

Draft

NATIONAL TRAINING STRATEGY/PLAN FOR GETCA AND NASCA EDUCATORS

2015/16

October 2014

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TRAINING STRATEGY/PLAN FOR GETCA AND NASCA EDUCATORS – 2015/16

PURPOSE

1. The main objective of this training strategy/plan for AET educators who are teaching both the General Education and Training Certificate for Adults (GETCA) and National Adult Senior Certificate for Adults (NASCA) programmes.
2. After undergoing this training, these educators have to improve the quality of teaching in the Community Learning Centres (CLCs) and Community Education and Training Centres (CETCs) in order to drastically improve both results of GETCA and NASCA. Better results of both GETCA and NASCA will afford adult and youth access to TVET Colleges and gradually to universities or universities of technology.

PROFILE OF AET EDUCATORS

3. Most of AET educators teaching in the public adult learning centres (PALCs) are part – time contract workers without tenure. Surveys have shown that around 90% of these PALCs operate from public schools and the rest from other public facilities like: community centres, other institutions and others operate from closed schools especially in Gauteng. In these centres, they offering is mainly focused on GETC and Senior certificate. There is no core curriculum and teaching is based on unit standards.
4. Currently the DHET is reviewing the GETC and shifting away from unit standards based curriculum framework to the development of a defined and directed curriculum for sub-levels 1 – 4.
5. The DHET has recently introduced the National Senior Certificates for Adults (NASCA) which is equivalent to NQF 4 with fewer subjects. It is hoped that NASCA will cater for adult and youth learners who will take their NQF 4 beside the NSC.
6. Most AET educators are at REQV 10, 11 and 12 and this means that in order for them to be well qualified and be registered by SACE, they should be at REQV 13. The National Education Evaluation and Development Unit (NEEDU) report (2012) has also shown that South African educators in general, including ABET educators (as some ABET educators also teach in the mainstream schools), have a serious challenge when coming to subject/content knowledge. That is why that it will be important for the DHET to train educators especially, at these two exist points GETCA and NASCA qualifications in order to improve the quality of learning in class rooms.

7. ABET educators hold an array of historic qualifications from different universities. Currently, AET educators hold different qualifications from Grade 12, school leaving certificates, other certificates such as the ETDP-SETA accredited ABET Level 4 and 5 certificates, diplomas, degrees and post-graduate degrees. Most AET educators hold qualifications which are professionally recognized to be teaching in schools.
8. A handful number of AET educators do not hold any qualifications in adult education and training. Currently qualifications for AET educators are recognized for employment in the DHET and for the purpose of REQV requirement.
9. It will be important for universities/service providers who will be training these GETCA and NASCA educators to have a full background and profile of these educators so that they can customize the training that will be appropriate to the current needs of these educators.
10. The Higher Education Qualifications Framework (HEQF) policy of 2007 was recently replaced by the Higher Education Qualifications Sub-Framework (HEQSF) of 2013. This policy is aligned to a 10 level National Qualifications Framework. This created the need for and provided the opportunity to develop a uniform set of professional qualifications for adult education and training educators envisaged community education and training lecturers in line with the provisions of the HEQSF.
11. It is important to develop a policy for adult education and training educators and community education and training lecturers in the form of minimum standards or requirements for the professional development and post – professional advancement of these educators and lecturers as part of their career paths as professionals employed by the Minister of Higher Education and training in AET centres and in public community education and training colleges.
12. Adult education and training educators and community education and training lecturers are therefore conceptualized within this policy to include professionals who support the delivery of the formal curriculum in community education and training colleges and include educators and lecturers, curriculum leaders and managers working in these settings.
13. The qualifications described in this policy may however also be adapted and utilized for professional training and development of adult education and training educators and community education and training lecturers and practitioners and developers who are

involved in the provision of formal, non-formal and informal training and development in other government departments and in the non-governmental or in the private sector.

TARGET

14. The Report on Statistics on Post-School Education and Training in South Africa (2011) indicates that there are 19 651 adult educators in South Africa. Most of these AET educators are either unqualified or under-qualified.
15. The AET Diagnostic Report (2013) indicates that some of adult educators possess only matric certificate but they also teach in the PALCs. For several years the Umalusi reports have recommended that the AET educators should be trained in content/subject knowledge in order to improve quality teaching in class and improve the ABET Level 4 results.
16. This proposed training is targeting AET educators who will be teaching the new GETCA and NASCA. The main target will be educators who are teaching AET Levels 3 and 4 and NASCA curriculum. It is hoped that the training and curriculum support provided to these educators will improve the pass rates at these two exit levels.

