

Adult Education and Training Report 2011



education

Department:
Education
PROVINCE OF KWAZULU-NATAL



Dedicated To Service and Performance Beyond the call of Duty...

Ukuzinikela emsebenzini kanye nokwenziwa komsebenzi
okungaphezu kwalokhu okubekiwe...



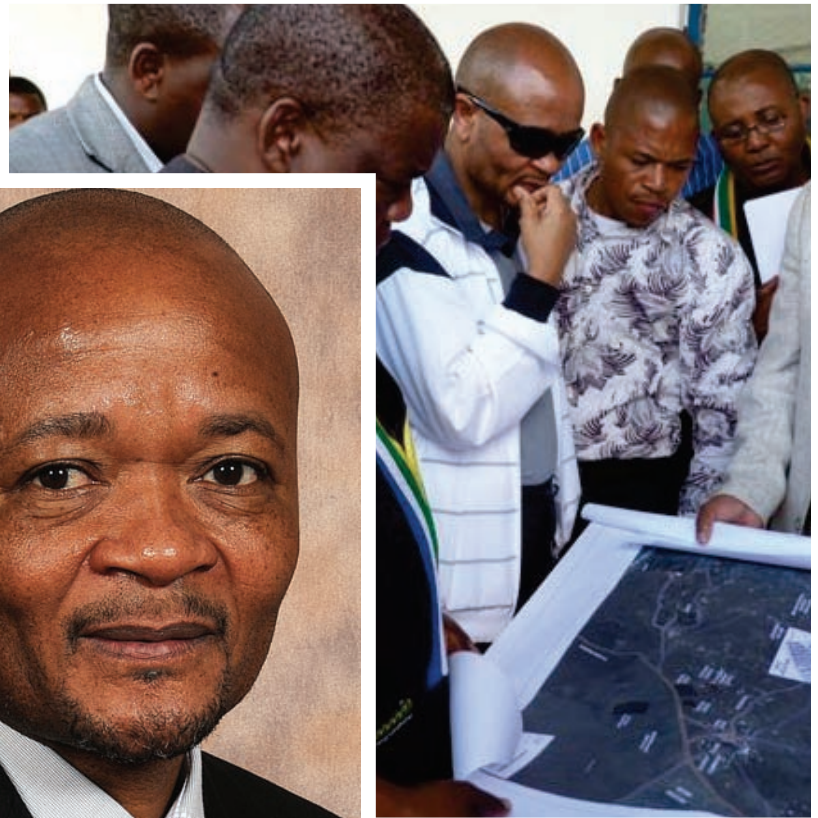
His Excellency J.G Zuma
President of Republic of South Africa

Adult Education and Training policies must not only open the doors of learning, but also provide adult learners and their families the opportunity to access the means to life.



His Excellency Dr Zweli Mkhize
KwaZulu-Natal Premier

“We need to broaden access to education for all the citizens of this Province including adult learners in our Adult Education and Training sector”.



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A. Vision

A well-educated, skilled and highly developed citizenry

B. Mission

To provide equitable access to quality education for the people of KwaZulu-Natal

C. Strategic Goals And Objectives

The strategic goals are an instrument focusing the Department on achieving the vision using the mission as a vehicle. The articulation of the goals contributes to a concerted effort in ensuring that goals achieve the vision which in turn achieves the Provincial, National and International mandate of the education sector. The strategic goals of the Department are:

STRATEGIC GOAL 1	BROADEN ACCESS TO EDUCATION AND PROVIDE RESOURCES
Strategic Objective 1.1	To increase access to education in public ordinary schools.
Strategic Objective 1.2	To provide infrastructure, financial, human and technological resources.
Strategic Objective 1.3	To implement teaching, management and governance support programmes at all schools.
Strategic Objective 1.4	To provide diverse curricula and skills orientated programmes across the system.

STRATEGIC GOAL 2	IMPROVE SCHOOLS' FUNCTIONALITY AND EDUCATIONAL OUTCOMES AT ALL LEVELS.
Strategic Objective 2.1	To implement quality assurance measures, assessment policies and systems to monitor success of learners.
Strategic Objective 2.2	To develop and enhance the professional quality and academic performance of managers and teachers in all institutions.
Strategic Objective 2.3	To administer effective and efficient examination and assessment services.

STRATEGIC GOAL 3	DEVELOP HUMAN RESOURCE AND ORGANISATIONAL CAPACITY AND ENHANCE SKILLS
Strategic Objective 3.1	To develop the skills of the Department's workforce at all levels.
Strategic Objective 3.2	To ensure equitable distribution of human resource in the Department.

STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT
Strategic Objective 4.1	To implement an integrated programme in dealing with the impact of communicable diseases, and HIV/AIDS in the workplace and in all
Strategic Objective 4.2	To provide support to mitigate the challenges of unemployment, and child-headed households.

STRATEGIC GOAL 5	ENSURE GOOD CORPORATE GOVERNANCE, MANAGEMENT AND AN EFFICIENT ADMINISTRATION
Strategic Objective 5.1	To implement administrative management systems and accounting procedures in order to ensure maximum support to curriculum delivery.
Strategic Objective 5.2	To implement the Batho Pele principles in all institutions.
Strategic Objective 5.3	To decisively deal with issues of fraud, corruption and maladministration.
Strategic Objective 5.4	To implement the Education Management System to improve information management.

STRATEGIC GOAL 6	PROMOTE NATIONAL IDENTITY AND SOCIAL COHESION
Strategic Objective 6.1	To promote youth development, arts, culture and sports in all institutions.
Strategic Objective 6.2	To preserve heritage through utilisation of national symbols in encouraging unity and patriotism amongst the people of KZN.
Strategic Objective 6.3	To develop strong partnerships with all education stakeholders.
Strategic Objective 6.4	To implement nation building programmes and projects.

