

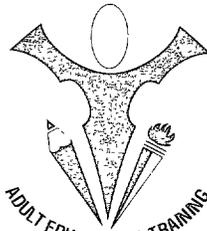
PN-ACJ-864
106447

LEARNING PROGRAMS

DESIGNED

for ABET

Department of Education
Directorate: Adult Education and Training



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Introduction



1.1 ■ PURPOSE AND CONTEXT OF THESE GUIDELINES

These guidelines have been prepared primarily for use by educators and planning teams situated in learning communities to further develop and implement learning programmes for Adult Basic Education and Training (ABET). They refer, for illustration of principles, to two current curriculum pilots of the department, Small Medium and Micro-Enterprises, and Agriculture, being tested in the Northern Province and Eastern Cape, and should be seen as complementary to the learning programmes themselves, the manuals prepared for the training of lead trainers, and the assessment exemplars compiled for these electives. In addition, they should also be read in conjunction with a number of other policy documents prepared by the directorate; these include:

- The Green Paper on ABET (still to be published)
- ABET Policy Guidelines
- The Assessment Guidelines for ABET
- The Unit Standards for ABET Learning Areas and Electives
- The ABET Multi-Year Implementation Plan

In particular, the soon to be published Curriculum Framework for ABET will be an essential resource for the development and implementation of learning programmes, in that they will provide both philosophical and theoretical underpinnings for ABET curricula, as well as learning pathways for ABET.

1.2 ■ VISIONS OF LEARNING

The lines between curriculum, instruction and assessment have become increasingly blurred in education policy guidelines and practices. This is because almost everyone now realises that effective learning and teaching comes out of the interaction between curriculum and assessment. These guidelines describe best practice to create or refine a personal, or local vision of the national ABET curriculum, whether it be in a state public adult learning centre, a factory, or other business, of a non-governmental organisation or other service agency. As an



adaptation tool therefore, they are compiled and designed to help you use a variety of resources to reflect upon and share with learners and other stakeholders the key issues and principles which guide your instructional decision making. You may also find it useful to develop personal and collective mission statements that are visible and can be reflected upon and shared with learners and stakeholders at appropriate times.

1.3 ■ PROFESSIONAL SUPPORT AND DEVELOPMENT

The Directorate Adult Education and Training believes that a strong curriculum matched by a professional development programme are the key ingredients for ABET centres of learning to become increasingly successful through assessing needs, setting target goals, and designing strategies for ongoing improvement. Professional development helps reduce the gap between vision and reality.

The different ABET contexts, namely state, industry and civil society imply different methodologies, and therefore different approaches to professional development. Districts and larger programmes must ensure that there is ongoing opportunity for a structured dialogue between and amongst educators and other stakeholders. The dialogue should always focus on what learners should know and be able to do. If you are an educator who has limited time or opportunity for meeting with, discussing or planning with other educators, you may nevertheless be able to subscribe to a periodical, visit a local educational support agency, or access information from the internet, local library and other sources. Although these may provide you with new approaches to teaching as well as necessary content knowledge, none of these may be quite as effective as learning and sharing with co-educators in your district.

1.4 ■ IMPLEMENTING THE ABET CURRICULUM

The task of implementing the ABET curriculum is about understanding and synthesising national and local development goals and priorities, combined with a thorough knowledge of the implications that principles of adult learning have for instructional and facilitation strategies. This by no means implies that it is an easy task : many decisions, coupled by a lot of preparation is involved. In many cases appropriate learning and teaching resources are not

available and will have to be developed from scratch.

To be working in ABET is primarily about working and grappling with issues of literacy and development, even at Level 4. These are complex processes that require great patience, dedication, imagination and time, for both the educator and the learner. It is hoped that these guidelines will help you in simplifying this great challenge in a way that will ensure meaningful teaching and learning.

Thinking about ABET learning programmes

2.1 ■ THE EDUCATIONAL POLICY FRAMEWORK

A qualifications proposal linked to the National Qualifications Framework, has been proposed for a general education and training certificate for adult learners and out-of-school youth who have not been given the opportunity to acquire a GETC. This qualification will consist of a variety of permutations made up of a number of unit standards from across the fields of learning. It will consist of standards from the fundamental, core and elective categories.

The fundamental category (36 credits)

Fundamental means that learning which forms the basis needed to undertake the education, training, or further learning required in obtaining a qualification.

In the case of ABET the fundamental category includes two learning areas, namely: Language, Literacy and Communication and Mathematical Literacy, Mathematics and Mathematical Sciences. The learner will be required to achieve competency in all the unit standards for Language, Literacy and Communication and ten of the fourteen unit standards from Mathematical Literacy, Mathematics and Mathematical Sciences. The qualification supports the idea of bi-literacy. The learner will therefore be required to learn two languages. The language of communication will depend on the purpose of the qualification. Credits for the additional language need not be at the level of qualification, i.e. NQF I (ABET 4), but may not be lower than ABET Level 3. Access to further education and training and higher education and training bands require good communications skills in English. The fundamental category will comprise 30% of the total qualification.



The core category (26 credits)

Core means the compulsory learning required in situations that are contextually relevant to the particular qualification. The core comprises a minimum of four fields of learning and the selection of unit standards from these four learning areas should be linked to the unit standards in the elective category. Both the core and elective categories serve to meet the purpose of the qualification.

The core category refers to unit standards from the 12 organising fields of learning which:

- Achieve the purpose of the qualification;
- Include the learning area unit standards; and
- Ensure a broad general education and training.

The core would comprise 45% of the qualification of which 2/3 would be either at the level of qualification (i.e. ABET Level 4) or higher. The other 1/3 could be acquired at a level above or below the level of qualification.

The elective category (10 credits)

Elective means a selection of credits at the level of the NQ specified which relates to the interest of the learner. It is also referred to as the specialisation category. The elective can be chosen from any of the fields of learning provided that it meets the purpose of the qualification. This category would make provision for the "world of work". The electives would comprise 25% of the qualification and should strengthen the purpose of the qualification.

The AET Directorate has selected eight areas of learning for which ABET unit standards will be developed. These learning areas are drawn from the twelve organising fields of learning. The ABET learning areas are:

- Language, Literacy and Communication;
- Mathematical Literacy, Mathematics and Mathematical Sciences;
- Human and Social Sciences;
- Natural Sciences;
- Technology,
- Economic and Management Sciences;

- Life Orientation and
- Arts and Culture.

The unit standards generated by the Standards Generating Bodies (SGBs) contain the learning outcomes and their associated criteria. These were developed along specific guidelines approved by South African Qualifications Authority (SAQA). Unit standards for all ABET have been generated for NQF level one and are in the process of being developed/written down for ABET levels 1-3, where appropriate.

The elements of the standards based assessment are the outcomes of learning. These outcomes can be divided into three categories:

Critical cross-field outcomes

The critical cross-field outcomes are the general capabilities that education and training should develop. These should be developed in learners throughout, regardless of the learning field or content of the learning programme they are completing. SAQA has identified seven such outcomes together with five additional "qualities" which are referred to as developmental outcomes in the unit standards.

Seven critical cross-field outcomes:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The five developmental outcomes are:

1. Reflecting on and exploring a variety of strategies to learn more effectively.

2. Participating as responsible citizens in the life of local, national and global communities.
3. Being culturally and aesthetically sensitive across a range of social contexts.
4. Exploring education and career opportunities.
5. Developing entrepreneurial opportunities.

These outcomes inform the formulation of learning outcomes in the individual learning areas at all levels of the NQF and direct teaching, training, education and the development of all learning programmes and materials.

Fields of learning outcomes

These outline the broad outcomes in each of the fields of learning. They are the general skills, abilities and values a learner will be expected to demonstrate in that field of learning. (These are the titles in unit standards.) The fields of learning outcomes serve as the basis for assessing the progress of learners. They will be assessed against agreed criteria, which will include embedded knowledge considered essential for the outcome.

Specific outcomes

These are the specific knowledge, attitudes and understanding which should be displayed by learners in a particular context. In the formal schooling context there are 66 specific outcomes learners need to develop. The specific outcomes for ABET are slightly different. The specific outcomes are listed in the unit standards and are informed by the essential outcomes but are context specific. They describe the competence learners should be able to demonstrate in specific contexts at certain levels. They serve as a basis for assessing the progress of learners.

2.2 ■ APPROACHES TO ADULT LEARNING

According to Rogers, adult learners are adults by definition, but some are more adult than others and are in continuing process of growth, but they grow in different directions and at different speeds. Adults bring with them different "packages" of experience and values, but their degree of willingness to use this material to help the learning process differs. Their intentions and needs as

they enter education and training are sometimes specific, sometimes general and sometimes unknown even to themselves. A group of adult learners represents a collection of individuals at different points in a spectrum - they each have some idea, true or not, about what they can or cannot do. When it comes to learning - their patterns of learning vary considerably.

While there is an enormous amount that adult educators can learn from teachers of children and educational research in more formal contexts, these have to be mediated and modified if necessary, through the principles of adult education. The key difference between child and adult learning is that adult education calls for educators who are learner-centred, who don't teach subject matter, but rather help learners to learn, through a variety of facilitation techniques. The table below summarises the impact of the principles of adult education on the methodologies used in adult learning.

Principles	Implications for practice
Adults have much greater experience; they often define themselves by their experiences and the roles that they play in life.	Learning activities should draw on learners' experience as a resource. This may mean taking into account the learners present and prior knowledge and experience, and behaviours.
Motivation is crucial in adult learning.	Negative feelings, such as fear of failure, or defensiveness regarding abilities may act as a barrier to learning. A supportive, safe learning environment in which all learners are treated with respect, and are encouraged to learn at their own pace is essential.
Adult learners have different learning needs, capacities and styles.	The educator needs to plan and cater for different ability groups and learning styles. Strong/fast learners need to be challenged and slow/weaker learners should be supported.

The learning programme should give opportunities for practice and self learning.

Theory should give rise to practice, and the relationship between these should always be clear.

The material should be presented in manageable units and an appropriately paced sequence followed in moving from one area of knowledge to another.

Learning activities should be pitched at the correct level, and be logically ordered. Educators should not try to cover too much at a time.

Learners should be able to transfer knowledge and skills from one situation to another and see the value of what they are learning in their everyday lives.

Learning activities should be designed in a way that reinforces previous learning and draws on life experience. Meaningful learning tasks that have practical value for the learner are based on real life situations, e.g. role-plays, case studies, functional texts and problems.

Adult learners need flexible arrangements that encompass education and training needs.

The learning programme should be based on the principle of shared responsibility: learners should have some say in where, when, what and how they learn.



Activity ■ Reflect on the principles informing Learning Programmes

1. Examine the principles that guide the National Qualifications Framework, and the principles that guide learner assessment (Appendices 7.2. and 7.3). How congruent, or similar are they? How do they overlap and differ?
2. Now, cross-check them against the principles for adult learning (discussed and outlined above). How do they correspond?

2.3 ■ LEARNING PROGRAMMES, LEARNERSHIPS AND LEARNING PATHWAYS

Consider these definitions.

