

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter marks the culmination and conclusion of the study about the comprehensive model on the implementation of national public policies, with the focus being Empangeni education district's (EED's) jurisdictional area. The overview of the study was designed to indicate how the study objectives as stated (cf. 1.5) were attained.

In the quest to present a coherent conclusion, the summary of each chapter will be presented. Based on the research data presentation (cf. 4.8) and the EED's current public policy implementation (PPI) model (cf. 5.6), a reflection is given of the findings of this study. The findings also reflected an embodiment of the research questions and the study objectives (cf. 1.4 & 1.5 respectively). Based on the findings and reflective of the EED's improved PPI mode (cf. 6.3), specific recommendations are also outlined in this chapter.

7.2 OVERVIEW OF CHAPTERS

The following exposition entails a brief overview of all the chapters of the study. It is envisaged that through this brief overview, important aspects of each chapter is highlighted and a link to pre-set study objectives established.

7.2.1 Chapter one

Chapter one introduced the topic of the study. It also outlined the orientation section which links the topic of the study to scholarly theory. Chapter one further laid down the orientation of the study by highlighting the background of the problem, the problem

statement and the research questions. In shaping the direction of the study, the specific research objectives were listed as follows:

- To determine what public policy entails and what (and how) Models/Theories influence public policy in implementation.
- To determine what the developmental appraisal system (DAS), the whole school evaluation (WSE), the integrated quality management systems (IQMS), the discipline safety and national guidelines (DSNG), the nature and extent of internal organisational arrangements for effective implementation of DAS, WSE, IQMS and DSNG entail.
- To identify the major challenges faced by the EED in implementing the DAS, WSE, IQMS and DSNG public policies, respectively.
- To compile a strengthened comprehensive PPI model in the EED.

While the above-listed objectives highlight the core of the study focus, this chapter emphasised the EED's strengthened comprehensive PPI model to be the pinnacle around which the other objectives of the study could be achieved.

The central theoretical statements highlighted the preliminary statements and pointed at the difficulties regarding the implementation of education-related public policies. The method of investigation also previewed possible strategies followed in conducting this study and possible methods followed in collecting data to be used for the data analyses and interpretation. Finally, this chapter outlined the focus and topic of each chapter of the study.

7.2.2 Chapter two

Chapter two entailed the theoretical foundation of public policy. It explored literature in an attempt to deal with the theoretical foundations of public policy. Focusing on public policy implementation (PPI), it examined the different concepts entailed in the public policy process. In the process it compared and contrasted the statements and views of

different authors and scholars on public policy in order to present a broad view of the public policy concepts.

This chapter of the research also discussed the different models of public policy, namely: descriptive and prescriptive. It examined the link of the descriptive and prescriptive models of PPI, which is the core of this study. Examining the link of the models to PPI in chapter 5 of this study enabled the researcher to establish the influence of models to EED's current PPI model. This was also in keeping with the research questions and the research objectives, which, *inter alia*, focused on what public policy entails and how models influence public policy (cf. 1.4 & 1.5 respectively). This chapter focussed on 5-C protocol of the PPI process, public policy evaluation and the actors involved in the PPI process. The literature review on the above-mentioned focal points intended to form the background against which the EED's current model and the strengthened model, discussed in chapters 5 and 6 respectively.

7.2.3 Chapter three

This chapter dealt with the organisational arrangements and structures for public policy implementation in the KwaZulu-Natal (KZN) Province department of basic of education.

It outlined what education-related public policies and national guidelines entail. The study outlined how education related public policies are interrelated by briefly addressing the development appraisal system (DAS), the whole school evaluation (WSE), the integrated quality management systems (IQMS) and the discipline and safety national guidelines (DSNG). Focusing on implementation, it further outlined how the implementation of each education-related public policy ought to be implemented. In the process it examined the actors involved, the argument with regard to the implementation challenges and internal organisational arrangements for PPI. The examination of the above mentioned aspects was in line with the research objective reflected in chapter one (cf. 1.5).

7.2.4 Chapter four

This chapter examined the actual implementation of education-related public policies in the EED's area of responsibility. This chapter focussed on the developmental appraisal system (DAS), the whole school evaluation (WSE), the integrated quality management system (IQMS) and the discipline and safety national guidelines (DSNG).

The chapter also elaborated on the combined qualitative and quantitative research design followed and its significance in achieving the objectives of the study (cf. 4.3.5 & 4.3.6). Consequently, it outlined the data sampling technique followed and identified the relevant actors in this study. Furthermore, focus was also placed on the choice of participants and the triangulation of data collected from the participants. This enabled the researcher to draw the participant's experiences and, consequently, their perceptions on the EED's PPI process (cf. 4.3.9).

This chapter also discussed the data collecting strategy for this study (cf. 4.4). The data collecting instruments entailed interviews and a 5- point Likert scale. The envisaged advantages of using these data collecting instruments were also discussed (cf. 4.4.1 & 4.4.2). In addition, this chapter also reflected on how these data collecting techniques were used for the coding and organising of the data, which highlighted the background information about the actors identified for the EED's PPI processes (cf. 4.5).

The final section of this chapter reflected the actual qualitative and quantitative analyses of the data collected (cf. 4.8.1 & 4.8.2). In the process of analysing data, specific themes were introduced. The researcher used these themes to learn how PPI processes unfolded in the EED's area of jurisdiction. . This enabled the researcher to draw conclusions relating to PPI challenges. The focus on data interpretation on both the EED's PPI processes and PPI challenges also enabled the researcher to reflect on the study objectives.

7.2.5 Chapter five

Chapter five deals with the EED's current PPI model derived from the data analyses. This is in line with this study's research question of seeking to establish the internal organisational strategies for effective PPI in the EED's jurisdictional area (cf. 1.4).

The checklist for analysing the nature of the EED's implementation strategies was presented. It further outlined the general sphere of South Africa's public education processes (cf. 5.2, Figure 5.1). This was undertaken in order to enable a deepened and broad perspective on what the PPI entails from the top level of the basic education department (BED) to the EED level. The underlying planning theory was discussed to determine the extent to which it influences the EED's communicative structure (cf. 5.3). This chapter also presented a varied perspective on the planning theory in order to determine the aspects of the EED's PPI that relate to three generation research thinking in the implementation of public policies. This chapter elaborated on the first, second and third generation thinking to establish the EED's top-down, internalisation processes and the creation of coalitions (cf. 5.4).

Through combining literature with collected data and the responses from selected individuals involved in the EED's management and the PPI processes, this also chapter presented the EED's four-phased current PPI model (cf. 5.5). The EED's PPI processes were described and the PPI challenges in the EED's area of responsibility were identified. The challenges identified was reminiscent of the problem statement, the research questions, the research objective and the central theoretical statement (cf. 1.3, 1.4, 1.5 & 1.6 respectively).

Finally, this chapter outlines the public policy models and their influence on the EED's current PPI model.

7.2.6 Chapter six

This chapter focuses on the presentation of an improved model for PPI within the education environment in the KZN province. This was in line with the research question and the objective of the study (cf. 1.4 & 1.5).

This chapter initially reflects on the summary of the challenges (cf. 6.2). Through this summary the researcher intended to highlight how the EED's improved PPI model addresses the challenges mentioned or implied in the EED's current PPI model discussed in chapter 5. Chapter six focused on a six-phased model, which comprised ten stages of PPI processes (cf. 6.3). The proposed PPI model indicated an improvement in the number of phases and strengthened stages, which in turn suggested an effective PPI process in the EED's jurisdictional area, compared to the strategy currently implemented (cf. 5.6 & 6.3.1). The PPI processes were discussed and presented which were not highlighted in the EED's current PPI model. Furthermore, they were linked to how they address the challenges facing the EED's PPI initiatives (cf. 6.3, Figure 6.1, 6.3.1.5, 6.3.1.5.1, 6.3.1.5.2, 6.3.1.6 & 6.3.1.6.1). Compared to the EED's current strategy, it heightened the importance of the communication strategy by making communication an indispensable overarching process rather than one of the stage processes of the current PPI model (cf. 5.5.2.2, Figure 6.1, 6.3.2, 6.5 & Figure 6.11).

The detailed discussion of the strengthened PPI model marked an important milestone for this study since it sought to deal with the EED's PPI challenges and in the process fulfilled the study objective of developing the EED's strengthened PPI model (cf. 1.5).

The summary of the study's main findings are discussed next.

7.3 SYNOPSIS OF THE STUDY IN RELATION TO STUDY OBJECTIVES

Chapter one of this study outlined the objectives of the study (cf. 1.5). Each objective formed the backdrop against which the findings of the study were evaluated and perceived.

First objective: To determine what public policy entails and what (and how)

Models/Theories influence public policy implementation.

In light of PPI being an integral part of the public policy process, the researcher took an in-depth look at public policy models to provide a background for and a link to PPI. A description of models and theories and the differences between the two (i.e. models and theories) (cf. 2.3) were provided. The literature review revealed that the planning theory is reflective of characteristics that are central to effective PPI processes (cf. 2.3.1). These characteristics include:

- collaborativeness, which advocate for involvement of actors and consensus seeking approach; and
- the project approach, indicative of a cycle of events with specific deliverables.

The researcher, in the quest to establish what public policy entails linked these above-mentioned characteristics to PPI.

The collaborative and consensus seeking approach reflected in the planning theory underscored the roles and responsibilities of the various actors during the PPI process and was in line with the cited description of the roles of the actors in implementing the DSNG (cf. 3.2.4.1). Using the above-mentioned cited description as a backdrop against which PPI could be perceived, the study revealed collaboration being the responsibility of superintendents in education management (SEMs) and limited to school management teams (SMTs) and school governing bodies (SGBs) as actors only (cf. 5.6.2.2 & 5.6.2.3). On the other hand, the cycle approach derived from discussing the planning theory was used by the researcher as a criterion to determine whether the

public policy implementation cycle (PPIC) exists for the EED (cf. 4.1.8.9). Through infusing the PPIC criteria in the checklist for analysing the collected data, the study revealed a lack of a traceable PPIC in the EED's current PPI model (cf. 4.8.1.9, 5.6 & 6.2 respectively).

In pursuing the first objective of the study, the researcher identified and described a link between public policy models (both descriptive and prescriptive) and PPI (2.2.3.1 & 2.2.3.2). In further seeking to discover what public policy process entails, the study outlined the significance of descriptive and prescriptive models, by focusing on the implication of each model for PPI (cf. 2.4, 2.4.1 & 2.4.2).

