – LEARNER FOCUS GROUP OPEN CODING STAGE 2

GROUPING THE DATA TOGETHER: LEARNERS

Question 1: Is the school supporting you?

Grade 8 Skills class group:

If yes, what kind of support are you receiving?

Response: yes , the school is supporting us because what we learn from school can bring job. What we are learning can bring job. The project that we are going to do in the year.

Grade 10 group:

Yes, the school provides us with support

Everyday we feel safe because we are in a closed environment

Each morning and at 12 pm and get lunch. they are provided with food, i.e., 2 Meals a day

Sanitizer, clean masks so we are a clean school

We have a social worker

During the year we get medical help. If you cannot see, we get Optometrist we help them with glasses

We have technology in the Classroom ;

We have a mentor programme , so every Monday have a mentor programme , each teacher has 17 learners, we do different staff for different ages, boys separately and girls separately so we can speak openly about things. ,

Health , there are taken to optometrist, medical health provisions

Can talk to teacher about emotional problems

Grade 12 group:

Yes, the school is supporting us. We have teachers who are support us and walking the extra mile with us, and also social workers who are assisting us.

They are providing us with food. They provide their school books and stationery at the beginning of the year.

The school provides transport free of charge (school bus)

Question 2: Are your teachers supporting you?

Grade 8 Skills class group:

Yes with our work and staff, school work and our studies and what we want to become in our lives. So we can study further and How to be.

Grade 10 group:

- Yes, with Love, emotional support, academically, motivate us, they listen to music in class and that is also supportive.
- Teachers support learner with sport training, and teacher take him to Cape Town to go and attend there.
- During athletics, cross-country
- Teachers go beyond academic support.

Grade 12 group:

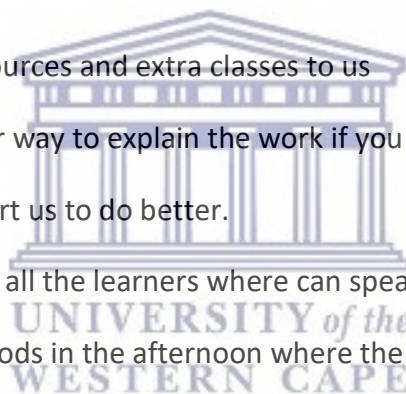
The teachers are providing resources and extra classes to us

The teachers will go out of their way to explain the work if you do not understand.

They are always there to support us to do better.

There is a mentoring period for all the learners where can speak to a mentor

The school also have study periods in the afternoon where the learners can do their work



Question 3: Is there a school library that you and the teachers use?

Grade 8 Skills class group:

Yes, we have some of the students and teachers use it. We have not used the library because it was not ready yet.

Grade 10 group:

Yes there is, we cannot use it yet, but the teachers bring books for us.

Grade 12 group:

Yes, there is a school library and books, but we do not use it as yet.

Question 4: Is the curriculum using things that you can relate to as a learner?

Grade 8 Skills class group:

Yes, it relates we are going to be one day. We going to study to become a Boilermaker (Welding) an so we are learning everyday new staff , how to weld, tick welding . if you want to become a Boilermaker you must go study further

Grade 10 group:

Yes it is relevant to their life,like in life orientation we taught about human rights , emotional problem

Grade 12 group:

Yes, the teachers are. For example, we receive instruction in our home language, which is Afrikaans. In Maths Literacy we focus on how SARS works and how to do budgets.

Question 5: Are you happy at the school and what do you want to do after Grade 12?

Skills class group:

Yes would like to study want to be when I get big, I can get better job. a Boilermaker you must study further. Want to go to college so can study further. So can take care of my kids. Go to St Thomson to study Boilermaker. Become more operator. Want to get a job after College.

Grade 10 group:

Yes we are happy at this school some of us learners Chose Construction because we love working with our own hands and can be able to create employment

Some chose Consumer studies to learn about healthy and unhealthy foods and you get technical studies useful and can be able to start farming or you can become a Boilermaker. Some draw very well and can-do Architect. Giving them a bright future and money.

Grade 12 group:

Yes, we are happy.

We want to study further (all the learners)

One learner said that he wants to continue with further studies because he does not want to sit at home. He wants a better life for himself, so he wants to study Civil engineering.

