

BUSINESS PLAN

**Programme Name**

**TEACHING AND LEARNING DEVELOPMENT SECTOR SUPPORT PROGRAMME**

**Date: 1** September 2015

**Authors: DHET**

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# ABBREVIATIONS AND ACRONYMS

|  |  |
| --- | --- |
| ACET | Adult and Community Education and Training |
| B Ed | Bachelor of Education |
| CET | Community Education and Training |
| CFO | Chief Financial Officer |
| DDG | Deputy Director General |
| DG | Director General |
| DHET | Department of Higher Education and Training |
| ECD | Early Childhood Development |
| EU  | European Union |
| FY  | Financial Year |
| GBS | General Budget Support |
| GCIS | Government Communication Information System |
| HRD | Human Resource Development |
| ICT | Information and Communication Technology |
| ITE | Initial Teacher Education |
| KPI | Key Performance Indicator |
| MC | Monitoring Committee |
| MTSF | Medium Term Strategic Framework |
| ODL | Open Distance Learning |
| OER | Open Educational Resource |
| SA | South Africa |
| SITA | State Information Technology Agency |
| SO | Specific Objective |
| TIC | Technical Implementation Committee |
| TIMIS | TVET Infrastructure Management Information System |
| TLDCIP | Teaching and Learning Development Capacity Improvement Programme |
| TLDSRC | Teaching and Learning Development Sector Reform Contract |
| TVET | Technical and Vocational Education and Training |
| WIL  | Work Integrated Learning |

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# SUMMARY PROGRAMME DESCRIPTION

|  |  |
| --- | --- |
| Name Of Implementing Agency | Department of Higher Education and Training |
| Programme Name | Teaching and Learning Development Sector Support Programme |
| BAS Project Fund Code |

|  |  |
| --- | --- |
| **Sub-programme** | **Code** |
| Teaching and Learning Development Capacity Improvement Programme |  |
| Capacity Building of TVET College Lecturers through Open Learning |  |
| Infrastructure Audit for All TVET Colleges |  |
| TLDSSP Management Coordination |  |

 |
| Implementation Period of the Programme | 01 April 2015/16 to 31 March 2019/20 |
| CFO | Mr T W Tredoux |
| Contact Number | 012 312 5357 |
| E-Mail Address | tredoux.t@dhet.gov.za |
| Total Project Amount Awarded | R303 477 933.24 m(R15.17 to 1 Euro on 1 September 2015, so 20 million Euros equals R303 477 933.24 million)

|  |  |
| --- | --- |
| **Sub-Programme** | **Amount** |
| Teaching and Learning Development Capacity Improvement Programme | R200m |
| Capacity Building of TVET College Lecturers through Open Learning | R30m |
| Infrastructure Audit for All TVET Colleges | R30m |
| Programme management and coordination | R5m |
| Contingencies, possible adverse fluctuation in interest rate and less than expected tranche payments | R38.4m\* |
| TOTAL | R303.4m |

 |

\*This is a large amount set aside, and this is a result of widely fluctuating exchange rates, which for example have increased from 1€ = R13.58 on 26 June 2015 to 1€ = R15.17 on 1 September 2015.

**TEACHING AND LEARNING DEVELOPMENT SECTOR SUPPORT PROGRAMME**

**Overview**

The strategic objectives underpinning South Africa’s relationship with the European Union are described in the **South Africa – European Union Strategic Partnership Joint Action Plan of 2007**. The **South Africa Multiannual Indicative Programme 2014-2020** is structured within the context of this strategic partnership.

The 2014-2020 Multiannual Indicative Programme focuses on three sectors:

* Employment creation
* Education, training and innovation
* Building a capable and developmental state.

The **Teaching and Learning Development Sector Reform Contract (TLDSRC)**is conceptualised within the framework of the South Africa Multiannual Indicative Programme 2014-2020, as a response to specific developmental needs within the education, training an innovation sector. Within this sector, the multiannual indicative programme’s overall objective is to ‘assist the Government in transforming the education, training and innovation system so that it can contribute to improved economic performance of the country.’ Specific objectives linked to this general objective are the following:

SO1: Teaching and learning at pre-school and primary school improved,

SO2: Access to, and quality of Technical and Vocational Education and Training and Community Colleges improved,

SO3: Higher education institution capacity and graduate, post-graduate and research output improved,

SO4: Capacity for teacher education within higher education institutions strengthened, and

SO5: The functioning of a coherent and coordinated National System of Innovation improved.