Second objective: To determine what the developmental appraisal system (DAS), the whole school evaluation (WSE), the integrated quality management systems (IQMS), the discipline safety and national guidelines (DSNG), the nature and extent of internal organisational arrangements for effective implementation of DAS, WSE, IQMS and DSNG entail in the EED.

This objective was attained by focusing on the theoretical framework of each of the above-mentioned education-related public policy and national guidelines (i.e. DAS, WSE, IQMS and DSNG) (cf. 3.2.1, 3.2.2, 3.2.3 & 3.2.4). The triangulation of the theoretical framework of each education-related public policy to the literature review, responses to the semi-structured interviews, and a Likert scale questionnaire also broadened the opportunity of attaining the above-mentioned objective.

Through this study it was discovered that each education-related public policy such as the DAS, WSE, IQMS and DSNG is designed to follow each public policy prescript. The study also revealed that the education-related public policies entail the actual implementation that does not completely follow according to each public policy's prescribed theoretical framework as a result of PPI constraints and challenges (cf. 3.2.1.2.1, 3.2.2.2.2, 3.2.2.2.3, 3.2.2.2.4 & 3.2.3.3). The constraints and challenges, consequently, encapsulate:

- training and capacity building constraints;
- communication constraints;
- attitude constraints;
- lack of clarity of roles; and
- lack of district support.

The study revealed that the implementation of education-related public policies cannot be divorced from internal organisational arrangements and structures. The study also revealed what internal organisational arrangements entail and identified accountability and management capacity, the significance of actors for PPI and communication to be critical areas that shape and inform internal organisational arrangements and structures for effective implementation of education-related public policies. The researcher used the findings, discovered in the quest of seeking to attain the above-mentioned objective, as a stepping stone (towards a more strengthened PPI model) and a backdrop against which effective PPI process could be perceived.

Third Objective: To identify the major challenges faced by the Empangeni Education District in implementing the DAS, WSE, IQMS and DSNG public policies and national guidelines, respectively.

The researcher used the data analyses from the literature review, semi-structured interviews and the Likert scale questionnaire to derive PPI challenges facing the EED to attain this objective. The study revealed challenges for the EED's implementation of education-related public policies. Consequently, the analyses of the data presentation collected through semi-structured interviews highlighted PPI challenges that concur with those of the data collected through the Likert scale questionnaire (cf. 4.8.1 & 4.8.2). Triangulating the findings from the semi-structured and the Likert scale data analyses converged into a summary of PPI challenges highlighted in chapter six (cf. 6.2) of the thesis.

The PPI challenges identified in chapter six affirms the study's problem statement (cf. 1.3). In addition, all PPI challenges attest to the study's theoretical statement when they

reflected, for example, on the lack of sustained monitoring and support (cf. 1.6 iv). Over and above, the literature review on this study further revealed PPI challenges, which were also in line with the theoretical statement, using the DSNG as a reference. These, *inter alia*, include:

- a poor communication strategy;
- ineffective monitoring; and
- a lack of support (cf. 3.2.4.3).

These above-mentioned challenges expressed in the literature review and matching the highlighted PPI challenges, underscore and suggested the need for a PPI model (presented in chapter six) as a viable approach to address these challenges.

Fourth objective: To compile an EED's comprehensive PPI model (i.e. guidelines and flow chart).

This objective was attained by compiling a strengthened and a comprehensive PPI model (cf. 1.5) for the EED. This model presented ways of dealing with the PPI challenges to ensure the effective implementation of education related public policies in the EED's jurisdictional area (cf. 6.2).

Before the presentation of the EED's improved model, the current PPI model was discussed and its structural phases and stages presented (cf. 5.2). The compilation of the strengthened PPI model enabled the researcher to undertake comparative analyses in order to highlight the strengthened and improved areas in the form of a discussion and flow charts. Through the comparative discussion of both the current and the strengthened EED's PPI models, the study presented details of the phases and stages (cf. 5.2 & 6.2). The flow charts which indicated the PPI process, offered a simplified and detailed version for a more strengthened PPI process in the EED's area of responsibility. It marked an improvement in all the phases, which also incorporated the stages and processes (cf. 6.3.1, 6.3.1.1, 6.3.1.2, 6.3.1.3, 6.3.1.4, 6.3.1.5, 6.3.1.6 & 6.3.2). Such marked improvement is evident in the PPI feedback phase and PPI

resubmission phase, which also incorporate stages such as the evaluation of PPI, PPI modification process and PPI mop-up process (cf. 6.3.15.1, 6.3.1.5.2 & 6.3.1.6.1 respectively). Through these marked improvements the researcher emphasised and highlighted the strengthened areas, which distinguish the current PPI model from the proposed strengthened EED model.

The strengthened PPI model, encapsulated in chapter six as the main focus of this study's objectives, suggested a blue print whereby an effective PPI process that seeks to address EED's PPI challenges could be followed.

7.4 SUMMARY OF THE STUDY FINDINGS

The summary of the study findings is based on the literature review, the empirical research and validity and convergence of findings. The summary is discussed below.

7.4.1 Summary of findings from the literature review

The following conclusions were drawn from the literature review regarding the focus of this study:

- Public policy process phases: initiation, design, formulation and dialogue, implementation and eventually evaluation, emerge as the most demanding of all phases in the public policy processes (cf. 2.1).
- Public policy entails models and theories which influence the implementation process.
- The school management team (SMT), the school governing body (SGB), the atmosphere of trust within the school, the professional working relationships, the link that the school has with community, and the support rendered by the department of basic education are factors that determine the level of school functionality (cf. 2.1).
- School functionality is stability for effective implementation and monitoring of education-related public policies (cf. 2.1).

- While commitment is vital for effective PPI (which is part of public policy process), in the general scenario of the South African education system, it remains a challenge with regard to loyalty and commitment from all implementation agents or actors, be it departmental officials or teachers at school level (cf. 2.1 & 2.5.3.4.3).
- Public policy in the new dispensation should entail direct representation of all possible actors and forge collaboration, culminating in a transparent, inclusive and consultative implementation process (cf. 2.2 & 2.5.3.4.3).
- Public policy theories seek to establish a relationship between public policy making, its implementation and its consequences, thereby ensuring that the public policy design informs public policy implementation (cf. 2.3.1).
- Models of public policies are capable of analysing the public policy processes in terms of who is involved, how and why suggesting PPI being inextricably linked to public policy processes (cf. 2.3.2.1).
- Models denote stages of prescribed PPI cycle and structures of education related public policies and national guidelines such as the Developmental Appraisal System (DAS), the Whole School Evaluation (WSE), the Integrated Quality Management System (IQMS), and the Discipline and Security National Guidelines (DSNG) (cf. 3.2.1.1, 3.2.2.1, 3.2.3.2 & 3.2.4.1).
- There are constraints and challenges to adhering to the prescribed implementation cycle of education-related public policies (cf. 3.2.1.2.). The constraints and challenges (which are resonant of the third study objective as outlined in 1.5) also attest to the problem statement of this study (cf.1.3) and to the enunciation of the study's central theoretical statement (cf. 1.6). They incorporate:
 - Public policy constraints [constituting of lack of user-friendly format and language, lack of accountability and poor co-ordination (cf. 3.2.1.2.1)].
 - The training constraints [attributed to, for example, insufficient training or capacity building time, the top-down approach cascading approach and inability of capacity building to cater for contextual challenges to implementation (cf. 3.2.1.2.2)].

- The operational constraints [which include competing priorities drawing energies and attention earmarked for PPI (eventually leading to the abandoning of implementation campaign), closed and inconsistent communication lines between managers and other actors, structures not set up according to the PPI plan and unrealistic or overambitious implementation plans (cf. 3.2.1.2.3)].
- The attitude constraints [which, *inter alia*, are: insufficient steps to advocate public policies to relevant actors, resistance to change and organisational culture results into an attitude of competition instead of an attitude of openness and participation towards a common goal (cf. 3.2.1.2.4)].

The findings from the literature review provided the researcher with a basis to interpret the empirical research data obtained from semi-structured interviews and the Likert scale questionnaires.

7.4.2 Findings from the empirical research

The findings from the empirical research were classified into three categories, namely: summary of the main findings from the qualitative research, summary of the main findings from the quantitative research and summary of findings from a biographical data analysis, discussed below.

7.4.2.1 *Qualitative research findings*

The following are the main findings that were derived from the qualitative data analysis:

- The implementation of education related-public policies, encapsulated in and being part of what public policy entails (cf. 2.1), is indispensable to the school's basic functionality as it derives, defines and shapes it (cf. 4.8.1.1).

- There is a need for a well-co-ordinated public policy implementation model, which adequately encompasses advocacy of public policies to be implemented (cf. 4.8.1.2).
- In the EED there are no designed structures to deal solely with PPI. PPI processes are driven by personnel from other units who also have their own core responsibilities (cf. 5.6.1.1).
- The current EED's PPI process allows for an integrated introduction of many public policies for simultaneous or parallel implementation (cf. 5.6.1.1.).
- Consequently, PPI in the EED depends on personnel and resources from other units who already have their own core duties (cf. 5.5.1.1).
- Communication and consultation strategy by the EED office need to be attended to since, in its current form, it significantly retards the public policy implementation process (cf. 4.8.1.3).
- Communication of PPI as a one stage and one directional process is limited to circulars only (cf. 5.6.2.2).
- There is a need for an improved capacity building strategy in order to ensure that challenges that seek to compromise it (capacity building); to being an important instrument of providing skills for effective PPI, as also highlighted and attested to in chapter one (cf.1.3), chapter two (cf. 2.5.3.4.4) and chapter three (cf. 3.2.2.2.4 & 3.2.5.2.2).
- The PPI material and facilitation in workshops are designed in English and do not seem to consider the contextual factors such as literacy rate and language., This posed a challenge to the actors who are not so proficient in English (cf. 5.6.4.1)
- There is evidence of a negative attitude amongst actors that neutralises commitment and accountability, which are attributes for effective PPI (cf. 4.8.1.5).
- There is evidence of a lack of district support for PPI (cf. 4.8.1.6).
- Monitoring, as one of the key stages of public policy process (cf. 2.5.3.5), is negated (cf. 4.8.1.7).
- There is a need for improvement on the nature and extent of internal organisational arrangements and structures in order for public policy implementation management (PPIM) to be effective (cf. 4.8.1.8).