D. VALUES

The KwaZulu-Natal Department of Education subscribes to the following values:

Honesty

Displaying honesty in service, as well as intolerance to fraud, corruption, nepotism and maladministration

Caring

Discharging our duties with kindness and generosity, and being mindful of the circumstances of others people, their needs and special requirements

Empathy

Sharing one another's emotions and feelings

Professionalism

Demonstrating the highest standard and exceptional conduct of our profession

Integrity

Ensuring consistency of actions and conduct with the highest ethical and moral standards

Fairness

Treating all people in a manner that is fair and just

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do

Teamwork

Establishing and maintaining shared goals, and working together towards improving service delivery

FOREWORD BY THE MEMBER OF THE EXECUTIVE COUNCIL (MEC)



Honourable E.S. Mchunu, MPL
MEC: Education

The academic year 2011 has come and gone and the question that still lingers in our minds is whether learners who exit the Adult Education and Training programme will be absorbed in the labour market and will better cope with the rigours of Higher Education Institutions. It is an important fact to be made that in spite of the successful academic year, the education system remains saddled with unacceptable levels of illiteracy and the unevenness of the inherited legacy.

In spite of all the challenges in the education system, we have demonstrated our determination to eradicate illiteracy in the Province through the integration of Masifundisane Adult Literacy Campaign into AET. The approval of 2012 tuition calendar which stretches from January to December (instead of February to November as has been the case in the previous years) benefits both learners and educators as it allows for more tuition hours. This is aimed at improving the current pass rate. The Department of Education has shown its determination to improve the working conditions of all practitioners in Adult Education and Training sector.

The sector still experiences challenges in the areas of infrastructure, high staff turnover, unqualified and under-qualified educators. The department having noted these challenges has developed plans to address them. It also has to constantly monitor the progress of action in different areas to decide when shifts in tactics are necessary

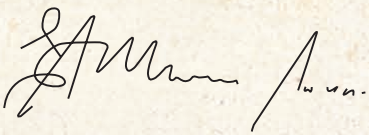
The Department has taken to consulting with organized labour, civic organisations, parents and business groups to ensure that their strategies on education and departments' complement and reinforce each other. By so doing, it is hoped that each constituency will come to realise that it cannot transform education in its own sphere, without a corresponding process of transformation in other spheres of education.

The Education Summit of 11 to 13 February 2011 was a historic event. As the Department wanted to raise people's consciousness towards making education a societal issue, the Summit had to involve as many people as possible for it to have any meaning. The summit brought together the parents, learners, business, labour, Members of the Provincial Legislature and officials from the Department to a common platform to chart the way forward for education in the province. The overwhelming response and participation demonstrated by all stakeholders proved that the struggle for betterment of the education system does not end at the school gates.

The need for Learner Teacher Support Materials which are suitable for Adult learners and qualified educators goes back many years. Prior to the birth of the Government of National Unity in South Africa, education for Adults was less of a priority hence the unavailability of these basic resources in the Public Adult Learning Centres. The inheritance of this problem has put a lot of strain on the current administration but plans have been put in place to aggressively address them.

The current changes in the structure, the re-defining of the functions of the Adult Education and Training business unit serves as a clear indication of the commitment by the Department to effectively root-out illiteracy and provide skills for the people of KwaZulu-Natal.

Striving for excellence towards 2014



Honourable E.S. Mchunu, MPL
MEC: Education
KwaZulu Natal Provincial Government
Republic of South Africa

OVERVIEW BY THE HEAD OF DEPARTMENT



Dr SNP Sishi
Superintendent-General

The Constitution of the Republic of South Africa urges all of us in the Department of Education to “free the potential of each person”. Further the *Bill of Rights* entrenches that everyone has a right to Adult Education and Training. The Department of Education links itself to both the spirit and the letter of the constitution, and this report provides evidence in that regard. We are determined to continue our struggle to improve the quality of life of all citizens in the province of KwaZulu-Natal, particularly adult learners. Education in our province is guided by the following principles: teamwork, commitment, accountability and good governance. In pursuit of the National and Provincial vision and mission, the KwaZulu-Natal Department of Education has established Centre Governing Bodies in Public Adult Learning Centres.

This is to ensure improved Institutional Governance in KwaZulu-Natal. I am pleased to report that through the Masifundisane and Kha Ri Gude mass literacy campaigns we have reduced the illiteracy rate in the Province by 50%. In 2012 our focus will be to reach out to Adult learners in the communities and ensure they have easy access to education.

The February 2011 KwaZulu-Natal Education Summit took a resolution to integrate Masifundisane into AET. The process entailed integration of all aspects and was finalised in October 2011.

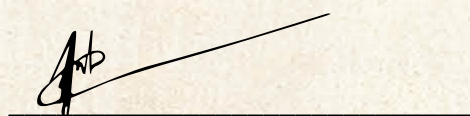
The Kha RI Gude mass literacy campaign complements AET by continuing to provide tuition to communities which are at the equivalent of AET Level 1. The campaign has reached 476126 learners in the province since 2008. Since the inception of the Masifundisane and Kha RI Gude, programmes in 2011 the 1.2 million people who could not read and write has successfully been halved. Further to this the Department has embarked on an intensive training programme for AET practitioners. The training programme for the practitioners is focused on curriculum planning and assessment

The Department of Education will provide details of a dynamic adult education programme, aimed not only at eradicating illiteracy, but also at providing access to quality education and training opportunities for all citizens in the province..

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The Department of Education will provide details of a dynamic adult education programme, aimed not only at eradicating illiteracy, but also at providing access to quality education and training opportunities for all citizens in the province.

Nothing can stop us now!