One learner said that she was very sad that they will be going away because school is very nice. The school is her happy place.

ADDENDUM 13 – EDUCATORS OPEN CODING STAGE 2

GROUPING THE DATA TOGETHER: EDUCATORS

GENERAL QUESTIONS

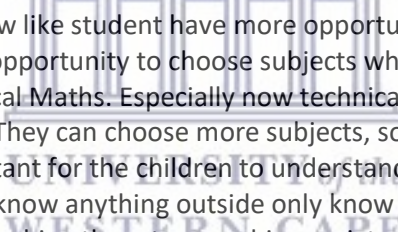
Question 1

What is your view regarding decolonising the curriculum?

Response from Educator 1:

- We have to make all the information that we have in the curriculum, we have to make the information suitable for the learner from the area. I feel that if you take examples from their direct facility then they take ownership of it and then they understand the study and understand much easier. So, I do make use of example from their area. Like if I use examples from the North Pole, they won't understand but if you talk to them about making cheese or making wine, they do understand it better.

Response from Educator 2:

- 
- It's very More inclusive now like student have more opportunity to take more subjects. Students now have more opportunity to choose subjects while in the past could take math now, they can take technical Maths. Especially now technical math is much easier than the pure Maths we are using. They can choose more subjects, so it's more inclusive now. Where we are now its very important for the children to understand what the different subject is about because they don't know anything outside only know their small houses and what is happening in there. So, teaching them to see a bigger picture and that is why internet is important to show them because they won't go out of Bonnievale but know we can show them on the Projector everything that is going on in the world. Like if we draw a picture, they will only know their house, one room, one kitchen, but now I can show them bigger houses and I think that's very important in the past we didn't have internet, we only had libraries to go see few books but now I can show them everything to do with regard to the button. So, it's more inclusive now if you look at it like that.
 - The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their home and everything they learn, they learn in the classroom, and I think that's why we are a full day school, our last class is 3h30 because we need to teach them everything they know they cannot go home and do homework now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at school by us.

Question 2

Have you been part of any curriculum / educational development programmes or projects? If yes, what programmes or projects were they?

Response from Educator 1:

- Yes, in Covid, I was part of the Network 24 team, especially for Physical Science, I created the 10 most challenging questions for Network 24, and I presented that it's on the internet available on Internet, and also.
- I have been tasked with Drawing up Provincial papers, moderating and translating Provincial as well as District papers.
- I was also Last year I was National teacher's Awards finalist, I also won Physical Science Award in the National Teacher's Award in North West and was 4th overall.
- I also was mentor for a lot of schools 'in my area where new teachers were appointed to help with Physical Science and create new areas.

Response from Educator 2:

- Yes, so my subject Construction , is busy developing its only been for 4years now so I am part of the grade 11's and 12's so we make lesson plans for the whole WCED so I will do all the lesson plans for term 1and then I will send it out to my curriculum advisor and they will check if it is up to standard and then they will send it to everyone so we know that everyone in grade 11 and 12 is doing the same lessons , and then we do that also with Exams , I will send him the exam paper and if it is okay he will send it to the rest of the Western Cape so we know everyone will write the same exams and so we know everyone is up to standard. My advisor knows what is going on around the country so he will know if my papers are up to standard. So, if there is a new teacher who doesn't know what is going on at least that she will write a very good exam because everyone is writing the same one.

Question 3

How diverse are the learners in your class?

Response from Educator 1:

7. Culturally they are not diverse, and their backgrounds are almost similar, but we do have some diversity in that some are from more poveraged areas, but we don't really have a diverse group culturally or physically. The language is the same, they from the same area here they do not come from far they all leave around here. They are all Christians. The only difference in the class is that others stay inside of the town and others outside in the farms. I think that's the only diverse they are.

Response from Educator 2:

- If we look at in terms of their background unfortunately our learners are from poor background. They cannot be nasty towards each other, they have small houses, we go to

school with same clothes, we go to school for free, we eat for free so No one can say they are better than the others.

