



PHASING IN OBE INTO THE FET BAND

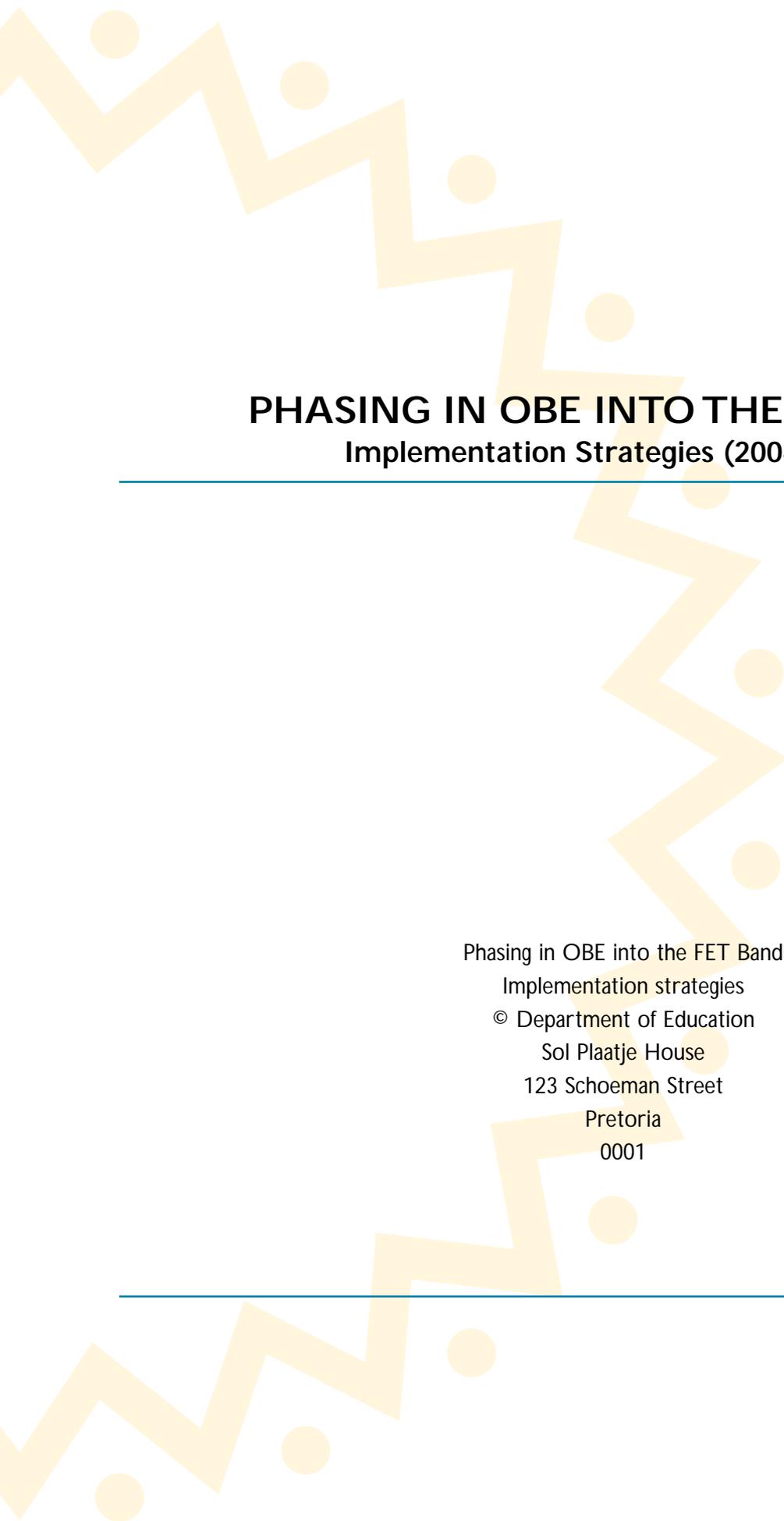
Implementation Strategies (2003 - 2006)