Learning programmes

"The term learning programme refers to the relevant unit standards, linked to the learning materials and methodology that will be used to facilitate learner achievement of the outcomes contained in those unit standards. Each learning programme has credit values based on the particular unit standards the learning programme is working towards.

Programme developers will need to plan for a range of learner options, needs and interests. Individual, family and community needs of learners, together with the need for them to have access to further and continuing education will have to be taken into account. Therefore ABET programme developers will have to ensure that programmes are flexible and provide the broad foundation and core concepts that learners need for their future education, development and training."

Learnerships

"Learnerships, as defined in the Skills Development Act, 1998 consist of a structured learning component and practical work experience component that leads to a registered qualification on the NQF. They are intended for pre-employed, employed and unemployed people and aim to develop professional or technical competence across the occupational spectrum.

In the context of an ABET qualification, learnerships would constitute a balance between structured learning (the fundamental and core unit standards at ABET and GETC levels) and structured work experience (the elective unit standards at the ABET and GETC levels) which must facilitate the acquisition of the necessary competencies in specified occupations. Learnership programmes that meet the objectives of the Skills Development Act, 1998, and that ensure the requisite and relevant training needed at the ABET levels, should be encouraged. At the same time, many learning programmes may incorporate a mix of occupationally specific learning standards and ABET unit standards."

Learning Pathways

"Adults are in search of a very wide variety of benefits and opportunities and the National Qualifications Framework (NQF) offers them the chance to build up their own stock of learning in ways which not only will give them the certificates that they want, but which will suit their own styles and abilities. A learning pathway is the vertical progression through a set of levels (each time deepening and broadening the level of knowledge and skill/moving from less complex to more complex) in order to gain a set of knowledge and skills and/or a formal qualification in a particular field of learning. A learning pathway is based on the internal logic and skills of a particular subject/discipline/learning area and on the combination of a number of subjects/disciplines/learning areas considered necessary to achieve a qualification in a particular learning area or sub-field.

There are two ways in which learning pathways are designed in any ABET system:

- The learning pathways determined by national needs and based on the knowledge and skills requirements of a particular learning field or sub-field leading to a formal qualification, and
- The learning pathways determined by national needs, but created by individual learners, in conjunction with counselling from the educators of a particular learning centre [or centres], based on the interests, needs and existing knowledge and skills of the learner and which do not necessarily lead to a formal qualification."

[The learning pathways] ...will be created/put together in many different ways - the main factors which determine these differences will be the purpose of the learning and the context[s] in which the learning takes place."

If a learning programme is an "integrated series of well planned learning activities (which may vary in duration), and which should contribute to the eventual achievement of recognised qualifications on the NQF, then there are many issues that educators and programme developers need to clarify, for example:

- Who is the design for?
- What is the situation that calls for such education and training?
- Where will it take place?

- ▣ What timeframes are available?
- ▣ What are the performance-based objectives?
- ▣ What content (skills, knowledge and attitudes) will be learned?
- ▣ How will everything be accomplished and evaluated?

These questions take us a step further in defining the key components of a learning programme. It should describe:

- ▣ The outcomes that learners must achieve at a particular level of learning.
- ▣ The content (knowledge, attitudes and skills) that a learner must have in order to demonstrate the outcomes.
- ▣ The teaching and learning (or facilitation activities) required to assist learners to achieve the outcomes.
- ▣ The assessment and administrative activities and requirements to provide evidence that learners have met the outcomes.

2.4 ▣ THE ASSESSMENT AND NEGOTIATION OF LEARNING NEEDS

In the light of the adult learning principles outlined above, and the key features of learning programmes, learnerships and learning pathways, the design and delivery of effective learning programmes and lesson plans for adults involves a thorough assessment and understanding of the learning needs of the target audience.

Typically, adult learners tend to choose to learn knowledge and skills whose use is within their locus of control and which are more likely than others to get them access to material resources in their own immediate environment, that is skills-oriented programmes such as motor mechanics, sewing, carpentry, or the SMME and Agriculture learning programmes. At the same time, many opt for "hard subjects" that will give them learning skills, such as English, Mathematics and the Natural Sciences.

On the other hand, learning programme developers and facilitators also need to recognise that there is more to curriculum development than merely meeting the felt and expressed needs of adult learners - they need to provide educational leadership by engaging in a process of needs negotiation, so that adult learners can perceive and internalise some new learning needs as well. Accepting the "felt needs" rationale, without further enquiry and

negotiation of learning needs, means that the educator/facilitator has abandoned responsibility for the learning process and the achievement of learning outcomes.

Other needs that may need to be negotiated with adult learners relate to issues of global and national importance for adult education. You may find it interesting to read documents such as:

- The 1990 Declaration of the World Conference on Education for All; the 1997 Hamburg Declaration on Adult Education; or the 1998 Dakar Declaration.
- The 1995 White Paper on Education; 1997 Policy Guidelines on Adult Basic Education and Training; and the 1999 Skills Development Act and matching discussion documents on a framework for learnerships.

Needs assessment and needs negotiation is thus a dialectical (two-way) process, which must result in consensus on "real" needs which correspond to the experience of adult learners. The overall aim is to build into the design of learning experiences, opportunities for the learners to plan and rehearse how they are going to apply their learners in their everyday lives - that is, to combine education and training with transfer and application. Needs analysis and negotiation processes are also essential to clarify expectations, address anxieties, and enhance learner motivation.

The importance of needs assessment and needs negotiation for contextual relevance is illustrated by the learning programmes for SMME and Agriculture that have been prepared for piloting in two provinces, the Eastern Cape, and Northern Province. Each of these provinces have quite different socio-economic and geographic conditions, even within the provinces themselves. Educators at district and centre level will have to undertake several processes to make decisions around contextualised content and focus areas to give meaning and relevance to the thematic areas and learning outcomes that have been proposed (see sections 4.3 and 6.4. of this document).

Beside formative and summative assessment activities, which are a built-in form of needs analysis, specific instruments that you can use or design to inform instructional development and facilitation choices include:

1. Diagnostic/placement test (Initial).

See Assessment Action Plan, Elective learning programmes and other course and training materials

For testing language, mathematical and (in some cases) learning area skills and knowledge for entry readiness, i.e. to match the potential learner to the right level/course and maximise her chances of success. They can also reveal prior learning. Content from different fields of learning can be used in a language, and sometimes, also a numeracy placement test (see sample placement tests provided for the elective pilots)

2. Questionnaires and Surveys (Initial and ongoing)

Qualitative and quantitative methods of action research in the form of structured individual or group interviews. See the assessment exemplars for the electives

Either the educator uses these instruments with individual learners or groups of learners to assess interest in and broader needs in regard to different themes or topics, or the learners themselves perform surveys as part of the instructional programme to identify characteristics and elements in different focus areas - these can then be used to inform the content and kinds of teaching and learning activities that should come next

3. Social Mapping/micro-economic analyses (Initial and ongoing)

Learners concurrently learn about the characteristics and different kinds of maps, as they create physical or visual representations of the area, which may highlight common learning needs

Useful as a practical joint exercise with learners to reflect on social issues such as population density, infrastructure and environment, services and resources

Additional questions to deepen an analysis of the maps could relate to land use, employment and unemployment, gender and group relations in the community, or area, and forms of economic activity

4. Case studies (Initial and ongoing)

Use or develop a case study which highlights learning and development needs in a certain area. See Educator's Reference Manual developed by the ABET sub-directorate for an example. The case study activities that learners perform in the elective areas can also highlight learning needs

Learner needs are assessed by asking them questions (written or oral) on the case study which will identify core issues and themes. The educator leads a discussion to verify which of these most interests learners, modifying, or contextualising the responses, if necessary. Both the educator and the learners develop a deeper understanding of their societies. (Refer to these Unit Standards: Language, Literacy and Communication 002, and Human and Social Studies 001.)

5. Recognition of Prior Learning (RPL) (Initial)

Identifies past learning, skills and knowledge acquired as a result of formal training, work or life experience. Methods may include interviews, debate, presentations, oral examination, essays, samples of work, special projects and portfolios

To award credits or grant entry into higher levels of learning programmes. RPL promotes the efficient use of resources as well as access of individual learners. RPL identifies the types of learning programme that should be designed. Can only be done by trained assessors, monitored by the relevant ETQA. Informal RPL can of course be done through diagnostic/placement testing and interviews, depending on the type of learning programme

Designing Learning Programmes

Learning programmes are designed based on the inputs required to achieve certain learning outcomes and can be broken up into different learning modules or themes and sub-themes. The content and detail of each module will be determined by the needs of learners in particular centre. The process should in the first place be approached as developmental and iterative, that is, a cycle of ongoing repetition and improvement. Follow the principle that there is no ideal model, and that there is always room for improvement. The proposed process is merely a suggestion, and will vary according to the particular needs, strengths and weaknesses of your region, sector or context, as well as the nature of the proposed learning experience.

The process of learning programme design and implementation typically involves the following steps:

- Conducting a needs assessment and negotiation process.
- Identifying the purpose of the learning programme.
- Identifying entry behaviour and characteristics of learners.
- Developing performance outcomes.
- Selecting assessment criteria and developing assessment activities.
- Developing an instructional and facilitation strategy.
- Selecting, or developing teaching and learning materials.
- Conducting formative evaluation.
- Revising strategies and materials.
- Summative evaluation and learner assessment.

3.1 ■ IDENTIFYING THE PURPOSE OF THE LEARNING

In the previous section we saw that understanding the needs and interests of the learners is key to identifying the purpose of your learning programme. Ideally, this should also be closely linked to the broad curriculum framework, by bringing together outcomes from a number of learning areas and unit standards. In describing the purpose, you may find it helpful to think of the ultimate goal that the learning programme is going to help learners to achieve - this should wherever possible be linked to the broad goals of social and economic transformation, either through opening up education and training pathways for learners, through achievement of credits



or qualifications, or by describing the income generation or career opportunities that the learning programme may make possible. Understanding the needs and interests of the learners is key to identifying the purpose of your learning programme. Ideally, this should also be closely linked to the broad curriculum framework, by bringing together outcomes from a number of learning areas and unit standards.

3.2 ■ ESSENTIAL CONTEXTUAL KNOWLEDGE AND UNDERSTANDING

Collective knowledge that needs to be developed before working on the actual design of the learning programme includes these below. All involved in the process must:

- Know and understand the techniques and processes of effective teaching and learning in general, and for adults in particular;
- Have an understanding of the content focus area (including knowledge, skills and attitudes);
- Have a detailed understanding of the skills profile and needs of the target group. This may include the administration of placement tests and RPL processes.



Activity ■ Using the Unit Standards

Examine the unit standards for different learning areas, or look at the summaries in Appendix 7.5. Ask yourself the following questions before commencing with design:

- In which field of learning should I look? (prioritise.)
- Which title of the unit standard would be appropriate to enable learners to do what it is their job - either actual or proposed - requires them to do?
- What specific outcomes of the title should the learners complete?
- How many credits can learners add to their overall learning programme (ie towards a GETC?)
- What mix of content and skills should I use in creating this learning programme?
- What activities and facilitation methods should I plan for this learning programme?
- What learning support material can I use/plan for?
- How would I assess this group/learning programme?