Dr SNP Sishi
Superintendent-General
Head of Department: Education
KwaZulu-Natal, RSA

ACRONYMNS

AAAT	Applied Agriculture and Agricultural Technology
AET	Adult Education and Training
ANC	African National Congress
ANHC	Ancillary Health Care
ARTC	Arts and Culture
CES	Chief Education Specialist
CGB	Centre Governing body
DoE	Department of Education
ECD	Early Childhood Development
EMSC	Economic and Management Sciences
GETC	General Education and Training Certificate
HOD	Head of Department
HSSC	Human and Social Sciences
ICT	Information and Communication Technology
JOC	Joint Operation Committee
KZN	KwaZulu-Natal
LIFO	Life Orientation
LLAC	Language Literacy and Communication
MALC	Masifundisane Adult Literacy Campaign
MDG	Millennium Development Goals
MEC	Member of Executive Council
ML	Mathematical Literacy

MMSC	Mathematics and Mathematical Sciences
NATS	Natural Sciences
NQF	National Qualifications Framework
OSS	Operation Sukuma Sakhe
PALC	Public Adult Learning Centre
PEAS	Provincial Examination and Assessment Services
SAQA	South African Qualification Authority
SBA	Site Based Assessment
SMME	Small Medium and Micro Enterprises
STATSSA	Statistics South Africa
TECH	Technology
TRVT	Travel and Tourism
W&R	Wholesale and Retail

1.INTRODUCTION

The objective of this report is to inform the public of KwaZulu-Natal about the provision of Adult Education and Training. It also seeks to provide information on the extent to which the Department of Education delivers Adult Education and Training programmes in Public Adult Learning Centres; shortcomings which the Department commits to overcome and achievements.

Everyone has the right-

(a) to a basic education, including adult basic education; and

(b) to further education, which the state, through reasonable measures, must make progressively available and accessible. (Chapter 2 Section 29, CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996)

The Constitution of the Republic of South Africa, 1996, declares education – including adult basic education as a right. However, many adults, who were denied this right in the past, are still not literate. In 2001 STATSSA indicated that the country had at least 4, 7 million people who had never been to school to achieve any level of basic literacy. 1, 2 million of this total were residents of KwaZulu Natal. Prior to this period there was an already existing informal programme in the form of Night Schools which was aimed at addressing illiteracy. This position was formalized by the introduction of the Adult Education and Training Act No. 52 of 2000. Other Legislative mandate guiding the provision of the Adult Education and Training Programme are:

- Constitution of South Africa, Act 108 of 1996
- National Education Policy Act, 27 of 1996
- Adult Education and Training Policy Document
- Adult Education and Training KwaZulu-Natal Managerial Document
- White Paper on Adult Education and Training
- Manifesto of Ruling Party - Elections 2009
- National General Council Resolutions on Education
- 2025 Vision
- Framework for the National Skills Development Strategy 3, 2011/12 – 2015/16
- Millennium Development Goals
- KZN Provincial Lekgotla Resolutions
- KZN-DoE Master Strategic Plan
- Integrated Assessment System
- Curriculum Assessment Policy Statement

The critical aspects of the Teaching and Learning process, namely curriculum, formative and summative assessments are provided as per the prescripts of National and Provincial policies. This qualifies Adult Education and Training learners for a General Education and Training Certificate (GETC) at the end of the programme. The alignment of Adult Education and Training activities with Operation Sukuma Sakhe ensures that social ills that are a hindrance to the teaching and learning process are identified and addressed.

2. PHILOSOPHICAL BACKGROUND AS CITED IN THE PREAMBLE OF AET ACT 52 OF 2000 AS AMENDED.

WHEREAS IT IS DESIRABLE TO ESTABLISH a national co-ordinated adult basic education and training system which promotes co-operative governance and provides for programme-based adult basic education and training;

RESTRUCTURE AND TRANSFORM programmes and centres to respond better to the human resources, economic and development needs of the Republic;

REDRESS past discrimination and ensure representativity and equal access;

ENSURE access to adult basic education and training and the workplace by persons who have been marginalised in the past, such as women, the disabled and the disadvantaged;

PROVIDE optimal opportunities for adult learning and literacy, the creation of knowledge and development of skills in keeping with international standards of academic and technical quality;

PROMOTE the values which underline an open and democratic society based on human dignity, equality and freedom;

ADVANCE strategic priorities determined by national policy objectives at all levels of governance and management within the adult basic education and training sector;

RESPECT and encourage democracy and foster a culture which promotes fundamental human rights and creates an appropriate environment for adult teaching and learning;

PURSUE excellence and to promote the full realisation of the potential of every learner and member of staff, tolerance of ideas and appreciation of diversity;

RESPOND to the needs of the Republic and the labour market and of the communities served by the centres;

COMPLEMENT the Skills Development Strategy in co-operation with the Department of Labour.

In response to the call by the United Nations Millennium Developmental Goals to reduce illiteracy by 50% by 2015, KwaZulu-Natal initiated the Masifundisane Adult Literacy Campaign in 2006 to radically reduce illiteracy. Two years after this initiative, Kha Ri Gude (KRG) mass literacy campaign was implemented in all provinces to have South Africa declared a territory free of illiteracy in the context of a global strategy.

3.ADULT EDUCATION AND TRAINING (AET) PROGRAMMES

The Department of Education provides a formal Adult Education and Training program from Level 1 to Level 4 which culminates in a General Education and Training Certificate (GETC). The Department of Education views Adult Education and Training learners as people drawn from societies that are trying to keep up with the changes in the economic, technological, political, social and cultural aspects of life. This view drives our mission as a literacy agent of change for a better life for all South Africans. The constitution mandates us to assist the adult learner to cope with the changes and to influence others to join our lifelong learning programs. It is with pride that we report that access to education is keenly provided to reach the national targets.

3.1.MASIFUNDISANE ADULT LITERACY CAMPAIGN (MALC)

The table below shows the levels of illiteracy per district and the numbers reached between 2006 and 2011. 567 000 learners had been given access to basic literacy. Classes were conducted in a variety of environments including homes to maximise access.

District Municipality	KZN Illiteracy STATSSA 2001	Learners Graduated from MALC June 2006 - March 2011	Still Illiterate March 2011
Ugu	105095	42188	62907
Umgungundlovu	97964	39326	58638
Uthukela	95675	38407	57268
Umzinyathi	101098	40584	60514
Amajuba	42760	17165	25595
Zululand	151919	60985	90934
Umkhanyakude	126969	50969	76000
Uthungulu	165718	66524	99194
iLembe	79101	31754	47347
Sisonke	37637	15109	22528
Ethekwini Metro	208146	83556	124590
TOTALS	1212082	486567	725515

Members of the community who had completed Grade 12 facilitated the programme. Supervision at community level was done by Broad Based Monitors some of whom were local community leaders and councillors.

