

# Increasing Access to TVET through Open and Distance Education

THE FALSE BAY TVET COLLEGE EXPERIENCE

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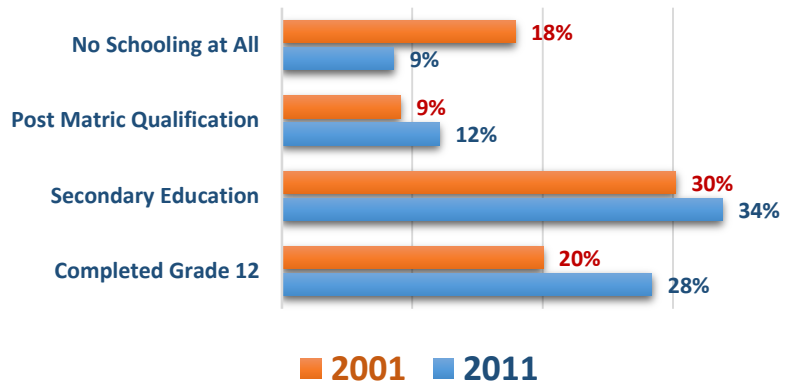
Deputy Principal Education & Training



# CONTEXT

## National Context

Results of Population Census 2001 and 2011  
Level of Education



**Problem statement:**  
**Growing unskilled adult population;**  
**Skills shortages in specific sectors.**

## National Legislative Context

Mandate of DHET is to develop a skilled and capable workforce that can contribute to an inclusive growth path for the country.

## Local Context

South Peninsula, Mitchell's Plain and Khayelitsha  
Population in excess of 1 million people =

- 40% of populations consists of young adults 19 - 34 years;
- 70% of the population has qualifications below matric;



**Problem statement:**

A large number of students are unable to access full time educational programmes that are delivered in a face to face mode, due to infrastructure, financial and human resource limitations.

**TVET Colleges have to consider alternative modes of delivery such as open and distance education to meet the challenge of increasing enrolments.**

