

# **EMPOWERING AND QUALIFYING THE MARGINALISED**

by



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# EMPOWERED vs QUALIFIED

## EMPOWERED

- Competent, skilled, capable of carrying out the work required

## QUALIFIED

- Certified, has career, status, income, promotable
- Lack of qualification places a person in a permanent state of temporary employment

# TEACHER EDUCATION (1980s & 1990s)

## NATIONAL & HIGHER DIPLOMA in EDUCATION

- Staff with good track record are given leave and a bursary
- Artisans who have an interest in education as a profession
- Entrance requirement – N4 + two languages
- On completion no further study
- Terminated:
  - Bursary scheme withdrawn
  - College diplomas
  - New norms & standards for teacher education



# NORMS & STANDARDS 2003 (CONTEXT)

Initially no provision made for qualifying artisans

- Focus – GET; HET, skills development
- Nature, place, scope and structure of colleges debated
- Oversupply of teachers
- College diplomas
- Lack of funding



# **NORMS & STANDARDS 2003 (COMPETITION FROM LABOUR)**

DoL's SETAs partnered with colleges

- Assessor accreditation
- OD ETD unit standards
- Some sectors designed norms and standards for trainers



# ALIGNMENT WITH NORMS & STANDARDS FOR TEACHER EDUCATION

- GAP identified (DoE)
- NPDE framework adapted (DoE, NSB, CPUT)
  - NPDE – 3 year qualification for un- and underqualified educators
  - B Ed
  - PGCE
- Exit level outcomes determined

# ALIGNMENT WITH NORMS & STANDARDS ETD PRACTITIONERS

- Assessor accreditation
- OD ETD unit standards
- SETA trainer requirements

# ALIGNMENT WITH COLLEGE REALITIES

- New & developing policy framework
  - FET Act
  - Learnerships vs “NATED”
  - NCV
- Lack of pedagogy
- Strong sense of student needs

# ALIGNMENT WITH UNIVERSITY GOALS & OBJECTIVES

- Challenge
  - College mergers
  - Restructuring
  - GET focus
  - Financial viability of programme
- Decision
  - Minimum number of students
  - Condensed/weekend curriculum



# PROGRAMME STRUCTURE

## First year

- Credit – N3, qualified, work experience

## Second year (first year of study)

- Facilitate learning (C)
- Support learning (C)
- Assessment (C)
- Law of Education (C/F)
- Communication (F)
- Research (E)

## Third year (second year of study)

- Application in Field of Expertise 1 (E)
- Application in Field of Expertise 2 (E)
- Facilitate learning (C)
- Assessment (E)



# REFLECTIONS

## POSITIVE

- Approach/underlying philosophy - sound
- Structure & provision - successful

## WEAKNESSES

- No workplace element
- No formal alignment with SETA requirements

## CONCERNS

- Interim qualification
- Limited to people employed at colleges

## DEVELOPMENTS

- National policy framework for college lecturers development
- B Ed technology education

# THANK YOU