Programmes, projects and activities that are implemented as part of the TLDSRC will contribute to SO1, SO2, SO3 and SO4.

In line with priorities identified in the Medium Term Strategic Framework 2015/16 – 2019/20, the White Paper on Post-School Education and Training (2013), and in the Department of Higher Education and Training’s (DHET) 2015/16-2019/20 five-year Strategic Plan, the TLDSRC focuses on strengthening the capacity of the post-school education and training system, specifically through a focus on strengthening teacher education and teaching in post-school education and training. Teacher capacity and the quality of teaching have been shown by research to be one of the most important contributors to improved learning outcomes in education systems. Well-founded infrastructure is another.

Twenty-six million Euros have been allocated for implementation of the TLDSRC, spread over three financing modalities:

* 20 million Euros for budget support which will be directly managed by the Department of Higher Education and Training. This component is hereafter referred to as the **Teaching and Learning Development Sector Support Programme (TLDSSP).**
* 6 million Euros for complementary support, of which 2 million Euros will be directed towards supporting Civil Society Organisation contribution to the programme, and 4 million Euros towards the procurement of technical assistance services. The **Complementary Support Component** will be managed by the European Union Delegation to South Africa.

Care has been taken to construct the budget support component and the complementary support component so that they are aligned and so able together to contribute maximally to the achievement of the multiannual indicative programme’s education, training and innovation sector specific objectives.

The **Business Plan for the Teaching and Learning Development Sector Support Programme** is presented in this document. The TLDSSP is a multi-year (5 year) programme, and annual milestones/targets for the programme have been set and are presented in **Annexure 1.**

There are three core sub-programmes contained within the TLDSSP, with 2 or more projects within each sub-programme. A further sub-programme will enable management coordination of the TLDSSP. The table below shows the components of the TLDSSP, the budget allocated to each sub-programme, as well as the budget that is set aside for contingencies, including adverse changes in the rand/euro interest rate, or lower than expected tranche payments as a result of challenges in achieving programme targets.

**Table 1:** Sub-programmes and projects within the TLDSSP

|  |  |  |
| --- | --- | --- |
| **Sub-programme** | **Budget allocation** | **Projects** |
| Teaching and Learning Development Capacity Improvement Programme (TLDCIP) | R200m | Strengthening university capacity for ECD educator development |
| Strengthening university capacity for primary teacher education |
| Strengthening university capacity for TVET and ACET lecturer education |
| Strengthening university capacity for inclusive and special needs teacher education |
| Strengthening teaching and research at universities |
| Capacity Building of TVET College Lecturers through Open Learning Programme | R30m | A national open learning system for TVET College Lecturer development |
| Collecting and publishing of case studies on the application of open learning in post schooling |
| Monitoring and Evaluation of Project Activities and Impact |
| Infrastructure Audit for All TVET Colleges Programme | R30m | Establishing the hardware and the software for the TIMIS |
| Establish department and institutional capacity to sustain the TIMIS and conduct a detailed assessment of infrastructure at all sites of learning of 50 TVET Colleges |
| TLDSSP Management Coordination | R5m | TLDSSP management and coordination |
| Contingencies, possible adverse fluctuation in interest rate and less than expected tranche payments | R38.4m\* | This is a large amount set aside, and this is a result of widely fluctuating exchange rates, which for example have increased from €1 = R13.58 on 26 June 2015 to €1 = R15.17 on 1 September 2015. |
| **TOTAL** | **R303.4m** |  €20m = R303.4m on 1 September 2015 |

The **Teaching and Learning Development Capacity Improvement Programme** will focus on strengthening university capacity for the preparation of ECD educators, primary school teachers, teachers for inclusive and special needs education, TVET college lecturers, Community Education and Training College lecturers, and university teaching. This sub-programme is described in detail in Part 1 of this business plan.

The **Capacity Building of TVET College Lecturers through Open Learning Programme** will support the development of the Department of Higher Education and Training’s Open Learning system, which is intended to substantially increase access to quality post-school education and training opportunities once fully developed. The immediate goal of this sub-programme will be to enable support for TVET and Community College lecturer development through well designed, supported and delivered open learning opportunities available through the open learning system. This sub-programme is fully described in Part 2 of this business plan.