# FBC Method to address these challenges

**Adopting alternative and flexible approaches to teaching and modes of delivery.**

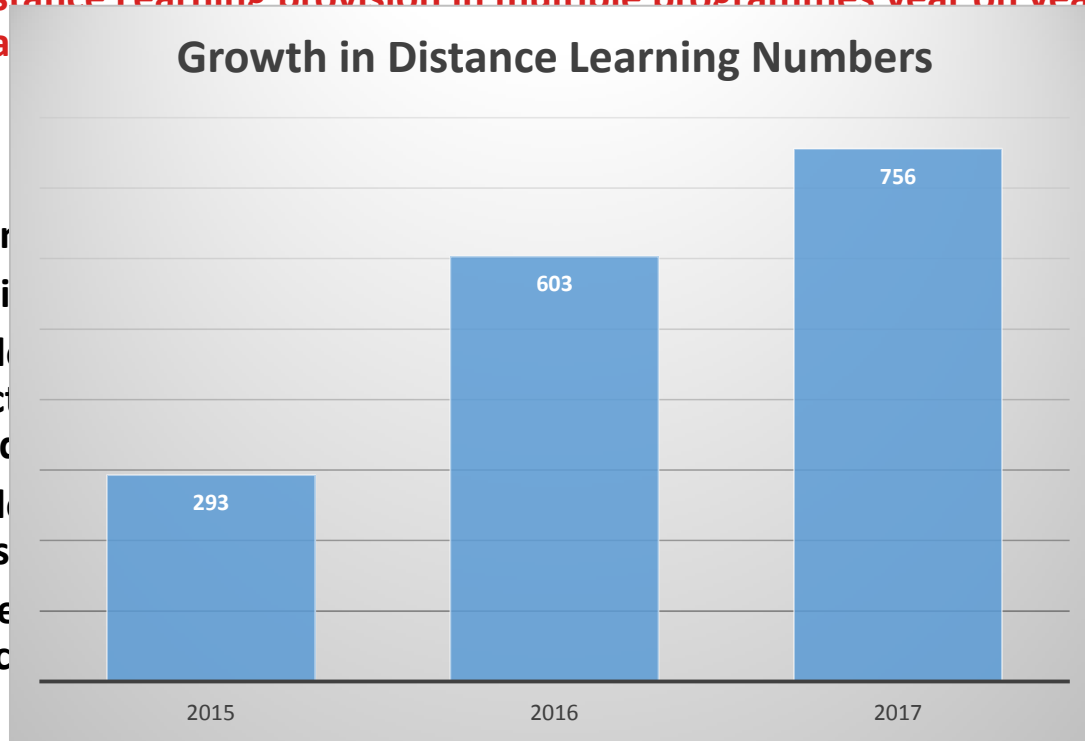


# Locating Distance Learning within FBC organisational strategy

- One of the key strategic objectives of FBC is to *“increase the number of skilled youth by expanding access to education and training for youth.”*
- To fulfil this objective, the Distance Learning campus was established in 2014 and started delivery of programmes 2015.

## Vision of Distance Learning

*“To grow Distance Learning provision in multiple programmes year on year and to open access to learners of all ages and backgrounds, including those with special needs, to provide a flexible, engaging and accessible learning experience for all.”*



- Organisation
  - ✓ Provision of a range of courses
  - ✓ Provide a range of subject areas aligned to the curriculum
  - ✓ Provide a range of courses to meet the needs of learners
  - ✓ Engage with the community and industry to provide practical learning opportunities

);  
engaging with  
curriculum  
implementing  
learning

# FBC DISTANCE LEARNING delivery system

- **The following SUPPORTS the delivery of Distance Learning at False Bay College:**
  - **Distance Learning Policy and Procedures which include:**
    - ✓ **The allocation of qualified human resources – E-developers, Academic coordinators and administrative staff for support;**
    - ✓ **Budgetary Allocation – for staffing and facilities;**
    - ✓ **Facilities management – administrative campus and necessary assessment facilities and resources;**
  - **Stable, sophisticated and managed Learning Management System (My FBC)**
  - **Assessment policies, assessment management and security;**
  - **Academic Student Support which includes:**
    - ✓ **Content development – online course development and ongoing development of learning support materials and provision of effective resources for students;**
    - ✓ **Working with academic staff and developing staff to capacitate them in the delivery and support of Distance Learners - tutors, mentors and advisors;**
  - **Developing and growing networks and partnerships within the Distance Learning space – other colleges and tertiary institutions offering Distance Learning, including private providers;**
  - **Effective and efficient collaboration with the ICT department and new educational technologies;**
  - **Continual and consistent HIGH LEVEL quality assurance of Distance Learning programmes, materials and assessments;**

# Challenges experienced by FBC in Distance Learning

- **Restrictive legislation around DHET examination policy – there needs to be clear Distance Learning policy from DHET with assessment guidelines that support the Distance Learning MODE of delivery;**
- **How not to let the technology interfere with the quality of education – an annual review of the technologies employed, their effectiveness with regards to cost and efficiency as well as the students review of that technology;**
- **Staffing – how to decide what is sufficient staff like academics, tutors, administrative and assessment experts;**
- **Capacity building – a programme of continuous renewal is required in order to develop Distance Learning capacities of academic and support staff, to promote convergence with institutional strategy, purpose and identity, and provide courses for on-going employee development in line with the college teaching and learning strategies, practices and outputs.**

## We also grapple with other issues such as:

- **How do we assess the effectiveness of online learning?**
- **How do we accommodate different learning styles and age ranges?**
- **What intellectual properties/copyright issues must be addressed?**
- **How do we effectively market distance education?**

The world of education has changed and we need to be able to keep up with the current and growing demands.

“Curriculum tells you what to teach, but doesn’t tell you HOW you have to, make the shift to the 21st century learning environment.”

Stacy Behmer

THANK YOU





higher education  
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Department:  
Higher Education  
REPUBLIC OF SOUTH AFRICA

MONYAMANE MJ

# Open learning for redress, equity and inclusiveness in the South African TVET system

DHET TVET-IMBIZO 2017

2<sup>ND</sup> OCTOBER 2017



# CAPACITY AT INSTITUTION OF LEARNING

- In a landmark case between the MEC for Department, Gauteng Province, and Others v Governing Body, Rivonia Primary School and Others 2013 (6) SA 582 (CC).
- In this case, a child was denied admission to school at Rivonia Primary School on the ground that the school was full to capacity in terms of its admission policy.
- The Constitution Court held that the governing body's powers must be understood within the broader constitutional scheme of making education progressively available and accessible to everyone, *taking into consideration what is fair and practicable and enhances historical redress.*
- The head of Gauteng department of education instructed the principal to accept the child nevertheless.