The Masifundisane programme had three fundamentals namely, Literacy, Numeracy and Language of the Economy. These were equivalent to AET Level 1 and this qualification made it possible for learners to progress to AET Level 2.

A study on Masifundisane was conducted in collaboration with the University of KwaZulu-Natal in 2009. The study describes how the KwaZulu Natal Department of Education was using the Masifundisane Adult Literacy Campaign as a training ground for youth entrepreneurship. When the province conceptualized the Masifundisane project, systems were planned in such a way that they enabled the youth to operate the literacy sites as their own businesses with the Department of Education providing all the necessary support.

3.2. Adult Education and Training – Masifundisane Integration

Dr Zweli Mkhize in his 2010 State of the Province address stated that Masifundisane Adult Literacy programmes will continue as they will positively impact on the support that parents give to their children at school.

The February 2011 KwaZulu-Natal Education Summit took a resolution to integrate Masifundisane into Adult Education and Training. The process entailed integration of all aspects. Masifundisane officials (29) were absorbed into Adult Education and Training over and above the existing staff establishment. The process of integration was finalised in October 2011

The benefits of this process amongst others have been:

- An increase in the staff establishment of Adult Education and Training
- An increase in the availability of technical resources for Adult Education and Training centres
- AET has gained access to previous learners of Masifundisane for the Adult Education and Training Level 2 programme.

3.3 Kha Ri Gude Mass Literacy Campaign

The table below shows the total number of learners reached by the campaign during its four year life span i.e. 2008 - 2011

Year	No. of Learners	No. of Volunteers
2008	67 435	5388
2009	132 395	8 826
2010	130 076	8 938
2011	146 220	9 001

The campaign complements the operations of Adult Education and Training by continuing to provide tuition to communities which are at the equivalent of Adult Education and Training Level 1. Its curriculum comprises of Literacy (Mother tongue and English) and Numeracy.

The Member of the Executive Council – Education, Hon E. S Mchunu in his 2011 budget speech said “according to Statistics South Africa, in 2006 KZN had 1, 2 million people who could not read and write. As a result of Masifundisane and Kha Ri Gude, the province has successfully halved this number by 2011. In 2006 when it was established, Masifundisane reached 40 000 learners. The total number of learners educated in the five years of existence is 567 000”.

4. THE PUBLIC ADULT LEARNING CENTRES

There are district and provincial advocacy task teams that have Sub-Committees in each circuit comprising of six or eight centre managers. They are involved in the following activities:

- Conducted training of staff and educators to ensure that the public becomes fully aware of AET policies.
- Involved print and electronic media- radio or newspaper advertising.
- Involved churches, community occasions, celebration, local schools and civic organization.
- Coordinated Adult learner week, library week and readathon.
- Held Adult Education and Training open days, distributing flyers and posters, networking

The table below depicts the distribution of Public Adult Learning Centres in KwaZulu-Natal, Adult Education and Training learner enrolment and educators throughout the province in the period 2008 – 2011.

	2008				2009				2010				2011		
District	Centres	Educators	Learners		Centres	Educators	Learners		Centres	Educators	Learners		Centres	Educators	Learners
Amajuba	56	234	1704		56	232	3051		56	236	2634		46	238	2593
Ilembe	130	550	4266		124	562	4440		159	626	5750		132	626	3857
Othukela	37	155	2500		95	411	4420		45	190	3942		41	187	1147
Pinetown	112	740	6324		37	172	2069		109	874	4556		112	600	5772
Sisonke	98	484	4759		102	712	6104		98	496	4250		110	625	3591
Ugu	89	645	6822		84	577	4760		87	649	5540		82	662	3643
Umgungundlovu	62	317	2061		59	293	2901		57	242	2807		62	229	1898
Umkhanyakude	91	685	5327		77	744	4141		88	1799	6456		109	1039	6194
Umlazi	65	514	4000		72	580	4764		81	736	4102		91	635	5406
Umzinyathi	81	388	4033		85	351	3864		90	388	4700		35	206	1114
Uthungulu	118	934	5419		121	859	6648		85	925	6335		166	1210	10795
Zululand	82	552	5125		68	549	4681		96	578	5434		119	605	6114
Totals	1021	6198	52340		980	6042	51843		1051	7739	56506		1105	6862	52124

4.1 Institutional Management

The management functions of the Public Adult Learning Centre rests on the shoulders of a Centre Manager. Currently all Public Adult Learning Centres are being prepared for effective implementation. Notice for the election of Centre Governing Bodies has been gazetted. All Public Adult Learning Centres will have elected Centre Governing Bodies by the end of 2012

4.2 Teacher Development

There are 360 Adult Education and Training unqualified educators who are currently enrolled at UNISA for the AET diploma. The registration fees for these courses are sourced from the Department's 1% Skills Levy.

The table below indicates the teacher supply and demand of Adult Education and Training in each district in KwaZulu-Natal.

2011	EDUCATOR REQV's						
	10	11	12	13	Educators	Centre Managers	Learners
Amajuba	53	27	32	80	192	46	2593
Ilembe	347	93	1	53	494	132	3857
Othukela	75	35	1	35	137	41	1147
Pinetown	165	154	5	164	488	112	5772
Sisonke	285	58	15	157	515	110	3643
Ugu	111	97	10	362	580	82	3591
Umgungundlovu	30	36	4	97	167	62	1898
Umkhanyakude	470	107	34	319	930	109	6194
Umlazi	176	114	6	248	544	91	5406
Umzinyathi	101	28	5	37	171	35	1114
Uthungulu	279	136	25	604	1044	166	10795
Zululand	290	57	12	127	486	119	6114
Totals	2382	942	150	2283	5748	1105	52124

4.3 Adult Education and Training Learner Profile

As per the Adult Education and Training Act No. 52 of 2000, an Adult Learner is any person who is 16 years or older who may either have no formal basic education or individuals who dropped out of school due to circumstances and still wish to further their level of education.