- We give them textbooks, I buy pencils for them, everyone gets a blue pencil no one can say your pencil is better than mine so that is important for me to treat them fair because some learners are from the Orphanage home, so we have a Bus from the Orphanage, but no one know who they are because everyone looks the same. Everyone get the same textbooks, I printed some pictures for them so everyone's books look the same so you cannot say I have PnA paper, and you have PEP paper, it cannot happen because I give it to them so I think that is very important because children are bullies, but they now can't be because everyone's the same.
- With regards to religion, the school is a Christian school. Does not mean that you have to be a Christian to come to the school. We open and close and we base everything on prayer so I think it will be difficult for anybody to come if they don't know Christianity at all but if you swear, we don't walk around with a bible under our arms because everyone does that, so everyone understands the love of God we have, and everyone works towards that.

Question 4

How do you implement the new CAPS curriculum in your class?

Response from Educator 1:

8. Well, I just followed the new CAPS and implemented it by taking out all the information they said we have removed.
9. But I do when there is time go back and Recap on that information as well because we do have to use that information later and it's the basis for a lot of work that is asked or discussed especially in grade 12.

Response from Educator 2:

- Luckily with the lesson plans they give us and the way it is structured it makes it easy to follow. So in the Western Cape they give us dates so it's easy to keep up to date some times its difficult because I don't believe in homework , I won't give children homework because now you go home and you don't have a ruler now you get frustrated because you cannot draw my pictures because and tomorrow you are negative towards me because you did not do homework so rather take extra time and my class is always during break so rather draw your pictures because you cannot go home , your parents may not be able to help you with my subject with math you can sit and work a problem out where as my subject you can't. So, I don't give them homework they do everything in class so I can be able to help them.

Question 5

What challenges are you facing within the classroom / teaching with regard to the management of the new curriculum in terms of inclusion of Indigenous Knowledge?

Response from Educator 1:

10. Inside the classroom we have a new generation of learners that we have to teach how to respect other people, and we have challenges but with regards to discipline, but it is an ongoing effort that we have to do.
11. Indigenous knowledge, I like include a lot of Examples from within the area, and I like to use the knowledge I obtained in the private sector and include in class.
12. I also Have an open relation with learners so that they can ask questions if they don't understand or not comfortable asking someone else.

Response from Educator 2:

- I don't face any challenges maybe I think because I'm younger, we grew up with this we are used to inclusivity maybe our parents who grew up with different things it would be difficult for them or the older teachers it would be difficult for them. So, when I studied, I studied Caps as well so when I started studying Caps came up too, so it is not that difficult for because I am used to it. I'm used to teaching at different levels like for the ones that are not strong and the weaker ones and the clever ones I ama used to teaching and I am used to all of that whereas in the old times you had different classes like the A class is the clever ones and the C class is the ones struggling. So, I am used to it known for my weaker students I will give 4 sketches and strong students will do eight or ten but the weaker one won't know that the other ones are working so they won't know because we studied like that so it's not that difficult for us.

Question 6

What actions have you taken to overcome them?

Response from Educator 1:

- I have created a more personal relation with learners, so that if a learner is acting out in class, I can know maybe he's had a bad day at home because most of these learners are from bad homes. Then the moment you understand their background you can understand why a learner is acting out in class.
- I also get Involved in their live such a way you know that this guy hasn't had food at home so that they can approach you.

Response from Educator 2:

- I Have extra sketches in my class so the clever ones those that finish early I will give them more work to do. And those that are struggling won't know and same with homework the struggling ones I will give them extra time without the ones not struggling they don't have to come because we have study periods so that makes it easy.

ASSESSMENT TYPE QUESTIONS

Question 1

Is there a School Assessment Management Policy in place?

Response from Educator 1:

Yes

Response from Educator 2:

yes

Question 2

Are learners' performance assessed according to the Assessment Standards of the Learning Outcomes as stated in the CAPS?

Response from Educator 1:

Yes, we get our assessment policies, our assessment programmes from the district, and then we follow that with regards to the Assessment Standard Policy its an overall policy which we follow but we first follow the district policy. But sometimes we do more than what is asked of us by the CAPS

Response from Educator 2:

Yes



Question 3

Is differentiation employed in the preparation and use of: activities/worksheets/assignments to suit the needs of individual learners?