DEPARTMENT OF EDUCATION



HIV/AIDS is everybody's concern

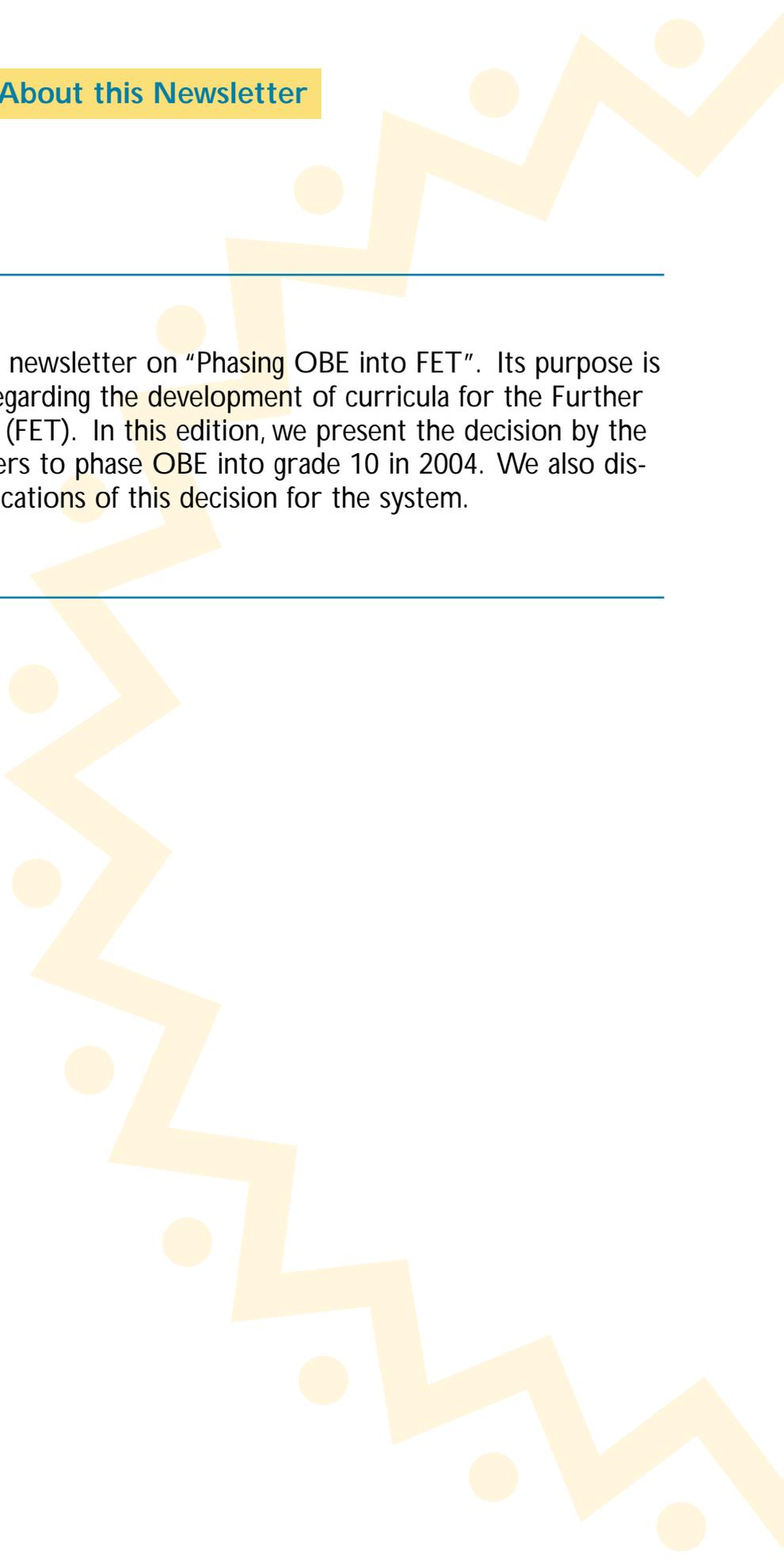


PHASING IN OBE INTO THE FET BAND

Implementation Strategies (2004 - 2006)

Phasing in OBE into the FET Band
Implementation strategies
© Department of Education
Sol Plaatje House
123 Schoeman Street
Pretoria
0001

About this Newsletter



This is the first edition of the newsletter on “Phasing OBE into FET”. Its purpose is to communicate progress regarding the development of curricula for the Further Education and Training Band (FET). In this edition, we present the decision by the Council of Education Ministers to phase OBE into grade 10 in 2004. We also discuss the implications of this decision for the system.

