

---

# **POLICY ON ADULT BASIC EDUCATION AND TRAINING (ABET)**

Date issued:	28 September 2005
Date reviewed:	28 October 2005
Date approved by EMC/ Senate:	6 March 2006
Date approved by Council:	19 September 2006

**This policy and its rules, guidelines and procedures shall replace all previous policy and/or circulars on ABET.**

## **1. POLICY ON ABET**

It is the policy of Tshwane University of Technology (TUT) – to introduce and use adult basic education and training (ABET) as a training input at TUT that forms part of an integrated career management process, with a view to empowering and developing individuals and ensuring a better qualified, more productive and developed workforce.

## **2. DEFINITIONS**

In this document, unless otherwise indicated –

“**ABET**” means adult basic education and training;

“**CCPD**” means the Centre for Continuing Professional Development;

“**DoE**” means the Department of Education;

“**FET**” means further education and training;

“**GET**” means general education and training;

“**HET**” means higher education and training;

“**NETS**” means the National Education and Training Strategy;

“**NQF**” means the National Qualifications Framework;

“**NTB**” means the National Training Board;

"TUT" means the Tshwane University of Technology, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended; and

"University" means the Tshwane University of Technology, as duly constituted in terms of the provisions of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

### 3. RULES

3.1 ABET is a fundamental human right and should form the basis of lifelong learning.

3.2 Access to ABET should be ensured for all.

3.3 Individuals should be allowed voluntary participation.

3.4 ABET should allow for employment creation initiatives and career pathing.

3.5 ABET should be based on specific outcomes and not purely be window dressing.

3.6 ABET should enable individuals –

- To develop their full potential
- To participate actively in society, as a whole
- To develop communication skills in one or two languages
- To develop skills in mathematics
- To develop a critical understanding of the context in which they live, work and interact with others
- To develop a critical understanding of their society
- To develop technical and practical skills, knowledge and understanding
- To achieve recognition for the skills, knowledge, understanding and abilities that they have gained in life and in their work experience

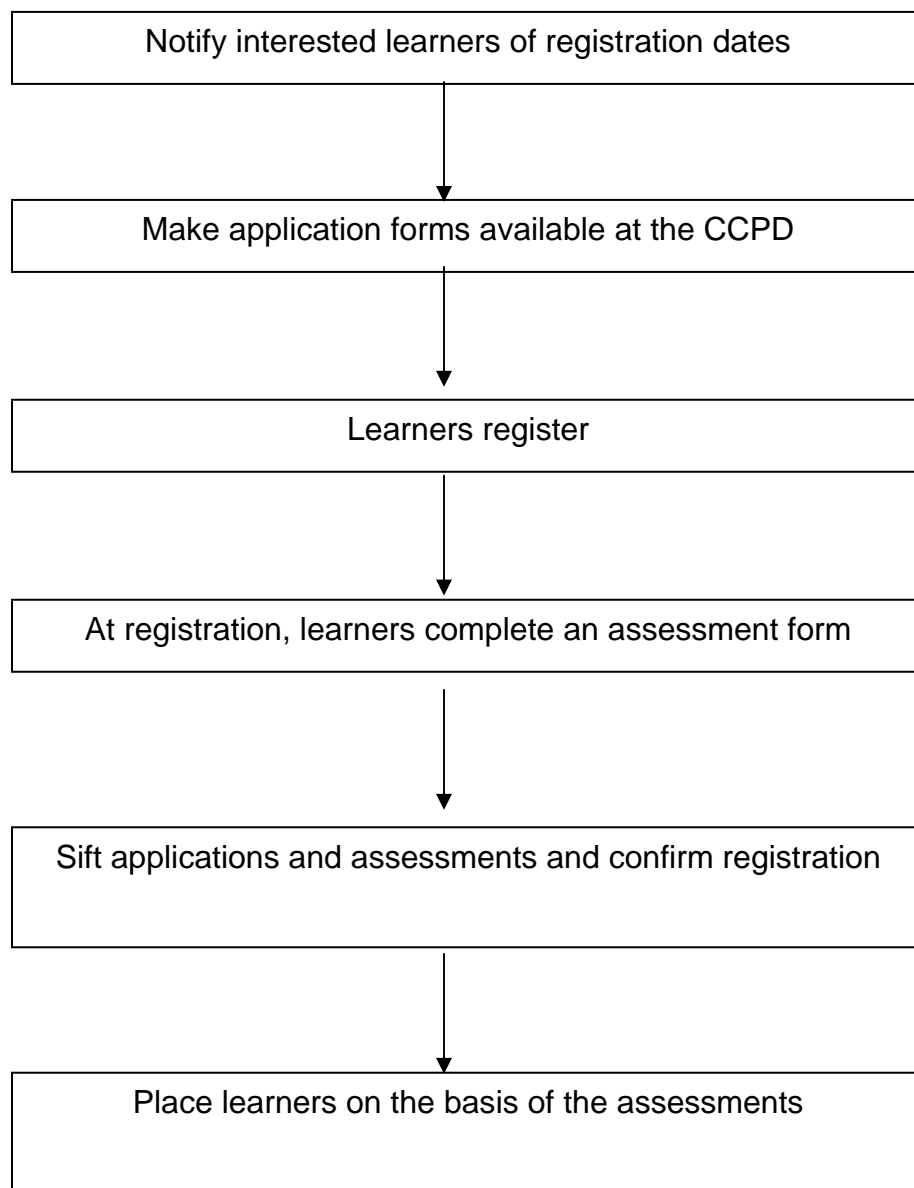
3.7 ABET should lead to nationally recognised certificates based on clear national standards assessed as learning outcomes.