The availability of well-founded infrastructure can contribute substantially to conducive teaching and learning environments. The DHET has recently taken over the responsibility of the public TVET colleges from the provincial education departments, and it is important that the DHET is fully knowledgeable about the state of college infrastructure and infrastructure development needs. An infrastructure audit needs to be conducted, and an infrastructure management information system needs to be developed to enable the DHET to ensure that college infrastructure meets set standards.

The **Infrastructure Audit for All TVET Colleges Programme** will enable the audit to be undertaken, and the development of the management information system to be initiated. This sub-programme is fully described in Part 3 of this business plan.

**The TLDSSP Management Coordination** component will ensure that the TLDSSP is well coordinated and monitored at Departmental level. It will assist to ensure overall programme progress is on track; with reporting to relevant authorities; with the compilation of tranche payment requests and with interaction with external partners.

Figure 1 shows the structural relationships of the TLDSSP to other components:

**South Africa – European Union Strategic Partnership Joint Action Plan of 2007**

South Africa Multi-annual Indicative Programme 2014-2020

Teaching and Learning Development Sector Reform Contract

Teaching and Learning Development Sector Support Programme [DHET]

Complementary Support Programme [EU Delegation]

**Figure 1**: Structural relationships of the Teaching and Learning Development Sector Support Programme

**PART 2**

**SUB-PROGRAMME 2**

**CAPACITY BUILDING OF TVET COLLEGE LECTURERS THROUGH OPEN LEARNING PROGRAMME**

# Executive Summary

Emanating from the White Paper on Post School Education and Training, one of the obligations of the Department of Higher Education and Training (DHET) is to increase the capacity of TVET College lecturers and give them access to educational opportunities without imposing barriers to learning. Such barriers would include geographical isolation, discrimination on the basis of race, gender, age, or physical disability, financial abilities, the inability to take time off work for a course, lack of ‘appropriate’ qualifications, and the use of pedagogical approaches that restrict accessibility to learning.

A possible strategy to increase access to educational opportunities is the implementation of open learning in an organised, articulated, structured and systematic manner. It will include access to education and training opportunities for all lecturers and in specific access to learning support, assessment (on success rates) and development of workplace skills.

The Department of Higher Education and Training (DHET) initiated pilot activities in order to support, coordinate and guide the development and provision of open learning in the post-schooling system. This is an attempt to provide a vision for the future delivery of open learning in the post-schooling system that is sustainable and that meets the needs of a wide range of learners from the adult education and training sector, further education and training sector, university education sector and also youth who are not employed and not in education and training. It will furthermore create an enabling environment for job creation in the development, management and implementation of an open learning system for post school education and training.

The Minister of Higher Education and Training approved the concept on open leaning and the application of it inter alia in the training of TVET College lecturers.

**Brief description of the Programme and/or its Projects**

After extensive consultation within and outside the DHET, the *Concept Framework for an Open Learning System in Post School Education and Training in South Africa*(2014) was developed that prioritised, as a short term intervention, the development of TVET College lecturers through open learning.

This project is addressing KRA2 of the Teaching and Learning Development Sector Reform Contract. The project aims to develop a sustainable national open learning system that can become a national asset and provide education and training opportunities to TVET College lecturers that are experience barriers to learning in the traditional system and therefore increase the capacity of lecturers. It furthermore aims to develop and appoint a cadre of open learning content developers, managers, support personnel and young researchers in this innovative field.

The primary outcomes of the project are:

* Development of a pilot open learning system in the programme areas identified, including the implementation of a robust, contextualised (both for infrastructure and human needs and challenges) learning management system and the development of institutional capacity to deliver courses in the proposed programme areas. Integral to this outcome is the development of high quality learning materials that will be published as Open Educational Resources (OER).
* Collection and publication of case studies on the application of open learning and open educational resources in post schooling that can be shared amongst institutions and countries.

**Rationale**

One of the obligations of the Department of Higher Education and Training (DHET) is to increase access to educational opportunities for all people in the Post School Education and Training Sector. That means that the Department actively has to remove barriers to access to learning. Such barriers would include geographical isolation, discrimination on the basis of race, gender, age, or physical disability, financial abilities, the inability to take time off work for a course, lack of ‘appropriate’ qualifications, and the use of pedagogical approaches that restrict accessibility to learning.