Table of Contents

CHAPTER 1		
Introduction		2
CHAPTER 2		
Council of Education Ministers decision and its Implications		4
CHAPTER 3		
Curriculum Development for Grades 10 - 12 (Schools)		6
CHAPTER 4		
Framework for the Approval of Qualifications and Programmes for Level 2 - 4 (FET Institutions)		7
CHAPTER 5		
Process Plans		8
ACRONYMS		10
APPENDIX A		10

Chapter 1: Introduction

Note: This is the first version of the FET Newsletter on Phasing OBE into the FET band

The decision to replace Apartheid Education by an Outcomes-Based Education (OBE) in the General and Further Education and Training Bands was taken by the Council of Education Ministers (CEM) on 26 February 1997. This decision envisaged the phasing in of OBE into both the GET and FET bands by 2005. Hence the brand name, Curriculum 2005.

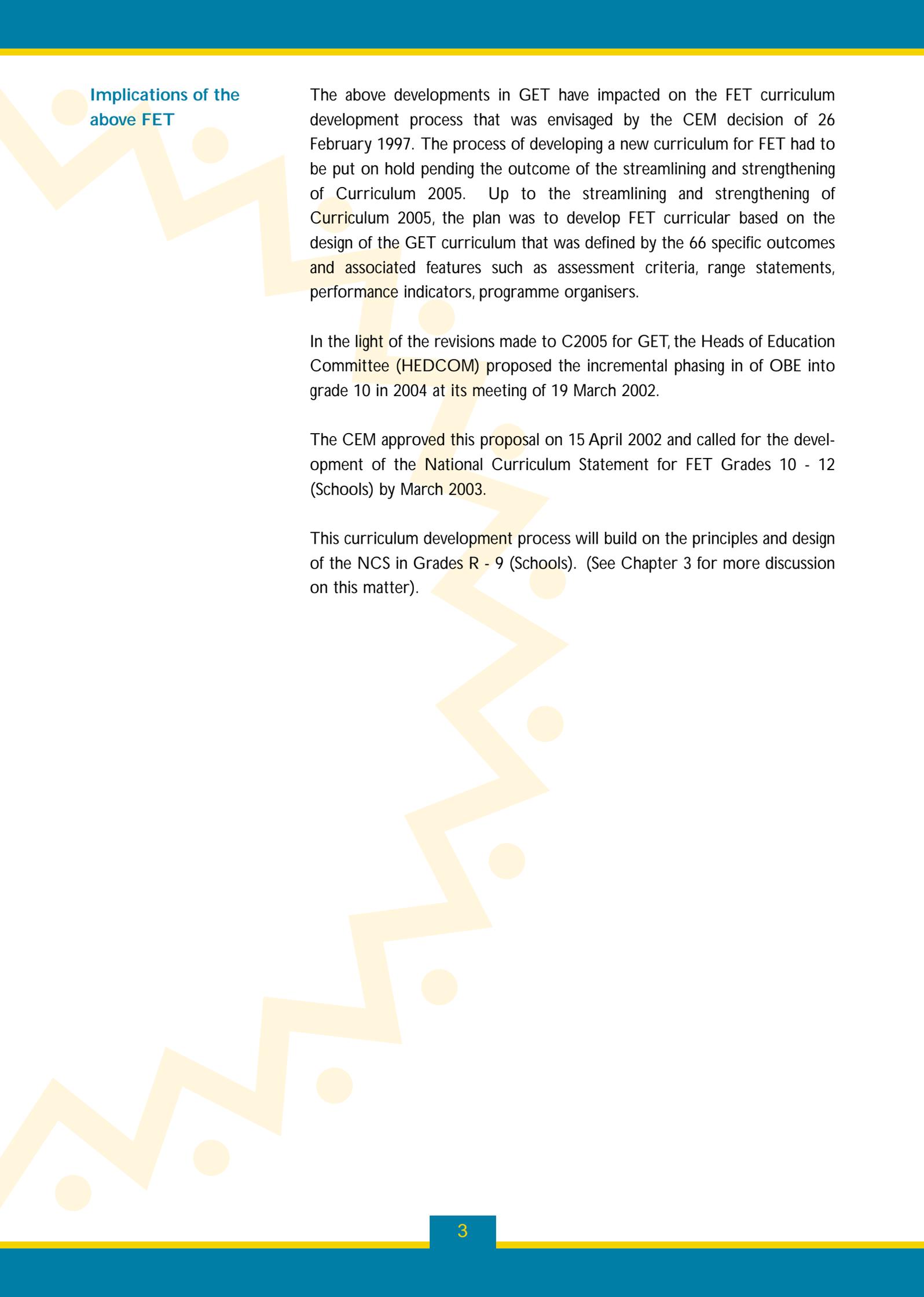
The implementation of Curriculum 2005 took place in an environment characterised by enormous infrastructural backlogs, resource limitations, inadequate supply of quality learning support materials and absence of common national standards for learning and assessment.