Response from Educator 1:

Yes, all the assignments because we have to do assignment especially physical science. If a learner does a practical for instance understands if he can see the results for it.

Response from Educator 2:

Yes, its according to Blooms Taxonomy, shows you that it goes from easy to more difficult questions. So, its important when you make exams that the first thirty percent must be doable for everyone, and you can go to more difficult questions.

Question 4

Is the learners' progress recorded regularly and do you keep records of learners who are at risk?

Response from Educator 1:

Yes, we do, in the afternoons, learners are in their daily plans there is study sessions, and, in these sessions, we can take them out and then spend on one to one, sometimes the learner needs one to one attention. We also have after school, until quarter to five in the afternoon, we have the sport and extra classes and I also take my learners over weekends to have extra classes.

Response from Educator 2:

Yes definitely, because those children you have to support before the end of the year you must be able to keep up with them at the end of the year.

Question 5

Do you have any other comments that you wish to make?

Response from Educator 1:

- Would like to wish you good luck.

Response from Educator 2:

I am happy if you are happy



ADDENDUM 14 – PRINCIPAL: OPEN CODING STAGE 2

IDENTIFYING THEMES AND SUB-THEMES BASED ON THE THEORETICAL FRAMEWORK'S PRINCIPLES

Principle 1: Development is about people and not about things

Theme 1: The school was built for the children of the community

Learners – Not a very diverse group, the majority of the learners are coloured, if we can use the old classification few whites and very few formally black, pure black learner if there is something like that anymore. We are the majority is the cape coloured as was classified earlier. We are homogenous culture. We take kids from (X), we don't take kids from other places we take the local kids that is why the school was built.

So, I presume if there is (they haven't done anything as I said I will be repeating my- self because there is not a lot of differences amongst our learners, they know each other's cultural.

Teachers are the same, currently if we take the demography of the teachers there is more white teacher than coloured teachers but I think we are half-half, and we all are speaking the same language so there is not much or major of a cultural difference amongst the teachers.

Principle 2: Human needs are satisfied through satisfiers, within three settings, the individual context (oneself), the social group context, and the environment context

Theme 2: Academic support provided to the learners

Sub-theme 1: The Department of Education supports the school

Department provides books and material.

I think the Department of Education is supporting us a lot not so much in the different subjects, so the transformation part is not the major issue, isn't a major, so we haven't experienced challenges, so that we need support from outside. But the Department with the different subjects they support us, no specific issue that they had to come out and support us around this topic, but I presume the fact that they are very supportive any way if such an issue would come, they will be first to be here to support they are open.

Sub-theme 2: The school has one language and the learners have the same culture

Curriculum - We do not have special meetings on transformation, if there are issues coming up, we dealt with starting with our, starting with our senior management team if there's an

issue, we will discuss it there and down to the staff meeting. We are fairly young school so we have not had any cultural issues , since the beginning of the school ,we haven't had any major issues even with the curriculum . Even with the language, we are a single language school with Afrikaans mother tongue and English as an addition. Language of leaning and teaching is Afrikaans. That makes an indigenous group.

We are fortunate that we have not confronted any difficulties around this issue of transformation. I think the main factor is that we are homogenous, we do have same language, same culture in our school.

Sub-theme 3: Broader their horizon and teachers going the extra mile

Explained the curriculum to the learners - I haven't picked up any problem, as I said here and there you will hear this issue is discussed and then we try to enlighten the learners and broaden their horizons because it is a rural area that we in, so if something in the curriculum comes up in the curriculum so we going to see how can we broaden their horizon , how can we be more informative so we try to stick to the grate lip especially where it is strange issues or cultural issues so teachers in that subject go extra mile, make it more understandable and create more better understanding for each other because it's us and them , because we are so homogeneous.

Principle 3: There are five different types of satisfiers

Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers, and Synergistic Satisfiers)
Which satisfiers were used to meet the learners' needs

Is the school curriculum focusing on issues/knowledge/things that you can relate to as a learner? Did transformation in the curriculum take place?