A possible strategy that can be used by the DHET to increase access to educational opportunities is the implementation of open learning in an organised, articulated, structured and systematic manner. It will include access to education and training opportunities for all and in specific access to learning support, assessment and development of workplace skills.

The White Paper on Post School Education and Training (2013) supports the development of open learning opportunities as part of the post-school system. There is an intention to connect education institutions and curricula to emerging networks and information resources, and to promote innovation and opportunities for lifelong learning.

The Department of Higher Education and Training (DHET) envisages conducting activities in order to support, coordinate and guide the development and provision of open learning in the post-schooling system. This is an attempt to provide a vision for the future delivery of open learning in the post-schooling system that are sustainable and meet the needs of a wide range of learners/students in the system. It will furthermore create an enabling environment for job creation in the development, management and implementation of an open learning system for post school education and training.

Through this project not only the capacity of TVET College lecturers will be developed, but also capacity in the System will be developed and jobs will be created in developing, managing, maintaining and sustaining an open learning system, including content developers. It will furthermore create a cadre of young researchers in open learning.

**Role players**

While the Department of Higher Education and Training (DHET) will take the lead in the development of the open learning system, TVET Colleges, Universities and learner support centres will play major roles in the implementation of open learning. DHET entities such as the SETAs as well as the Department of Basic Education will also play major roles and are already working with the DHET in conceptualising open learning. These role players are critical in providing an integrated system of open learning in the country.

The primary beneficiaries of the services in the country will be TVET College lecturers that will have access to more learning opportunities. Secondary beneficiaries will be newly skilled and employed open learning content developers; learning managers; learning support personnel as well as young researchers.

**Cost**

The cost of setting up the national open learning system and for implementing open learning for TVET College lecturers is R30 million.

**Timing implications**

It is required that the activities identified by the framework and national web based system are implemented by March 2020.

**2.2 Programme Description**

The DHET has developed an open learning conceptual framework concept document (2013), user specifications of an open learning system and policy implications for government in preparation of this project. These include the following:

* Identify the key characteristics of an open learning system;
* Develop a planning framework, including critical guiding questions for the introduction of programmes within an open learning system for post school education and training in South Africa;
* Identify key role-players in programme areas and consult on the application and implementation of open learning; and
* Compile the conceptual framework, user specifications and policy implications for government, and specific for the DHET.

The concept document elaborates on understandings of open learning, proposes possible pilot initiatives to embed open learning principles within the existing education system, and identifies related policy implications. This project is one of the proposed initiatives to be undertaken.

**2.2.1 Projects in the Programme**

The budget support project integrates with the work done by the DHET in University Education and Open and Distance Learning and consists of three main parts:

**Project 1: A national open learning system for TVET College Lecturer development**

The DHET will develop a National Open Learning System. It sees the implementation of a robust, contextualised (both for infrastructure and human needs and challenges) learning management system and the development of institutional capacity to deliver programmes/courses for TVET College Lecturers. Integral to this part is the development of high quality learning materials that will be published as Open Educational Resources (OER).

The outcomes are twofold:

* Develop two programmes for TVET College lecturers that are available on a National Open Learning System; and
* Develop the capacity of the system to train TVET College lecturers in teaching and learning using effective Open Learning modalities and pedagogies.

The main activities are:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Lead Responsibility** | **Due Date** |
| 1. | Develop a prototype of a learning management system for Open Learning and draft implementation strategy  | DHET | March 2016 |
| 2. | Develop a robust, contextualised learning management system for open learning  | DHET | March 2018 |
| 3. | Two programmes/courses for TVET lecturers identified (including the Advanced Diploma for TVET College lecturers) for implementation on the open learning system and development teams are in place  | DHET | March 2017 |
| 4. | Develop the two programmes which meets open learning principles and designed in such a way that lecturers are able to remain at their posts in the Colleges whilst accessing the learning programmes. | DHET | Dec 2018 |
| 5.  | Two programmes/courses will be available on the open learning system and ready to be offered by one or more universities  | DHET | March 2020 |
| 6. | Develop institutional capacity (management and support personnel) to deliver programmes/courses in the proposed programme areas | DHET | March 2020 |
| 7. | Develop a cadre of open learning materials/course developers in universities to be employed to continue the development of open learning materials for the open learning system | DHET | March 2020 |
| 8. | Develop a national network of universities supporting open learning through sharing, capacity building and collaboration | DHET | March 2020 |

**Project 2: Case Studies**

This component sees the collecting and publishing of case studies on the application of open learning in post schooling that can be shared amongst institutions and countries. Case studies will be collected and published in support of the implementation of open learning in post school education and training in South Africa.