When Professor Kader Asmal became the Minister of Education in 1999, Curriculum 2005 was in its second year of implementation. The Minister started a listening campaign to hear the views of society on progress made and the challenges that were experienced with the transformation of education. An overwhelming majority of views expressed frustration with the design and implementation of Curriculum 2005.

In order to address these concerns, the Minister set up a Committee to review the implementation of Curriculum 2005 in February 2000. The Curriculum 2005 Review Committee presented its report on 31 May 2000. The Review Report confirmed the limitations experienced and the explanations of the constraints to curriculum and recommended the curriculum be streamlined and strengthened.

The Minister appointed a Ministerial Project Committee in November 2000 to manage the streamlining and strengthening of Curriculum 2005. The streamlined and strengthened National Curriculum Statement (NCS) for Grades R-9 (Schools) was released for public comment between 30 July and 12 October 2002. The public welcomed the clearer and simpler version of Curriculum 2005.

Cabinet approved the publication of the revised National Curriculum Statement for Grades R-9 (Schools) as policy on 20 March 2002. This decision was endorsed by the CEM on 15 April 2002.



Implications of the above FET

The above developments in GET have impacted on the FET curriculum development process that was envisaged by the CEM decision of 26 February 1997. The process of developing a new curriculum for FET had to be put on hold pending the outcome of the streamlining and strengthening of Curriculum 2005. Up to the streamlining and strengthening of Curriculum 2005, the plan was to develop FET curricular based on the design of the GET curriculum that was defined by the 66 specific outcomes and associated features such as assessment criteria, range statements, performance indicators, programme organisers.

In the light of the revisions made to C2005 for GET, the Heads of Education Committee (HEDCOM) proposed the incremental phasing in of OBE into grade 10 in 2004 at its meeting of 19 March 2002.

The CEM approved this proposal on 15 April 2002 and called for the development of the National Curriculum Statement for FET Grades 10 - 12 (Schools) by March 2003.

This curriculum development process will build on the principles and design of the NCS in Grades R - 9 (Schools). (See Chapter 3 for more discussion on this matter).

Chapter 2: CEM Decision & its implications

The CEM approved the phasing in of OBE in FET incrementally beginning with Grade 10 in 2004

The key question is: to what extent will the decision to phase in OBE in 2004 disadvantage the Grade 10 learners of 2003? These learners, who received OBE in grades 7, 8 and 9, will continue with the present interim curriculum in FET. They will write a Senior Certificate in 2005.

To say these learners will be taught the 'old' apartheid curriculum is not true. Since 1994 a number of reforms have been introduced in FET. These reforms had the following two major objections:

- ▶ To improve the Senior Certificate pending the introduction of the FETC in 2005
- ▶ To improve the state of readiness of the FET band to cope with the curriculum and institutional changes

A lot was done to achieve these objectives.

- ▶ Alternative curricula in subjects such as mathematics, physical science (specifically physics and chemistry), life science, technology and communication were approved and piloted.
- ▶ Learning outcomes were developed through the Review and Modernisation of FET Programmes.
- ▶ Languages were standardised following the recommendations of the Committee for the investigation of the Senior Certificate.
- ▶ The Scottish Qualifications Authority benchmarked the Senior Certificate and found it to be comparable to other reputable examination systems and qualifications.
- ▶ Five common examination subjects were written for the first time in 2001.
- ▶ Schools providing a less than 20% matric pass rate have been reduced dramatically.
- ▶ Continuous Assessment was introduced in FET in 2001.

