

https://dspace.org/

Derailing Gautengs HIV/AIDS train: An evaluation of the provincial governments implementation of a life skills education programme in primary and secondary schools

Nirav, Patel

2007-03-01T12:58:57Z
http://hdl.handle.net/10539/2188

Downloaded from a DSpace repository. https://dspace.org/

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Numerous implementation deficits arising at the organisational, task network, and public sector institutional context levels inhibited the implementation of a life skills programme according to the time frame set out in the National Integrated Plan for Children Infected and Affected by HIV/AIDS in Gauteng province. At the organisational level, primary factors inhibiting programme implementation were: (i) insufficient human resource skill and expertise within organisations for them to fulfil their respective roles, (ii) financial constraints that aggravated the lack of human resources within organisations, and (iii) problems in the mechanism of training of life skills educators. Regarding the task network, fundamental factors inhibiting implementation of the life skills programme include: (i) the inability to translate clear and specific mandates on the roles and responsibilities of each actor that exist on paper into reality, (ii) poor mechanisms of horizontal and vertical interaction amongst and between all organisations in the task network, and (iii) the poor quality of training offered to life skills educators.

Unfortunately, and almost entirely due to the absence of an interview with the GDE those factors inhibiting implementation at the level of the public sector institutional context remained undiscerned. Nevertheless, general research in the area suggests that weak line authority of provincial bureaucrats over their local level colleagues, and the weak line authority of these local bureaucrats within their constituencies is a significant factor inhibiting implementation of the life skills programme. The dearth of human resources assigned specifically to life skills education at the national, provincial, and local levels, as well as the poor monitoring and evaluation of the life skills programme are the first indication of an inappropriate mechanism of horizontal and vertical accountability within the task network. Finally, analysis of the external political environment reveals that political stability in Gauteng province is a significant, necessary but not sufficient factor promoting programme implementation. The external economic and social environments, characterised by neoliberal economic policies that restricts funding to education, and recent emphasis on poverty alleviation that diverts resources from education are found to

be complimentary factors inhibiting implementation of the life skills programme in Gauteng province.

RECOMMENDATIONS

This inquiry was severely limited due to dearth of academic research in this area, the inability to secure interviews with vital key informants and a difficult time constraint. Future research in this area should build more extensively on this introduction through a more comprehensive application of the conceptual framework to the research topic. This would significantly contribute to existing work on implementation of the life skills programme that is overwhelmingly restricted to the pre-2000 period. This research may be concentrated to a specific district in Gauteng (or any other) province, in order to build a more detailed account of the factors affecting implementation of a life skills programme from the local level up. An additional possibility for future research is analysis 'for' policy through analysis of the quality of life skills education.