The main activities are:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Lead Responsibility** | **Due Date** |
| 1. | Develop the conceptual framework including the methodology and publication of the envisaged case studies  | DHET and research community | Dec 2015 |
| 3. | Conduct case studies and write them up | DHET and research community | Dec 2019 |
| 4. | Hold a national Open Learning Conference to present the case studies to the wider post school education and training sector | DHET and research community | March 2020 |

**Project 3: Impact Assessment of Project Activities**

Project management and coordination will be addressed further in the document. Monitoring and evaluation activities for impact are an integral part of the project and are planned from the inception of the project.

The DHET will use the theory of change as an evaluation tool to illustrate the main drivers and goals (outcomes) of the project on a strategic level. The programme logic model will then be used to expand the theory of change to a programme level, including activities, outputs and a more comprehensive set of short, medium and long term outcomes (or impacts).

The main activities are:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Item** | **Lead Responsibility** | **Due Date** |
| 1. | Support and regular monitoring of project activities (outputs and processes)  | DHET, Information Systems and Directorate Development and Support | Monthly/Quarterly |
| 2. | Impact Assessment (Mid Term) | DHET, Information Systems and Directorate: Development and Support | March 2018 |
| 3. | Impact Assessment (End of project) | DHET, Information Systems and Directorate: Development and Support | March 2020 |

**2.2.2 Role Players**

The Department of Higher Education and Training will lead the sub-programme through the Open Learning Unit in the Human Resource Development, Planning and Monitoring Coordination Branch in collaboration with the University Education Branch. The Directorate: Development Support will be responsible for the coordination of the Programme Steering Committee and the evaluation of the project.

The key delivery partners for the activities as indicated are Universities and TVET colleges. The DHET entities such as the SETAs, the research community and skills development will form an integral part of the delivery of the open learning system.

**2.3 Rationale and Objective**

**2.3.1 Rationale for the Capacity Building of TVET College Lecturers through Open Learning Programme**

The Minister of Higher Education and Training, the Honourable Dr BE Nzimande, repeatedly affirmed that employment creation is essential for creating social stability in South Africa. People who do not have a reasonable hope of finding work – or creating their own sustainable livelihoods – have little to lose and have little stake in maintaining a stable society.

Two of the main policy objectives of the White Paper on Post-School Education and Training are expanding access to the sector and in specific 2.5 million enrolments in TVET colleges and 1.0 million in community colleges by 2030 as well as to improve quality and increase diversity in the system. That includes the use of a diverse set of learning opportunities and increased quality for the capacity building of TVET College Lecturers.

In specific the White Paper calls for the use of open learning through diverse modes of delivery. It directs to:

* the use of a mix of distance and contact education to help increase access and flexibility, expand access, cut costs and improve quality;
* the establishment of comprehensive ICT infrastructure for all public post-school institutions, particularly providers of distance education;
* professional development programmes for staff in various aspects of ODL programmes; and
* consider dedicated distance capacity for TVET and adult education.

Therefore a network of quality, distance education providers should be created and must collaborate to develop/share materials; experiences etc. as well as a network of shared learning and support centres should provide administrative and logistical support, including access to digital and online materials and online library services. Furthermore the quality assurance of distance education must be strengthened.

Emanating from the White Paper on Post-School Education and Training (2013), one of the obligations of the Department of Higher Education and Training (DHET) is to increase the capacity of TVET College Lecturers and give them access to educational opportunities without imposing barriers to learning. Such barriers would include geographical isolation, discrimination on the basis of race, gender, age, or physical disability, financial abilities, the inability to take time off work for a course, lack of ‘appropriate’ qualifications, and the use of pedagogical approaches that restrict accessibility to learning.

