Education is the most powerful weapon which you can use to change the world (Nelson Mandela)
Education for unsuccessful school leavers in South Africa –
a proposal to prevent exclusion of the majority of South Africa’s learners from Further Education and Training

By: Kobus Klinck (PhD)
OUTLINE OF PRESENTATION

- SITUATION ANALYSIS
- SITUATION OF UNSUCCESSFUL SCHOOL LEAVERS
- A PROPOSED SOLUTION: “RECONSTRUCTIVE” (SECOND CHANCE) EDUCATION

“Reconstructive” refers to rebuilding the education foundation of learners
EDUCATIONAL SITUATION

- LACK OF ALTERNATIVES AND OPTIONS:
  - $\pm 60\%$ of learners do not complete their education
  - South Africa’s education does not make provision for the needs of learners who cannot cope in mainstream education
  - South Africa does not provide alternative education for learners who drop out of school

- LACK OF PERFORMANCE:
  - Poor proficiency of learners in literacy and numeracy
  - South Africa’s education is ranked 133rd out of 142 countries
  - In maths and science South Africa is ranked 138th
  - Statistics reveal the reality of South Africa’s school success in Graphs 1, 2

Second chance education for unsuccessful learners can improve their situation.

Improvement of education in fundamental aspects is required to reduce school dropout.

Department of Basic Education, 2012; Department of Basic Education, 2011; Department of Education, 2010; Parliamentary Monitoring Group, 2010
*Rethinking education to improve South Africa’s school completion rate and competitiveness in the global economy, should be seriously considered*

IT IS NOT THE LEARNERS, IT IS THE SYSTEM WHY WE SEE THESE HIGH DROP-OUT RATES

- WHAT WE THINK THE PROBLEM IS:
  - Low quality education is blamed for the poor fundamental skills of learners
  - Lenient grade progression is blamed for the ineptness of learners in following higher grades

- WHAT THE PROBLEM ACTUALLY IS:
  - A mismatch between the educational needs of learners and the education offered

South Africa urgently needs “reconstructive” (second chance) education and reconstruction of FET school education
WHAT SHOULD BE DONE

- Improve the fundamentals required for effective learning
- Develop the ability of learners to learn effectively
- Adopt a suitable fundamental learning theory for teaching and learning – how learners learn
- Select an approach that circumnavigates learners’ aversion of learning
- Make provision for learner differences

Establish reconstructive education for the learners concerned
FUNDAMENTAL LEARNING THEORY

- Constructivist learning theory provides the fundamentals to explain the psychological processes of learning

- Learning is a range of psychological processes – the foundation for teaching and learning

- Learners actively construct their own subjective mental representation of reality

- Mental representations are subjectively assembled from new information and previously constructed concepts and links

- Construction of the best mental representation of reality is through intersubjectivity – human interaction

- Humans have limited information-processing capacity – short term memory capacity
INTERDISCIPLINARY PRACTICUM-BASED EDUCATION

- The practicum initiates the quest for information
- Subjects are mere sources of information
- Information are gathered from suitable sources based on a structured framework/guideline
  What the learners can do with the acquired knowledge is fundamental to assessment and progress (Spady, 1984:2, 49)
- The motor activities of a task require procedural and declarative knowledge
- Involve all available cognitive features in motor operations
- Competence is the ultimate goal of education — application of integrated declarative and procedural knowledge
PROVISION FOR LEARNER DIFFERENCES

- Key to this view is involving the lower performing learners without neglecting the higher performing group.

- Bloom’s revised taxonomy of learning, adapted for this form of education.

- Learners differ in terms of mental capacity, physical attributes, abilities and a range of aptitudes.

- Learner development is based on application of integrated declarative and procedural knowledge.

- Extending knowledge beyond the confines of practica.

- Learner competences are judged on the level of application of integrated declarative and procedural knowledge (Bloom).
FEATURES OF THE DIFFERENTIATED QUALIFICATIONS

- Introduction in vocational education
  Learners are exposed to vocational education
  The basics of their chosen fields of study are introduced

- Lower level skills occupations
  Achievement of the minimum level of application of integrated declarative and procedural knowledge for these occupations

- Bridging into learnerships, apprenticeships and NC(V)
  Achievement of the minimum level of perceptual-motor and cognitive development required for enrollment in further education

- Micro-entrepreneurships
  Demonstration of the capacity and structuring a micro-entrepreneurship in the final year – establish a successful entrepreneurship under supervision of the college (Klink, 2012:249 – 306)
## Structure of Proposed Education

### Mainstream Education
- General Education and Training
- Further Education and Training
- Higher Education

### Proposed Education
- Reconstructive Education (at lower end of FET)

### Articulation

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<tr>
<th>Level</th>
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<td>Reconstruction Level 1</td>
<td>FET - Accomplishment of LAC 5/6</td>
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<td>FET: NC(V) - LAC 5/6</td>
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<td>Learnerships - LAC 4/5/6</td>
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<td>Lower Level Skills - LAC 2 or Higher</td>
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<tr>
<td>Reconstruction Level 2</td>
<td>FET: NC(V) - LAC 4/5/6</td>
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<td>Lower Level Skills - LAC 2 or Higher</td>
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<td>Reconstruction Level 3</td>
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LAC = Level Assessment Criteria
South Africa owes school dropouts a second chance in education!