

NATIONAL AET PLAN -2001

CURRICULUM AND LEARNING MATERIALS

PRIORITIES CHECKLIST.

AET GETC decisions

rules of combination

unit standards decisions

- * **infrastructure for curriculum development**
- gaps between AET levels**
- * **defn of relationship between education and training**
- checks and balances**
- * **provincial curriculum management capacity building**
- family literacy**
- * **evaluation of existing materials/learning programmes**
- appropriate assessment strategies for adults**
- defn of critical success factors- impact**
- lack of information/understanding of theoretical**
framework of ae curriculum

SUGGESTED ADDITIONS TO THE FOUR YEAR PLAN.

1) page 29/30 : between 3b.1 and 3b.2 - (here, in appendix, or as terms are used) brief outline of draft curriculum framework and/or definition of terms eg. learning programme, learning areas, learning fields, level descriptors/rules of combination, unit standards, nqf structure, other.

also - need to be consistent about use of terms eg . when do we use learning outcomes and when unit standards.

2) pg 30 : 3b2 becomes an organogram.

3) pg 30 : 3b5. add after list of 6 'develop's.

By implication, the above list will guide the finalisation of rules of combination (level descriptors) at every level of AET and must ensure the incorporation of an appropriate level of learner achievement in all of the above listed skills or understandings.

4) Page 31: Four year implementation plan

The overall purpose of this four year implementation plan is to ensure the consolidation of the draft curriculum framework through:

1. developing a bank of nationally recognised and registered unit standards for all levels of AET
2. developing the rules of combination (level descriptors) for each level of AET certification

3. facilitating the development of appropriate and relevant learning programmes based on investigation of learner needs, provincial needs, sectoral needs and national needs at all levels of AET
4. consolidating the national curriculum management structure in order to facilitate ongoing development and review of unit standards, learning programmes, learning materials and level descriptors appropriate to adult learners and which are consistently equivalent with and portable to all other sectors of education and training.
5. consolidating provincial curriculum management structures in order to facilitate
 - * ongoing and timeous interaction with national curriculum development activities
 - * the development of learning materials/programmes for under- resourced areas of learning and rural areas where the lack of scales of economy will mitigate against this development by the "free market"/ market forces.
 - * information dissemination
6. instituting an ongoing national register (audit and evaluation) of all learning programmes/materials for use in AET
7. facilitating the development of unit standards in a selected number of learning areas from the specialization category, concentrating initially at AET level 2 and GETC

5) 3b.8 Outcomes: third bullet:

the urgent development and piloting of unit standards at AET 2 and GETC levels in a minimum of 3 learning areas from the specialization category, and the interim adoption and recognition of such unit standards.

present third bullet becomes fourth bullet.

6) 3b.9 Results: third bullet.

learning outcomes and unit standards at AET 2 and GETC levels in a minimum of 3 learning areas from the specialization category will be developed in 1998, piloted in 1999 and in 2000

(note: what is the difference between piloting and trialled, what does trialled mean?)

third bullet becomes fourth bullet and so on.

7) 3b.10 Activities and onwards:

check existing progress on the writing and piloting of learning outcomes and unit standards and, if necessary, adjust dates.

(Charl Williams/Ivor Baadjies)

(what does "contextualising the GETC learning area outcomes" mean?)

page 32 3b.12 accuracy of 2nd bullet here?

page 33. fourth bullet. be more specific re fundamental, contextual and ? specialization categories

page 33 3b.13 1999 or 1998 ?

8) new 3b.15 (check against existing 3b.15)

Activities: Interim unit standards in 3 selected learning areas from the specialisation category at AET 2 and GETC levels.

By the end of 1997, the AET Curriculum Co-ordinating Committee, in consultation with the Departments of Labour, Water Affairs and Health and Welfare, will identify 3 learning areas from the specialisation category for urgent interim unit standards development at AET 2 and GETC levels.

In December 1998, the Directorate will appoint three convenors to head up a development committee for each of these areas of learning. The committees will reflect both expertise and stakeholder interests and will draft unit standards by the end of March 1998. These unit standards will be presented to the AET chamber for ratification and referral to the Ministry of Education's approval process. It is expected that the Minister will announce them as interim standards in July 1998 for piloting in January 1999.

(This should allow sufficient time, April - Dec 1998, for interested parties to adapt learning materials for use in the pilots in January 1999. It should be noted that learning materials in these learning categories at AET level 2 should be produced in learners' mother tongue.)