4.4 Classroom equipment

The equipment commonly belongs to the host schools, the size and type of furniture in some Public Adult Learning Centre is often unsuitable for adult learners. There is no proper storage facility available for Adult Education and Training equipment.

4.5 Adult Education and Training Curriculum Offerings

Adult Education and Training curriculum consists of FOUR levels equivalent to Grade R – 9 or General Education and Training (GET). Upon exiting Level 4, learners are granted a qualification of NQF Level 1 and may proceed to Further Education and Training (FET) or any NQF Level 2 programme.

Adult Education and Training in the National Qualifications Framework Structure

NQF LEVEL	QUALIFICATION	EQUIVALENT GRADE/S	AET LEVEL
NQF 1	General Education and Training Certificate	Grade 8 – Grade 9 (Std 6 – Std 7)	AET 4
		Grade 6 – Grade 7 (Std 4 – Std 5)	AET 3
		Grade 4 – Grade 5 (Std 2 – Std 3)	AET 2
		Grade R – Grade 3 (Pre-School – Std 1)	AET 1

Adult Education and Training levels 1, 2 & 3 Curriculum Packaging

Fundamentals	Communication & Numeracy
Integrated Studies	This is a Learning Area that encompasses modules on HSS, Health, NS, EMS.
Skills Programme	Skills for survival not leading to qualification (centre based extra-curricular)

Learners at AET Level 1 do the Fundamentals and then progress to AET Level 2. AET Levels 2 and 3 Curriculum comprises of Fundamentals and Integrated Studies as compulsory Learning Areas. Learners have an option of selecting any Skills Programme as an additional Learning Area to progress to AET Level 4.

Level 4 curriculum is structured as follows:

Fundamentals	Language Literacy and Communication (LLAC) – Any ONE Language and Mathematical Literacy (MLSC) or Mathematics and Mathematical Sciences (MMSC)
Core	Life Orientation (LIFO)
ELECTIVES	
Academic	Human and Social Sciences (HSSC), Economic and Management Sciences (EMSC), Arts & Culture (ARTC), Natural Science (NATS), Technology (TECH), Additional Language
Vocational	Applied Agriculture and Agricultural Technology (AAAT), Ancillary Health Care (ANHC), Small Medium and Micro Enterprises (SMME), Travel & Tourism (TRVT), Information and Computer Technology (ICT), Early Childhood Development (ECD), Wholesale & Retail (W&R)
Occupational	ANHC, NATS, TRVT, W&R

Adult Education and Training Level 4 is the exit point for the AET programme

Learners qualify for a GET Certificate after accumulating a minimum of 120 credits. The AET level 4 curriculum comprises of Fundamentals and a Core as compulsory Learning Areas. In addition to this the learner has an option to choose ANY additional Learning Areas from the Electives that will enable him/her to accumulate 120 credits. To further provide guidance for career pathing, electives are grouped into three streams viz. Academic, Vocational and Occupational.

4.6 Curriculum Management and Delivery

- 1) The Provincial Adult Education and Training curriculum is based on the National Policies.
- 2) The province conducts training for district officials to ensure effective delivery.
- 3) Learning areas are classified as Fundamentals, Core and Electives.
- 4) Learners select Learning Area packages as prescribed by the National Learning Area Policies.

4.7 Challenges

Physical Access

- i. Distance travelled by learners to access Public Adult Learning Centre
- ii. Type of furniture in certain Public Adult Learning Centre not suitable for Adult use

Epistemological

- i. Levels of literacy
- ii. Relevance (rigidity) of curriculum
- iii. Quality of teaching and learning compromised by short hours and under/unqualified educators
- iv. HIV/AIDS related illnesses impact negatively on attendance
- v. Inappropriate LTSM

Socio-cultural access

- i. Security threat during and after tuition hours
- ii. Gender integration and equity
- iii. Social class integration and equity
- iv. Insensitivity to locality

5. ASSESSMENT

Assessment consists of THREE components:

5.1 Initial / Placement Assessment

- Aimed at assessing the prospective learner's level of education
- Assists with the placing of the learner in the correct AET level
- Assists with the identification of strengths and learning barriers of individuals (poor eyesight, hearing impairment and those requiring remedial education)

5.2 Formative / Continuous Assessment (CASS)

- Takes place on a regular basis throughout the learning process
- Carried out in the form of standardized Site Based Assessment tasks (SBA's)
- Moderated at THREE levels i.e. cluster, district, provincial and verified by UMALUSI
- CASS contributes 50% of the final pass mark

5.3 Summative Assessment / Final Examination

- AET level 4 examinations are conducted externally through the National Department of Education
- Moderated by UMALUSI
- Constitutes 50% of the final pass mark for the awarding of the General Education and Training Certificate (GETC)
- KZN is the only Province that conducts standardized AET levels 2 & 3 examinations

The qualification is illustrated below.



