

#### 4. Life-long learning

- 4.1 It was agreed that an outcomes-based Lifelong Learning Development Framework would be the basis on which Curriculum 2005 would be developed. The basic principle is that learners should be able to progress to higher levels of achievement by mastering prescribed learning outcomes. Learning programmes should thus facilitate progression from one phase or learning outcome to another and from any starting point in the education and training system. Prior knowledge (acquired informally or by work experience, would also have to be assessed and credited. National qualifications would be awarded, at each of the levels of the National Qualifications Framework (NQF) [see the attached definitions] provided that candidates have accumulated certain combinations of credits and have abided by probable rules of combinations required for such qualifications.

- 4.2 Eight learning areas were identified to form the basis of all education up to the Further Education and Training Certificate:


Nr.	Learning Area
1	Language, Literacy and Communication
2	Mathematical Literacy, Mathematics and Mathematical Science
3	Human and Social Sciences
4	Natural Sciences
5	Technology
6	Arts and Culture
7	Economic and Management Sciences
8	Life Orientation

- 4.3 As is clear from the definitions, there will be four phases, with Adult Basic Education and Training (ABET) linked to the first three. The history of school education had the effect that the majority of the adult population for black communities, were provided with inadequate education or no schooling. Thus ABET is viewed as a force for social participation and economic development and has been brought into the mainstream of the education and training system. The underlying principles are that ABET should provide a general basic education, promote critical thinking and empower individuals to participate in all aspects of society, and promote active learning methods, and, ABET should lead to nationally recognized certificates based on clear national standards assessed as learning outcomes.
- 4.4 Once the foundation phase is addressed the other phases can follow suit. In this regard the discussion in item 3.3 (d) refers. Note should also be taken that in addressing professionalisation within the local government sector there may be a need to develop vocational qualifications.

Personal Development Plan of: Mbongeleni Mathews Ndlovu  
Appendix B

Compiled on (Date): 01 July 2015

1. Skills / Performance Gap (in order of priority)	2. Outcomes Expected (measurable indicators: quantity, quality and time frames)	3. Suggested training and / or development activity	4. Suggested mode of delivery	5. Suggested Time Frames	6. Work opportunity created to practice skill / development area	7. Support Person
Limited understanding of the housing policy, management and development.	Better understanding of the housing policy and implementation.	Housing Policy development and management	Wits Business school	30 June 2016	To maximize potential in facilitation of housing provision	none


Employee's signature :	Municipal Manager:	
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**DEFINITIONS:**

**"Higher, Further and General Education and Training" refers to:**

Higher, Further and General Education and Training” refers to:			
National Qualification Framework level	Levels	TYPES OF QUALIFICATIONS AND CERTIFICATES	
8	HIGHER EDUCATION AND TRAINING	Doctorates	
7		Further Research Degrees	
6		Higher Degrees	
5		Professional Qualifications	
		First Degrees	
		Higher Diplomas	
		Diplomas	
		Occupational Certificates	
FURTHER EDUCATION AND TRAINING CERTIFICATES			
4	FURTHER EDUCATION AND TRAINING	School/College/Training Certificate	
3		Mix of units from all	
2		School/College/Training Certificate	
		Mix of units from all	
		School/College/Training Certificate	
		Mix of units from all	
GENERAL EDUCATION AND TRAINING CERTIFICATES			
1	GENERAL EDUCATION AND TRAINING	Senior Phase	ABET level 4
		Intermediate Phase	ABET level 3
		Foundation Phase	ABET level 2
			ABET level 1

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