9) re-number 3b.15 => 3.16

in first bullet - highlight " the establishment of a unit standards reference committee under the AET Curriculum Co-ordinating Committee. "

Add statement on the composition of such a group.

Add and strengthen brief of this group beyond " review the linkages between the AET unit standards and"

Include: represent AET on all SETOs/SGBs

Check June 1997 date and all subsequent dates.

10) 3b.16 => 3b.17

Activities: development and registration of level descriptors.

In October, 1997, the AET Curriculum Co-ordinating Committee will urgently establish a national task team to develop interim level descriptors for all levels of AET.

Draft level descriptor guidelines will be completed by June 1998 and will be fed into the NGF.....

(note: we must professionalise these committees and pay people who sit on them and do the work - as with this plan)

11) 3b.17 => **3b.18 Time frames:**

check first bullet re accuracy

second bullet: include 3 specialization learning area committees
unit standards reference committee
national task team re level descriptors

include organogram here - include national audit committee and any others that we might create

12) 3c.8 Activities: The establishment of a continuously updated national register of existing learning materials at all levels of AET.

In October 1997, the Directorate will establish a 3 person task team to develop a brief and a rigorous set of criteria for the audit and evaluation of all learning materials and training manuals for use at all levels of AET

These criteria would include:

- *principles of adult learning
- *gender bias
- *race
- *contribution to skills, knowledge and understanding of development issues
- *coherence of learning programme
- *logic and coherence of methodological approach
- *spiral development of cognitive skills
- * metacognitive learning
- * unit standards with particular emphasis on critical cross field outcomes.
- * principles of integration, especially of theory and practice

This brief and set of criteria will be ratified by the AET Curriculum Co-ordinating Committee and the AET Chamber.

by the end of 1997.

In January 1998, the Directorate will commission a group of independent evaluators to begin this work, using as its starting point the existing NLC register of learning materials at ABET levels 1-3. This audit will be completed by June 1998

As this activity is ongoing, the directorate will create the permanent post of

3c.9 cut after second sentence

3c.10 cut

13) Activities: Facilitating the development of learning materials/ programmes for under- resourced areas of learning and rural areas where the lack of scales of economy will mitigate against this development by the "free market"/ market forces.

From January to June 1998, Provincial Curriculum Co-ordinating Committees, in conjunction with Provincial Departments of Economic Affairs, will investigate the need for such materials development based on an analysis of specific provincial development needs and opportunities/possibilities.

The Provincial Curriculum Co-ordinating Committees will then undertake a feasibility study with regard to the possible development of such materials. Should the feasibility study prove positive, the Provincial Directorate of AE will then institute a tender process for the development of these materials

14) to be inserted somewhere:

Activities: Development/consolidation of national and provincial curriculum management structures.

Information dissemination and training in the theoretical framework of AET

- * development of booklets on curriculum 2005 with specific reference to AET (Dept of Communications)
- * dissemination process
- * ongoing production
- * channels of communication

Senior training workshops for provincial curriculum management structures

Directorate to sub contract - how extensive

training materials

LEARNING CENTRES.

1. Provincial audits of existing centres including:

provincial ae centres ie "night schools"

training centres

technical and training colleges

NGO's

industry

other institutional sites (eg.churches, independent formal schools)

other governemnt departments (eg, water, labour, health)

2. Research (and negotiations) into feasibility of delivering specific services and incorporating other departmental training programmes into ALCs:

eg pension payout points

social security payout points

post and telecommunication services

DoL's Employment Services/ business centres

clinics

legal aid offices

training programmes linked to health, water, other

child care services

transport points

other

leading to a proposal and implementation plan for the development and location of dedicated space for ALCs incorporating all of the above

3. "Quick and dirty" research into improvement of existing ALCs with specific focus on the creation of a conducive learning enviroment for women outofschoolyouth

MISCELLANEOUS:

1. Costing : FET R3632 = schools
R8672 = training colleges

WCape = 75% of budget on FET level
therefore : financial model?
baseline costing?

2. Practioner: learner ratios = 1 part time practioner: 20 part time learners
(4hrs per week)
therefore 1: 180 in fulltime terms

3. Monitoring of learner progress:

Information:

age, sex, language, course, levels, motivation/purpose, employment,
economic situation, social situation

Critical check points - recruitment, enrolment, attendance (follow up
support), quarterly progress, pass rates (and duration of)

Modes of support