

# A STUDY ON OUTCOME BASED SCIENCE EDUCATION IN SOUTH AFRICA

Education for Specialized Subject Matter and Field  
Natural Science Education  
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## 1. Introduction

South Africa today is struggling with the implementation of Outcome Based Education (OBE) as from 1996<sup>1)</sup>. This is quite a relatively new education system after apartheid education. It has been a challenge to all South Africans specifically in the field of science since its inception

## 2. 2003 survey

A research was conducted in 2003 under this study in order to evaluate the impact brought by the study's innovative strategies. The research was done on the Cluster Leaders (CLs)<sup>2)</sup> of the Mpumalanga province in South Africa. This research mainly wanted to find out on:

1. The sound establishment of MSSSI project
2. The usefulness and use of science material in the project
3. The success of the study's innovative strategies in Outcome Based Education (OBE) specifically science education at Mpumalanga province. This research reveals some successes and challenges as shown in Fig. 1

## 3. The structure of this study

As shown in Fig. 1 a number of innovative strategies were explored in order to help educators deal with the new curriculum and improve science teaching in South Africa. The strategies focused on:

1. Improvement of lessons through lesson study
2. Development of "training guides"
3. Hands-on practical activities
4. Development of "study guides" for educators
5. Professional development of educators

## 4. Conclusion

The study lesson and the lesson study involve educators in planning lesson and trying them in class. Educators analyze the lesson in a post lesson study where possible ways of improvement are done in a team. This helps educators to improve planning and delivery of lessons. Examples are study lessons conducted in Oasa Junior High in Japan and Ithafa Comprehensive High school in RSA. The process itself engages

educators in professional development. This study has done well in assisting educators conduct study lesson.

The hands-on activities involve educators in practical science activities. This is where educators learn how to improvise teaching material. Improvised gas burette, household chemicals and electroplating are all mainly improvised materials. The study exposed educators to improvisation.

The study brought the idea of study guide development where educators to experienced the process of “study guide” development and its use. This assisted educators to keep their own records as professionals.

#### References

1. Department of Education in RSA, “Curriculum 2005 Lifelong Learning for the 21<sup>st</sup> Century”, Pretoria, South Africa (1997).
2. MSSI TEAM, MSSI Guide Book No.3, “Clustering of Schools- A Guidebook”, JICA(SA), (2003)

**Figure 1: Research structure**