- There are evident challenges pointing to the lack of the public policy implementation cycle (cf. 4.8.1.9) and the split of focus due to the simultaneous implementation of public policies without adding structures and human personnel (cf. 4.8.1.11).
- Lack of collaboration among actors involved in PPI processes results in instability, which in turn compromises the intended objectives of each education related public policy (cf. 4.8.1.10).
- The EED's current PPI processes suggest no incorporation of stages such as evaluation, reporting and feedback (cf. 5.6.4).

7.4.2.2 *Quantitative research findings*

The analysis of quantitative data confirmed that:

- The majority of the respondents (62%) affirm that public policy implementation (PPI) has a positive impact on basic functionality of schools evident in the implementation of education related public policies such as the integrated quality management systems (IQMS), whole school evaluation (WSE) and discipline, safety national guidelines (DSNG) (cf. 4.8.2.1; Table 4.1, Table 4.2, Table 4.3 & Table 4.4).
- While those at the EED management level perceived that sufficient advocacy before the implementation of any education related public policies is undertaken, the school-based respondents (who are at the centre of all implementation processes at school level) and other actors disagree (cf. 4.8.2.2, Table 4.5).
- The quantitative data confirms a need for strengthened consultation for the EED's PPI processes (cf. 4.8.2.2, Table 4.6 & Table 4.7).
- The office-based actors perceived the EED's communication of the PPI to be adequate while the school-based actors and other actors, involved in the EED's PPI processes, were of the view that it was lacking (cf. 4.8.2.3, Table 4.8, Table 4.9 & Table 4.10).

- The descriptive statistical data analysis disclosed that the EED's capacity building strategy is not sufficient to meet capacity building needs of all actors involved in EED's PPI processes (cf. 4.8.2.4, Table 4.11 & Table 4.12).
- The school-based actors viewed the attitude towards PPI as negative while the office-based respondents, who are the overseers of EED's PPI processes, viewed it as positive (cf. 4.8.2.5, Table 4.13). Inevitably the split points to a challenge in ensuring that the positive outlook on PPI, held by office-based respondents, permeates to school-based actors throughout EED's jurisdictional area.
- The majority of the school-based respondents (66%) perceived the district support for PPI as being inadequate (cf. 4.8.2.6, Table 4.15).
- The data disclosed that the EED's current implementation model does not accommodate the existence of internal organisational arrangements and structures to singularly deal with PPI, (cf. 4.8.2.7, Table 4.17).
- There is evidence of minimum monitoring of public policy implementation in EED's area of responsibility (cf. 4.8.2.8, Table 4.18).
- The majority of the school-based respondents (52%), office-based (88%) and other actors (76%) disagreed with the view that EED's PPI process is traceable (cf. 4.8.2.9, Table. 4.19).
- The descriptive statistics of combined respondents indicated convergence of views that the implementation of education-related public policies is impaired by the unstable environment riddled with conflicts and the lack of collaboration (cf. 4.8.2.10, Table 4.20).
- While school-based and other actors perceived the integration of public policies without increased resources as posing implementation challenges, the office-based respondents viewed it as being an adequate mechanism for ensuring effective PPI (cf. 4.8.2.11, Table 4.21). This suggested a need for a unit to strengthen co-ordination of the PPI in order for all actors to be at the same level of understanding the consequences and challenges of integrating the implementation of public policies.

7.4.2.3 *Summary of the findings based on biographical data analyses*

The analyses of data collected reflected the following factors: work experience and designation, union affiliation, the respondents' qualification and the gender representation.

7.4.2.3.1 *WORK EXPERIENCE AND DESIGNATION*

The biographical findings indicated that, on average, over a two third of the respondents (65%) have work experience related to PPI ranging from 10 years and above. On average, 84% of respondents hold either school-based management or office-based management positions and are consequently conversant with what PPI of education related policies entails (cf. 4.6.1.1).

The data collected from respondents, whose work, experience and designation constitute PPI (an integral part of public policy processes) at management level, collaborated in attaining this study's first objective of seeking to determine what public policy entails (cf. 1.5).

7.4.2.3.2 *UNION AFFILIATION*

The study indicated the sample of respondents as being a fair representation of the existing unions involved in the public policy and implementation of education-related public policies in the EED's jurisdictional area (cf. 4.6.1.2). As a result, the respondents' contribution regarding what public policy entails and the PPI challenges, both enunciated in the first and third study objectives respectively, reflected an impartial approach in the quest of attaining the study objectives.

7.4.2.3.3 *RESPONDENTS' QUALIFICATION*

The study indicated higher qualifications for the office-based respondents when compared to the school-based respondents who reflected a need for more support and capacity building for school-based respondents to enable them to interpret and implement education-related public policies (cf. 4.6.1 3). The need for support and capacity building, in turn, reflected on and attested to improved internal organisational arrangements and structures, a challenge that was highlighted in the study's theoretical statement (cf. 1.6).

7.4.2.3.4 *GENDER REPRESENTATION*

The biographical data indicated that, while the gender representation of the respondents has not reached an even spread of 50% per male or female gender, it showed a represented and an inclusive approach, which can be utilised towards an improved EED's PPI model (cf. 4.6.1.4).

7.4.3 *Validity and convergence of findings*

In seeking to ensure that all findings in this study are verified, the researcher embarked on comparing the findings obtained through various research methods, by subjecting them to triangulation. Through triangulation, the researcher sought to establish validity and convergence of the findings. It emerged that the data obtained through the literature review, the qualitative and the quantitative data converged along the following aspects:

- PPI entailed in public policy processes, as outlined in the first objective of this study in chapter one (cf. 1.5), was affirmed to be essential to basic school functionality by: the literature review (cf. 2.1), the qualitative (cf. 4.8.1.1) and quantitative findings (cf. 4.8.2.1; Table 4.1, Table 4.2, Table 4.3 & Table 4.4). The finding suggested PPI to be derived from the public policy process.

- The inadequacy of the capacity building process was identified by the literature reviews (cf. 3.2.1.2.2), the qualitative (cf. 4.8.1.4), and the quantitative analyses (cf. 4.8.2.4, Table 4.11 & Table 4.12).
- Collaboration and stable environment being essential catalysts for effective implementation of education related public policies were confirmed by the literature review (cf. 2.2 & 2.5.3.4.3), the qualitative (cf. 4.8.1.10) and quantitative findings (cf. (cf. 4.8.2.10, Table 4.20).
- The lack of district support as a hindrance to effective PPI, was confirmed by the literature review (cf. 2.1), qualitative (cf. 4.8.1.6) and quantitative data findings (cf. 4.8.2.6, Table 4.15).
- The challenge of ineffective monitoring of PPI processes was confirmed in the literature review (cf. 3.2.4.3), the qualitative findings (cf. 4.8.1.7) and the quantitative findings (cf. 4.8.2.8, Table 4.18).
- The challenge of inconsistent communication of PPI processes was highlighted by the literature review (cf. 3.2.1.2.3), the qualitative (cf. 4.8.1.3) and quantitative data findings (cf. 4.8.2.3, Table 4.8, Table 4.9 & Table 4.10).
- The evidence of negative attitude which neutralises commitment and accountability was affirmed by the literature review, the qualitative findings (cf. 4.8.1.5) and the quantitative findings (cf. 4.8.2.5, Table 4.13).
- The need for a strengthened PPI model which can accommodate the existence of an internal organisational arrangement and structures to singularly deal with PPI, was confirmed by the qualitative (cf. 4.8.1.7) and quantitative findings (cf. 4.8.2.7, Table 4.17).

7.5 RECOMMENDATIONS OF THE STUDY

The focus of this study was derived from the study objectives enunciated in chapter one (cf. 1.5). The recommendations were based on the findings of the study. The recommendations were subdivided into two categories based on the following:

- The literature findings on what public policy entails with regard to public policy models and their link to PPI processes.

- The literature and empirical research findings of challenges to PPI.

The above two categories are discussed here-under.

7.5.1 Recommendations on public policy models and their link to PPI processes

The literature revealed that PPI, entailed in the public policy process, is inevitably influenced by models (cf. 2.3.2). In light of this influence and in seeking to establish what public policy entails as outlined by the research objective in chapter one (cf. 1.5), the researcher made recommendations in consideration of some of the theoretical models discussed in the literature review and influence the planning and designing of the PPI process. These, *inter alia*, included:

7.5.1.1 *Functional process model*

The functional process model suggests a serious consideration of effective generation of other public policy alternatives, which can be achieved through active grassroots participation during the public policy process (cf. 2.3.2.1.1).

Recommendation: The researcher recommends that the influence of the functional process model of active grassroots participation be considered during the PPI process (which is one of the stages of public policy process) to ensure that the PPI promotes active participation by actors at all levels in order to achieve the intended pre-set PPI objectives.

7.5.1.2 *Elite/Mass model*

The PPI emanating from the Elite/Mass policy model seems bias towards the achievement of the objectives of the ruling elite. The dominance of the elite in society, further suggests a top-down approach to public making process and, consequently, to the PPI processes (cf. 2.3.2.1.2).

Recommendation: Based on this model, the researcher recommends that PPI processes should consider the mutual involvement of masses rather than dominance by an elite group. It is envisaged that through mutual participation, the masses can improve on attitude, knowledge and skills which in turn will enhance ownership of the PPI process. Where masses mutually participate without being dominated, the top-down approach is avoided and more support is garnered from those participating in the implementation process.

7.5.1.3 *Group model*

Public policy may be derived from interest groups who continuously interact with policy makers to influence the public policy process (cf.2.3.2.1.3).

Recommendation: The researcher recommends that PPI actively encourages the involvement of pressure groups and interest groups to ensure that the community's say is not isolated from what public policy entails from the end processes of public policy process of which PPI is an integral part.

7.5.1.4 *Systems model*

The systems model is a response by the political system to the goals, problems, needs, wants and demands of society compromising both individuals and interest groups. It is further elaborated that this model allows for debates, proposals, counterproposals, adaptations, consensus on public policy, review of implementation and feedback (cf. 2.3.2.1.4).

Recommendation: The researcher recommends that the systems model considered always for the Empangeni education district's (EED's) strengthened PPI model as it contains the core attributes of the public policy process which includes the identification of needs, prioritisation, transformation (after policy making), implementation, feedback and review. The researcher further recommends that the exclusion of the systems

model's attributes should be perceived as an eradication of a conduit through which the PPI intended objectives can be translated into achievable PPI plans.