The General Education and Training Certificate is a credit based certificate and candidates must achieve minimum credits. Since the recent introduction of the new General Education and Training Certificate the table below illustrates both requirements for combination for a qualification:

The Old GETC Qualification	Credits Required	The New GETC Qualification	Credits Required
	120		120
8 Learning Areas required		5 or 6 Learning Areas required	
Fundamentals		Fundamentals	
Language, Literacy and 20 Credits Communication (one language). Mathematics Literacy (MLMS) 20 Credits	20 20	Language Literacy and Communication (LLC) Mathematics Literacy (MLMS) or Mathematics and Mathematic Sciences (MMSC)	20 20 16
Core		Core	
Natural Sciences Technology Human and Social Sciences Economic and Management Sciences Arts and Culture Life Orientation Mathematics and Mathematical Sciences An Additional Language	16 16 16 16 16 16 16 16	Life Orientation	32
Electives			
Travel and Tourism Small, Medium and Micro Enterprises Applied Agriculture and Agricultural Technology Environmental	10 10 10 10	Arts and Culture Economic and Management Sciences	16 16

Management Food and Fibre processing Ancillary Health Care	10	Human and Social Sciences	16
		Natural Sciences	16
		Technology	16
		An Additional Language Applied	16
		Agriculture and	
		Agricultural Technology	20
		Ancillary Health Care Small, Medium and Micro	45
		Enterprises	17
		Travel and Tourism	38
		Early Childhood Development	
		Information Communication	26
		Technology	23
		Wholesale and Retail	27

Adult Education and Training Registration

Registration of candidates is different from main stream candidates at schools. Candidates can register for an examination but are allowed to write when they are ready to sit for the examination. In addition to these candidates can write the number of learning areas they choose per registration and can accumulate the number of credits towards a full General Education and Training Certificate.

The total number of candidates that registered for the 2011 examination was 17713 and 11846 candidates wrote the examinations. These candidates have been registered for the learning areas listed below. A total of 82920 candidates have registered to write AET Level 4 Examinations for the learning areas listed in the table below:

NO	CODES	LEARNING AREA	CANDIDATES
1	AAAT	APPLIED AGRICULTURE & AGRICULTURAL TECHNOLOGY	2138
2	ANHC	ANCILLARY HEALTH CARE	5240
3	ARTC	ARTS & CULTURE	3152
4	EMSC	ECONOMICAL MANAGEMENT SCIENCES	6380
5	HSSC	HUMAN SOCIAL SCIENCES	4438
6	LCAF	LLC AFRIKAANS	6
7	LCND	LLC ISINDEBELE	1
8	LCEN	LLC ENGLISH	12862
9	LCSO	LLC SESOTHO	75

10	LCSW	LLC SISWATHI	2
11	LCXH	LLC ISIXHOSA	96
12	LCZU	LLC ISIZULU	5794
13	LIFO	LIFE ORIENTATION	13249
14	MLMS	MATHEMATICS LITERACY	14050
15	MMSC	MATHEMATICS & MATHEMATICAL SCIENCES	364
16	NATS	NATURAL SCIENCES	6719
17	SMME	SMALL MEDIUM AND MICRO ENTERPRISES	3145
18	TECH	TECHNOLOGY	2423
19	TRVT	TRAVEL AND TOURISM	2786
TOTAL			82920

Adult Education and Training Examinations

The KwaZulu-Natal Adult Education and Training examinations is underpinned by the following regulations:

- Registration of Public Adult centres is mandatory for the conduct of the examinations. Registration of Adult Education and Training candidates at these centres are increasing which demonstrates easy access to Education.
- Examination Question Papers covers all learning areas. Eighteen Learning Areas are offered per sitting
- Training of Invigilators is done at District level. Chief Invigilators are appointed and trained who in turn appoint and train invigilators at their centre.
- Nationally set Question Papers are printed provincially and distributed to registered centres.
- Joint Operations Committee (JOC) is a partnership between the KwaZulu Natal Department of Education and the South African Police Services (SAPS) which provides for security during examinations.
- Confidentiality agreements are signed by all officials involved with examinations, invigilation, handling of question papers and scripts.
- Managing Irregularities is the responsibility of the KwaZulu-Natal Department of Education. The examining body must ensure that a fair and credible examination will be conducted.

Marking

The selection process for the Adult Education and Training and Marker Selection is scheduled as follows

Activity	Dates	Responsibility
Marker Selection	12-13/10/2011	Provincial Examinations
Moderator Selection	14/10/2011	Provincial Examinations
Capture of Recommended Markers	28/10/2011	Administration
Release of Marker & Moderator letters	07/11/2011	District Examinations

Markers and Moderators are trained for quality marking. For the first time KwaZulu-Natal has begun a training process that makes it mandatory for all markers to answer the question paper for the following reasons:

- Markers familiarise themselves with the question paper, types of questions and mark schemes prior to the memoranda discussions.
- It allows for an informed memorandum discussion.

Resulting starts after all marks are captured and marking reports have been finalized.

June 2011 Statistics

The following table shows the performance of adult learners in the June 2011 examination.

ENTERED	WROTE	PASS ACADEMIC	PASS VOCATIONAL	PASS MIXED	INCOMPLETE REQUIREMENTS	OUTSTANDING
3694	2559	41	22	21	2431	44

Certification

Adult Education and Training learning area certificates or combined certificates are then obtained from UMALUSI. The process and procedures for issuing of certificates was refined to improve service delivery.

The recent amendment to certification requirements was approved in June 2009 by the National Minister provides a greater opportunity for candidates to obtain a complete GET certificate. The fundamental component of one Language and Mathematics Literacy has now incorporated Mathematics and Mathematical Sciences. The core has been reduced to one learning area Life Orientation and all other learning areas are now electives academic (HHS, EMS, AC, NS, TECH, Another Language) or vocational (ANHC, SMME, TRVT, & newly added ICT, ECD, Wholesale and Retail).

PROVINCIAL INTERVENTION STRATEGIES AND TACTICS IN 2011

- Trained Adult Education and Training District officials
- Early distribution of Assessment Guidelines and Site Based Assessment tasks
- Distributed past question papers to Public Adult Learning Centres
- Coordinated training of Cluster, District and Provincial moderators
- Moderated Adult Education and Training Portfolios at all levels – Cluster, District and Provincial
- Conducted mock moderation of CASS by cluster moderators
- Distributed National and Provincial policies to all Public Adult Learning Centres
- Monitored Tuition and Formative Assessment
- Monitored and supported functionality of Public Adult Learning Centres
- Provided LTSM relevant to Adult Education and Training

Provincial trends in learner attainment and systemic performance in KwaZulu-Natal Adult Education and Training Level 4 November examinations

2008				2009				2010			
Candidates Register	Wrote	Passed	Pass %	Candidates	Wrote	Passed	Pass %	Candidates	Wrote	Passed	Pass %
14390	8895	5497	61.8	16219	10470	6753	64,5	17 713	11 846	8 410	71

June 2011

The number of candidates that enter for the June examinations is always much lower than those in November as can be clearly seen in the table below. The table shows the performance of candidates in each learning area.

