



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Open Learning in South African Post-School Education & Training

An Overview

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EMBRACING THE POST-2015 EDUCATION AND TRAINING AGENDA

1. Recognising new horizons (new opportunities in South Africa, Africa, globally)
2. Aspiring for sustainable development
3. Tackling vulnerability, inequality, exclusion
4. Economic growth guided by peace, inclusion and social justice

One of the obligations of the DHET is to increase access to education and training opportunities **for all** – including young people who are not in education, training or employment (NEET), and those who experience barriers to learning

POST-SCHOOL EDUCATION AND TRAINING CONTEXT

- A long succession of policies and concept documents mandating the introduction of open learning
- The strategic intent laid out in the 2014 *White Paper on Post-School Education and Training* to transform PSET, building a **transformed, expanded, effective, integrated PSET system**
- The commitment of the DHET to implement open learning principles and approaches across the PSET system in a structured and systematic way
- Mounting pressure to expand access to more cost-effective and flexible education and training opportunities
- The increasing, but far from equal, penetration and affordability of ICT across South Africa

INTERNATIONAL CONTEXTUAL DRIVERS OF OPEN LEARNING IN SOUTH AFRICA

- Open Learning emerged high in strategic and operational priorities of international/Regional Economic Communities such as UNESCO, ILO, OECD, COL, ADEA, SADC and the AU
- European Commission: 'Rethinking Education: Investing in skills for better socio-economic outcomes'
- OECD: Skills as the global currency of the 21st century. Systemic and comprehensive approach towards meeting the skills needs of increasing unpredictable labour markets
- SDG 4: Achieving inclusive and equitable quality education for all
- UN Conventions on the Rights of the Child (1989) and on the Rights of Persons with Disabilities (2009): the right to alternative means of education, to remove barriers to learning

INTERNATIONAL CONTEXTUAL DRIVERS OF OPEN LEARNING IN SOUTH AFRICA

- Commonwealth Education Ministers: Promotion and development of distance education and open learning. Nations to improve access to quality education and training through open learning approaches and distance education methodologies
- UNESCO's 2002 Forum on Open Courseware conceptualised Open Educational Resources (OER)
- UNESCO-COL Paris Declaration (2012) on OER
- 2nd World Congress on OER (2017) – Adopted the Ljubljana OER Action Plan 2017 – commitment to mainstream open-licensed resources, to build Knowledge Societies, and achieve the 2030 SDG 4 on “quality and lifelong education”

WHAT IS OPEN LEARNING?

“Open learning is an approach which combines the **principles** of **learner centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.**”

- Department of Education (1995) White Paper on Education and Training
- Department of Higher Education and Training (2014) White Paper for Post-School Education and Training

OPEN LEARNING IS THUS... (SCOPE)

- a **principle-based** approach, not just an add-on
- an **ideal or goal to be striven for within institutions and outside face-to-face environment** - rather than an absolute, all-or-nothing imperative – institutions, learning programmes and courses cannot be fully ‘open’
- **not a synonym** for either distance education, technology-enhanced learning, e-learning, blended learning or online learning
- **not a cure-all** for the many challenges in PSET; rather, the DHET is committed to encouraging and working with providers and institutions to adopt an open learning approach, and to supporting PSET institutions to introduce open learning practices as a practical way of widening access to affordable, quality learning opportunities

“Iron Triangle” of Open and Distance Learning

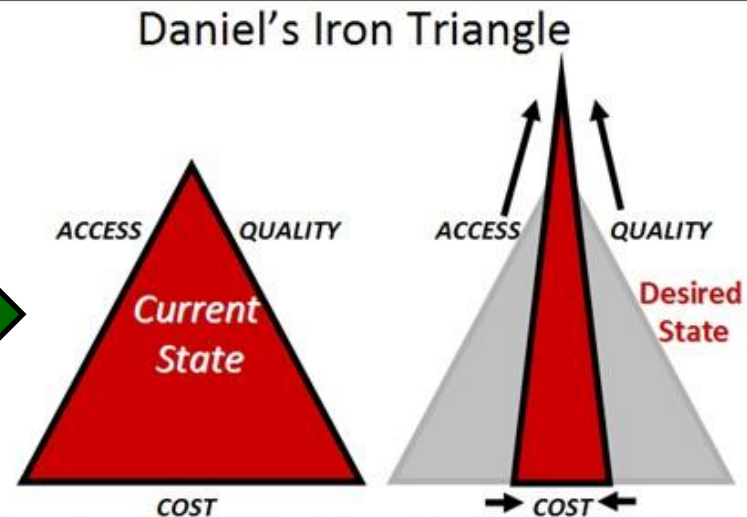
Current Face-to-Face learning

When you increase access and/or quality, it increases the cost

The Central Challenge:

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

Only through
Open and
Distance
Learning



Source: http://www.col.org/SiteCollectionDocuments/Daniel_0411AAOUSHanghai.pdf

South Africa can't afford to build more institutions to address the increasing need for access to PSET opportunities

ALTERNATIVE IS TO INVEST IN OPEN LEARNING

PSET SYSTEM: SIZE AND SHAPE

26 Universities: 969 154

50 TVET Colleges: 709 535

CET Colleges:
275 268

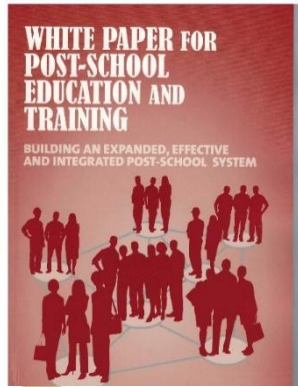
Sector Education and Training
Authorities (beneficiaries): 380 053

National Skills Fund
(beneficiaries): 67 210

NDP Targets:
Universities: 1.62 m
TVET colleges: 1.25 m
CET colleges: 1 m

PSET System to cater for +/- 18 million citizens

LEGISLATIVE AND POLICY CONTEXT



Copyright Amendment Bill, (Notice No. 646, No. 39028 of 27 July 2015)

NQF Act (No. 67 of 2008)
Higher Education Act (No. 101 of 1997)
Skills Development Act (No. 97 of 1998)
CET Act (No. 16 of 2006)
Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System (2014)
National Policy on Community Education and Training Colleges
RPKL Policy & Guidelines (2016)
Articulation Policy (2017), etc. etc.

Concept Note/
Position Papers:

Open Learning
(2013)

Online
Programmes
(2016)

Open
Learning
Policy
Framework
(2017)

Implementation:

Universities and Colleges – Leadership in implementation of Open Learning

National Open Learning System (NOLS)

Occupational Qualifications

NASCA

Scarce Subjects

TVET College Lecturer Development

THE NEXT PRESENTATIONS WILL DEAL WITH:

1. Open learning Policy framework for the PSET
2. The DHET's commitment to build a National Open Learning System (NOLS)



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*“We need to bring learning to people
instead of people to learning.”*

Elliot Masie



Enkosi
Ngiyabonga
Amesege'nallo'
Zikomo Kwambiri
Siyabonga kakulu
Thank You
Asante sana
Ndatenda
Murakoze
N'itumezi
Masvita
Kea leboha
Zikomo