3.3 ■ DESIGNING THE LEARNING PROGRAMME

Identify the themes and matching content.



Break the themes up into sub-themes, topics, or issues.



Convert the sub-themes into activities.



Select appropriate instructional and supplementary materials.



Identify appropriate instructional techniques.



Select appropriate assessment activities.



Cross-check learning activities with unit standards.



Check that the draft matches the available time frames for teaching and learning.



Incorporate additional instructional techniques and activities.



Evaluate the learning programme.

3.4 ■ SUMMARY

A learning programme is made up of different components. The components can be used to structure, design, or describe the learning programme for the purposes of lesson planning, administration, and assessment/accreditation. Remember: different specific outcomes and assessment criteria should be built into the learning programme more than once!

1 Purpose of the learning programme	Details reasons why the learning programme was designed, how it responds to learners' needs and interests and how it articulates with the national curriculum framework
2 Target audience	Specifies for whom the learning programme was designed
3. Rationale	Details the aims and goals of the learning programme
4. Learning outcomes	What learners will learn? (Skills, knowledge and attitudes)
5. Content	Further details the curriculum framework and the content knowledge that will be used to achieve the outcomes
6 Instructional strategy	The manner in which instruction will take place, e.g. classroom based, distance learning, field, practice and application activities
7. Assessment strategy	Details how learner assessment will take place (formative & summative)
8. Educational methods and sequence	Details teaching and learning, or instructional techniques and activities and outlines the order in which these will take place
9 Scheduling	Specifies time allocated to the overall programme and its component modules, themes, or units
10 Resources	Outlines the resources to be used during the learning programme
11 Administration	Details the administration requirements for how the learning programme will be managed

Planning a Learning Programme



4.1 ■ EFFECTIVE LEARNING AND TEACHING

Adult learning research has shown that successful learning takes place best under learner-centred conditions, that is when the educator acts more as a mediator and facilitator of knowledge and skills and when the teaching role, and the learning programme is contextualised within the social situation where learning takes place.

Effective teaching and learning is about ensuring meaningful opportunities for the learner to learn and practice. The best way to ensure this is to create learning experiences that demand disciplined, sustained and critical thought on themes (comprised of knowledge and skills) that are stimulating and relevant beyond the classroom. The unit standards, with their cross-curricular and specific outcomes provide a flexible structure for the design of instructional themes and lesson plans. They also help to provide a foundation from which increased learning and understanding can develop.

Incorporating these outcomes helps individual educators and teams to create effective experiences for knowledge and skills prescribed in the unit standards and outcomes. The overall aim should be to move learners beyond a superficial understanding to an in-depth application of the knowledge and skills they are learning.

4.2 ■ IDENTIFYING APPROPRIATE THEMES:

Themes provide the content that will be explored during the learning-teaching encounter. Themes of ideological importance, or disciplinary importance provide the bases of many learning programmes. These may be identified on the basis of the "big ideas" or core concepts that need to be taught, and could only be three or four words in length.





Activity ■ Thinking about and prioritising a theme

1. Look at the lists of possible themes for SMME and Agriculture, below. Review these and think about themes you have used.
2. Choose one or two themes that you think might work well to organise instruction. Why do you think these themes might work well?
3. Choose one or two themes from the list that you believe might have more potential to stimulate interdisciplinary thinking than other themes.
 - What theme could you choose that would encompass as many fields of learning as possible?
 - Why do you think it would be suitable for your group?
 - What content would you use to develop the theme?
 - Would you be able to get more content information relatively easily? (See section 5.5. on Learning and Support materials and resources)



Activity ■ Thinking about Theme Statements (content and context)

Think about how the list of sample themes for SMME and Agriculture might be clarified and strengthened by expressing them as complete sentences or modifying them. Select a theme, or invent your own.

- Is your theme narrow, or broad?
- Can you express your theme in the form of a complete sentence?
- Write a short introduction to the theme in language appropriate for your learners
- Consider whether the theme might be more effective in promoting/organising interdisciplinary thinking, if it were expressed both as a statement about life in general, as well as a statement about SMME or Agriculture.



Activity ■ Thinking about sub-themes & knowledge, skills & attitudes

Brainstorm/develop a mind-map to show how the theme could be broken up into sub-themes. Develop a list of component knowledge, skills and attitudes that learners would need to have acquired to master the theme.

4.3 ■ THE PILOT ELECTIVE LEARNING PROGRAMMES

These are used to illustrate the process of developing instructional strategies from learning programmes. The overall purposes of the pilot learning programmes are summarised as follows:

Personal	To encourage continuous growth and development of the individual; To support people in responding to practical problems and issues of adult life.
Community	To provide opportunities to examine, understand and address community issues; To provide experience in the provision and delivery of integrated learning programmes.
Organisational	To support agencies in the process of education transformation by providing models of integrated learning programmes.
Societal	To provide opportunities to examine, understand and address societal issues; To provide a replicable model for the development of an eventual multiplicity of ABET Learning programmes.

Below are sample theme lists for Agriculture, drawn from the pilot learning programme.

1. Agriculture as an applied science in the development of a sustainable economy and appealing way of life.	1.1 Developing an understanding of the concept, "Agriculture" 1.2 Developing an understanding of Applied Agriculture 1.3 Identification of Agricultural disciplines /[types] 1.4 The inter-relationship between Agriculture and other sciences
2. The sustainable use of natural resources in Agriculture	2.1 Soil science and management 2.2 Water Science and management 2.3 Natural vegetation and its management 2.4 Indigenous animals, insects and their management 2.5 Conservation of natural resources
3. Sustainable Agriculture through crop production	3.1 Soil preparation 3.2 Production of plant material 3.3 Crop management 3.4 Crop harvesting 3.5 Crop requirements
4. Sustainable Agriculture through livestock production	4.1 Selection of animals for breeding purposes 4.2 Nutritional requirements of livestock 4.3 Animal health requirements 4.4 Managing livestock 4.5 The processing and marketing of animal products 4.6 Pasture and veld management
5. Appropriate use of technology for sustainable agriculture	5.1 The role of technology in agricultural development 5.2 Managing machinery and equipment 5.3 Farm infrastructure 5.4 The use of technology in irrigation
6. Profitable agriculture through sustainable management of human and financial resources	6.1 Marketing of agricultural products 6.2 Personnel management in agricultural enterprises 6.3 Managing agricultural production 6.4 The management of financial resources in agriculture 6.5 Entrepreneurship in an agricultural enterprise 6.6 Policy and regulatory implications on agriculture 6.7 Basic agricultural management principles 6.8 The basics of agricultural economics

Sample theme list for SMME, drawn from pilot learning programme. No sub-themes were developed for the pilot learning programme. Those suggested here have been developed from the proposed activities and will depend on local context and needs of the learning group.

1 Entrepreneurship for self-sufficiency	<ul style="list-style-type: none"> 1.1 Developing an understanding of the concept "entrepreneurship" (attitudes & values) 1.2 Different kinds of small and micro-businesses 1.3 Success stories/living examples
2 Business opportunities for self-reliance	<ul style="list-style-type: none"> 2.1 Identifying business ideas, e.g. pottery, candle-making, weaving etc 2.2 Different characteristics of these. 2.3 Business needs analysis 2.4 Community/district micro-economic analysis
3 Planning a business for self-reliance	<ul style="list-style-type: none"> 3.1 Feasibility studies (supply and demand) 3.2 Business plans (incl growth plans) 3.3 Assets, maintenance, financial management & labour 3.4 Costing and marketing 3.5 Accessing finance
4. Operating a small business	<ul style="list-style-type: none"> 4.1 Registering a small business 4.2 Personnel management 4.3 Financial management, 4.4 Systems & administration 4.5 Business, staff and product development
5. Business and the law	<ul style="list-style-type: none"> 5.1 Implications for different kinds of small business (sole-trader, partnership, close corporation, co-operatives, service, trading or manufacturing) 5.2 Contracts and contractual obligations 5.3 Property and land ownership or lease 5.4 Implications of Labour Legislation and Human Rights Bill 5.5 Legal institutions and business (CCMA, South African Revenue Services, Judiciary)



Activity ■ Learning Programme SWOT Analysis

Carefully compare the unit standards for SMME & Agriculture and the pilot learning programmes for SMME & Agriculture. See the differences? Do a type of SWOT analysis of the learning programme (strengths, weaknesses, opportunities, threats) in terms of potential difficulties.

4.4 ■ THE CHARACTERISTICS OF SUCCESSFUL ENTERPRISE

In this section we will consider the essential characteristics of entrepreneurship. Educators working in the Agriculture pilots should also read this section, since most of their learners will also be required to internalise and demonstrate entrepreneurial qualities. In fact one could argue that the entire foundation of our educational system, with its critical cross-field and developmental outcomes is about fostering these qualities in the nation as a whole, in different sectors and disciplines. That is what independent and self-learning is all about. By focussing on the characteristics of successful enterprise, planning teams and educators will be able to implement a relevant learning programme, grounded both in adult learning theory and the needs of the learners.

“ Properly conceived, entrepreneurship represents a mode of orientation to the world which has the potential to enable individuals and groups to survive an uncertain, shifting and testing present, and to transcend that present through informed action aimed at shaping the world along more just and emancipatory lines.”

The struggle history against Apartheid is in fact filled with examples of "entrepreneurial" activity, such as creating and selling ideas and agendas. This proves that group action can also have an entrepreneurial character in the service of democracy and development. In the continuing struggle for justice and social transformation there remain many "gaps" that need to be filled by individuals and groups, through civic action for a better collective and individual future. In addition, research has shown that at the lower rung of economic

survival, individuals who develop attributes associated with being enterprising and showing initiative will stand a better chance of surviving in the immediate future than those who lack them.

The national curriculum framework for education and training prioritises several outcomes or qualities such as the problem-solving, group skills, and "learning to learn" skills. These include the ability to exercise imagination and initiative in solving problems; being flexible and becoming capable of making constructive responses to challenging situations; assuming responsibility in matters of personal well-being.

Rather than seeing entrepreneurial characteristics as linked to capitalist opportunism, or aggressive competitiveness, as is often the case, it might be more helpful to think of these as kinds of behaviour which are integral to the successful execution of different life tasks, such as those mentioned above, including persuasiveness (the ability to communicate ideas effectively), a need for achievement, a belief in controlling one's own destiny, an eye for gaps that can be filled, an understanding of power dynamics and social forces, as well as leadership qualities.

Entrepreneurial activity presents many opportunities for personal satisfaction and growth, variety, personal expression, and other positive outcomes associated with a healthy life. The very process of thinking about and establishing a micro or small enterprise creates a context for people to develop new skills, master new challenges, move from ideas into practice, encounter new ideas and entertain new possibilities, e.g. in operational management, market research, location of materials and resources, co-ordination of activities with other businesses and clients. This is not always the case with semi-skilled work or job slots in bureaucracies.