OVERALL STATISTICS					
LEARNING AREA NO	LEARNING AREA NAME	ENTERED	WROTE	ACHIEVED	ACHIEVED%
AAAT4	APPLIED AGRIC & AGRIC TECHNOLOGY	313	171	118	69.01
ANHC4	ANCILLARY HEALTH CARE	644	410	327	79.76
ARTC4		209	101	97	96.04
EMSC4	ECONOMIC AND MANAGEMENT SCIENTITS	547	281	185	65.84
HSSC4	HUMAN AND SOCIAL SCIENCES	404	254	211	83.07
LCAF4	AFRIKAANS	2	1	0	0
LCEN4	ENGLISH	1582	909	417	45.87
LCSO4	SeSOTHO	1	1	1	100
LCXH4	IsiXHOSA	17	11	9	81.82
LCZU4	IsiZULU	645	3401	321	94.41
LIFO4	LIFE ORIENTATION	1 225	708	603	85.71
MMSC4	MATHS LITERACY	2 448	1581	832	52.62
	MATHEMATICS	72	27	12	44.44
NATS4	NATURAL SCIENCE	982	576	316	54.86
SMME4	SMALL MEDIUM & MICRO ENTERPRISES	313	159	124	77.99
TECH4	TECHNOLOGY	262	127	70	55.12
TRVT4	TRAVEL & TOURISM	333	183	151	82.51

(Rate of Employment as per STATSSA 2007)

District	Employed	Unemployed	Not economically active	Unspecified	Institutions
Ugu	112671	95782	193728	302275	5459
UMgungundlovu	249658	136865	219947	365680	16690
Uthukela	120415	68564	197287	323133	5509
Umzinyathi	65790	56079	139737	229648	4484
Amajuba	76787	70096	107744	180313	7330
Zululand	105188	106360	267616	414091	9635
Umkhanyakude	107310	45111	170496	285291	5841
Uthungulu	158929	115035	243078	367729	9492
iLembe	103860	59337	158173	204440	2395
Sisonke	74280	53382	137917	229456	5049
eThekwini	1010599	506111	822288	1094273	34813

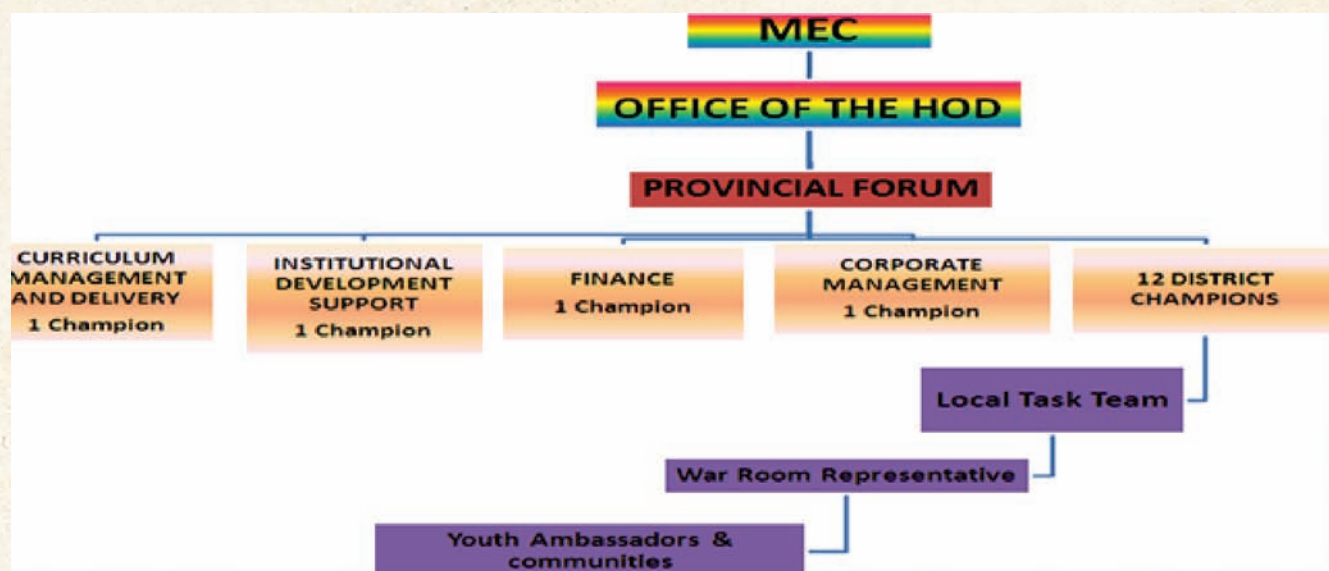
The United Nations defines poverty as a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights. Operation Sukuma Sakhe is combined effort KwaZulu Natal government to address poverty.

The high rate of unemployment as depicted in **Table above** translates to high rates of illiteracy. To mitigate this, the Head of Department for KZN Department of Education directed for the creation and implementation of the Departmental Operation Sukuma Sakhe structure as set out in below.

CONTEXTUAL REALITIES OF SCHOOLING IN THE PROVINCE OF KWAZULU-NATAL

Poverty rating of districts (Operation Sukuma Sakhe - OSS)

There are 57 Wards in KZN that are classified as most deprived most of which are in the Presidential nodal districts (eThekwini, Umzinyathi, Uthungulu, Ugu as the following table indicate)



FUNCTIONS AND REPORTING PROTOCOL (INFORMATION FLOW)

Office of the HOD

Provincial OSS Forum (composed of Provincial Coordinator, Provincial Secretariat, Branch Champions and District Champions). Meets at least once a month to coordinate and collate information within the department. Deliberates on successes and challenges faced by districts and branches, provides guidance and monitor progress on all OSS aligned activities. Ensures that interventions are updated onto the NISIS programme. Informs the system of the impact made by OSS in changing the lives of people on the ground. Provide the PTT with an update on interventions. Updates the HOD on a weekly basis.