A possible strategy to increase access to educational opportunities is the implementation of open learning in an organised, articulated, structured and systematic manner. It will include access to education and training opportunities for all lecturers and in specific access to learning support, assessment (on success rates) and development of workplace skills.

The DHET initiated pilot activities in order to support, coordinate and guide the development and provision of open learning in the post-schooling system. This is an attempt to provide a vision for the future delivery of open learning in the post-schooling system that are sustainable and meet the needs of a wide range of learners from the adult education and training sector, further education and training sector, university education sector and also youth who are not employed and not in education and training. It will furthermore create an enabling environment for job creation in the development, management and implementation of an open learning system for post school education and training.

**2.3.2 Objective of the Capacity Building of TVET College Lecturers through Open Learning Programme**

The overall objective of the programme is to develop an enabling environment for the implementation of open learning approaches and to build the capacity of the system to train TVET College Lecturers in Teaching and Learning through open learning.

**2.3.3 Defining Open Learning**

For the purpose of this programme, open learning can be interpreted as an approach to education whose principles can continually inform all educational practices with the aim of improving them. It is therefore argued that the strength of the open learning lies in its capacity to lead to action focused on systematically opening learning. It is able to realise it because open learning brings together key educational principles, all of which focus in one form or another on opening learning.

In concurrence with the locally relevant definition of open learning taken from the Education White Paper (1995), and reinforced by the 2013 White Paper on Post School Education and Training, open learning can be defined as follows:

“Open learning is an approach which combines the principles of learner centeredness, 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.”

It enables as many people as possible to take advantage of affordable and meaningful educational opportunities throughout their lives through:

* Sharing expertise, knowledge, and resources;
* Reducing barriers and increasing access; and
* Acknowledging diversity of context.

This definition effectively helps to sort through differing international interpretations of the concept in moving towards a locally relevant understanding.

**2.3.4 Aims of the Capacity Building of TVET College Lecturers through Open Learning Programme**

This programme aims, in the first place, to:

* develop systems, institutional and human capacity to develop, manage, maintain and sustain an open learning system for TVET College Lecturers’ training; and
* increase the capacity of TVET College lecturers through the use of open and distance learning methodologies.

Secondly it aims to:

* create a common understanding of open learning for the whole post-school education and training sector;
* work towards the development and implementation of a model of open learning services and activities;
* provide a starting point for cooperation and collaboration at all levels of government, non-governmental organisations, institutions and the private sector in providing coherent open learning opportunities in South Africa; and
* develop and appoint a cadre of open learning content developers, managers, support personnel and young researchers in this innovative field.

**2.4 Programme Specifications**

**2.4.1 Expected outcomes**

The overall outcome is therefore to develop a sustainable national open learning system that can become a national asset and provide education and training opportunities to TVET College lecturers that are experience barriers to learning in the traditional system and therefore increase the capacity of lecturers. It furthermore aims to develop and appoint a cadre of open learning content developers, managers, support personnel and young researchers in this innovative field.

The programme has the following specific outcomes:

* Development of a pilot open learning system including the implementation of a robust, contextualised (both for infrastructure and human needs and challenges) learning management system and the development of institutional capacity to deliver programmes/courses for TVET College lecturers. Integral to this outcome is the development of high quality learning materials that will be published as Open Educational Resources (OER).
* Collection and publication of case studies on the application of open learning and open educational resources in post schooling that can be shared amongst institutions and countries.

**2.4.2 Brief description of the logic of each of the components of the programme.**

The programme consists of three main projects.

The **first project** aims at (outcome) piloting and developing a national open learning system for access by and building capacity of TVET College Lecturers as well as develop the capacity of the system to build the capacity of TVET College lecturers in teaching and learning. Integral to this part is the development of a cadre of open learning content developers, managers and support personnel in this innovative field.

It sees the implementation of a robust, contextualised (both for infrastructure and human needs and challenges) learning management system and the development of institutional capacity to deliver programmes/courses for TVET College Lecturers.

The immediate outcome will be achieved by (outputs):

1. A robust, contextualised (both for infrastructure and human needs and challenges) learning management system developed and integrated into the current institutional mechanisms to offer two programmes for TVET College Lecturer development.
2. Institutional capacity developed to deliver programmes/courses in the proposed programme area.
3. A cadre of open learning materials/course developers in post school education and training be developed to continue the development of open learning materials for the open learning system.
4. A national network of universities supporting open learning through sharing, capacity building and collaboration developed.