Theme 3: Explain and interpret the curriculum so that the learners can understand

Currently we don't make or try to change the curricula as prescribed by the department, we try to teach to the current one we are using. We don't do extra things except for interpreting it to our kids if it is strange to our kids, we will explain it or put it in context, if they do not understand make it strange make it straight to their culture, we don't deviate. but try to No, the school does not make changes but make use of the curriculum provided by the Department of Education.

All the other holidays like Monday is the Human Rights Day we do something about that in the classes. This morning outside the learner counselors flagged out saying that every right that you have there is responsibility. You have a right to be taught then you must learn outside, we celebrate all the national holidays and the festive days. Then we focus on that everybody in South Africa is not the same so we must deal with that as well.

Theme 4: Challenges identified

Sub-theme 1: There was a security problem

We had a security problem here and they were immediately here and as I said fortunately help us sort it out.

Sub-theme 2: Homogenous community could be limitation

(to broaden their horizon – exposure them to other things)

As I just said before the challenge is to Enlightened them to broaden their horizon,

Theme 5: How to overcome the challenges?

Sub-theme 1: The department of education support the school

Any problem that we do have they are quick to come and support us [the Department of Education]

Sub-theme 2: What the school is doing – take them on outings

What we do is we make use of outings with our kids, we take them to Cape Town. For the subject in the process possible broaden their vision and get them into contact with other people and other cultures and to see how we go about it when we come back and a whole school ethos is of valued ribbon so if there are issues of something is strange, different, how do we deal with from our values and how can we broaden the kids outlook make a better service.

Sub-theme 3: Could also expose them to other languages and cultures

You see you made me realize that we can do more about that with our outings because of how the curriculum works, we can go further than that, go to other languages. Normally we take them to places like Cape Town, Paarl, George to broaden their experience. Many of them let me say half of them (learners) do not have access to Television at their homes so we do that in classes to broaden their view of the world out there.

ADDENDUM 15- LEARNER FOCUS GROUP DISCUSSIONS

OPEN CODING STAGE 3

IDENTIFYING THEMES AND SUB-THEMES BASED ON THE THEORETICAL FRAMEWORK'S 3 PRINCIPLES

Principle 1: Development is about people and not about things

Theme 1: Reasons why they attended the school

All the learners said that they attended the school because they wanted to study further to get a good job and/also to create employment for themselves.

All of them said that they were happy at the school.

The school is 'very nice' and was 'her happy place'

To secure employment for a better future

To take care of his kids

Theme 2: Receiving knowledge and skills that will empower and enable them

Yes, because of the choices they have: choosing construction because we love working with our own hands and can be able to create employment

Some chose Consumer Studies to learn about healthy and unhealthy foods

You get technical studies useful and can be able to start farming

You can become a Boilermaker.

Some draw very well and can do architecture.

These skills will give us a bright future and money.

Civil engineering

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Principle 2: Human needs are satisfied through satisfiers, within three settings, the individual context (oneself), the social group context, and the environment context

Theme 3: Types of support to satisfy the learners' needs

Sub-theme 1: Physical support (individual context)

Every day we feel safe because we are in a closed environment

2 Meals a day

A clean school

Free transport

Parents do not have to pay school fees

A place to do their homework and study after school

Medical and optometrist assistance

Give them love, motivate them and be supportive.

Sub-theme 2: Academic support (within social group context)

home languages, cultures and traditions

School books and stationery

A place to do their homework and study after school (study periods)

Teachers are always there to support us to do better.
The teachers are providing resources and extra classes to us
The teachers will go out of their way to explain the work if you do not understand.
There is a library (was not yet in full use) – some used it, but the teachers bring books for us.
Listen to music in class
Teachers support learner with sport training,
During athletics, take them to cross country events
Outings to Cape Town and other places

Sub-theme 3: Socio-psycho-support (within their environmental context)

- We have a social worker
- Can speak to a teacher about emotional problems
- Teachers provide emotional support and listen to them, being supportive and motivating them (Teachers go beyond academic support)
- There are mentoring groups (17 learners per teacher) and mentoring sessions each week

Principle 3: There are five different types of satisfiers

Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers, and Synergistic Satisfiers)
Which satisfiers were used to meet the learners' needs

Theme 4: Is the school curriculum focusing on issues/knowledge/things that you can relate to as a learner? Did transformation in the curriculum take place?