7.5.1.5 *Institutional model*

The Institutional model is premised on the basis that public policy is the product of public institutions whose structures are responsible for public policy implementation (cf. 2.3.2.1.5).

Recommendation: The researcher recommends that institutional structures and organisational arrangements be aligned to support the implementation stage of the public process to ensure that the intended PPI objectives are realised.

7.5.1.6 *Rational – comprehensive model*

The literature review revealed that the nature of the rational-comprehensive model enables actors involved in each public policy process (which also includes PPI) to make decisions after weighing alternatives. Therefore, from the PPI perspective, a link may be suggested that the rational-comprehensive model advocates for multi-considerations or alternatives on public policy makers. These multi-considerations or alternatives could be cascaded to actors involved in the PPI processes (cf. 2.3.2.2.1).

Recommendation: Based on the above-stated literature finding, the researcher recommends that for each public policy implemented, flexibility should be allowed for diversion to be taken in case the first option of PPI processes experiences problems, but such diversion should not compromise the intended pre-set PPI objectives.

7.5.1.7 *Incremental model*

The incremental model advocates adding, to what already exists, rather than a complete overhaul of the processes. Mamburu (2004:488) contends that the

incremental model advocates for innovation and is prepared to accept new strategies for PPI (cf. 2.2.3.2.2).

Recommendation: The researcher recommends that the innovative element of the incremental model be infused to all PPI initiatives in the quest to determine how the public policy process entails the PPI stage by looking for strengthened ways of conducting PPI monitoring and evaluation processes. The researcher envisages this recommendation derived from the incremental model to be in line with strengthened PPI model discussed in chapter six of this study.

7.5.2 Literature and empirical research findings of challenges to PPI

In light of the findings outlined in this chapter (cf. 7.3), the researcher recommends the following towards addressing the PPI challenges faced by the EED:

- The EED should embark on a pre-implementation advocacy programme, for approximately a month, utilising banners in languages understood by those involved in and affected by the PPI. Community radio stations and local newspapers can be used as viable and effective advocacy mechanisms to promote the education related public policies in languages that are understood by those for whom the PPI is intended for. .
- The EED should introduce extensive and comprehensive training and capacity building workshops that are proportional to the volume of information required for effective implementation of education-related public policies unlike the currently stipulated two to three days routine. The EED's capacity building and training material should consider contextual factors affecting actors involved in PPI, such as literacy rate, and ensure that the capacity building and training material is made available in languages which actors understand (e.g. IsiZulu) in order to maximise their potential to effectively participate throughout all PPI processes.
- The EED should set up an internal organisational arrangements structure in the form of a unit, with a district unit co-ordinator who is at the level of chief education specialist (CES) and a circuit co-ordinator, to oversee and be fully

responsible for all PPI activities at all levels of the EED's PPI processes (namely: at district, circuit and school levels).

- In addition to the above-mentioned, experts in the field of public policy should be invited by the EED to assist the PPI co-ordinating unit to develop a traceable PPI cycle and design user-friendly tools for support and monitoring of each education related public policy that is implemented.
- Instances in which the involvement of actors for PPI are required outside the EED system as an organisation (e.g. in the implementation of DSNG), the public policy implementation unit (PPIU) co-ordinator as per the strengthened PPI model (discussed in chapter six (cf. 6.3) should facilitate monthly consultative meetings with actors such as: the South African Police Services (SAPS), NGO's, iziNduna (tribal leaders) or amaKhosi (Chiefs) (rural environment), to ensure sustained communication and collaboration, commitment as well as ownership of the PPI initiatives.
- The EED should embrace piloting education-related public policies before the actual implementation. This would be less risky, economical and create an opportunity to identify possible PPI challenges during the full implementation stage.
- In addition to the above-mentioned piloting approach, the EED should adopt the phased implementation approach rather than the current full implementation approach. The full implementation approach boasts simultaneous or parallel implementation of different education related public policies, which, places more strain on human resources to oversee the PPI processes. Consequently, phased implementation is envisaged to ease this above-mentioned strain and eradicates the problem highlighted in the study findings of attitude and the lack of commitment emanating from overstretched human resources.
- Communication should be a two-way, continuous inter-phase and inter-stage process which occurs both formally and informally.
- Communication, as an overarching contributory factor for effective PPI processes (cf. 6.3 Figure 6.1 & 6.5 Figure 6.11), can be improved by applying

technologically advanced means. This can be achieved by embarking on the following:

- Using emails, short message systems (sms), faxing and telephoning to disseminate information rather than expecting personnel to drive to nodal points to collect circulars.
- Setting up a telephone etiquette code to ensure that each telephone number listed is answered by assigned personnel unlike currently where a number and a person are listed but only to discover that each time it is called, it is not attended to.
- Setting up an EED hotline, closely monitored by EED management where PPI and other implementation difficulties can be reported to uphold, *inter alia*, Batho Pele principles and enhance communication.
- Setting up a regularly updated internet website to enable everybody can have access on any information about the EED and the PPI process; including the PPI initiatives being embarked upon, the general stages of the implementation cycle, the general performance criteria instrument and PPI resource documents.
- Having a notice board displaying the name, telephone and fax numbers, email and website addresses in all EED offices.

7.6 SIGNIFICANCE AND CONTRIBUTION OF THE STUDY

The researcher is of the view that an improved public policy implementation model could provide a basis for strengthened public policy implementation not only in Empangeni Education District (EED) area but throughout the province of KwaZulu-Natal.

The significance of presenting the EED's current PPI model (cf. 5.6, figure 5.3) and the improved or strengthened PPI model (cf.6.3, figure 6.1), phase by phase and stage by stage, was to indicate and highlight the contribution or improvement made to the current PPI model. The significance of such an improvement is also encapsulated in the

schematic stage presentations. The researcher envisaged that the EED's proposed improved model (cf. 6.3) also provides a point of departure for the National Basic Education Department officials when undertaking comparative analyses of the PPI challenges at the district, provincial and national government spheres. In addition, the strengthened model encourages participation and involvement of a wide range of actors by accommodating their context and background issues such as literacy rate and language. In light hereof, the improved EED model, collaborates in establishing practical ways of dealing with PPI challenges.

7.7 LIMITATION OF THE STUDY

This study was limited to the implementation of education-related public policies and the identification of challenges to public policy implementation in the Empangeni district jurisdictional area situated in the KwaZulu-Natal Province, with a view of proposing a strengthened model that would strive for the effective implementation of education-related public policies. The scope of reference regarding the study was limited to four education-related public policies, namely: the developmental appraisal system (DAS), whole school evaluation (WSE), integrated quality management systems (IQMS) and discipline and safety national guidelines (DSNG). These were used as references on what the PPI process entails.

7.8 RECOMMENDATIONS FOR FURTHER RESEARCH

Possible related topics that can be further pursued are, *inter alia*:

- The evaluative study and impact analysis on the EED's strengthened PPI model.
- A comparative study of the challenges facing provincial districts in implementing education related public policies.
- The influence and the contributions of union structures as social partners in education at branch, regional and provincial levels on public policy implementation processes.

- An investigation of methods to address conflict and tension within the school environment, in order to optimise the effect of PPI at school level.
- An investigation into designing and developing user-friendly PPI training manuals for school management teams (SMTs), School Governing Bodies (SGBs) and basic education department (BED) officials with a view to ensure improved collaboration and inclusive participation by all actors.

7.9 CONCLUSION

The overview of the study was highlighted in this chapter. Through the synopsis of the study in relation to the study objectives, the researcher gave an account of how each objective was accomplished and completed. Accordingly, the EED's strengthened PPI model, in addition to accomplishing the last objective of the study, highlighted the contribution of the study to public policy implementation as entailed in the public policy process. The outline of the empirical research established what the EED's PPI entails. In addition, the literature review, the qualitative study and the quantitative study attested to and confirmed the problem statement (cf.1.3) and the central theoretical statements (cf. 1.6) when they identified challenges to the EED's PPI process.

The recommendations, based on the literature and empirical findings, suggested a link between public policy models and the implementation of education-related public policies. This was in line with the first study objective of seeking to establish how public policy models influence the implementation of public policies (cf. 1.5). The recommendations, therefore, re-enforced the quest for improved PPI, which culminated in the development of the EED's strengthened PPI model (cf. 6.3). The recommendations, in addition to indicating a point of coming into a full circle with the study objectives, suggested a blue print that may be a useful tool for improved implementation of education-related public policies in the EED. It is further envisaged that the proposed improved PPI model can possibly be used in other districts of the basic education department within the KwaZulu-Natal Province and other provinces.

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7.11

LIST OF APPENDICES

7.11.1

APPENDIX P: FIRST APPLICATION FORM TO KZN EDUCATION HEAD OFFICE



kzn education

Department:
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Reference: RRF

Date: 27 October 2010

KwaZulu-Natal Department of Education Research Request Form

1. Applicants Details

Name Of Directorate/Section/Component/School: KHULA HIGH SCHOOL
084 701 86 35 (cell)
 Tel No: 035-7962050 (w) Fax: 086 666 8348 Email bsv.mthethwa@webmail.co.za
 Address: P.O. BOX 9307
RICHARDS BAY
39 60

2. Proposed Research Title: COMPREHENSIVE STRATEGY ON THE
IMPLEMENTATION OF NATIONAL PUBLIC POLICIES AND
GUIDELINES: EMPANGENI EDUCATION DISTRICT.

3. Briefly state the Research Background The KZN Province's Education
department, as a public sector institution in education, has to
implement public policies. Empangeni Education District, as part of
this sector, has the same obligation of implementing national guidelines
and policies. Consequently, this obligation is embodied in the public
policy and national guidelines implementation of, inter alia, IQMS, DAS,
WSE and DSN G? (Discipline/Safety National Guidelines). The purposes of
these public policies and National Guidelines are as follows:

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201

TEL: Tel: +27 33 392 1028 | Call Centre: +27 0860 596 363 | Fax: +27 33 392 1213 | E-mail: mball.thusi@kzndoe.gov.za |
Web: www.kzndoe.gov.za

The DSNG has to do with ensuring schools that are free from drugs, crime, violence and abuse. IQMS-DA brings about accountability, growth and effective public service in the education sector and WSE monitors effectiveness of public policy implementation. WSE also monitors how various actors support the public policy implementation in order to render schools to be functioning.