”

Quoted and modified from Colin Lankshear, Curriculum as Literacy Reading and Writing in "New Times", The Insistence of the Letter, Literacy Studies and Curriculum Theorizing, edited by Bill Green, The Falmer Press, London, 1993

Implementing the Learning Programme



What kind of instruction will enable learners to demonstrate the necessary knowledge and skills outcomes, defined in the learning programme, or curriculum and its unit standards? There is no single or simple answer to this question - it depends on so many variables. What we present here is by no means all there is to say on the subject - a large body of professional literature and research exists around instructional strategies and organising teaching and learning.

5.1 ■ IMPLEMENTATION PLANNING MODEL

Together, the National Qualifications framework, the ABET Learning Area Unit Standards, Curriculum Framework and sample learning programmes provide a strong foundation on which to build meaningful learning experiences. In addition, however, districts/educators/teams need to answer the questions:

- What must we/the learners know and be able to do?
- What kind of instruction will enable learners to demonstrate the necessary knowledge and skills outcomes, defined in the learning programme, or curriculum and its unit standards?
- What content/focus and matching materials should we select, compile, develop or design that will fit the learning programme?

ABET Centres, departments and districts could utilise the following implementation planning model to move into implementation:

1. Re-examine the themes/sections/units and lessons against learning programme outcomes and unit standards.
2. Develop a monitoring system to check implementation indicators.
3. Implement instructional programme and its matching assessment plan/schedule.
4. Use the assessment data to evaluate learner progress against the specific and cross-curricular outcomes, and whether the instructional programme is achieving its objectives.
5. Decide what to continue and what to improve.

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5.2 ■ HOW COULD I TEACH ENTREPRENEURSHIP FOR SMME OR AGRICULTURE?

The reflection text at the end of section 4 highlights the fact that skills without enterprise leads nowhere in particular. As an educator faced with the challenge of teaching SMME or Agriculture, your most important concern may be the fact that you lack many of the skills and the knowledge, that is the content, with which to flesh out the learning outcomes. It is true that you will have to assume a lot of responsibility in accessing relevant material in SMME or Agriculture, or related to different core learning areas, and on the particular focus area you have to deal with, but remember that your role is to be a facilitator of learning, that you are located within a learning community and a community and economic network. In some cases you may arrange for whole modules to be taught by a specialist person, in other cases, it may be sufficient to arrange for guest speakers and field excursions.

Research amongst women entrepreneurs in Kenya has revealed that in most cases, people involved in entrepreneurial activities are less concerned about a lack of "hard" skills than about interpersonal or social skills, which involve communication and literacy abilities, attitudes, values, a distinctive orientation to the world and an ability to spot "gaps" to be filled. The section on teaching techniques below, shows how some of these "affective" or attitudinal qualities can be developed in learners

We can conclude further that to develop and implement an entrepreneurial learning programme for adult learners at different literacy and ABET levels, means that the instructional activities, and the matching learning and support texts and materials, have to commit learners at a psychological level, to developing values and attitudes such as initiative, creativity, willingness to take risks, autonomy, imagination, leaderships, etc. At the same time, learners will need to be engaged in the "lived practice" of these values and attitudes - in a way that content and skills are interlinked. At all levels, reading and writing must be made into activities for understanding entrepreneurship and accessing appropriate values, ideas, and resources, at the same time that that they practise entrepreneurial behaviour.

In different outcomes-based learning programmes across the learning areas, the idea of project and portfolio based teaching, learning and assessment has become very important. In the Elective learning areas in particular, this translates into a project related to "real life" e.g. using literacy and communication skills to explore and analyse case studies, research information, mobilise support, organise meetings, record results, research markets, apply for grants, prepare curriculum vita, compiling lists, inventories, reporting, ordering, and practising financial and administrative tasks

Depending on the content focus area chosen, these projects will end up integrating a range of outcomes from different learning areas, some of these linkages have been indicated in the unit standards and learning programme exemplars for SMME and Agriculture.

It is significant that UNESCO's International Bureau of Education (IBE) recently re-oriented itself as an international centre for the "content of education" - a move which emphasises the need to provide help and leadership to educators on the selection of content. Outcomes-based education was never meant to do away with content, but to shift the emphasis away from rote learning of information, and give educators and curriculum planning teams the freedom to plan contextualised learning programmes for learners. This is informed by the needs of different groups of learners, as well as the availability of relevant learning and support materials. Centre, district and learning network curriculum committees need to show educators how potentially difficult outcomes can be taught through the medium of appropriate content. Besides the learning needs assessments, national curriculum framework, and availability of learning and support materials, the various stakeholders should determine content by developing rationale or purpose statements, with educationally sequenced lists of core and sub-themes that should be covered in order to achieve the desired number of credits.

5.3 ■ TEACHING STRATEGIES

Instructional strategies, and facilitation techniques are a key part of the delivery of the learning programme, and one which most depends on the educators' judgement. The list below is not

definitive and you can select those that you would find most useful for achieving the outcomes, as well as sequence them in different ways in the learning experience. They are organised into categories to fit with different types of learning outcomes, but remember that more than one technique could be used to achieve the same outcome, and the other way round. Those marked with an asterisk can be used for assessment purposes as well.

Acquisition of knowledge

Lecture	A one-way, organised input given by the educator, or a resource person, to present a series of lessons, facts, concepts, constructs, and principles
Panel	A group of 3-6 people present their views on a particular issue, topic, or problem
Group discussion*	A group of learners discuss a specific issue, topic or problem, this can either be structured, or unstructured, with or without preparation.
Buzz group	Small groups of 3-4 learners discuss a problem or issue
Reaction Panel*	A panel of 3-4 people react to a presentation of another group or individual (structured, or unstructured)
Screened speech	Small groups of learners develop questions they wish the presenter, educator or resource person to respond to
Symposium	A series of related presentations are prepared and given by learners on different parts of an issue, topic or problem

Enhancing thinking skills

Case study*	A small group of learners analyses a situation, identifies and solves a problem and the solution is presented orally or in writing
Game	A group or individual performs an activity characterised by structured competition that provides the opportunity to exercise specific thinking skills, e.g. decision-making
In-basket exercise	A simulation that requires learners to respond to material in their in-basket (usually thematic)
Critical incident	Learners are asked to describe an important issue related to a specific aspect of their lives. This is then used as a basis for analysis.
Debate*	A presentation of opposing views by two persons or groups that helps clarify the issues (either structured or unstructured)

Reflective practice	Thoughtfully reflecting on one's actions, including the assumptions and feelings associated with those actions, can be done individually, or as part of a small-group discussion
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Observation*	After a learner or group systematically observes and records an event using a specific focus, the data is analysed and discussed and conclusions are drawn.
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Psychomotor Skills

Demonstrations*	The educator or resource person demonstrates or performs an activity and learners then practice the same task.
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Simulation*	Learners practice skills in a learning environment that simulates the real setting in which those tasks are required
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Trial and error*	Learners are encouraged to figure out a way to do a hands-on job effectively
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Behaviour modelling*	A model or ideal enactment of a desired behaviour is presented, e.g. via an instructor or video, followed by a practice session by the learners
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Changes in Attitudes, Values and Feelings

Role-playing*	Learners "act out" a situation or problem, (prepared or unprepared) followed by a group discussion
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Simulation*	This is a learning environment that simulates a real setting, with a focus on attitudes and feelings related to the situation presented
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Storytelling with metaphors	Participants tell and compare stories about a common experience and construct images that capture the key emotions of the story
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Game	Learners take part in an activity characterised by structured competition to provide insight into their attitudes, values, and interests
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Structured experience	Learners participate in planned exercises or experiences, following a set of guidelines, and then discuss their feelings and reactions
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Reflective practice	Learners reflect on their actions, and the assumptions or feelings connected with them, positive as well as negative.
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5.4 ■ LESSON PLANNING

Outcomes-based education strategies and the bringing together of education and training, most embodied in the Elective category, requires that educators move away from traditional instructional approaches and lesson planning techniques. Sometimes it will not be appropriate to have a lesson-plan sheet for each session that you are going to facilitate, e.g. in field-trips and site demonstrations. However, even for these, learners need to be prepared beforehand, by means of forms, grids and checklists and the learning reflected on and reinforced later. A sample style sheet for lesson planning is offered in Appendix 7.4.

Three key questions need to be answered before you teach a lesson:

- What outcomes should learners achieve from this part of the learning programme?
- What learning activities and content can I plan so that learners achieve the outcomes?
- How will I assess that they have achieved these outcomes?

Ten point guide to lesson planning for a classroom-based activity

1. Read the whole theme, or module that you are going to teach, or facilitate. Think about how much time it would take in your experience to cover the material thoroughly.
2. Write down the goals or objectives of the section/theme/module.
3. Write down the main headings.
4. Think about the varying experiences or abilities that learners may have.
5. Under each heading, write down if learners must write, read, discuss, research, add, subtract etc. (That is, the skill that will be learned and exercised).
6. Focus on the lesson content. Do you need more information on a topic, and if so where could you get that information? (see the list of possible resources for teaching in section 7.1. below.). How must they be modified?
7. List the teaching aids you will need.
8. How will you assess learners in this lesson? If the assessment

- activities that the lesson lends itself to seem too easy, look for ways to extend it to include activities for learners to learn and demonstrate outcomes contained in other areas of learning)
9. Write down how you will organise the learners, e.g. into pairs, in groups, individual, and so on.
 10. Work out the time that will be needed for each activity - always allow for more time. Remember to build in time at the beginning and end of the lesson for recap, revision or evaluation.

Modified from *Succeed in Business*, an Educator's Guide, Juta and ABE Development Services Trust, 1999.

5.5 ■ ASSEMBLING LEARNING SUPPORT AND INSTRUCTIONAL MATERIALS

Instructional and learning support materials are used to provide the content of the learning programme. This could be anything that will help you to assist the learner to gain knowledge and skills related to the particular theme, unit of learning, issue, topic or problem. When the content is clearly set out, the achievement-based outcomes are simply what the learners will do with the content in order to learn it. Your role as facilitator is to select, prepare and adapt materials for a learning situation that will enhance the learning experience. (ETD outcome # 8.)

Instructional and learning support materials need not only be commercially available course-books. In many cases course material relevant to the new learning areas has not yet been prepared, is not available, or is not cost-effective. Even where they are available, though you will need to supplement them with a range of additional resources, both those especially designed for educational purposes, as well as materials from relevant contexts in everyday life. See Appendix 7.1. for the range of materials that can be used, how to use them, and where to get more information on them.

The principles of adult learning pose many implications for the organisation of materials for adult learners: the organisation needs to be non-academic, and determined not only by the hierarchy of knowledge in the subject matter to be dealt with, but also by social categories, that is, how it relates to issues and challenges in the

learners life, family, community and society. In selecting, writing, or adapting teaching materials for adults, you need to produce texts that are readable, informative, interesting, imaginative, anticipatory, flexible, creative and inspiring. A slightly higher level is usually better than material that is too easy: remember that the challenge is to help learners move forward, by giving them new knowledge, new challenges, and new motivations.