3.8 The delivery of ABET should be in accordance with the guidelines of the National Education and Training Strategy (NETS), and specifically the NQF (Levels 1 - 3). These include proficiency in English (reading, writing, speaking and listening), as well as numeric skills (maths) and integrated life skills.

3.9 The approach should be functional and based on the size of the target group and the availability of resources.

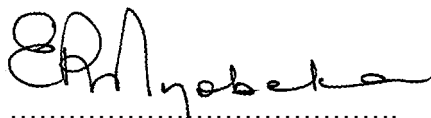
- 3.10 Up to Level 3, ABET should, as far as possible, be offered during working hours and be funded, in total, by TUT. ABET learners should attend classes between 15:00 and 16:30, from Mondays to Thursdays. This means that the University should contribute one hour and the student half an hour of his or her time.
- 3.11 TUT shall fund further training and development (ABET Level 4 and onwards), subject to the availability of resources (e.g. night schools or distant learning). **ABET shall be funded, on condition that the learners achieve all the set outcomes at their particular level. If they fail, learners shall pay back the money TUT had invested in them in respect of ABET.**
- 3.12 ABET shall not automatically entitle staff to larger salaries or promotion, but shall mainly be an empowerment strategy to enable staff to acquire skills and qualifications for the sake of advancing their careers.
- 3.13 ABET at TUT shall be a partnership: TUT shall provide education, training and development opportunities, and the adult learner should comply with the performance expectations of TUT.
- 3.14 ABET shall form an integral part of career management.
- 3.15 Each ABET level should prepare individuals and give them access to voluntary evaluation/assessment.
- 3.16 As an outcome of ABET, a pool of talent should be established (especially for internal recruitment).
- 3.17 Training should focus on the following:
- Relevancy
  - Non-racialism
  - Legitimacy
  - Transparency
  - Participativeness
  - Consultativeness
  - Flexibility
  - Non-sexism
  - Accountability
  - Adaptability
  - Cost-effectiveness
  - Integration (approach)

#### **4. PROCEDURE**

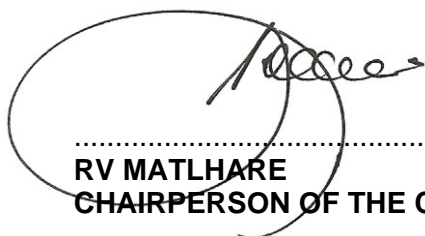


#### **5. DOCUMENTS**

See Annexure A  
Policy on Staff Development



.....  
**EM TYOBEKA (PROF)**  
**CHAIRPERSON OF THE EMC AND THE SENATE**



.....  
**RV MATLHARE**  
**CHAIRPERSON OF THE COUNCIL**