These changes improved the quality of teaching, learning and assessment. They introduced schools to the challenges associated with educational change. However, these changes cannot be a substitute for an outcomes-based curriculum envisaged by the CEM decision of 26 February 1997.

To propose an effective strategy to cater for the educational needs of the current grade nines, the Department of Education had two meetings with stakeholders in April and May 2002. In keeping with the principle of replacing Apartheid Education with OBE by 2005 and ensuring that the grade 10 learners in 2004 are not disadvantaged by this transition, the meetings resolved that the Department of Education should:

- ▶ Develop a Teachers Guide to prepare Grade 10 teachers and N1 lecturers in OBE approaches, methodologies and assessment practices.
- ▶ The Teachers Guide will include exemplars to help teachers deal with knowledge gaps and other possible challenges.

Key role-players and stakeholders such as teacher unions, subject associations, South African Qualifications Authority, provincial Departments of Education (especially district 'subject advisors'), higher education will play a major role in developing the Teacher Guide.

Key Issues

The Teacher Guide is underpinned by the principles of the NCS for Grades R - 9 (Schools). These principles are:

- ▶ High Knowledge and Skills for All
- ▶ Human Rights, Inclusivity, Socio-Economic and Environmental Justice
- ▶ Articulation and Portability
- ▶ Integration and Progression
- ▶ Outcomes-based Approach
- ▶ Credibility, Quality, Efficiency and Relevance

Guidance will be given on how to use existing learning and teaching support materials such as textbooks to achieve the goals of an outcomes-based education. The message will build on what teachers already know. In other words, it will start where teachers are. The characterisation of all that teachers do as old, inappropriate and incompatible with OBE must be avoided.

Chapter 3: Curriculum Development for FET Schools

Curriculum refers to selection from society of certain aspects of our way of life, certain kinds of knowledge, skills, values and attitudes regarded as so important that their development in children and "transmission" to the next generation is not left to chance (National Education Policy Act)

Principles & Design

The Minister appointed a Ministerial Project Committee to oversee the development of the National Curriculum Statement (NCS) for Grades 10 - 12 (Schools) by March 2003.

The statement will be guided by the principles underpinning the NCS for Grades R - 9 (Schools) approved by CEM in March 2002. This Statement will be implemented in grades 10, 11 and 12 in 2004, 2005 and 2006 respectively. The first Further Education and Training Certificate (a whole qualification) will be awarded to the Grade 10 learners in 2006. A Road Map (the Concept Document) for the NCS for FET Schools has been developed by the Department of Education in consultation with key stakeholders.

NCS Components

Twenty-Five (25) Subject Working Groups will develop subject statements in the 25 subjects that form the core curriculum (see Appendix A). The Subject Groups will be supported by three other cross-cutting groups namely, the Implementation Working Group, the Qualifications and Assessment Working Group and the Human Rights, Inclusivity and HIV/AIDS Working Group. The process of developing the NCS for Grades 10 - 12 (Schools) is planned in a way that ensures participation by stakeholders, specialists, experts and practitioners. The stakeholders form part of a Reference Group that will meet regularly to comment on the drafts. Specialists, experts and practitioners (especially teachers) will be consulted during the field-testing process of the drafts.

The final draft National Curriculum Statement for Grades 10 - 12 (Schools) will be released for public comments during the second part of 2002. Thereafter, public comments will be used to revise the draft NCS for FET Schools. The national policy guidelines will be developed by the working groups during the public engagement period. These will guide the development of appropriate learning programmes and selection of quality learner support materials. These guidelines will not be policy.

Chapter 4: Framework for the Approval of Qualifications and Programmes for Level 2 - 4 (FET Institutions)

What about curriculum for FET Institutions (Colleges)?