Questions to ask when assessing ABET instructional materials:

1. Is the material appropriate and relevant for the target group?
2. Is the material suitable for the ABET level to be taught?
3. Does it meet the outcomes?
4. Does it satisfy the requirements of the level descriptors?
5. Is it sexist? Non-racial?
6. Does it include all the necessary skills?
7. Is it relevant to the lives of the learners?
8. Does it build on previously acquired skills and information?
9. Does it promote critical thinking?
10. Is it adaptable and flexible, e.g. does it allow for the use of supplementary materials?
11. Is it user -friendly?
12. Does it use appropriate language, vocabulary, sentence structure?
13. Is it cost-effective?
14. Are the instructions clear?
15. Is it divided into manageable sections?
16. Are there notes for the teacher?
17. Is it durable?
18. Is it up-to-date?

If this list seems a bit long and difficult, re-organise, or simplify it into a grid with an assessment scale of say 1-4 for each of the criteria. This will also help when a team is assessing materials, in developing consensus of the strengths and weaknesses of the materials . For example, one approach is:

First, to analyse the materials generally, in terms of:

- Language and style
- Visuals, layout and design

- User friendliness
- The learning area content, learning teaching methodology, and links

Second, to analyse the learning areas covered, in terms of:

- Links to unit standards, outcomes and assessment criteria
- Learning/teaching methodology, or instructional approach
- Relevance of the content

Remember that you should always be alert to the communications/language and numeracy integrations and needs inherent in the learning programme. Think of these learning areas in the fundamental category as being embedded in the contextual and elective categories and choose and develop your materials accordingly.

Assessment & Evaluation



6.1 ■ THE PURPOSE AND PLANNING OF ASSESSMENT

The ways in which we assess learners have changed significantly over the past couple of years. This is because educational goals for adult learners have changed, the relationship between assessment and the process of teaching and learning has changed, and lastly, because the types of evidence that we need to collect to demonstrate learner performance is changing. In addition, assessment must increasingly provide for a variety of information needs for a wide range of individuals, groups and stakeholders. New information needs include accountability, educational effectiveness, placement, grading and accreditation, professional development and programme planning, etc.

For these reasons, more than one form of assessment is necessary in today's education and training system. Multiple assessment approaches in an assessment system is better able to meet these diverse purposes and also increases the range of unit standards and outcomes to be assessed. Remember that where skills and knowledge from one learning area are echoed in another, and need to be assessed, the assessment activities and tools will have to reflect this. The planning and administration of an assessment framework is therefore not a simple thing: individual rates of learning, opportunities for learners to re-do assessment tasks, and the individual characteristics of learning areas (e.g. seasons and time constraints in Agriculture) all impact upon the framework that needs to be designed.

6.2 ■ THE ASSESSMENT ACTION PLAN

The DAET has published an Assessment Action Plan for providers to use as a model in developing their own strategy. It was developed in preparation for the implementation of the pilot electives in SMME and Agriculture. The proposed Assessment Action Plan is outlined in detail in the document, "A Qualifications System for ABET, Towards a Framework for Implementation". The ABET Curriculum Framework provides more general guidelines on



the kind of assessment framework that is required. At the very least, your strategy should:

- Outline the kinds of activities to be used in collecting evidence in a valid, reliable and fair manner.
- Identify who constructs the assessment activities.
- Identify who moderates the assessment.
- Identify who collects the evidence.
- Identify who makes assessment decisions.
- Explain the roles and responsibilities of educators and learners in the process of assessment.

6.3 ■ THINKING ABOUT LEARNER ASSESSMENT

There are many approaches to learner assessment. Most often, it is best to think about assessment criteria and matching activities, at the same time that you are designing your instructional strategy, or lesson plans. Below is one example of a process you could follow:

Design a task to produce evidence of learning.



Design a tool to produce evidence of learning.



Give learners the task.



Gather evidence from learners.



Apply assessment tools to evidence.



Make judgement/recommendation.



Record the judgement.



Give feedback to learner.



Decide on further action.



Activity ■ Looking at a taxonomy of instructional objectives

In the sixties, two education researchers, Bloom and Krathwohl developed something called taxonomies, (or general and specific categories) of instructional objectives are interesting when thinking about learner assessment, because they provide an organising mechanism for the different kinds of cognitive (thinking) and affective (emotional/attitudinal) processes that we want to develop in learners, through the learning outcomes. Note how the critical cross-curricular and specific outcomes are mirrored here. Are there any left out? Which?

Instructional objectives in the cognitive domain

Knowledge	<ul style="list-style-type: none">■ Knowledge of specifics, of terminology, of specific facts.■ Knowledge of ways and means of dealing with specifics, that is, of conventions, sequences, classifications and categories, criteria, and methodology.■ Knowledge of the universals and abstractions in a field; knowledge of principles and generalisations; knowledge of theories and structures.
Comprehension (Understanding)	<ul style="list-style-type: none">■ Translation■ Interpretation■ Extrapolation (deducing)
Application	Transfer
Analysis	<ul style="list-style-type: none">■ Analysis of elements■ Analysis of relationships■ Analysis of organisational principles
Synthesis	<ul style="list-style-type: none">■ Production of a unique communication■ Production of a plan, or proposed set of operations■ Deriving a set of abstract relations
Evaluation	<ul style="list-style-type: none">■ Judgements in terms of internal evidence■ Judgements in terms of external criteria

Instructional objectives in the affective domain

Receiving	<ul style="list-style-type: none">■ Awareness■ Willingness to receive■ Controlled or selected attention
Responding	<ul style="list-style-type: none">■ Acquiescence in responding■ Willingness to respond■ Satisfaction in response
Valuing	<ul style="list-style-type: none">■ Acceptance of a value■ Preference for a value■ Commitment to a value
Organisation	<ul style="list-style-type: none">■ Conceptualising a value■ Organising a value system
Characterisation by a value or set of values	<ul style="list-style-type: none">■ A generalised set of values■ Characterisation

6.4 ■ THE ASSESSMENT EXEMPLARS FOR SMME AND AGRICULTURE

The Assessment Exemplars for SMME and Agriculture contain examples of activities (exemplars) that can be used to assess the evidence gathered from learners who want to achieve competence in the unit standards at ABET Level 4/GETC/NQF 1. They also include examples of the types of evidence that learners should produce, the tools that can be used to assess that evidence, and examples of how the educator should assess, give feedback and provide follow-up activities. In addition to general tips in the introduction, links to other learning areas have been pointed out in each of the exemplars. In some cases, because of the nature of the assessment task at hand, some content comes through in the activities and recording grids, but this is for illustrative purposes only. Below is an outline of each of the assessment exemplars for SMME and Agriculture.

Exemplars for Agriculture

1. Distribution of agricultural production in relation to the environment	US 001, SO 3 US 003, SO 3
2. The physical and biological environment in relation to sustainable crop production	US 002, SO 1,2,3,5 US 003, SO 1,2,3
3. A commercial cattle farm and the management thereof	US 003, SO 1,3,4,5
4. Farmer research	US 004, SO 1,2,3,4,5
5. Choose, plan and develop a new agricultural venture	US 005, SO 1,2,3,4,5,6

Exemplars for SMME

1 Case study of a successful entrepreneur	US 001, SO 2
2 Learners conduct market research	US 002, SO 3
3. The drawing up and presentation of a business plan	US 003, SO 1,2,3
4 The business implementation plan. activity chart	US 004, SO 1,2,3
5. A SWOT analysis of a business	US 004, SO 3
6 The different systems required to effectively manage a business	US 004, SO 2
7. A portfolio exercise	

Activity ■ Reflecting on the exemplars

- 1 A portfolio exercise has been used as the last exemplar in Section 7. Portfolio's are useful for formative and summative assessment, that is for work in progress, as a collection of learners' "best" work, and as a final assessment project of all that the learner has learned at the end of a learning programme.
 - What kind of portfolio is this? Why?
 - How would you need to modify it for your particular learning programme? What SMME learning standards does this portfolio exemplar cover?
- 2 Examine the activities proposed for SMME and/or Agriculture. What implications do they have for lesson planning and for instructional approaches, in general?
- 3 Compare the exemplars with the theme organisers proposed in the learning programme outlines for SMME and Agriculture. Then compare these again with the unit standards. What are the gaps? Draw up a list of the gaps, with notes on the instructional and learner activities that you would use to cover them. It may help if you consider the following list of possible assessment activities:

Note: You should always be alert to the communications/language and numeracy integrations and needs inherent in the learning programme you want to teach. Some may even have highlighted these for you. Think of these learning areas in the fundamental category as being embedded in the contextual and elective categories.



6.5 ■ EXAMPLES OF ACTIVITIES FOR OUTCOMES-BASED ASSESSMENT

Adapted from MiEn in AET Training Manual for converting unit standards into learning programmes (CEP)

Group projects	A number of learners work on a task together. This might require planning, research, discussion and group presentation.	You can assess learners' abilities to work as a team and to complete the task competently.
Interviews and oral presentation	Learners present work they have researched orally to the educator/group	Allows learners' abilities to tell us what they know Assesses both the work completed and the ability to communicate what is learned.
Written assignments	This could be an essay, or other piece of writing that involves description/ analysis/ discussion and/or group presentation.	Allows for the demonstration of learners' thinking (cognitive), writing and communication skills
Peer assessment	Learners give their own opinion of the groups performance, compared to the outcomes they should have reached.	This technique enhances learning acquisition through learners participation in the process.
Practical assignments	These could be scientific experiments, models, charts and posters, etc.	Demonstrates clearly how well learners understand certain specific concepts and how they apply them in different ways.
Portfolio assessment	Files or folders or envelopes that contain samples of learners' best work, done over time.	Allows for the assessment of learners over a period of time.
Self assessment	Learners are asked to assess themselves against the given outcomes. (perhaps in a simplified grid format) e.g. "My essay was good because..."	Learners develop an understanding of the learning outcomes, and the limitations of their work. Enhances learning acquisition

6.6 ■ EVALUATION OF LEARNING PROGRAMMES

Learning programme evaluation should be a structured, team activity, and assess all the different components. A detailed framework for evaluating learning programmes is provided in Appendix 2 of the Policy Document on Adult Basic Education and Training. In general however, you should consider the following issues:

- Is the learning programme matched with enough learner support, e.g. notice board newsletters, written and face-to-face feedback on assignments? How can you check?
- What support systems are in place/can be put in place?
- What additional learning support materials can be provided?
- What about educational progression?
- Does the particular section of the learning programme provide all learners with multiple experiences that help them gain depth and breadth of knowledge?
- Does it also allow for applying increasingly complex levels of the core curriculum outcomes and knowledge? (Remember that each section and lesson should include a variety of activities that will help learners to refine processes/skills and deepen their understanding of core knowledge areas.)
- Do the sets of lessons which together form a module/theme in the learning programme, provide ample scaffolding, but also challenge learners to explore complex text and concepts in new contexts?
- Do the learning materials and texts utilised link to the activities in the lessons or modules?
- Do they help learners to improve abilities and strengthen knowledge, to reach the learning outcomes?

An abbreviated checklist for Learning Programmes:

- Does it have a specific purpose?
- Does it describe the target audience and respond to their needs?
- Is it unified and coherent?
- Is it made up of a series of integrated learning events?
- Does it focus on learning activities?
- Are the activities based on outcomes from unit standards? is it flexible and context sensitive?