Yes, it is relevant to their lives; like in life orientation we taught about human rights, emotional problems.

Yes, the teachers are. For example, we receive instruction in our home language, which is Afrikaans.

In Maths Literacy we focus on how SARS works and how to do budgets.

Yes, it relates to what we are going to be one day.

We going to study to become a Boilermaker (Welding)

So, we are learning new stuff every day, how to weld, and tick welding

ADDENDUM 16 - EDUCATORS OPEN CODING STAGE 3

IDENTIFYING THEMES AND SUB-THEMES BASED ON THE THEORETICAL FRAMEWORK'S 3 PRINCIPLES

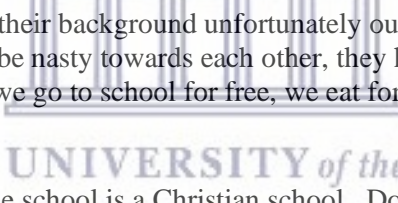
Principle 1: Development is about people and not about things

Theme 1: The learners' background and home environments

Response from Educator 1:

Culturally they are not diverse, and their backgrounds are almost similar, but we do have some diversity in that some are from more poorer areas, but we don't really have a diverse group culturally or physically. The language is the same, they from the same area here they do not come from far they all leave around here. They are all Christians. The only difference in the class is that others stay inside of the town and others outside on the farms. I think that's the only diverse they are.

Response from Educator 2:

- 
- If we look at it in terms of their background unfortunately our learners are from poor background. They cannot be nasty towards each other, they have small houses, we go to school with same clothes, we go to school for free, we eat for free so No one can say they are better than the others.
 - With regards to religion, the school is a Christian school. Does not mean that you have be a Christian to come to the school. We open and close and we base everything on prayer so I think it will be difficult for anybody to come if they don't know Christianity at all but if you swear, we don't walk around with a bible under our arms because everyone does that, so everyone understands the love of God we have, and everyone works towards that.

Principle 2: Human needs are satisfied through satisfiers, within three settings, the individual context (oneself), the social group context, and the environmental context

Theme 2: Support provided to the learners

Sub-theme 1: Academic support (social group support)

Educator 1:

13. Indigenous knowledge, I like to include a lot of examples from within the area, and I like to use the knowledge I obtained in the private sector and include it in class.

Educator 2:

Yes, we do, in the afternoons, learners are in their daily plans there is study sessions, and, in these sessions, we can take them out and then spend on one to one, sometimes the learner needs one to one attention. I also Have an open relation with learners so that they can ask questions if they don't understand or not comfortable asking to someone else.

We also have after school, until quarter to five in the afternoon, we have the sport and extra classes and I also take my learners over weekends to have extra classes. now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at school by us.

We give them textbooks, I buy pencils for them, everyone gets a blue pencil no one can say your pencil is better than mine so that is important for me to treat them fair because some leaners are from the Orphanage home, so we have a Bus from the Orphanage, but no one know who they are because everyone looks the same. Everyone get the same textbooks, I printed some pictures for them so everyone's books look the same so you cannot say I have PnA paper, and you have PEP paper, it cannot happen because I give it to them so I think that is very important because children are bullies, but they now can't be because everyone's the same.

Sub-theme 2: Providing socio-psycho support to the learners

I also Have an open relationship with learners so that they can ask questions if they don't understand or are not comfortable asking someone else.

Yes definitely, because those children you have to support before the end of the year you must be able to keep up with them at the end of the year.

Principle 3: There are five different types of satisfiers

Violators, Pseudo Satisfiers, Inhibiting Satisfiers, Singular Satisfiers, and Synergistic Satisfiers)
Which satisfiers were used to meet the learners' needs

Theme 3: Transforming the curriculum (making examples that the learners can relate to)

Sub-theme 1: Explaining and relating the content to what the learners know

We have to make all the information that we have in the curriculum, suitable for the learner from the area. I feel that if you take examples from their direct facility then they take ownership of it and then they understand the study and understand much easier. So, I do make use of example from their area. Like if I use examples from the North Pole, they won't

understand but if you talk to them about making cheese or making wine, they do understand it better.

