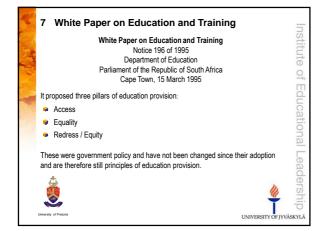
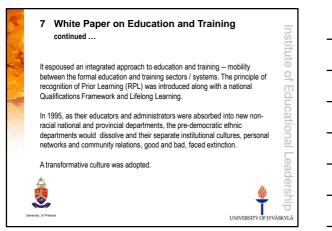


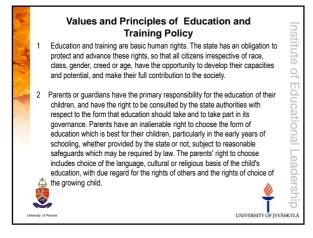
Prof J Beckmann

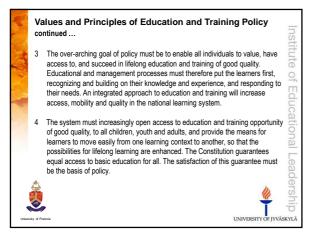
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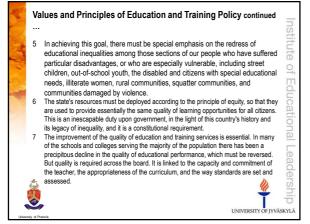
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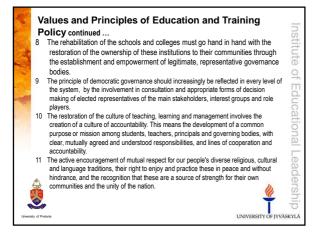


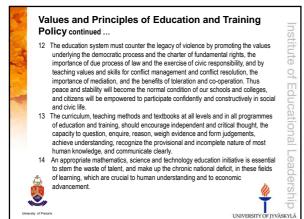




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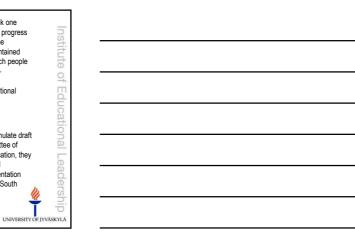
National Qualifications Framework

- 1 National reconstruction and development demands that the knowledge and skills base of the working and unemployed population are massively upgraded, and that young people still at school have better opportunities to continue their education and training.
- 2 Our human resource development programme must therefore expand the ways in which people are able to acquire learning and qualifications of high quality. New, flexible and appropriate curricula are needed that cut across traditional divisions of skills and knowledge, with standards defined in terms of learning outcomes and appropriate assessment practices, in order to provide a more meaningful learning experience, and prepare them more effectively for life's opportunities.



3 An integrated approach to education and training will link one level of learning to another and enable successful learners to progress to higher levels without restriction from any starting point in the education and training system. Quality assurance will be maintained by duly registered accrediting bodies. Learning and skills which people have acquired through experience and on-site training or selfeducation could be formally assessed and credited towards certificates, in order to enable them to qualify for entry to additional

An extensive new structure of curriculum committees will formulate draft norms and standards for consideration by HEDCOM (Committee of Heads of Education). When approved by the Minister of Education, they will be announced as national policy. Once the NQF (National Qualifications Framework) has been developed and implementation commences, this process will have to link up with the SAQA (South IYVÄSKYL



Education Support Services (ESS)

African Qualifications Authority) procedures.

education or training.

It cannot be said that Education Support Services have been comprehensive enough in any part of the former education and training system, but in general, the better resourced a department had been in the past, the more support services have been available to learners, and the greater the ease of access to that support. Where the need has been greatest the service has been poorest. Low levels of funding for Black education have relegated ESS and LSEN services to the periphery, with the result that ESS and LSEN provision for African learners is meager in the extreme, whether through mainstream or specialized facilities.

Provision of these services is a matter for provincial departments. The Ministry of Education's interest in ESS lies in the necessity to take a national overview, through careful research and consultation, of the condition of these services, to consider the scope for national norms and standards, and minimum national standards of service, and to give direction on policy.



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