Techniques and administrative pointers for formative evaluation

- Use a high-lighter to identify the learning and knowledge that is being assessed to paint an overall picture of which outcomes need more attention.
- This will also help you to compile thoughtful samples of evidence for your Centre's assessment systems. It will be best, and easiest, if you select performance tasks or activities that flow naturally out of the learning programme objectives and outcomes, and that allow learners to demonstrate their performance in activities which synthesize outcomes and core knowledge.
- Make sure that some of your assessment tasks/activities give evidence of learners' progress in outcomes that are measured by public examinations and the unit standards.
- Make sure that others will provide evidence of learners' achievement of outcomes that will not be easily demonstrated by a national examination. Keep this evidence in their portfolio's/or project files.
- Remember that the assessment tasks/learning activities should be varied in format so that they provide for different learning styles and teaching approaches.
- You will need to create/use a system for recording learner performance and reporting to learners, supervisors and stakeholders in addition to ensuring learners' completing national or provincial examinations, where appropriate to the nature of the learning programme, learners' levels and needs, and subject to availability and cost.

Appendices

APPENDIX 7.1 ■ EDUCATIONAL RESOURCES (ADAPTED FROM MEDIA IN EDUCATION TRUST (MIE))

To develop language and communication skills. Equally useful for all other learning areas.

Some carry dedicated educational supplements that provide ideas for teaching and learning activities.

Where can I get more information?

Courses are run by MiE in Durban, KzN and E Cape:

Can be used to display material around a particular theme or concept. Learners can also put up their own work.

Where can I get more information?

Use posters, newspapers, magazines, photocopies, as well as your own and learners' work.

To clarify and reinforce different aspects of learning, especially key concepts.

Where can I get more information?

Use cardboard, kokis, photocopies, and cut-outs from magazines to make your own charts. (Refer to them during teaching.)

Essential for giving structure to learning. If there is not a separate copy available for each learner, copy activities assignments that encourage thinking and problem-solving.

As a reference, for content.

Where can I get more information?

From your provincial education department, non-governmental organisations or publishers from your provincial education department, non-governmental organisations or publishers.



To develop learners' interest in a particular topic. To develop a culture and love of reading

Where can I get more information?

Contact Local Library for easy reading and reference material. Don't neglect the children's section for reference books, atlases and dictionaries. Contact Easy Readers for Adults (ERA) Initiative in Jhb.

To facilitate and reinforce learning. By providing information as a prompt for discussion and experiential learning and the development of critical awareness

Where can I get more information?

Local libraries, teacher resource centres, video stores and copies made from radio and television broadcasts (see programme details in newspapers and magazines).

Visits to relevant places that will be part of facilitating learning.

Where can I get more information?

Tourist information centres, local museums, universities or technikon departments may both provide references or be good places to visit in themselves

People from universities, museums, NGO's, banks, or the education, health, service and manufacturing industries may be invited to talk to learners about different topics or careers and respond to their questions.

Where can I get more information?

NGO and other directory services, and individuals. Directories of learning materials, such as those compiled by the National Department of Education, or the Education Foundation, Media in Education and Aurora Associates International.

Non-governmental organisations, teacher resource centres, clinics, civic associations have brochures, posters and informational media and sometimes run courses.

Where can I get more information?

NGO and other directory services, and individuals

Learners have life experience, a broad knowledge of the community and the insights and skills to find and make their own learning materials

APPENDIX 7.2 ■ PRINCIPLES OF THE NQF

1 ■ Legitimacy

The NQF provides the opportunity for a wide range of people to participate in the planning and co-ordination of standards and qualifications. Anyone with an interest in the NQF may participate, e. g. labour, women, business, youth.

2 ■ Integration

The NQF brings together education and training. This new integrated approach will enable you to move more easily from one place of learning to another. You can also move more easily from one level to another.

3 ■ Relevance

The NQF is directed both at the needs of learner and the needs of the nation. It provides opportunities for people to gain the skills, knowledge, experience and understanding necessary to build a strong, skilled, productive work force.

4 ■ Credibility

This means that the standards and qualifications set by the NQF will be recognised and accepted both nationally and internationally.

5 ■ Coherence

Areas of learning should be connected to each other so that you build on what you learn as you move from one learning situation to another.

6 ■ Flexibility

The NQF provides different routes which will lead to the same learning ends. The NQF will make it possible for you to achieve national qualifications through both formal and informal situations.

7 ■ Quality

The standards and qualifications will ensure a good quality education and training system. There will be carefully worked out standards, which will include outcomes and assessment guidelines. SAQA will ensure that everyone is assessed fairly against the standards.

8 ■ Access

The NQF provides an open system where you are able to enter and exit the different levels of education and training. Previous education and qualifications will be recognised and credited allowing access to the appropriate levels of education and training for all learners.

9 ■ Progression

The NQF allows you to move through the different levels by gaining credits and qualifications that are nationally recognised. You will have to achieve a certain number of credits in an appropriate combination before you receive a qualification. This will enable you to move to the next level of the NQF.

10 ■ Portability

The NQF allows you to transfer qualifications and credits more easily from one learning situation to another. In a work environment, this could mean movement between industries. In a formal study environment, it will enable movement between different types of learning institutions.

11 ■ Articulation

The NQF allows you to move between the education and work environments, once you have successfully completed your credits. This means you can move from a work situation to a study situation, and back again, according to your circumstances and choices.

12 ■ Recognition of Prior Learning

With the NQF you can gain recognition for learning done in either formal or informal situations. You will be assessed on what you have learned to establish your understanding, information and skills, and then be placed at the appropriate level of education and training.

13 ■ Guidance of learners

If you would like to explore your choices of work and studies, you will be able to do so. Specially trained counsellors will explain the new approach to education and training, and help you to make decisions about what learning and career pathways to follow.

14 ■ Democratic participation

The NQF will make sure that relevant, nationally represented groupings participate fully in the writing of standards. These people will also be responsible for checking standards on a regular basis. Standards will also be revised and updated regularly to respond to changes in the environment. For example, technology develops very fast and there is a need to keep up with the changes.

15 ■ Equality of opportunity

The NQF provides common learning outcomes. Learners with different needs, such as children and adults, or learners in and outside the formal school system, can advance at their own pace.

APPENDIX 7.3 ■ PRINCIPLES OF ASSESSMENT

Outcomes

The emphasis will not be on the particular content of the programme, the methodology used, the duration of the programme or even whether there was a programme. The emphasis will, instead, be on what a learner knows and can do.

Flexibility

Assessment may include methods such as practical exercises, written tests, oral tests and where applicable: interviews; portfolios, employer reports, peer assessments and written assessments. The method for gathering evidence must be appropriate to the context. Eg, writing a description of how to paint a wall would not be as useful an assessment as observing a painting process and inspecting the finished job. Assessment should be under conditions which are as close to normal practice as possible.

Validity

Assessment methods must accurately measure what they say they measure; eg, an essay alone would not be an appropriate method of assessment to measure practical skills. An assessor would need to be satisfied that :

- The evidence collected from the assessment activities could be related directly to the learning outcomes being assessed.
- The evidence demonstrated clearly that the learning/performance outcomes had been met, and
- There was enough evidence.

Reliability

Without reliable assessments, there can be no comparability of credentials. High quality standards are fundamental to reliability. It is also necessary to monitor and review assessment practices on a regular basis.

Fairness

The outcomes-based system is transparent, in that candidates know what is expected of them (from the unit standards), and what form the assessment will take. In addition, the assessment should place all candidates on equal terms and the assessment procedure should support learning. The language of assessment will be an important consideration in this regard. Practical considerations may force a limiting of the options in written assessment - necessitating other methods of gathering evidence to ensure fairness: oral assessment and/or observation, for example. The assessment results should be mediated to candidates, who should have the opportunity to challenge assessment (against their understanding of the performance outcomes).

Portability

Portability enables the learner to move from one context to another. For example, outcomes will be National Outcomes at specific levels on the NQF. Any learner who achieves credit in a particular outcome will have that credit recognised by any institution making use of that particular area of learning. For example, Engineering credits in maintenance obtained in the Mining Industry will be valid in any industry or sector which makes use of maintenance skills and knowledge. This will enable the learner to move from one institution to another.

APPENDIX 7.4 ■ SAMPLE LESSON PLAN STYLE SHEET

Theme	Teaching aids
Outcomes	Assessment activities
Content & key concepts	Learning and support materials
Introduction	
Presentation	
Summary and Application	

APPENDIX 7.5 ■ UNIT STANDARDS FOR ABET LEARNING AREAS

Com 001 ■ Show a critical awareness of language usage.

- SO1: Identify and analyse the likely purpose, audience and source of text.
- SO2: Explain ways in which language is used to transmit and shape socio-cultural ideas and values.
- SO3: Identify, analyse and respond effectively to the manipulative, ideologically driven and biased uses of language and text.
- SO4: Make inference from texts.
- SO5: Reflect critically on a writers/speakers point of view.
- SO6: Explain, challenge and respond to attitudes towards languages and language varieties.
- SO7: Produce a text to show a critical awareness of language.

Com 002 ■ Engage with aesthetic, affective, cultural and social values in texts.

- SO1: Identify, analyse, evaluate and use literary and stylistic devices.
- SO2: Give and justify opinions on texts.
- SO3: Review opinions in relation to the opinions of others.
- SO4: Relate texts to own personal lives and the lives of others
- SO5: Identify ways in which the context affects meaning and understanding.

Com 003 ■ Access, process, use and present information.

- SO1: Identify the need for and aim of information.
- SO2: Locate, access and select information.
- SO3: Evaluate the accuracy, reliability and relevance of the information.
- SO4: Categorise, classify, select and arrange information appropriately.
- SO5: Develop reasoned arguments in the course of applying information.
- SO6: Present the results of the information search and processing in an appropriate form.
- SO7: Apply newly acquired knowledge to life situations.

Com 004 ■ Use appropriate communication skills, conventions and structures for specific purposes and situations.

- S01: Identify the purposes of the interaction and choose an appropriate medium of communication.
- S02: Use format and conventions appropriate to the task.
- S03: Select and present content appropriate to the task.
- S04: Apply knowledge of language conventions to produce a text.
- S05: Use register and tone appropriate to the written task.
- S06: Plan, draft, edit and check a text.
- S07: Use register, tone and body language appropriate to the oral task.

Com 005 ■ Explore and use a variety of strategies to learn.

- S01: Use language for learning.
- S02: Take responsibility for her/his own learning and make choices about learning.
- S03: Identify different kinds of learning strategies and use what is appropriate to the task.
- S04: Use resources effectively in supplementing learning.
- S05: Reflect on and evaluate learning strategies.

Com 006 ■ Demonstrate an understanding of discourse structure in texts.

- S01: Identify and interpret format, layout and typographical features of texts.
- S02: Know and apply conventions of different genres.
- S03: identify and interpret the literal and inferred meaning of the text.
- S04: Demonstrate an understanding of the internal devices for cohesion and coherence in a text.
- S05: Identify and analyse visual features of texts.