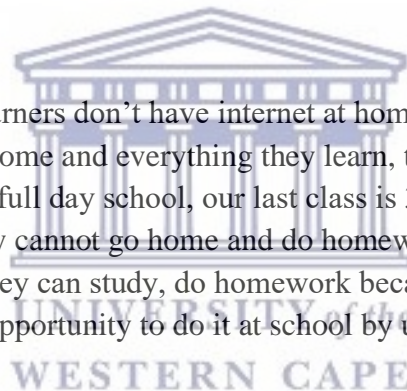
Response from Educator 2:

It's very More inclusive now like student have more opportunity to take more subjects. Students now have more opportunity to choose subjects while in the past could take math now, they can take technical Maths. Especially now technical math is much easier than the pure Maths we are using. They can choose more subjects, so it's more inclusive now. Where we are now its very important for the children to understand what the different subject is about because they don't know anything outside only know their small houses and what is happening in there.

So, teaching them to see a bigger picture and that is why internet is important to show them because they won't go out of (X) but know we can show them on the Projector everything that is going on in the world.

Like if we draw a picture, they will only know their house, one room, one kitchen, but now I can show them bigger houses and I think that's very important in the past we didn't have internet, we only had libraries to go see few books but now I can show them everything to do with the click of a button. So, it's more inclusive now if you look at it like that.

The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their home and everything they learn, they learn in the classroom, and I think that's why we are a full day school, our last class is 3h30 because we need to teach them everything they know they cannot go home and do homework now I have a study group so they can come to my class they can study, do homework because they don't have electricity at home so then we give them opportunity to do it at school by us.



How do you implement the new CAPS curriculum in your class?

Response from Educator 1:

14. Well, I just followed the new CAPS and implemented it by taking out all the information they said we have removed.
15. But I do when there is time go back and Recap on that information as well because we do have to use that information later and it's the basis for a lot of work that is asked or discussed especially in grade 12.

Response from Educator 2:

Luckily with the lesson plans they give us and the way it is structured it makes it easy to follow. So in the Western Cape they give us dates so it's easy to keep up to date some times its difficult because I don't believe in homework , I won't give children homework because now you go home and you don't have a ruler now you get frustrated because you cannot draw my pictures because and tomorrow you are negative towards me because you did not do

homework so rather take extra time and my class is always during break so rather draw your pictures because you cannot go home , your parents may not be able to help you with my subject with math you can sit and work a problem out where as my subject you can't. So, I don't give them homework they do everything in class so I can be able to help them.

Sub-theme 2: Using the School's management policy for exam papers and Blooms Taxonomy to set the questions

ASSESSMENT TYPE QUESTIONS

Question 1

Is there a School Assessment Management Policy in place?

Response from Educator 1:

Yes

Response from Educator 2:

yes

Question 2

Are learners' performance assessed according to the Assessment Standards of the Learning Outcomes as stated in the CAPS?

Response from Educator 1:

Yes, we get our assessment policies, our assessment programmes from the district, and then we follow that with regards to the Assessment Standard Policy its an overall policy which we follow but we first follow the district policy. But sometimes we do more than what is asked of us by the CAPS

Response from Educator 2:

Yes

Question 3

Is differentiation employed in the preparation and use of: activities/worksheets/assignments to suit the needs of individual learners?

Response from Educator 1:

Yes, all the assignments because we have to do assignment especially physical science. If a learner does a practical for instance understands if he can see the results for it.

Response from Educator 2:

Yes, its according to Blooms Taxonomy, shows you that it goes from easy to more difficult questions. So, its important when you prepare exams that the first thirty percent must be doable for everyone, and you can go to more difficult questions.

Sub-theme 3: Keeping learners' progress records

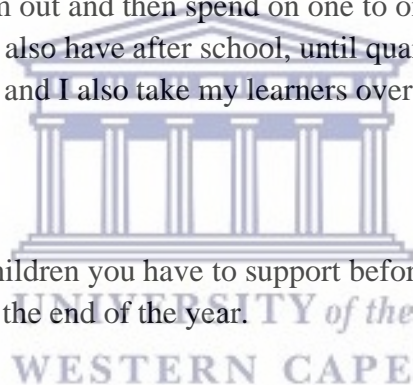
Is the learners' progress recorded regularly and do you keep records of learners who are at risk?