4. The main research question(s): What public policy entails and what (and how) Models/Theories influence public policy?
- (b) What Disciplines, Safety National Guideline (DSNG), IQMS-DA and WSE entail and organisational arrangements for effective implementation?
- (c) What challenges are faced by Empangeni Education District in the implementation of public policies and guidelines
- (d) What comprehensive strategy can be applied in the implementation of public policies?

5. The main objectives of the Research:

- To determine what public policy entails and what (and how) Models/Theories influence public policy.
- To determine what DSNG, IQMS-DA and WSE entail and the organisational arrangements for effective implementation
- To identify the major challenges faced by the Empangeni Education in the implementation of DSNG, IQMS-DA and WSE public policies
- To compile a comprehensive strategy of public policy implementation

Return a completed form to:

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street
Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137
Pietermaritzburg
3200

Or

Email

sibusiso.alwar@kzndoe.gov.za



kzn education
Department:
Education
KWAZULU-NATAL

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details

Name Of Applicant(s): BHEKEFINI SIBUSISO VINCENT MTHETHWA

Tel No: 0847018635 Fax: 0866668348 Email: bsvmthethwa@webmail.co.za

Address: P.O. BOX 9307
RICHARDS BAY
3900

2. **Proposed Research Title:** COMPREHENSIVE STRATEGY ON THE IMPLEMENTATION OF NATIONAL PUBLIC POLICIES AND GUIDELINES:EMPANGENI EDUCATION DISTRICT

3. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?

Yes ☐ No ☒

If "yes", please state reference Number: _____

4. Is the proposed research part of a tertiary qualification?

Yes ☒ No ☐

If "yes"

Name of tertiary institution: NWU

Faculty and or School: FACULTY OF ARTS UNDER SCHOOL OF GOVERNMENT STUDIES

Qualification: PhD

Name of Supervisor: Dr ANNELOSE VENTER
and PROF ERIC NEALER

Supervisors Signature _____

If "no", state purpose of research: _____

5. **Research Background:** The KZN Province's Education department, as a public sector, has to

implement public policies. Empangeni Education District, as part of this sector has the same obligation of implementing national guidelines and policies. Consequently, this obligation is embodied in the public policies and national guidelines implementation of, inter alia, IQMS, DAS, WSE, and DSNG(Discipline and Safety National Guidelines). The purpose of these public policies and national guidelines are as follows:(a) the DSNG has to do with ensuring schools that are free from drugs, crime, and violence.

(b) The IQMS-DA brings about accountability, growth and effective public service in the education sector, and

(c) The WSE monitors how various actors support the public policy implementation in order to render schools to be effectively functional.

6. What is the main research question(s) : (a) What public policy entails and what Models/Theories influence public policy?

(b) What DSNG, IQMS-DA and WSE entail and what organizational arrangements are necessary for their effective implementation?

(c) What challenges are faced by Empangeni Education District in the implementation of public policies and guidelines?

(d) What comprehensive strategy can be applied in the implementation of public policies ?

7. Methodology including sampling procedures and the people to be included in the sample:

For data gathering, semi-structured interviews will be conducted. Semi-structured interviews ask more open-ended questions, thus inviting more comments from the respondents.

The semi-structured interviews will be conducted with the following respondents within the Empangeni Education District, selected randomly from:

- a) Fifteen Senior managers in the Empangeni District Education, to establish what challenges they have experienced in public policy implementation;
- b) Twenty Schools' Senior Management Teams (SMTs) and School Governing Bodies(SGBs), to establish challenges facing public policy implementation at the lowest level where results of its implementation ought to be evident; and
- c) Any ten other relevant actors in the implementation of DSNG guidelines, IQMS-DA public policy and WSE policy in order to identify other challenges to improved public policy implementation in Empangeni Education District.

A sample size of at least 45 respondents will be selected. The sample will be randomly selected from all actors. Actors include education officials, principals, teachers, community based organisations (CBOs), non-governmental organisations (NGOs) and all other relevant actors including inter-departmental agencies like the local police services and social workers, who are involved in public policy implementation and from whom data will be collected.

- 8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** This study seeks to establish an improved strategy on public policy implementation, which will strive for effective public policy implementation in Empangeni Education District.

9. KZN Department of Education Districts from which sample will be drawn (please tick) –
Please attach the list of all schools

Amajuba	☐	Umlazi	☐	Sisonke	☐
Othukela	☐	Pinetown	☐	Ugu	☐
Zululand	☐	Ilembe	☐	Umgungundlovu	☐
Obonjeni	☐	Empangeni	☒	Umzinyathi	☐

- 10. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):* NO questionnaire will be used but instead semi-structured interviews that will be audio-taped, will be used as an instrument to collect data, which will be transcribed and analysed for the purpose of compiling an informed study on improved strategy on public policy implementation in Empangeni Education District.

11. Procedure for obtaining consent of participants and where appropriate parents or guardians:

The researcher will personally go to all prospective interviewees and request and request for an appointment to conduct semi-structured interviewees. Diary will be then kept whereby each interviewee will be phoned to confirm time and date of the interview.

12. **Procedure to maintain confidentiality (if applicable):** All interviewees will be reassured that all collected information will be used only for the purpose of compiling an informed study report and no personal details or divulging of any will be included in the study.

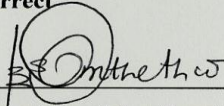
13. **Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** No such questions will be part of this study.

14. **Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** As indicated above, in this study, no such questions will be part of this research.

15. **Research Timelines :** It is envisaged that by end of March all interviews should be completed at the end of which a discussion of such interviews will constitute a chapter. After that a chapter on the improved strategy on public policy implementation will be suggested, which will constitute the concluding chapter of the study.

16. Declaration

I BHEKEFINI SIBUSISO VINCENT MTHETHWA declare that the above information is true and correct



Signature of Applicant

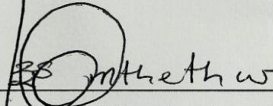
10/02/2011

Date

17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.



Signature of Applicant

10/02/2011

Date

Return a completed form to:

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street
Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137
Pietermaritzburg
3200

Or

Email

sibusiso.alwar@kzndoe.gov.za or smiso.sikhakhane@kzndoe.gov.za



kzn education

Department:
Education
KWAZULU-NATAL

MR BHEKEFINI SIBUSISO VINCENT MTHETHWA
P. O. BOX 9307
RICHARDS BAY
3900

Enquiries: Sibusiso Alwar

Date: 16 March 2011

Reference: 0027/2011

PERMISSION TO CONDUCT RESEARCH IN THE KZN DEPARTMENT OF EDUCATION INSTITUTIONS

PROPOSED RESEARCH TITLE: Comprehensive Strategy on the Implementation of National Public Policies and Guidelines: Empangeni Education District

Your application to conduct research in the KwaZulu Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, educators, schools and institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Head of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period: From 01 March 2011 to 31 March 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Superintendent General. Please note that Principals, Educators, Departmental Officials and Learners are **under no obligation to participate or assist you in your investigation.**
8. Should you wish to extend the period of your survey at the school(s) contact Mr Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Address to: The Director: Resource Planning; Private Bag X9137; Pietermaritzburg; 3200

The Department of Education in KwaZulu Natal fully supports your commitment toward research and wishes you well in your endeavours. It is hoped that you will find the above in order.

Dr SZ Mbokazi
Acting Superintendent-General

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street; Metropolitan Building; PIETERMARITZBURG 3201
TEL: Tel: +27 33 341 8610 | Fax: +27 33 341 8612 | E-mail: sibusiso.alwar@kzndoe.gov.za

7.11.4 APPENDIX M: A LETTER TO THE RESPONDENTS

School of Social and Government Studies –NWU

Attention: Prof Eric Nealer and Dr Annelise Venter

Private Bag X 6001

Potchefstroom

18 March 2011

Dear Sir or Madam

I am a student at the above mentioned institution and as a supervisee; I am required to complete an individual research project on public policy implementation at the focus of my study: Empangeni Education District. I request you to be the participant in this research. As an important role player in this process of public policy implementation, your contribution will inform and enrich this study and inevitably assist in suggesting ways to improve public policy implementation.

The participant is under no obligation to participate in this research project as his/her participation remains voluntary, in order to ensure that answers to the questions are objective, independent and reflective of the manner in which public policy is implemented in the Empangeni Education District. Participant's identity will remain highly confidential and only his/her contribution will be reflected in this research. Permission to undertake this research has been granted by the KZN Education Department of Basic Education.

I wish to express my sincere gratitude to you, as the participant, for your time, effort and contribution in this research. It is highly appreciated.

Yours Faithfully

B. S. V. Mthethwa (0847018635)

7.11.5 APPENDIX N

QUESTIONNAIRE FOR EMPANGENI EDUCATION DISTRICT SCHOOL-BASED
RESEARCH PARTICIPANTS

SECTION A.1 (BIOGRAPHICAL INFORMATION)

PLEASE MARK WITH CROSS (X) WHERE APPROPRIATE:

DESIGNATION/CURRENT POSITION	PRINCIPAL	DEPUTY PRINCIPAL	HOD	PL EDUCATOR ¹
PLACE WHERE SCHOOL SITUATED	RURAL	TOWNSHIP	SURBURBAN	
WORK EXPERIENCE IN YEARS	LESS THAN 5	5 TO 10	11 TO 20	20 AND ABOVE
GENDER	MALE		FEMALE	
HIGHEST QUALIFICATION	PROFESSIONAL QUALIFICATION {Diploma/Degree} ONLY	PROFESSIONAL QUALIFICATION PLUS POST GRAD- DEGREE	PROFESSIONAL QUALIFICATION PLUS 2 OR MORE POST GRAD-DEGREES	
UNION AFFILIATION	SADTU	NATU	SAOU	NOT AFFILIATED TO A UNION

SECTION A. 2

In answering the following questions, your opinion to each will be rated with a cross (x) according to the following scale:

<i>STRONGLY DISAGREE</i>	<i>DISAGREE</i>	<i>DO NOT KNOW</i>	<i>AGREE</i>	<i>STRONGLY AGREE</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