Math 101 ■ Demonstrate understanding about ways of working with whole numbers.

- S01: Express and interpret a range of contexts using mathematical symbols, and find applications for numerical models.

- S02: Solve a range of everyday problems using estimation and calculations.
- S03: Verify and justify solutions within different contexts.
- S04: Perform operations on simple and complex numerical expressions.
- S05: Describe and compare counting systems from different cultures.
- S06: Critically analyse the development of the base ten number system.

Math 102 ■ Demonstrate understanding about ways of working with positive rational numbers.

- S01: Express and interpret a range of contexts using mathematical symbols, and find applications for numerical models.
- S02: Solve a range of everyday problems using estimation and calculations.
- S03: Verify and justify solutions within different contexts.
- S04: Perform operations on simple and complex numerical expressions.
- S05: Demonstrate an understanding of the relationship between rational and whole numbers.

Math 103 ■ Demonstrate understanding about ways of working with integers.

- S01: Express and interpret a range of contexts using mathematical symbols, and find applications for numerical models.
- S02: Solve a range of everyday problems using estimation and calculations.
- S03: Verify and justify solutions within different contexts.
- S04: Perform operations on simple and complex numerical expressions.
- S05: Demonstrate an understanding of the relationship between rational numbers and integers.

Math 104 ■ Demonstrate an understanding of patterns in different contexts.

- S01: Recognise, identify and describe patterns in various contexts.
- S02: Complete, extend and generate patterns in a variety of contexts.

Math 105 ■ Use and express generalisations in patterns in various contexts.

- SO1: Devise processes for a general rule.
- SO2: Represent patterns using different generalised mathematical forms,
- SO3: Use general rules to express patterns.

Math 106 ■ Critically analyse how mathematics is used in social, political and economic relations.

- SO1: Critically analyse the use of mathematical language and relationships in the work place.
- SO2: Critically analyse the use of mathematical language and relationships in the economy.
- SO3: Critically analyse the use of mathematical language and relationships in social relations.
- SO4: Critically analyse the use of mathematical language and relationships in political relations.

Math 107 ■ Work with measurement in a variety of contexts.

- SO1: Demonstrate an understanding of the relationship between common quantities in various contexts.
- SO2: Use measuring instruments to measure and calculate quantities in various contexts.
- SO3: Solve measurement problems in various contexts.

Math 108 ■ Collect, analyse and use data.

- SO1: Identify situations for investigation and data collection, and collect data.
- SO2: Classify and analyse data.
- SO3: Summarise and display organised data.
- SO4: Extract and interpret information from various forms of display, communicate findings and critically evaluate information.
- SO5: Demonstrate understanding of the concept of chance and simple probabilities.

Math 109 ■ Use mathematical models to describe and represent relationships between quantities in a variety of contexts.

- S01: Describe and represent relationships in a variety of contexts using tables.
- S02: Describe and represent relationships in a variety of contexts using simple algebraic expressions and/or equations.
- S03: Describe and represent relationships in a variety of contexts using graphs.
- S04: Describe and represent relationships in a variety of contexts geometrically.

Math 110 ■ Use algebraic notation, conventions and terminology to solve problems.

- S01: Form and use algebraic equations and inequalities to represent and solve practical and abstract problems.
- S02: Manipulate algebraic expressions to find equivalent forms.
- S03: Select and use algebraic formulae to solve problems.

Math 111 ■ Analyse, interpret and give meaning to mathematical models in a variety of ways and in different contexts.

- S01: Analyse and explain the behaviour of graphs in terms of increasing and decreasing trends.
- S02: Analyse and explain the behaviour of general algebraic equations and formulae in terms of increasing and decreasing relationships between variables.

Math 112 ■ Use maps to access and communicate information concerning routes, location and direction.

- S01: Read and interpret maps to make informed decisions.
- S02: Give direction and draw maps according to scale.
- S03: Showing relationships between maps and real life using scale.

Math 113 ■ Describe and represent objects in the environment in terms of shape, space, time and motion.

- S01: Describe and represent the position and change of position of an object in space.
- S02: Illustrate changes in size and shape of the appearance of objects as a result of a change in orientation.

Math 114 ■ Analyse cultural products and processes as representations of shape, space and time.

- S01: Analyse different cultural products and processes at different epochs.
- S02: Represent cultural products and processes in various mathematical forms.
- S03: Represent nature in natural form.

NatSci 001 ■ Demonstrate an understanding of the concept of Science

- S01: Identify and describe the various fields on natural sciences.
- S02: Recognise that the nature of science is a constantly changing body of knowledge.
- S03: Recognise that different perspectives and world-views may influence the development of science.
- S04: Describe the processes and attitudes necessary for scientific investigation.
- S05: Illustrate the significance of science in everyday life.

NatSci 002 ■ Investigate phenomena related to the natural sciences.

- S01: Select phenomena or identify and formulate a problem.
- S02: Express clearly and exactly a plan to implement a procedure to investigate phenomena.
- S03: Implement a plan to investigate a phenomenon.
- S04: Data is gathered and interpreted.
- S05: Conclusions are drawn from data.

NatSci 003 ■ Demonstrate an understanding of fundamental concepts and principles in natural sciences.

- SO1: Define concepts and principles in the natural sciences.
- SO2: Practically demonstrate a concept or principle.
- SO3: Interpret evidence to build up a concept or principle
- SO4: Apply knowledge and skills in order to explain phenomena.

NatSci 004 ■ Demonstrate an understanding of how scientific skills and knowledge could contribute to sustainable use of resources.

- SO1: Identify and classify natural resources.
- SO2: Describe how scientific skills and knowledge can be applied in the use of natural resources.
- SO3: Explain how scientific knowledge and skills can be applied in the sustainable development of natural resources.
- SO4: Describe how scientific knowledge can be used in recycling of artificial resources.

NatSci 005 ■ Demonstrate an understanding of the impact of scientific innovation on quality of life.

- SO1: Explain the application of scientific principles in technological developments.
- SO2: Give evidence to show whether or not technology has improved the quality of life.
- SO3: Discuss with examples how science and technology has affected economic development.
- SO4: Discuss with examples how technology indigenous to South Africa contributes to society.

NatSci 006 ■ Discuss ethical issues arising from advances in natural sciences.

- SO1: Present arguments that reflect a variety of viewpoints on ethical issues relating to individuals.
- SO2: Present arguments that reflect a variety of viewpoints on ethical issues relating to societal needs.
- SO3: Present arguments that show where ethical issues have had a bearing on economic needs.
- SO4: Presenting opposing viewpoints on ethics of scientific research.

HSS 001 ■ Demonstrate a critical understanding of diversity, change and development in society.

- SO1: Demonstrate an understanding of society and its key features.
- SO2: Describe, analyse and evaluate different types of social systems,
- SO3: Demonstrate an understanding of different types of organisations, and their roles within societies.
- SO4: Examine key areas of change and development in societies over time.
- SO5: Develop a critical understanding of change and development in South African society.

HSS 002 ■ Demonstrate a critical understanding of the interrelationships between social justice, equity and democracy.

- SO1: Define clearly the concepts of social justice, equity and democracy.
- SO2: Describe the features, principles and processes of democracy.
- SO3: Discuss how social justice, equity and democracy are related.

HSS 003 ■ Demonstrate an understanding of the relationship between society and natural environment.

- SO1: Show how the earth is a life-sustaining system comprised of diverse and inter-related ecosystems.
- SO2: Demonstrate an awareness of attitudes, values and perceptions regarding the environment.
- SO3: Explain the impact of human activity on the environment.
- SO4: Discuss and explain the impact of natural events on the environment.
- SO5: Analyse the relationship between natural environment and human activities.

HSS 004 ■ Make sound judgements about the development, utilisation and management of human and natural resources.

- S01: Show an understanding of what human and natural resources are.
- S02: Discuss the development of resources.
- S03: Discuss the utilisation of resources.
- S04: Discuss the management of resources.

HSS 005 ■ Demonstrate a critical understanding of the role and impact of technology in society.

- S01: Discuss and explain the role of technology in society.
- S02: Discuss the impact of technology on society.
- S03: Evaluate the appropriateness of technology in a context.

HSS 006 ■ Demonstrate an ability to use a range of skills and techniques appropriate to human and social sciences

- S01: Use the scientific process to make an informed and substantiated judgement.
- S02: Understand the relationship between events, time and place.
- S03: Define and use fundamental concepts and principles in human and social science.
- S04: Understand and use theories in human and social science.
- S05: Understand and interpret spatial arrangements.
- S06: Communicate ideas effectively.

Management and Economic Sciences

EMS 001 ■ Identify and discuss different types of business and their legal implications.

- S01: Identify, discuss and compare types of business.
- S02: Discuss the procedures essential in starting a business enterprise.
- S03: Identify, discuss and explain the legal implications of types of business.

EMS 002 ■ Demonstrate an understanding of contracts and their sources.

- SO1: Explain and discuss contracts.
- SO2: Discuss and compare kinds of contracts and the role of the government.
- SO3: Identify and discuss institutional sources of contracts.

EMS 003 ■ Identify, discuss, describe and compare major economic systems with emphasis on the South African economy.

- SO1: Identify and discuss major economic systems.
- SO2: Discuss the role of the individual within the local economic system.
- SO3: Discuss economic systems with special reference to the South African economy.

EMS 004 ■ Demonstrate an understanding of the principles of supply and demand, and the concept: production.

- SO1: Demonstrate an understanding of the principles of supply and demand.
- SO2: Demonstrate an understanding of the factors of production.
- SO3: Demonstrate an understanding of the impact of the factors of production on the South African economy.

EMS 005 ■ Demonstrate an understanding of basic accounting practices.

- SO1: Explain the cycle of recording transactions and relevant terminology.
- SO2: Explain and demonstrate an understanding of source documents.
- SO3: Explain the purpose of each subsidiary journal.
- SO4: Prepare subsidiary journals.
- SO5: Post subsidiary journals to the General ledger.
- SO6: Prepare final statements.

EMS 006 ■ Demonstrate an understanding of managerial expertise and administrative systems.

- SO1: Identify and explain an understanding of managerial expertise.
- SO2: Identify and discuss different managerial styles.
- SO3: Identify, explain and demonstrate an understanding of administrative systems.

Tech 001 ■ Demonstrate an understanding of the interrelationship between technology and society.

- SO1: Demonstrate an understanding of technology.
- SO2: Explain how technological solutions change over time.
- SO3: Demonstrate an understanding of how different societies create and adapt technological solutions to a particular problem.
- SO4: Demonstrate an understanding of the impact of technology.

Tech 002 ■ Understand and apply the technological process to solve problems.

- SO1: Identify and explain a problem, need or want.
- SO2: Design a range of possible solutions.
- SO3: Make or realise a solution.
- SO4: Evaluate a solution.

Tech 003 ■ Access, process and use data for technological purposes.

- SO1: Access data for technological purposes.
- SO2: Process data for technological purposes.
- SO3: Use data for technological purposes.

Tech 004 ■ Identify, evaluate and select products and systems.

