

Further Education and Training (FET) - Competency Based
Learning (CBL) - Community of Learning and Action (COLA)

COLA 3

Outline

- TACATI Project
- COLA
- COLA 3 - Objectives
- COLA 3 - Activities
- COLA 3 - Outcomes
- COLA 3 - Implementation (Way Forward)

TACATI Project

TACATI

- Transformation of Agricultural Colleges into Agricultural Training Institutes

Specific Objective 2

- ATI strengthened in its capacity to regular review, develop, and offer gender sensitive qualifications in response to labour market demands

COLA – What is it?

- A **COLA** is a **Community of Learning and Action** and exists of participants from Colleges, a representative from DAFF and, incidentally, supporting consultants coming from Consortium partners or from the SA stakeholder network.
- A **COLA** takes responsibility to initiate a movement of change and knowledge creation and to produce innovative, useful and tangible deliverables that support the process of transition that the Colleges face. As such, COLAs are the motor of success of the TACATI project.

COLA - How does it start?

- A **COLA** starts with an initiative of one of the Colleges.
- The reason can be that a College with proven good practice and experience on a certain topic, relevant to the transition process, offers to share this with other Colleges.
- Another reason can be that a College identifies a special need in the framework of the envisaged transformation process and chooses to develop new knowledge, competencies and/or experiences in close co-operation with other Colleges, who appear to have the same need.
- Once a **COLA** is made up, all participants are committed to actively contribute to its defined outcome(s). They are supposed to co-operate on the basis of agreed procedures. Only on that basis, support from the project can be claimed.

COLA - "Life-cycle"

- A **COLA** will usually have a life cycle of one year. During this year, 5 – 6 regular meetings will take place.
- In between, contacts between the participants will be realized with the use of virtual media (mail, facebook, Blackboard or similar means of communication)

COLA 3 - Objectives

Specific objective 1

- FET - staff at the ATI are trained in CBL-based curriculum and programme development

Specific objective 2

- The NQF 1-5 programmes offered by the FET - department of the ATI, are redesigned, based on CBL-principles and articulated to HE

Specific objective 3

- All courses offered by FET - Department of the ATI are implemented according to CBL-principles

COLA 3 - Activities

- **Session 1** - *June 2013 - Inception of COLA 3*
- **Session 2** - *Developing a Competency Profile*
- **Session 3** - *Integrated Competency Assessment*
- **Session 4** - *Curriculum Development*
- **Session 5** - *Developing Training Guides and gender sensitive curriculum development*
- **Session 6** - *Consolidation*
- **Session 7** - *Implementation methods going forward*
- **Communication** - *Whatsapp, Email, Google Drive, Google Forms and Blogspot have been used for communication at various stages since 2013*

COLA 3 - Outcomes

- Impact of this approach to training, on the learner is realised
- Follow up on training seeing the impact and adoption in the real-life situation
- Developing a learning area from inclusive baseline wherein all environmental aspects were taking into account to shape the learning direction
- Ability to integrate unit standards with the learners "actual" (real-life/field) requirements
- Being able to relate/create summative assessments in-line with the needs of the learners
- Understand implications of impact of CBL principals and aligning it developing farmers (trend toward what's applicable in the workplace environment)
- Developing learning material
- Learn from peers and forming links
- As a facilitator the shift in roles

COLA 3 - Implementation

Co-ordination of Training (use on training service providers):

- Sessions with service providers to align training needs
- If institutions had greater capacity for learner material development it would fast track development in line with CBL
- Flexibility of learning material

Own Training:

- (captured in outcomes)

COLA 3 - Implementation

Managers/Supervisors:

- Managers need to make it applicable for staff to understand the impact and implications of the change
- Implications understood through testing and alignment, adjusting timeframes to test implementation effectively (being sensitive to the requirements for the trainer to be move towards being more effective in a training environment)
- Joint institutional sessions for developing manuals, co-ordinated workshops can be organised for implementation
- Understanding the needs of the farmer and answering the needs of the farmer shaping them appropriately and conducting post training impact assessment
- The linkages between different aspects of training allows it to be flexible and applicable across all aspects, this should be taken advantage of to diversify offering

COLA 3 - Implementation

Constraints:

- Limited support in operating environment e.g. systems in place do not allow for efficient allocation of resources to support training, approved budget, spending approvals, are a tedious process limiting training
- Limited infrastructural and financial resources
- Challenge in terms allocation and utilisation of resources within the institution
- Financial, workplace and management support at ATI's (FET) is deficient, in that support is not proportional to the scope of responsibility and requirements for effective implementation of training and support of trainers
- Staffing