STATEMENT	SCALE				
1. Public policy implementation has an impact on the basic functionality of schools for where the implementation is effective, schools function better and where it is not the functioning of schools is poor.	1	2	3	4	5
2. In Empangeni Education District, development appraisal systems (DAS) and integrated quality management systems (IQMS) implementation has resulted in improved quality of teaching.	1	2	3	4	5
3. The functionality of public schools in Empangeni Education District indicates that the whole school (WSE) is effectively implemented.	1	2	3	4	5
4. As a result of the implementation of discipline and security national guidelines (DSNG), schools in Empangeni Education District are safe institutions.	1	2	3	4	5
5. Sufficient advocacy is undertaken in the Empangeni Education District, before the actual implementation of any public policy.	1	2	3	4	5
6. The implementation process by the EED office is preceded by the consultation of all actors in the education-related public policy process.	1	2	3	4	5
7. Officials attend meetings arranged and convened by Empangeni Education management in preparation for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
8. Before the DAS, WSE, IQMS and DSNG were implemented, they were communicated to all schools.	1	2	3	4	5
9. The communication strategy of the EED office impacts positively on the implementation of education-related public policies.	1	2	3	4	5
10. As a result of the communication strategy of the EED office, all actors collaborate in the implementation DAS, WSE, IQMS and DSNG.	1	2	3	4	5
11. Capacity building on DAS, WSE, IQMS and DSNG has been conducted adequately for actors involved in the implementation process.	1	2	3	4	5
12. All the schools have the capacity to effectively implement DAS, WSE, IQMS and DSNG in Empangeni Education District.	1	2	3	4	5
13. The attitude towards the implementation of DAS, WSE, IQMS and DSNG in the EED schools is positive.	1	2	3	4	5

14. There is support at school level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
15. There is support from the District level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
16. In implementing the education-related public policies, the EED has an organogram (i.e. hierarchy) which reflects the names of actors responsible for the implementation of education-related public policies.	1	2	3	4	5
17. In implementing DAS, WSE, IQMS and DSNG, the EED has designed organisational structures for supporting the implementation process.	1	2	3	4	5
18. Monitoring of the implementation of DAS, WSE, IQMS and DSNG is undertaken by the EED office.	1	2	3	4	5
19. The implementation of education-related public policies by the EED office follows an implementation pattern or cycle.	1	2	3	4	5
20. The displacement of the School Management Team (SMT) members, such as principals, does not affect the implementation of DAS, WSE, IQMS and DSNG in the EED schools.	1	2	3	4	5
21. There is no overcrowding in the implementation of each education-related public policy by the EED.	1	2	3	4	5

SECTION A. 3

ADDITIONAL SUGGESTIONS TO PUBLIC POLICY IMPLEMENTATION IN EMPANGENI EDUCATION DISTRICT:

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THANK YOU FOR YOUR TIME

7.11.6 APPENDIX S

QUESTIONNAIRE FOR EMPANGENI EDUCATION DISTRICT OFFICE-BASED
RESEARCH PARTICIPANTS

SECTION B.1 (BIOGRAPHICAL INFORMATION)

PLEASE MARK WITH CROSS (X) WHERE APPROPRIATE:

DESIGNATION/CURRENT POSITION	SENIOR SPECIALIST (SES)		EDUCATION		DEPUTY EDUCATION SPECIALIST (DCES)	CHIEF
WORK EXPERIENCE IN THE CURRENT POSITION	LESS THAN 5 YEARS	5 TO 10 YEARS	11 TO 20 YEARS	20 YEARS AND ABOVE		
GENDER	MALE			FEMALE		
HIGHEST QUALIFICATION	PROFESSIONAL QUALIFICATION {Diploma/Degree} ONLY		PROFESSIONAL QUALIFICATION PLUS POST GRAD- DEGREE	PROFESSIONAL QUALIFICATION PLUS 2 OR MORE POST GRAD- DEGREES		
UNION AFFILIATION	SADTU	NATU	SAOU	NOT AFFILIATED TO A UNION		

SECTION B. 2 *In answering the following questions, your opinion to each will be rated with a cross (x) according to the following scale:*

STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE
1	2	3	4	5

STATEMENT	SCALE				
1. Public policy implementation has an impact on the basic functionality of schools for where the implementation is effective, schools function better and where it is not the functioning of schools is poor.	1	2	3	4	5
2. In Empangeni education district, development appraisal system (DAS) and integrated quality management systems (IQMS) implementation has resulted in improved quality of teaching.	1	2	3	4	5
3. The functionality of public schools in Empangeni Education District indicates that whole school evaluation (WSE) is effectively implemented.	1	2	3	4	5
4. As a result of the implementation of discipline and security national guidelines (DSNG), schools in Empangeni Education District are safe institutions.	1	2	3	4	5
5. Sufficient advocacy is undertaken in the Empangeni Education District, before the actual implementation of any public policy.	1	2	3	4	5
6. The implementation process by the EED office is preceded by the consultation of all the actors in education-related public policy process.	1	2	3	4	5
7. Officials attend meetings arranged and convened by Empangeni Education management in preparation for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
8. Before the DAS, WSE, IQMS and DSNG were implemented, they were communicated to all schools.	1	2	3	4	5
9. The communication strategy of the EED office impacts positively on the implementation of education-related public policies.	1	2	3	4	5
10. As a result of the communication strategy of the EED office, all actors collaborate in the implementation DAS, WSE, IQMS and DSNG.	1	2	3	4	5
11. Capacity building on DAS, WSE, IQMS and DSNG has been conducted adequately for actors involved in the implementation process	1	2	3	4	5
12. All the schools have the capacity to effectively implement DAS, WSE, IQMS and DSNG in Empangeni Education District.	1	2	3	4	5
13. The attitude towards the implementation of DAS, WSE, IQMS and DSNG in the EED schools is positive.	1	2	3	4	5

14. There is support at school level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
15. There is support from the District level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
16. In implementing the education related public policies the EED has an organogram (i.e. hierarchy) which reflects the names of actors responsible for the implementation of education-related public policies.	1	2	3	4	5
17. In implementing DAS, WSE, IQMS and DSNG, the EED has designed organisational structures for supporting the implementation process.	1	2	3	4	5
18. Monitoring of the implementation of DAS, WSE, IQMS and DSNG is undertaken by the EED office.	1	2	3	4	5
19. The implementation of education-related public policies by the EED office follows an implementation pattern or cycle	1	2	3	4	5
20. The displacement of the School Management Team (SMT) members, such as principals, does not affect the implementation of DAS, WSE, IQMS and DSNG in the EED schools.	1	2	3	4	5
21. There is no overcrowding in the implementation of each education-related public policy by the EED.	1	2	3	4	5

SECTION B.3

ADDITIONAL SUGGESTIONS TO PUBLIC POLICY IMPLEMENTATION IN EMPANGENI EDUCATION DISTRICT:

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THANK YOU FOR YOUR TIME

7.11.7 APPENDIX T

QUESTIONNAIRE FOR OTHER RELEVANT ACTORS [e.g. Non-Governmental Organisations (NGOs), South African Police Services (SAPS), Community Leaders (i.e. traditional leaders and local councillors), Community Policing Forums (CPFs)]

SUB-SECTION C 1 (BIOGRAPHICAL INFORMATION)

PLEASE MARK WITH CROSS (X) WHERE APPROPRIATE:

DESIGNATION/ CURRENT POSITION	SOUTH AFRICAN POLICE SERVICES		CPF	NGO
WORK EXPERIENCE IN THE CURRENT POSITION	LESS THAN 5 YEARS	5 TO 10 YEARS	11 TO 20 YEARS	20 YEARS AND ABOVE
GENDER	MALE		FEMALE	
HIGHEST QUALIFICATION	PROFESSIONAL QUALIFICATION {Diploma/Degree} ONLY	PROFESSIONAL QUALIFICATION PLUS POST GRAD- DEGREE	PROFESSIONAL QUALIFICATION PLUS 2 OR MORE POST GRAD- DEGREES	

SECTION C. 2

In answering the following questions, your opinion to each will be rated with a cross (x) according to the following scale:

STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE
1	2	3	4	5

STATEMENT	SCALE				
1. Public policy implementation has an impact on the basic functionality of schools for where the implementation is effective, schools function better and where it is not the functioning of schools is poor.	1	2	3	4	5
2. In Empangeni education district, the development appraisal system (DAS) and the integrated quality management systems (IQMS) implementation has resulted in improved quality of teaching.	1	2	3	4	5
3. The functionality of public schools in Empangeni Education District indicates that the whole school evaluation (WSE) is effectively implemented.	1	2	3	4	5
4. As a result of the implementation of discipline and security national guidelines (DSNG), schools in Empangeni Education District are safe institutions.	1	2	3	4	5
5. Sufficient advocacy is undertaken in the Empangeni Education District, before the actual implementation of any public policy.	1	2	3	4	5
6. The implementation process by the EED office is preceded by the consultation of all the actors in education-related public policy process.	1	2	3	4	5
7. Officials attend meetings arranged and convened by Empangeni Education management in preparation for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
8. Before the DAS, WSE, IQMS and DSNG were implemented, they were communicated to all schools.	1	2	3	4	5
9. The communication strategy of the EED office impacts positively on the implementation of education-related public policies.	1	2	3	4	5
10. As a result of the communication strategy of the EED office, all actors collaborate in the implementation DAS, WSE, IQMS and DSNG.	1	2	3	4	5
11. Capacity building on DAS, WSE, IQMS and DSNG has been conducted adequately undertaken for actors involved in the implementation process	1	2	3	4	5
12. All the schools have the capacity to effectively implement DAS, WSE, IQMS and DSNG in Empangeni Education District.	1	2	3	4	5
13. The attitude towards the implementation of DAS, WSE, IQMS and DSNG in the EED schools is positive.	1	2	3	4	5

14. There is support at school level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
15. There is support from the District level for the implementation of DAS, WSE, IQMS and DSNG.	1	2	3	4	5
16. In implementing the education-related public policies the EED has an organogram (i.e. hierarchy) which reflects the names of the actors responsible for the implementation of education-related public policies.	1	2	3	4	5
17. In implementing DAS, WSE, IQMS and DSNG, the EED has designed organisational structures for supporting the implementation process.	1	2	3	4	5
18. Monitoring of the implementation of DAS, WSE, IQMS and DSNG is undertaken by the EED office.	1	2	3	4	5
19. The implementation of education related public policies by the EED office follows an implementation pattern or cycle	1	2	3	4	5
20. The displacement of the School Management Team (SMT) members, such as principals, does not affect the implementation of the DAS, WSE, IQMS and DSNG in the EED schools.	1	2	3	4	5
21 There is no overcrowding in the implementation of each education-related public policy by the EED.	1	2	3	4	5

SECTION C.3

ADDITIONAL SUGGESTIONS TO PUBLIC POLICY IMPLEMENTATION IN EMPANGENI EDUCATION DISTRICT:

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THANK YOU FOR YOUR TIME

7.11.8 APPENDIX U

DATA GRID SAMPLE (FOR GROUP 3 PARTICIPANTS)

KEY: GROUP 3 – Other actors (NGOs, CBOs, SAPS, Local leaders)

CASE – Interviewee (case 1 is interview number 1)

Q - Question (e.g. Q 1 = Question one)

GROUP	CASE	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15
3	1	4	3	3	2	3	2	1	5	4	3	2	2	3	4	2
3	2	5	3	2	2	2	3	3	4	3	2	2	3	1	3	1
3	3	4	2	3	3	2	2	1	4	3	1	1	2	4	4	1
3	4	4	2	2	2	3	4	2	3	3	2	2	2	4	4	2
3	5	4	2	2	3	2	2	1	4	2	2	2	2	3	3	2
3	6	5	3	2	2	3	2	2	4	2	2	3	3	4	4	2
3	7	4	2	3	3	4	3	2	5	4	2	2	2	3	4	1
3	8	4	3	2	3	2	3	1	4	3	1	1	2	5	3	2
3	9	4	2	3	2	2	3	2	5	2	1	2	2	4	4	2
3	10	5	3	3	3	2	2	2	4	2	2	2	3	4	5	2
3	11	4	2	2	2	3	2	2	4	3	3	2	3	4	4	3
3	12	5	3	3	3	4	3	1	5	3	1	1	3	3	4	1
3	13	4	2	2	2	2	2	2	4	3	2	2	2	5	5	2
3	14	5	2	3	3	2	3	1	4	4	2	1	2	5	3	2
3	15	5	1	3	3	1	2	1	5	2	2	2	2	4	4	2

LIST OF INTERVIEWS HELD (CASSETTE RECORDING WITH THE RESEARCHER)

GROUP 1 (OFFICE-BASED MANAGEMENT)

Interview. District director, Empangeni Education District management (EED). KwaZulu-Natal basic education department (KZNBED), Empangeni. 25 March 2011.

Interview, EED management official 2 (Chief Education Specialist), EED. KZNBED, Empangeni. 26 March 2011.

Interview, EED management official 3 (Deputy Chief Education Specialist), EED. KZNBED, Empangeni. 28 March 2011.

Interview, EED management official 4 (Superintendent of education management-Mthunzini Circuit), EED. KZNBED, Esikhawini. 30 March 2011.

Interview, EED management official 5 (Superintendent of education management-Eshowe Circuit), EED. KZNBED, Esikhawini. 30 March 2011.

Interview, EED management official 6 (Superintendent of education management-Nkandla Circuit), EED. KZNBED, Nkandla. 02 April 2011.

Interview, EED management official 7 (Superintendent of education management-Lower Mfolozi Circuit), EED. KZNBED, Empangeni. 03 April 2011.

GROUP 2 (SCHOOL-BASED MANAGEMENT)

Interview, School-based manager (Principal), Esikhaleni-senkosi Ward. Mthunzini circuit. 20 March 2011.

Interview, School-based manager (Principal), Ongoye Ward. Mthunzini circuit. 05 April 2011. Interview, School-based manager (Principal), Lindelihle Ward. Mthunzini circuit. 06 April 2011.

Interview, School-based manager (Principal), Vingqondo Ward. Eshowe circuit. 08 April 2011.

Interview, School-based manager (Principal), Samungu Ward. Eshowe circuit. 08 April 2011.

Interview, School-based manager (Principal), Chwezi Ward. Nkandla circuit. 09 April 2011.

Interview, School-based manager (Principal), Godide Ward. Nkandla circuit. 09 April 2011.

Interview, School-based manager (Principal), Ngwelezane Ward. Lower Umfolozi circuit. 12 April 2011.

Interview, School-based manager (Principal), Richards Bay Ward. Lower Umfolozi circuit. 13 April 2011.

Interview, School-based manager (Principal), Ntambana Ward. Lower Umfolozi circuit. 15 April 2011.

GROUP 3 (OTHER ACTORS)

Interview, SAPS official, Richards Bay, 16 April 2011.

Interview, Social social security official, Empangeni Welfare, 19 April 2011.

Interview, Empangeni National Institute for crime prevention and re-integration of offenders (NICRO) - Empangeni, 21 April 2011.

Interview, iNduna yakwaBiyela (Tribal leader of Biyela chieftaincy), 24 April 2011.

Interview, Ward councillor, Umhlathuze municipality, Richards Bay, 26 April 2011.

Interview, NATU official, Richards Bay branch, 29 April 2011.

Interview, SADTU official, Richards Bay branch, 29 April 2011.

Interview, SAOU official, Hoerskool Richardbaai, 03 May 2011.

**OPEN-ENDED QUESTIONS FOR THE SEMI-STRUCTURED INTERVIEWS
(CONDUCTED WITH GROUPS 1, 2 and 3)**

What do you understand by basic school functionality?

According to your understanding, how is basic school functionality related to the implementation of education-related public policies?

What is the state of implementation of education-related public policies in Empangeni district (EED)?

How is each education –related public policy introduced or communicated to schools and to all the actors involved in the implementation process?

In your view, is advocacy conducted for each education-related public policy?

What capacity building mechanism is in place for public policy implementation which you have also undergone?

What is your view of the participation of other actors (or role players) involved in the implementation process of education-related public policies?

In your view, how does capacity building accommodate diverse actors from diverse backgrounds?

What support structures are in place for the implementation of education-related public policies?

How has the implementation of DAS, WSE, IQMS and DSNG been monitored in your school and in the EED in general?

What model is in place for monitoring the implementation of education- related public policies?

How is the implementation evaluated and feedback provided to all those involved throughout the district?

In your understanding, how do the environment and the working conditions affect the implementation of education-related public policies?

What can be done to improve the implementation of education-related public policies in the EED schools?

SAMPLE OF INTERVIEW TRANSCRIPT

1 AN INTERVIEW TRANSCRIPT (INTERVIEW NO. 1)

2 DATE: 20 MARCH 2011

3 PLACE: CONFIDENTIAL

4 PARTICIPANT A: Mr Z. (TOP SCHOOL-BASED OFFICIAL IN KZN EDUCATION
5 EED OFFICE)

6 RESEARCHER: Mr R. (B.S.V. MTHETHWA).

7 *Mr R: Thank you for allowing me to conduct this interview. Please note that this*
8 *conversation will be recorded and a written transcript will be forwarded to you as*
9 *soon as it is available. In your view, how is public policy implementation linked to the*
10 *school's basic functionality, taking into consideration the implementation of, for*
11 *example, the Developmental Appraisal system (DAS), whole school evaluation*
12 *(WSE), Integrated Quality Management Systems (IQMS) and the Discipline and*
13 *Safety National Guidelines(DSNG) in schools?*

14 **Mr Z:** I think the public policy to be implemented is very important because it tells us
15 what to do and how to approach the IQMS accordingly and it also gives us the
16 guidelines as to what to do, for example when one teacher has to be appraised, it
17 gives us guidelines as to what one can say to develop that teacher. A well
18 developed teacher is of an asset when it comes to running the school, in terms of
19 lesson delivery, extra- curricular activities and general discipline, which all impact on
20 school's basic functionality. Hence public policy impacts on school's functionality.

21 **Mr R.:** *Do the public policies and the general guidelines help in the life of the*
22 *institution?*

23 **Mr Z:** As far as I have seen they help if they are implemented accordingly and
24 effectively.

25 **Mr R:** *How would you rate public policy implementation in Empangeni Education*
26 *District (EED) schools?*

27 **Mr. Z:** Well I am not too sure whether the implementation of public policies in EED
28 schools can be given an appropriate rating by me. However, it is a given fact that we
29 still have IQMS not effectively implemented and also one cannot vouch that all EED
30 schools are safe and secure with the current rate of burglary and vandalism going

31 on. Considering all this, one is inclined to suggest that implementation of public
32 policies may not have achieved what they were designed to achieve.

33 **Mr. R:** *Is the advocacy campaign conducted for each public policy to be*
34 *implemented in EED?*

35 **Mr. Z:** I think it is done though I may not vouch for all public policies implemented.

36 **Mr. R:** *How do you rate it?*

37 **Mr. Z:** Mhm... In my view advocacy done because the EED sends circulars to
38 schools through circuit management officials and, in some cases, issue even
39 posters to schools, which to me is not far from advocacy campaign. Off course here,
40 I am referring only to those cases I have seen and as I have indicated earlier I
41 cannot put my head on the block and say that it is done the same way in all public
42 policies to be implemented.

43 **Mr R:** *How was the IQMS communicated to you?*

44 **Mr Z:** Communication is done through circulars that normally invite schools two day
45 workshop, but the disadvantage of mode the of communication is that educators
46 who did get circulars or were on sick leave for example could not get communicated
47 to. The rush-rush attitude of communication made it impossible to check whether all
48 educators per school received the message and there was no communication
49 arrangement or plan to back up communication that failed to reach some educators
50 for one reason or the other.

51 **Mr R:** *Did the EED invite comments before, during and after the implementation of*
52 *the public policy?*

53 **Mr. Z:** Apart from filling in the evaluation form to assess the people facilitating, there
54 has never been any consultation specifically on the implemented public policy as to
55 how educators view its prospects and impact, which I think could be a process that
56 may yield very informative ideas as to how public policy could be implemented in an
57 effective way. So that consultation should be an ongoing process that should
58 precipitate ideas and feedback on problems encountered and even success which
59 eventually may enhance future approach to public policy implementation.

60 **Mr. R:** *Which capacity building mechanism have you undergone for public policy*
61 *implementation?*

Mr Z: There are only workshops which are hastily arranged for principals to attend, who in turn are expected to cascade that information down to their colleagues. Only during the outcome based education (OBE) were educators allowed to attend a crash course workshop for three days where they were bombarded with massive and game changing information in such a short space of time, in the name of capacity building. I need not remind you how that capacity building process has proved to be very costly not only here in EED but in the entire education system as educators ended up being more confused rather than being effectively empowered on OBE. I am glad that it is being reviewed with an aim of reversing it.

Mr R: *How effective and sustained are such capacity building workshops?*

Mr Z: Unfortunately I have never attended such workshops. In the school that I am teaching at, there were teachers that were fortunate enough to get to the workshops but unfortunately I did not. However workshops are normally a once off exercise and I think that compromises implementation capacity.