- SO1: Identify products and systems.
- SO2: Evaluate and select products.

Tech 005 ■ Know, use and select various modes to communicate technological ideas.

- SO1: Know and use various modes to communicate technological ideas.
- SO2: Select and apply appropriate mode(s) to communicate technological idea(s).

Tech 006 ■ Understand and apply technological knowledge and skills in systems and controls.

- SO1: Demonstrate an understanding of a system.
- SO2: Demonstrate an understanding of different systems and controls.
- SO3: Design or adapt a system to meet a need or want or solve a problem.
- SO4: Construct and evaluate a system.

Tech 007 ■ Understand and apply technological knowledge and skills in structures.

- SO1: Demonstrate an understanding of structures.
- SO2: Design a stable structure for a particular need or want or to solve a problem.
- SO3: Build and evaluate a structure.

Tech 008 ■ Understand and apply technological knowledge and skills in processes.

- SO1: Demonstrate an understanding of processing.
- SO2: Plan, apply and evaluate a process.

Tech 009 ■ Know, select and use materials, tools and equipment safely for technological purposes.

- SO1: Know, select and use materials for a particular purpose.
- SO2: Know, select and use tools and equipment for a particular purpose.
- SO3: Maintain tools and equipment.
- SO4: Create and maintain a safe environment.
- SOS: Adhere to health and safety regulations.

Tech 010 ■ Demonstrate an understanding of energy in technology.

- S01: Understand energy.
 - S02: Demonstrate an understanding of the transfer and transformation of energy.
 - S03: Select and use types of energy.
-

LO 001 ■ Demonstrate critical awareness of self as a physical, mental, spiritual and social being.

- S01: Describe the physical, intellectual, emotional, spiritual and social aspects of the self.
- S02: Analyse the interrelationship between the physical, intellectual, emotional, spiritual and social aspects of the self.
- S03: Demonstrate recognition of the uniqueness of others.

LO 002 ■ Understand human physical development, health and sexuality and their consequences.

- S01: Demonstrate an understanding of the emotional and physical changes that take place due to the development of the human body.
- S02: Analyse and describe chemical dependency and the consequences thereof.
- S03: Describe the role of recreation at a personal and social level.
- S04: Understand and practice preventative and primary health care.
- S05: Demonstrate an understanding of sexuality.
- S06: Demonstrate a practical knowledge of accessing health care.

LO 003 ■ Display critical insight into one-to-one; family and community dynamics and value systems.

- S01: Analyse and understand different kinds of relationships.
- S02: Display an understanding of inter-personal skills.
- S03: Display an understanding of how different value systems can influence relationships.

LO 004 ■ Display a critical understanding of social diversity.

- SO1: Demonstrate an awareness of the basic elements and practices of different ethical belief systems.
- SO2: Demonstrate an understanding of various form of prejudice and stereotyping.
- SO3: Demonstrate an understanding of class, political and cultural diversity.

LO 005 ■ Display a critical understanding of human rights and alternative perspectives.

- SO1: Demonstrate a critical understanding of the contents of the Bill of Rights.
- SO2: Demonstrate an understanding of the responsibilities associated with the Bill of Rights.

LO 006 ■ Practice effective self-management skills.

- SO1: Display the skills necessary for effective personal planning.
- SO2: Display an understanding of assertiveness.
- SO3: Display analytical and reflective thinking skills.
- SO4: Display an understanding of career planning and management skills.

LO 007 ■ Demonstrate skills that relate to a safe and secure environment.

- SO1: Display an understanding of safety and security in the home.
- SO2: Display an understanding of personal safety and security outside the home.
- SO3: Display an understanding of road safety regulations and procedures.
- SO4: Display an awareness of various forms and manifestations of abuse.
- SO5: Display an understanding of community safety and security issues.
- SO6: Display the skills necessary for effective environmental management.

Art/Cult 001 ■ Apply knowledge and skills to create and be critically involved in arts and culture and to develop social and interactive skills.

- S01: Acquire and apply knowledge of the arts and cultural forms or processes to explore and develop ideas in practice.
- S02: Use a wide range of techniques and skills in arts and culture processes and products.
- S03: Demonstrate creativity and display innovation within arts and culture forms and processes.
- S04: Show critical involvement through contributing and participating actively in arts and culture.
- S05: Develop social and interactive skills through the negotiation and creation of arts and culture processes and products.

Art/Cult 002 ■ Reflect on and engage critically with arts experience and works.

- S01: Reflect before, during and on arts and culture processes and products.
- S02: Reflect on art experiences and work to evaluate and analyse a variety of products.
- S03: Show critical understanding and involvement in one's own and others' art and culture.
- S04: Show recognition and understanding of the different contexts, cultural values and visions which inform arts and culture.

Art/Cult 003 ■ Demonstrate an understanding of the origins, functions and dynamic nature of diverse culture through promoting the historically marginalised arts and culture forms and practices.

- S01: Demonstrate knowledge of diverse cultures.
- S02: Demonstrate an understanding of the origins of diverse cultures.
- S03: Demonstrate an understanding of the functions of diverse cultures.
- S04: Explore creative ways of promoting the historically marginalised arts and culture forms and practices.

Art/Cult 004 ■ Experience and analyse the role of mass media in popular culture and its impact on multiple forms of communication and expression in the arts.

- S01: The learner should experience and explore the integrated and multiple forms of communication and expression in popular culture.
- S02: Analyse the role and the influence of the mass media in popular culture.
- S03: Investigate and respond to the impact of popular culture on traditional and marginalised cultural practices and expression.
- S04: Demonstrate an awareness of globalisation, control of information and artistic expression.

Art/Cult 005 ■ Use art skills and cultural expression to make an economic contribution to self and society.

- S01: Use art skills and innovative expression to create products and artifacts which are marketable.
- S02: Develop entrepreneurial skills towards self-sustainability.
- S03: Create designs and products which reflect our heritage and changing culture.

Art/Cult 006 ■ Demonstrate an ability to access creative arts and cultural processes to develop self esteem and promote healing.

- S01: Access creative forms and processes to explore and develop ideas to promote self-esteem and self-reliance.
- S02: Use enabling and affirming strategies, individually and within groups.
- S03: Reflect on the restorative influence of arts and culture processes for the purposes of self-definition and self-renewal.

Small, Medium and Micro Enterprises

SMME 001 ■ Discuss entrepreneurship and identify, assess and develop entrepreneurial qualities.

- SO1: Discuss entrepreneurship.
SO2: Identify and describe the characteristics of a successful entrepreneur.
SO3: Identify, assess and improve individual entrepreneurial characteristics.
SO4: Discuss business ethics and social responsibility.

SMME 002 ■ Identify, research and analyse various business opportunities.

- SO1: Identify business ideas, eliminate inappropriate ideas and select viable business ideas.
SO2: Select viable business opportunities through market research.

SMME 003 ■ Demonstrate an understanding of a typical business plan and adapt it to a selected business idea.

- SO1: Outline and analyse the different components of a typical business plan.
SO2: Design and present a business plan relevant to the selected business idea.

SMME 004 ■ Demonstrate the ability to start and run a business.

- SO1: Demonstrate the ability to start and run a business.
SO2: Demonstrate the ability to respond to a changing business environment.

Applied Agriculture and Agricultural Technology

Agri 001 ■ Demonstrate an understanding of agriculture as an applied science and its socio-economic significance.

- SO1: Discover the nature of agriculture as an applied science and the significance of its relationship to the natural sciences.

- S02: Differentiate between the various agricultural disciplines.
S03: Observe and analyse the geographical distribution of agriculture and its socio-economic impact.

Agri 002 ■ Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production.

- S01: Identify and describe the nature of soil.
S02: Explain soil as a factor in agricultural production.
S03: Identify and describe climatic factors influencing crop production and their practical implications.
S04: Identify, describe and explain the importance of water as a factor in agricultural production.
S05: Identify, describe and explain the influence of topography on agricultural production.
S06: Identify, describe and explain the biological organisms as a factor influencing crop production.
S07: Observe and assess the effects of crop production practices on the sustainability of the environment.

Agri 003 ■ Demonstrate an understanding of the environment on sustainable livestock production.

- S01: Identify and describe the environmental factors influencing veld.
S02: Assess the influence of veld composition on livestock feeding preferences and habits.
S03: Analyse and describe environmental factors that influence livestock selection.
S04: Identify and describe supplementary feeding for livestock production.
S05: Identify and describe harmful and beneficial organisms that influence livestock production.
S06: Identify and assess the effects of agricultural management practices on the sustainability of the environment.

Agri 004 ■ Demonstrate an understanding of agricultural production management in relation to the socio-economic environment.

- S01: Explain and apply sound and ethical business principles to an agricultural enterprise.
- S02: Explain the influence of supply and demand on agricultural production.
- S03: Distinguish between different land ownership and tenure systems.
- S04: Discuss the relationship between entrepreneurship and agricultural ventures.
- S05: Explain the role and importance of human resources in agricultural production.

Agri 005 ■ Show the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

- S01: Select an appropriate agricultural venture.
- S02: Identify and select agricultural systems appropriate to the selected venture.
- S03: Identify, select and implement the agricultural practices appropriate for the selected venture.
- S04: Identify and select technology appropriate to the selected agricultural venture in the learners' context.
- S05: Implement, operate and maintain technology in learners' context.
- S06: Evaluate the selected agricultural venture according to applicable criteria.

APPENDIX 7.6 ■ REFERENCES AND FURTHER READING

Documents generated by the Directorate: Adult Education and Training

1. Multi-Year ABET Implementation Plan, 1997
2. Provincial Multi-Year Implementation Plans, 1998
3. Draft Unit Standards for ABET Learning Areas, 1998-99
4. Learning Support Materials Audit, 1998
5. National OBE Training Manual, 1998
6. National Assessment Training Manual, 1998
7. Interim Strategy for Monitoring and Evaluation, 1998
8. Draft RPL Framework Document, 1998
9. Draft Standards for ABET Facilitators, 1998
10. Assessment Action Plan, 1999
11. Agriculture and SMME Assessment Exemplars, 1999
12. Qualifications and Assessment Systems Document, 1999
13. Learning Programme Exemplars, 1999
14. National Learning Programme Training Manual, 1999
15. National Learning Support Materials Training Manual, 1999
16. Administrative Guide for Placement Tools, 1999.
17. Placement Tools for 7 Learning Areas, 1999
18. Ikhwelo Newsletters
19. Provincial Learning Programmes, 1999

Other materials

1. Succeed in Business, workbook, course-book and educator guide, Juta and ABE Services Development Trust, 1999.
2. Bill Green (editor), The Insistence of the Letter, " Literacy Studies and Curriculum Theorizing," The Falmer Press, 1993.
3. Carole Edelsky, With Literacy and Justice for All, " Rethinking the Social in Language and Education", The Falmer Press, 1991.
4. Journal of Adult Education and Development, Institute for International Co-operation of the German Adult Education Association, back copies.
5. Draft Discussion Document, A Framework for establishing learnerships and quality assurance functions of sector education and training authorities, Department of Labour and GTZ Support Programme, 1999
6. And there are many, many more!