Response from Educator 1:

Yes, we do, in the afternoons, learners are in their daily plans there is study sessions, and, in these sessions, we can take them out and then spend on one to one, sometimes the learner needs one to one attention. We also have after school, until quarter to five in the afternoon, we have the sport and extra classes and I also take my learners over weekends to have extra classes.

Response from Educator 2:

Yes definitely, because those children you have to support before the end of the year you must be able to keep up with them at the end of the year.



Theme 4: Challenges identified

Sub-theme 1: Some learners act out (not disciplined)

Response from Educator 1:

16. Inside the classroom we have a new generation of learners that we have to teach how to respect other people, and we have challenges but with regards to discipline, but it is an ongoing effort that we have to do.

Sub-theme 2: Stronger and weaker learners

Response from Educator 2:

- I don't face any challenges maybe I think because I'm younger, we grew up with this we are used to inclusivity maybe our parents who grew up with different things it would be difficult for them or the older teachers it would be difficult for them. So, when I studied, I studied Caps as well so when I started studying Caps came up too, so it is not that difficult for because I am used to it. I'm used to teaching at different levels like for the ones that are not strong and the weaker ones and the clever ones I am used to teaching and I am used to all of that whereas in the old times you had different classes like the A class is the clever ones and the C class is the ones struggling

Sub-theme 3: Learners' low socio-economic backgrounds

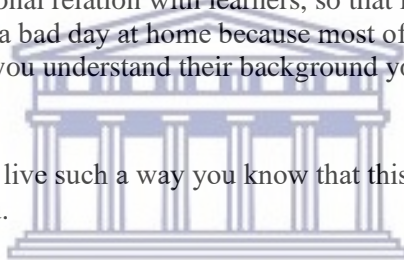
Educator 2

The problem now is that our learners don't have internet at home, and they don't have electricity and laptops in their home and everything they learn, they learn in the classroom

Theme 5: What did you do to overcome the challenges?

Response from Educator 1:

- I have created a more personal relation with learners, so that if a learner is acting out in class, I can know maybe he's had a bad day at home because most of these learners are from bad homes. Then the moment you understand their background you can understand why a learner is acting out in class.
- I also get Involved in their live such a way you know that this guy hasn't had food at home so that they can approach you.



Response from Educator 2:

- .So, I am used to it known for my weaker students I will give 4 sketches and strong students will do eight or ten but the weaker one won't know that the other ones are working so they won't know because we studied like that so it's not that difficult for us.
- I Have extra sketches in my class so the clever ones those that finish early I will give them more work to do. And those that are struggling won't know and same with homework the struggling ones I will give them extra time without the ones not struggling they don't have to come because we have study periods so that makes it easy.

Theme 6: Educators' involvement in curriculum educational development programmes/projects

Question 2: Have you been part of any curriculum / educational development programmes or projects? If yes, what programmes or projects were they?

Response from Educator 1:

- Yes, in Covid, I was part of the Network 24 team, especially for Physical Science, I created the 10 most challenging questions for Network 24, and I presented that it's on the internet available on Internet, and also.
- I have been tasked with Drawing up Provincial papers, moderating and translating Provincial as well as District papers.
- I was also Last year I was National teacher's Awards finalist, I also won Physical Science Award in the National Teacher's Award in North West and was 4th overall.
- I also was mentor for a lot of schools 'in my area where new teachers were appointed to help with Physical Science and create new areas.

Response from Educator 2:

Yes, so my subject Construction , is busy developing its only been for 4years now so I am part of the grade 11's and 12's so we make lesson plans for the whole WCED so I will do all the lesson plans for term 1 and then I will send it out to my curriculum advisor and they will check if it is up to standard and then they will send it to everyone so we know that everyone in grade 11 and 12 is doing the same lessons , and then we do that also with Exams , I will send him the exam paper and if it is okay he will send it to the rest of the Western Cape so we know everyone will write the same exams and so we know everyone is up to standard. My advisor knows what is going on around the country so he will know if my papers are up to standard. So, if there is a new teacher who doesn't know what is going on at least that she will write a very good exam because everyone is writing the same one.