DURATION OF THE EDUCATOR TRAINING 2015 – 2016

17. The DHET has planned and budgeted for the training of GETCA and NASCA educators for a 2 year period (2015 – 2016).
18. The aim of this training project is to train educators and all NASCA educators who will be teaching NASCA programmes in those provinces that will be providing NASCA.
19. It will be important that educators who are teaching level 3 should be included in this training because past experience have shown that many educators who are teaching ABET level 4, most of them are also teaching ABET level 4.
20. Surveys and reports of the DHET have shown that most of the current cohorts of ABET educators who are teaching both level 4 and matric (senior certificate), are not well – qualified and lack subject knowledge in order to teach effectively youth and adult learners at these exits levels.
21. The White Paper for Post – School Education and Training (2014) has provided for the establishment the Community Colleges as institution type that is going to cater for

millions of out-of-school youth and adults. These Community Colleges will provide both GETCA and NASCA qualifications and other formal and non-formal programmes where possible.

22. The current review of AET sub-levels 1 to 4 programmes will lead towards GETCA and NASCA qualifications. This review of sub-levels 1 – 4 is intended to shift from unit standards based curriculum framework towards the development of a directed and defined curriculum for sub-levels 1 – 4.
23. The proposed and refined GETCA and registered NASCA qualifications will provide thousands out-of-school youth and adults a sound foundational and general education that will lead them to further education and occupational opportunities.
24. These two qualifications, in order to be successful and effective among youths and adults, it will be important to provide curriculum support and training to these cohort of educators in order for them to deliver quality programmes in the AET classes.
25. The previous several Umalusi exams reports have shown that adult and youth learners have been not doing well or have been performing badly in subjects like: mathematics, science, English and technology. It will be important that when the DHET is embarking on this training, should also target and prioritize on educators who are teaching the above mentioned subjects which have been scored very low by adult and youth learners.
26. The aim of this National Training Strategy/Plan is to train all GETCA and NASCA educators in curriculum support so that they can deliver quality results in both GETCA and NASCA qualifications exists.
27. This training of GETCA and NASCA educators will be part of specific continuous professional development which will be monitored from time to time by the DHET.
28. The DHET is intending to develop and distribute learning and teaching support material for both qualifications. The DHET will from time to time monitor and support the implementation of the developed curriculum and distribution of learning materials.
29. This training project will impact on close to 300 000 adult learners and youth and on about 18 000 educators who will be teaching these adult and youth learners at the two exist qualifications, GETCA and NASCA.

30. Initially the DHET has allocated an amount of R8 million for the overall project for preparing the system for the implementation of the GETCA and NASCA.

5. MANAGEMENT OF THE TRAINING

31. The management of this training will be located in the Vocational and Continuing Education and Training, in the Adult Education and Training Directorate.
32. The Chief Director will provide the oversight for the training. The Director: Adult Education and Training will be responsible for the management, implementation and monitoring of the training in all the provinces where training has taken place.

6. KEY DELIVERABLES BY UNIVERSITIES/SERVICE PROVIDERS

33. Train Levels 3 and 4 educators (GETCA) in identified subjects in each province;
34. Train NASCA educators in six subjects in each province;
35. Develop educators manual for both GETCA and NASCA educators
36. Develop assessment/portfolios for educators
37. Monitor together with DHET all implementation of training
38. It is expected that universities/service providers should introduce to all adult educators teaching methodologies of adult learning or the principles or approach to adult learning.
39. These educators in both GETCA and NASCA will be teaching out of school youth and drop – out adults, so, it will important for these adult educators to be strongly introduced to methodologies and principles of adult learning so that they can teach effectively in the envisaged community colleges.

PROPOSED TRAINING STRATEGY

40. The DHET intend to train these educators in 2015/16 in two tiers:
- **1st Tier:** the training of Core Teams in each province for both GETCA and NASCA.

- **2nd Tier:** the cascading of training by the Core Teams to districts and centres.

TRAINING TIME-FRAME

41. Time- frames will be determined by the procurement process.

MONITORING AND SUPPORT

42. DHET will be monitoring the implementation of training of educators in all the provinces.

COMMISSIONED UNIVERSITIES/SERVICE PROVIDERS

43. Train Core Teams in both GETCA and NASCA educators in all the provinces in six subjects.
44. Develop training manuals for the Core Teams of both GETCA and NASCA.
45. Monitor together with DHET the cascading in all the provinces.

FUNDING/FINANCIAL IMPLICATIONS

46. Project funding is available for the training of educators once the curriculum development process is complete.