Mr R: *Was this a once off event?*

Mr Z: No there was no follow up.

Mr R: *How does this kind of capacity impact on your attitude and ability to implement public policies such as DAS, WSE, IQMS and DSNG?*

Mr Z: It does not help because there are other performance standard, in for example, the IQMS which if I had been effectively capacitated in, it would be easier for me and other educators here at school to implement them correctly as well. So what we do now it's something we are uncertain and not confident about, but if we were capacitated well we would implement it accordingly. Obviously attitude and ability takes a huge knock under such circumstances although I have seen that towards the policy as such educators are having a positive attitude but the negativity develops when it comes to implementation process and I think that could be attributed to lack of capacity to implement.

Mr R: *What structures are in place and of what significance are they to the actual implementation of DAS, WSE, IQMS and DSNG?*

Mr Z: Unfortunately I do not know any structure except the one that I am in right now, which has to do with the IQMS coordination, I know nothing about the WSE but again it was also a once off event. There were officials from the department where I was teaching who came to our school and they evaluated the school. It was only then that I knew about WSE. Since I arrived at the present school, I have never

learnt or gained any information on WSE let alone seeing it implemented even before IQMS came into being.

Mr R: *Would you say that the structure, in which you are, is functioning effectively from since the beginning of the year to sustain the implementation of the IQMS –DA at school?*

Mr Z: Unfortunately it does not function well and what I have seen is that it does not operate during the beginning of the year. I think the functionality of the school would be up to a very high standard if it did. It only begins to function towards the end of the year, of which by that time there is no time really for ensuring that all the performance standard are well covered.

Mr R: *The operation of a public policy, such as the IQMS (as you said) only operates at the end of the year. Do you have any support during the implementation period from any quarter or from the department officials when you implement the public policies including the IQMS you are so passionate about?*

Mr Z: No there is no support from the department except from the school management team (SMT) itself. I have never seen any support from the department. I can emphatically say that when it comes to implementing public policies, we as school lack departmental support tremendously.

Mr R: *What is, in your view, be the cause of the lack of support from the department?*

Mr Z: As far as I can think there is a lack of human resources who can provide such support. From the department there ought to be the structure that is designated to deal with the implementation of public policies. Running IQMS in isolation like its happening at the moment within the department means that only the subject - advisors and other few district officials who are running it and taking part are also part of the same appraisal work of teachers. They are having their programme running independently and not in harmony with other EED programmes. This only serves to defeat and stifle the very same objective of what the public policy seeks to achieve and is consequently not effectively implemented. So what I think is that, there ought to be a standing structure or unit that can be responsible for all public policy implementation including DAS, WSE, IQMS and DSNG, which can provide not only follow- up support and may be direction, but which will synergise and harmonise all public policy implementation processes.

Mr R: *In what way do you think that will help solve the problem of lack of support?*

Mr Z: I think if it is done that way those who are responsible for providing support will know what has been done in terms of public policy implementation and they will be able to trace progress, impact and problems as they will know what has been implemented, where and how. I think that can answer the question of lack of support in an unbelievable way and at the same time ensuring uniformity in public policy implemented. If I can refer to IQMS implementation for example, its focus is wrongly premised by educators as mostly see it as way of monetary progress where the actual IQMS objective is teacher skills development for quality education delivery. And I think that having a structure that deals with public policy implementation could ensure that such wrong perceptions are completely eroded.

Mr R: *How has the implementation of DAS, WSE, IQMS and DSNG been monitored in your school and in EED in general?*

Mr Z: if there is no support would you think there could be possible of way in which what ought to be supported is monitored? Look I have never seen any departmental or EED team coming to monitor public policy implementation, checking for example in IQMS, how areas of need as indicated in the personal growth plans(PGPs) are addressed. The only time I see a departmental official come to school is at the beginning of the year and at the end of the year to monitor what is referred to as school functionality. By the way they lose sight that school functionality is dependent on effective public policy implementation. I have also seen them come during grade 12 examinations to monitor how examinations are conducted. So as far as public policy implementation is concerned, if you refer to IQMS-DA, WSE, DSN and other public policies monitoring of their implementation is indeed wanting if not non-existent.

Mr R: *Is there an individual from the circuit or school district whom you can approach for assistance when undertaking, for example, an IQMS?*

Mr Z: Unfortunately no.

Mr R: *Where do you take your problems for possible solutions? Do you only solve them internally or do you refer them to the circuit or district?*

Mr Z: There is no person that you can refer the problems IQMS problems to. There is no one I know except the Superintendent in Education Management (SEM) who may not have aspecialist knowledge on all public policies. I therefore just keep them.

Mr R: *Does that imply that if you were facing a problem last year you will still find yourself facing the same problem even this year?*

Mr Z: To answer that question I can tell you that other teachers when asked about IQMS have responded by saying IQMS implementation is a waste of time because the problems they encounter are not monitored as no one comes to their rescue or to give support. And that is the trend with all the other public policies implemented in EED.

Mr R: *Having said all that, is there any possibility of growth and improvement regarding public policy implementation management (PPIM) in EED schools?*

Mr Z: Oh yes there is and I think effective PPIM begins with ensuring empowerment. Just to use IQMS implementation as an example, as many misconstrue friendship to ignore professionalism implying that people will not do what the policy says as that may jeopardise friendship. There is therefore a need for empowerment regarding the roles of each of those involved. Which boils down to considering for example the issue of neutrality as a solution so that if IQMS were to be done at school for example, external people could be involved to ensure that compromise of public policy for friendship and accusations against those who try to maintain good professional ethics in scoring and evaluating colleagues, are avoided.

Mr R: *Could you cite an example to elaborate on how empowerment needs to talk to PPIM?*

Mr Z: I am saying this from experience as I have seen some educators they have not liked to be told where they have not performed well or if they don't teach well they do not want to hear that. What they think is that the person who comments not in a positive manner, is trying to take away their monetary percent and is being to be difficult. I think in that sense, it requires a very neutral person who can come to a school not known within to run the IQMS. I think initially the department thought that could be a good way of ensuring quality education to schools but unfortunately it has come with negative attitude from the educators. I remember one scenario there was an educator I went to class with. When we were discussing the score after returning to class the educators said that only the HOD Deputy Principal or Principal should give the score. What I think from this scenario is that educators need to be well informed as to what to do and who should be in the evaluation team known as the developmental support group(DSG) and what their roles are. Again they should be aware they are helping one another and its not about helping each other get the good scores but it's about what to gain in the process as effective growth eventually precipitates good score. I think through citing IQMS implementation, PPIM can be

seen to be effective once empowerment need is also addressed. And just like in IQMS, empowerment as a basis to effective PPIM is applicable to all other public policies to be implemented as each public policy requires profound empowerment of all those to implement it.

Mr R: *As part of the PPIM in EED, do you have a general implementation cycle that maps any policy to be implemented to trace progress and problems?*

Mr Z: I would be lying if I said I have seen one because each public policy is implemented in different schools and I do not remember any uniform implementation cycle you are referring to. But I do see such cycle as something that could be useful in ensuring uniformity and in enabling each school where implementation occurs to uniformly determine implementation problems in order to seek to avoid them in future implementation processes.

Mr R: *Does each public policy require its own implementation time and space or can it be married to another policy so that there is implementation of different public policies simultaneously?*

Mr Z: Well I do not know exactly whether each public policy requires its own time and a space as I am not a public policy implementation expert. However from what I have observed during the implementation of WSE, I have noticed how the' objectives there-of have not been achieved due to the demand of other public policies to be implemented. In fact there has been numerous occasions whereby instead of one principal being observed through IQMS, a group of principals were summoned to SEM's office to conduct IQMS simultaneously for all principals. This is not what the IQMS purports and by all accounts any implementation of public policy which does not go according to its prescripts is bound to fail achieve its expectations, and I think being pressed for time is the main reason for SEMs to conduct IQMS in a group format as a result of many other public policies they have to implement. For that I think marrying a public policy with another may take away some of the crux of the public policy and crowding with no proper structure in place that has human resource to ensure that any multi public policy implementation is done in harmony without any compromise of each public policy's desired outcomes, may result in implementation that fails to achieve pre-set implementation objectives.

Mr R: *So, would you consider overcrowding to also take place in the EED public policy implementation process?*

231 **Mr Z:** Yes I think the above examples suggest just that, and I think such encroaching
232 indeed hampers effective implementation of each public policy.

233 **Mr R:** Does conflict among the School Management Teams (SMTs) and between
234 SMTs and School Governing Bodies (SGBs), occur in your school or in other schools
235 around EED?

236 **Mr Z:** In my school certainly not, but in other schools around EED, sure we have
237 witnessed cases of conflict. In fact I can count up to more than five school principals
238 who are currently displaced as a result of unresolved conflict within the SMT or
239 between the principal and the SGB. Actually there are principals who have been
240 displaced from their schools for more than six years now.

241 **Mr R:** How do you think such conflict which results in such displacements affect the
242 implementation of public policies such as DAS, WSE, IQMS and DSNG?

243 **Mr Z:** As far as I can see, it does affect implementation of all public policies at school
244 including the ones you have alluded to. Any displacement of the principal in a school
245 brings about instability and uncertainty and where there is instability and uncertainty
246 there is no direction at all. The principal is the overseer of the implementation of all
247 public policies at school level. I can attest to the fact the schools which I have seen
248 having these conflicts, even teaching and learning processes are compromised. In
249 these schools vandalism of school property is rife which indeed points to a huge
250 compromise of DSNG, and all the systems at school are not operational. This, for me
251 is a strong indication that conflict adversely affects the implementation of public
252 policies.

253 **Mr R:** And do you see an end in sight to this problem?

254 **Mr Z:** I wish I could say yes, but I am not in a position to say that as I do not know
255 what processes are being followed to resolve these conflicts. Remember some of
256 these problems have been unresolved for more than five years now. Obviously the
257 solution is not going to come over night but I believe it has to come for
258 implementation of public policies in these schools to begin to occur.

259 **Mr R:** Sir, I wish to thank you very much for allowing me to conduct this interview. , I
260 think I have gained much from you particularly because of your hands-on experience
261 on the actual implementation of public policies. Thank you very much for your views.
262 I think they will be valuable information that can be used to inform the objective of
263 this study. Kindly note that a copy of the transcript of this interview will be forwarded

264 *to you as well. Once again, my most heartfelt gratitude to you, Sir, for your time and*
265 *contribution.*