Further Education and Training (FET) Institutions (Colleges) have to respond to a wide range of skills needs and cater for different audiences. To develop a responsive curriculum, a Framework for approval of Qualifications and Programmes for Level 2 - 4 (FET Institutions) will be developed. Such a Framework will provide a pool of qualifications and programmes responding to the needs identified in the Human Resource Development Strategy, the National Skills Development Strategy and other related strategies and policies.

The Framework will be developed jointly by the Department of Labour, the Department of Arts, Culture, Science and Technology, the Department of Trade and Industry and other partners.

In addition, FET colleges will offer a range of unit-standards based qualifications. The Learnerships developed by the Sector Education and Training Authorities (SETAs) and registered with the South African Qualifications Authority will enable these institutions to be responsive to regional and local needs.

Principles & Design

The principles that underpin the National Curriculum Statement for FET Colleges are the same as those that underpin the NCS for FET Schools. This ensures articulation and coherence of curricula across the band.

The Framework for approval of Qualifications and Programmes for Level 2 - 4 (FET Institutions) is expected to be declared as policy in March 2003.

Milestones

This Framework will guide the revision and further development of unit standards that will meet the needs of a sector served by FET Institutions (Colleges).

Chapter 5: Process Plans

The process plans for the curriculum development activities outlined in Chapters 2, 3 and 4 are presented below.

Teacher Guide							
Activity	June	July	Aug	Sep	Oct	Nov	Dec
Approval	✓						
Develop Generic Guideline	✓	✓					
Input by stakeholders		✓					
Select appropriate LSMs		✓	✓	✓			
Orientation in provinces			✓	✓	✓		

NCS for Grades 10 – 12 (Schools)							
Activity	April	May	Jun	July	Aug	Sep	Oct
Finalise Concept Document	✓						
Qualifications, Human Rights and (Sub) field Statements		✓					
1 st Draft				✓			
2 nd Draft					✓		
Last Draft for public comments						✓	
Start developing Guidelines for Learning Programmes							✓

A Framework for the Approval of Qualifications and Programmes for FET Institutions (Colleges)							
Activity	June	July	Aug	Sep	Oct	Nov	Dec
Develop Concept Document	✓						
Set up structures and resources	✓						
Skills audit and consultation on skills		✓	✓				
1 st draft of Framework and consultation			✓				
2 nd draft of Framework and consultation			✓	✓			
Final draft for public comment					✓	✓	



Note: It is envisaged that the NCS for FET Schools and Qualifications and Programmes for FET Colleges will be declared as policy in March 2003.

For more information, please contact your Provincial FET Unit or the Director of FET Schools, at (012) 312 5093, the Director for FET Colleges, at (012) 312 5311 or the Chief Director for FET Schools and Colleges at (012) 312 5363/5317, Coordinator Editor

ACRONYMS

GET	General Education and Training
FET	Further Education and Training
FETC	Further Education and Training Certificate
OBE	Outcomes-based Education
NCS	National Curriculum Statement
NOF	National Qualifications Authority
CEM	Council of Education Ministers
HEDCOM	Heads of Education Committee
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authorities
NGO	Non-Governmental Organisation

APPENDIX A

CORE CURRICULUM FOR FET SCHOOLS	
FET SUBJECTS	SAQA LEARNING FIELDS
<ul style="list-style-type: none"> • Languages 	Communication and languages
<ul style="list-style-type: none"> • Dance • Music • Visual Art • Speech and Drama • Design and Graphic Art 	Culture and Arts
<ul style="list-style-type: none"> • Life Orientation • History • Geography 	Human and social studies
<ul style="list-style-type: none"> • Mathematics • Mathematical Literacy • Physical Science • Biology • Information And Communication Technology (ICT) 	Physical, mathematical, computer and life sciences
<ul style="list-style-type: none"> • Agricultural Science 	Agriculture and nature conservation
<ul style="list-style-type: none"> • Accounting • Economics • Business Economics • Compu-Typing 	Business, commerce and management sciences
<ul style="list-style-type: none"> • Motor Mechanics • Electrician work • Technical Drawing 	Manufacturing, engineering and technology
<ul style="list-style-type: none"> • Travel and Tourism • Hotel Keeping • Home Economics 	Services



T O G E T H E R

THE EDUCATION COALITION AGAINST HIV/AIDS



DEPARTMENT OF EDUCATION