The key performance indicators will be:

1. A prototype learning management system for Open Learning and a draft implementation strategy developed
2. A functional learning management system in operation.
3. Two programmes/courses for TVET Lecturers identified for the implementation on the open learning system.
4. Development teams put in place for the development of the programmes/courses.
5. Institutional capacity developed to deliver programmes/courses in the proposed programme areas.
6. Two programmes/courses are developed.
7. Two programmes/courses are available on the national open learning system.
8. A cadre of open learning materials/course developers developed to continue the development of open learning materials for the open learning system.
9. A national network of universities for open learning for TVET College Lecturer development developed.

The project milestones will be measured by the acceptance of the different sectors and the enrolment of students in the programmes/courses.

The **second project’**s outcome covers the collecting and publishing of case studies on the application of open learning in post schooling that can be shared amongst institutions and countries. Integral to this part is the development and appointment of a cadre of young open learning researchers in this innovative field.

The intermediate outcomes will be achieved by (Outputs):

1. Development of a conceptual framework of the envisaged case studies;
2. Development of young researchers to conduct the case studies; and
3. Publication and presentation of case studies.

The key performance indicators will be:

1. acceptance of the conceptual framework, methodology and publication schedule of the case studies by the DHET; and
2. publication and presentation of case studies.

The component milestones will be measured by the publication and presentation of the case studies.

The **third project** covers programme management and coordination and aims at monitoring and evaluating of outcomes, outputs, activities and impact.

**2.4.3 Key Milestones**

The key milestone for project 1 will be the readiness to deliver open learning methodologies to TVET College lecturers through the national open learning system and will be measured by the acceptance of the approach and the readiness for enrolment of students in the programmes/courses at Universities.

The key milestones for project 2 will be the number of case studies and the publication and presentation of the case studies.

The key milestones for project 3 will be the extent that the DHET has managed and coordinate the project.

The results framework for the Capacity Building of TVET College Lecturers through Open Learning Programme is presented as **Annexure 3**.

**2.5 Management, Coordination, Accountability and Reporting for the Capacity Building of TVET College Lecturers through Open Learning Programme**

The programme will be managed by the Project Manager: Open Learning in the Human Resource Development, Planning and Monitoring Coordination Branch in collaboration with the University Education Branch, under the leadership of both the Deputy Directors-General and with support by the Directorate: Development Support. This directorate will also be responsible for monitoring and evaluation of the project. A project coordinator (Deputy Director level) will be appointed to specifically manage the project outputs.

The Project Manager: Open Learning will ensure that the activities undertaken on the project are in accordance with the approved project plans. S/he is responsible for ensuring that the project produces the required deliverables on time, within budgeted costs and at the level of quality required.

Key responsibilities include:

* Documenting the detailed Project Plan;
* Managing assigned resources according to the defined scope of the project;
* Implementing the following project processes: time/cost/quality/change/risk/issue/procurement/communication/acceptance management;
* Monitoring and reporting on project performance (re: schedule, cost, quality and risk);
* Reporting and escalating project risks and issues;
* Managing project interdependencies; and
* Making adjustments to the detailed plan as necessary to provide a complete picture of the progress of the project at any time.

A Programme Management Committee: ‘Building of TVET College Lecturers through Open Learning’ will oversee the management and decision making on the project and the acceptance of all deliverables and will include:

* Chair: Deputy Director-General of Human Resource development (HRD), Planning and Monitoring Coordination;
* Project Manager: Open Learning and Director: Career Development and Open Learning;
* Representative from each branch in the Department, including the Government Information Technology Officer (GITO) office;
* Director: Development Support will coordinate the Project Steering Committee and provide secretariat support and submit quarterly reports to National Treasury
* Representatives from the Department of Basic Education;
* Representatives from Treasury and Department of Performance Management and Evaluation (DPME) (if required); and
* Representative from the State Information Technology Agency (SITA).

The role of the programme management committee will be to:

* exercise oversight, leadership and decision-making on the project;
* ensure the project’s scope aligns with the requirements of the stakeholder groups;
* provide the project team directly involved in the project with guidance on project business issues;
* ensure effort and expenditure are appropriate to stakeholder expectations;
* address any issues that have major implications for the project;
* keep the project scope under control as emergent issues force changes to be considered; and
* approve project reports.