Branch Champion (represents the branch in all Provincial forum meetings, coordinates and collates information on all programs under the branch which are aligned with OSS). Update the Branch Head on weekly basis. Provides monthly reports to the Branch Head and Provincial Coordinator.

District Champion inform on challenges, successes, represents DoE in all DTT meetings and monitors the representation of the department in LTTs and War rooms). Collects information relating to educational needs of House Holds. Keep track of referrals that have been noted from questionnaires. Communicate to the DTT about educational procedures and processes to enhance the understanding of how the department functions. Maintain a link between all other departments. Provide weekly update to the Provincial Coordinator and submit comprehensive monthly reports to both the District Manager and the Provincial Coordinator

Local Task Team Representative represents DoE at local municipality level). Coordinates war room representatives in all wards within the local municipality. Establishes Social Ills Desk in all Public Adult Learning Centres, Schools and FETs. Reports to the District Champion. Communicate to the LTT about educational procedures and processes to enhance the understanding of how the department functions. Maintain a link between all other departments and local leadership. Provide weekly update to the District Champion.

War Room Representative (represents the department at war room level, carry out interventions/refer to appropriate officials. Update Local Task Team Representative on interventions carried out which relate directly to DoE on a weekly basis).

FUNCTIONS OF THE SOCIAL ILLS DESK

War Room (Community Service Centre)

Social Ills Desk for all DoE Institutions

- Identify social issues of learners (CORE RESPONSIBILITY)
- Receive social issues from learners
- Devise avenues for learners to present/report social issues e.g. (One-on-ones, social ill's box)
- Investigate learner issues
- Ensure that these are tabled at the war room
- Ensure that interventions are carried out

Learner

- Identify people you can confide in (speak out to educators and/or peers)
- Report own social ill's (Educators to encourage and support learners)
- Identify and report peer social ill's
- Avail themselves as support structures to affected family members

SYSTEMIC INPUTS

NATED 550

Preparations are underway for the establishment of centres for tuition for learners who failed Grade 12. One centre in each of the 51 Education circuits is recommended.

National Senior Certificate for Adults (NASCA)

The National Senior Certificate for Adults proposal document is still in draft form and inputs from various stakeholders will be invited. ANNEXURE A will help clarify some of the issues concerning the National Senior Certificate for Adults.

CONCLUSION

The Department of Education believes that the public of KwaZulu-Natal having been exposed to this report will better understand the history, current status and future plans of Adult Education and Training. The achievements that have been acquired thus far are a clear indication of the commitment of this Department towards the betterment of the lives of the people of KwaZulu-Natal and the country at large.

The Adult Education and Training programme together with the two Mass Literacy Campaigns (Masifundisane and Kha Ri Gude) has contributed towards job creation for the unemployed youth. The provision of literacy programmes in the Province has made an impact towards the reduction of illiteracy rates. The provision of skills training as part of the curriculum and the operating of Adult Education and Training under the banner of OSS contributes towards poverty alleviation. Provision of Adult Education and Training therefore forms part of an integrated approach by government to redress the imbalances of the past.

ANNEXURE A

PROPOSED ASSESSMENT FOR AET

National Senior Certificate for Adults (NASCA)

This presentation was made by UMalusi on NASCA to IPEAC (Inter-provincial Examination and Assessment Committee) held on the 7-8 June 2011. This proposal is still in a draft form and inputs from various stakeholders and provinces will be invited. The following can assist to clarify:

1.1 Who is the NASCA for?

- People who have left school without achieving a school-leaving certificate ('out-of-school' youth/NEET)
- School-leavers who wish to improve their chances for entry into higher education
- Adults who have completed a GETC/ICE and who wish to continue learning
- Working adults who wish to get a matric

1.2 The NASCA

- A Level 4 qualification on the General and Further Education and Training Qualifications Framework of the NQF
- 120 credits
- An alternate but equivalent route to the National Senior Certificate
- Provides access to higher education--intention
- A four subject qualification, 2 compulsory
- A small variety of learning options

Design of the NASCA

- No time-based or programme-based requirements prevents access to the exams
- Self-selection tests allow candidates to determine readiness for the challenge exam
- No requirement to do all subjects at one exam sitting
- Credits achieved will not elapse
- Candidates may choose to rewrite to improve performance

1.4 Purpose of the NASCA: ELOs

- Identify, select, understand and use knowledge useful to the identification and solution of problems in the area of study
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, including the use of the necessary technology (eg computers, calculators)

1.5 Purpose of the NASCA: ELOs 2

- Communicate in writing in their chosen fields of study including making a synthesis of information from other sources, doing an analysis, motivating a position, and presenting a coherent argument in a variety of genres required for the field of study and work;
- Reflect on their own learning in order to re-establish an interest in learning and further study

1.6 Structure of the NASCA

Compulsory

- One Language Organising Field 4 (HL/FAL)
- Mathematics or Mathematical Literacy

Options (Two required)

- Natural Sciences
- Human and Social Sciences
- Economic and Management Sciences
- An additional official Language (HL/FAL)

1.7 Assessment Structure

Level of difficulty	Percentage
At level of competence just below the expected level of competence	5
At the expected level of competence	50
At upper level of expected level of competence	25
At level of competence just above expected level of competence	20
Total	100
Pass requirement: 45%; Recorded as a percentage	

1.8 Priorities

- Regulate the sub-framework
- Gazette the NASCA and the NIC
- Plan for piloting and implementation:
- Budget for the NASCA and the NIC
- Curriculum development (Also for the GETC for adults)
- Location of qualifications: FET colleges; PALCs; other
- Teacher development
- Examinations system development – HRD, systems
- Guidance for materials development
- Advocacy

NOTES

[illegible]



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