## Section 29 of the Constitution of Republic of SA, 1996.

- Capacity at in all spheres of learning institution be it in schools, TVET colleges or universities still remain a major problem for those who want to enroll with such institutions.
- The lack of access schooling contravenes our Constitution. The right to access to education is undisputed fundamental, basic human right.
- This right is enshrined in our country's constitution, section 29 of the Constitution of Republic of South Africa, 1996.
- Apart from our constitutional pronouncement on the right to education for every citizen of the Republic our society has also legitimate expectation that every child has a right to access education be in school or at institutions of higher learning.

## 2016 Statistic South Africa Data

- According to Statistic South Africa total attendance in post-schooling institutions per 100 000 population reached 3 726 in 2016 attendance increases have been driven by increases in population, and increases in enrolment rates for African population groups.
- In the 20 years since 1996, attendance in post-schooling institutions per 100 000 population grew by close to 445% or at a rate of 22.3% annually.

# The Objective of this Study

- Hence this paper seeks to find other means and ways that can allow prospective teachers or current teachers to study at home and online learning seems to be the only solution to this problem.
- Tracing our steps back to the basics therefore, we recollect that the emergence of open and distance learning was motivated by inability of numerous qualified candidates to access tertiary education in regular or formal tertiary education institutions due to the availability of space and the problem of them having to choose between their full time work and study.
- *The search for educational opportunities by those candidates locked out of formal education institutions was eventually met with a positive response within the non-formal education environment. Learning 'using' technologies has become a global phenomenon.*
- The Internet is often seen as a value-neutral tool that potentially allows individuals to overcome the constraints of traditional elitist spaces and gain unhindered access to learning. *It is widely suggested that online technologies can help address issues of educational equity and social exclusion, and open up democratic and accessible educational opportunities.*

# What is eLearning?

- eLearning is Web based learning; it is often called online learning because it includes online course content. eLearning can be self-paced or live. eLearning has discussion forums via email, videoconferencing, and live lectures (video streaming) through the web.
- The eLearning is the asynchronous or self-paced type utilising virtual classes. It is the anytime, anywhere model.
- Since the spread of the industrial revolution and the end of WW II, there has been a widening gap in socio-economic systems, living standards, and educational opportunities between developing and developed countries and South Africa resemble all the above.
- However this challenges can be gradually be over come by the introducing new ways and means of learning and the usage of technology will assist our government to over come this challenges.
- The cost of using such model of education is less than the existing mode of learning delivery to the advantage of developing state such as South Africa.

# The advantages of online learning OR Open Learning

- Today's learners need to learn anywhere, anytime not just because they are techy savvy but also because the educational system has changed dramatically since the 1950's. Today's learners prefer to learn in bit sizes, whenever, wherever
- With Open learning there are no barriers whatsoever; no qualification requirements, no time restrictions, no venues, no fee barriers.
- It is open for one and all hence the development of Open Educational Resources has now gained momentum and MOCCs have gone viral there are no barriers whatsoever; no qualification requirements, no time restrictions, no venues, no fee barriers.
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# Some of the goals of Online/Open Learning

- Goal #1: Train all working students enabling them to learn even during lunch breaks. Thus making workplace training and work-integrated learning (WIL) a central part of our training system.  
***Learn while you earn, anywhere, anytime***
- Goal #2: To assist students that cannot attend college/university full time with an affordable alternative
- Goal #3: To implement a market based cost effective system with inherent technological advantages.
- Goal #4: To render education accessible to all South Africans
- Implementing eLearning is expanding access, improving quality and increasing diversity of the courses students can study via distance learning.
- Adopting this form of Technology Enabled Learning will result in students everywhere benefiting from a central host.

***Thank You***