

Does the Department of Basic Education Take the International Call to Provide Quality Education for all Seriously?

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ABSTRACT Governments, across the globe are accountable for training teachers to provide learners with quality education to face the challenges of globalisation and curriculum change. Arising from this challenge, the Department of Basic Education (DBE) in South Africa introduced, over the last decade, several curriculum changes, which had an influence on the delivery of quality education for all. The present research focuses on the question of whether the DBE can train in-service teachers and provide quality learning and teaching support materials (LTSM) to comply with the challenges of the implementation of a new national curriculum, the Curriculum and Assessment Policy Statement (CAPS). The theoretical frameworks for this study are based on social constructivist and critical theory constructs. A qualitative research approach has been employed in this study. Data collection consisted of a literature review, document analysis and collection of empirical evidence. The findings revealed that CAPS is being implemented impulsively, without proper in-service training or the provision of quality LTSM to schools. This paper concludes with recommendations concerning the DBE's role in assistance of in-service training.