The Project Manager will participate in the TLDSSP Technical Implementation Committee and the TLDSSP Monitoring Committee and will report formally on progress through these structures.

**2.6 Budget and Financial Management**

Table 6 below provides an overview of the 5 year budget for the Capacity Building of TVET College Lecturers through Open Learning Programme with yearly budget breakdowns per project and by economic classification.

**Table 6:** Overview of the budget for the Capacity Building of TVET College Lecturers through Open Learning Programme

|  |
| --- |
| **EXPECTED PROJECT REVENUE FLOWS** |
|    | **FY1****‘000** | **FY2****‘000** | **FY3****‘000** | **FY4****‘000** | **FY5****‘000** | **Total available****‘000** |
|  **GBS Project award** | **4686** | **6749** | **6360** | **5046** | **7159** | **30000** |
|  **Other funds** | 0 | 0 | 0 | 0 | 0 | **0** |
|  **TOTAL FUNDS AVAILABLE** | **4686** | **6749** | **6360** | **5046** | **7159** | **30000** |
| **PROPOSED USE OF GBS FUNDS** |
|   | **FY1****‘000** | **FY2****‘000** | **FY3****‘000** | **FY4****‘000** | **FY5****‘000** | **Total available** **‘000** |
| **Total use of GBS funds by year BY COMPONENT PROJECT** |
| Project 1:A national open learning system for TVET College Lecturer development | 4125 | 6188 | 4699 | 2198 | 1428 | **18638** |
| Project 2:Collecting and publishing of case studies on the application of open learning in post schooling | 550 | 550 | 1100 | 2837 | 5170 | **10207** |
| Project 3:Impact Assessment of Project Activities  | 11 | 11 | 561 | 11 | 561 | **1155** |
| **TOTALS** | **4686** | **6749** | **6360** | **5046** | **7159** | **30000** |
| **Total use of GBS funds by year BY ECONOMIC CLASSIFICATION (GBS)** |
|  | **FY1****‘000** | **FY2****‘000** | **FY3****‘000** | **FY4****‘000** | **FY5****‘000** | **Total available** **‘000** |
| Compensation of Employees | 1250 | 1325 | 1407 | 1498 | 1598 | **7078** |
| Goods and Services | 3010 | 4810 | 4375 | 3089 | 4910 | **20194** |
| Transfers and Subsidies | 0 | 0 | 0 | 0 | 0 | **0** |
| Payment for Financial Assets | 0 | 0 | 0 | 0 | 0 | **0** |
| Machinery and Equipment | 426 | 614 | 578 | 459 | 651 | **2728** |
| **TOTALS** | **4686** | **6749** | **6360** | **5046** | **7159** | **30000** |

**Annexure 6** provides a budget breakdown by economic classification per project.

**Annexure 7** provides a cash use and disbursement schedule over the 5 years of the programme.

**ANNEXURE 1:** **Extract from Results framework for the Teaching and Learning Development Sector Support Programme; with annual milestones**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **KRA 2**: College lecturer development is supported via open and distance education, including at university level[to be achieved through the Capacity Building of TVET College Lecturers through Open Learning Programme] | 2.1 Development of a national open learning system for TVET College Lecturer development | Availability of TVET College/ Community College lecturer development programmes/ courses on the DHET’s Open and Distance Learning System. | 0  | Concept on open distance learning has been approved by the Minister. | Prototype of a learning management system for Open Learning System and a draft implementation strategy developed. | Two programmes / courses for TVET lecturers identified for implementation on the open learning system and development teams put in place for their development. | Two programmes/ courses in development on the open learning system. | Two programmes/ courses in development on the open learning system. | Two programmes/ courses available on the open learning system |
| 2.2 Collecting and publishing of case studies on the application of open learning in post schooling | Finalised case studies presented at a national ODL conference | 0 | Conceptual framework and methodology for the case studies finalized. | Case studies in process | Case studies in process | Case studies in process | Case studies concluded | A national Open Learning Conference held |
| 2.3 Monitoring and Evaluation of Project Activities and Impact |  |  |  |  |  |  |  |  |