TEVETA
Technical Education, Vocational and Entrepreneurship Training Authority

GUIDELINES FOR OPEN, DISTANCE AND FLEXIBLE LEARNING (ODFL) IN TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP TRAINING (TEVET)

October, 2013

Prepared by:

Training Systems Development Unit,
Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA),
P/Bag RW 16X, Birdcage Walk, Lusaka

Phone: +260 211 253211
E-mail: teveta@teveta.org.zm

TABLE OF CONTENTS

ACKNOWLEDGMENTS ..... **ii**
INTRODUCTION 1
REGISTRATION **2**
PROCESS 2
MINIMUM REQUIREMENTS FOR ODFL 2
GRANT OF CERTIFICATION **4**
APPEALS PROCESS 5
COMPLAINTS PROCEDURE 6
CONCLUSION 6

ACRONYMS

COL	-	Commonwealth of Learning
ICT	-	Information and Communication Technologies
ODFL	-	Open, Distance and Flexible Learning
SADC	-	Southern African Development Community
TEVET	-	Technical Education, Vocational and Entrepreneurship Training
TEVETA	-	Technical Education, Vocational and Entrepreneurship Training Authority

ACKNOWLEDGMENTS

The Technical Education, Vocational and Entrepreneurship Training Authority wishes to express sincere appreciation to all TEVETA members of staff who participated in the development of the Guidelines for Open, Distance and Flexible Learning (ODFL) in Technical Education, Vocational and Entrepreneurship Training.

Special thanks to the Ministry of Education, Science, Vocational Training and Early Education, and all stakeholders that contributed to this noble task.

1.0 INTRODUCTION

The TEVET sector has experienced a surge to increase access to skills training by adopting alternative learning pathways. This arose as a response to the TEVET Policy of 1996, which stipulates that one of the social objectives is "to provide access to training opportunities to all the people in the community;" as well as the TEVET Strategy of 1997. That has become the premise for devising "a system that allowed for alternative channels of progression on the basis of credits obtained from completed lower training levels." Therefore, distance learning was recognised as one of the modes of learning in the TEVET sector.

There has been an upward surge in the adoption of the distance mode of learning and it has been seen as an appealing approach for those who are in full-time employment. It has also started receiving more recognition and support as well as comparison to the conventional mode of learning. In the past distance learning was considered as a mode for those who had failed or could not cope with the conventional mode. This myth is now being proved wrong by the learners that are enrolling in distance learning, for example, full-time employees who cannot obtain study leave and employers who seek to enhance their skills in specific sectors. This trend has increasingly been seen as a booster in the access of TEVET as well as enhancing quality of TEVET.

Distance learning is an asynchronous mode of learning where the learner and teacher are separated by time and space. The learning and teaching is facilitated and enhanced by means of specified resources. In this mode of learning there is a great degree of flexibility in terms of pace of learning and study, which is structured and supported by a training provider. It can involve the following: correspondence courses, home study, independent study and technology-based or e-learning.

The benefits of ODFL accrue to both institutions of learning and learners, and include the following.

1.1 Benefits to Institutions of Learning

1. Capacity building of trainers, tutors, mentors, institutional management through orientation, and adjustment to new technologies and methods of teaching;
2. Improvement of institutional infrastructure;
3. Increased enrolment;

4. Expanding the limited places available at learning institutions;
5. Increases opportunities for women to learn;
6. Makes the best use of few trainers when there is a lack of trained lecturers relative to demand; and
7. Overcomes problem of physical distance for learners who are in remote locations, and are unable to attend classes at learning institutions.

1.2 Benefits to Learners

1. Access to learning while working;
2. Increased internalisation of concepts through self-study;
3. Increased management in learning;
4. Ability to decide with more flexibility on when, where and how to study; and
5. Removal of unnecessary barriers to accessing educational opportunities; barriers such as geographical location, gender, age and physical disability.

Therefore, it is necessary to set minimum requirements for training providers that wish to adopt ODFL.

2.0 REGISTRATION PROCESS

Training Institutions seeking registration with TEVETA will undergo the following process:

2.1 Applicant collects the Registration form from TEVETA Offices or downloads from the TEVETA website www.teveta.org.zm;
2.2 Applicant submits the completed Registration Form with the applicable non-refundable registration fees;
2.3 TEVETA conducts a desktop evaluation on the submitted application and a physical inspection at the premises of the Institution applying for registration;
2.4 TEVETA registers the Institution that meets the requirements;
2.5 A Certificate of Registration valid for a period of 3Years is then issued; and
2.6 The registered Institution is published in the Government Gazette.

3.0 MINIMUM REQUIREMENTS FOR ODFL

The minimum requirements for ODFL will cover the following areas:

1. Policy;
2. Financial Resources;
3. Infrastructure;
4. Learner Support;
5. Learning Material;
6. Qualifications of Management and Staff;
7. Admissions;
8. Curriculum; and
9. Assessment.

Policy

The institutional policy on ODFL must clearly spell out; increasing access to TEVET, enhancing flexibility and creating opportunity for life-long learning. The expected proportion of potential learners on ODFL should be stated, as well as values with regard to equity, diversity, inclusiveness, responsiveness, affordability and improved quality.

All procedures of the learning process from registration, withdrawal, submission of assignments, penalties, assessment and graduation must be clearly stated. The institution should also possess a clearly stated brochure.

3.2 Financial Resources

There must be a separate budget line for ODFL with appropriate funding formulae for ODFL provision to ensure that each learner receives individual service, and a minimum bank balance of Ten Thousand Kwacha (K10, 000.00).

3.3 Infrastructure

The infrastructure must be adequate and appropriate for learners when they are in residential sessions, therefore, attention must be to special needs of learners due to disability or reproductive roles. This necessitates the putting up of ramps, grab rails, toilets that are accessible by people on wheel-chairs, and allocation of hostels for women with reproductive roles.

The following infrastructure should be in place:

1. Dedicated infrastructure/department for ODFL;
2. Production room;
3. Workshops;
4. Classroom/Conference room for a minimum of 40 learners;

5. A registered office; and
6. Sanitary facilities with a minimum of two toilets.

3.4 Learner Support

Learner Support:

1. Designed for specific and various needs as well as clearly stated level of study;
2. Induction/orientation schedule;
3. Counselling services;
4. Support personnel and part-time tutors as well as adequate learner-tutor ratio for each programme;
5. Learner profiling;
6. Prospectus;
7. Contact person(s) and details- phone, fax, post, and email; and
8. Marking, communication and feedback on assignments and examinations within a time limit of ideally 3 to 10 weeks.

3.5 Learning Material

Instructors, facilitators or tutors engaged in ODFL must be accredited in their subject area and trained in ODFL pedagogy. Therefore, there must be evidence of training of faculty to enhance distance education pedagogy, which emphasises instructional strategies that foster interaction, conveying concepts and assessment of learners.

Learning material should be adequate, appropriate for ODFL, and accessible; it should enhance self-study and self-learning, and appropriate ICT should be utilised. An outline of the programme must be availed to the learners with the first set of course materials.

The learning material should be interactive (require the active engagement of the learner), reviewed and updated at least once every three years or when the curriculum is updated.

These instructional materials must be produced and distributed on time. There should also be adequate storage facilities for effective management of stock piles and distribution of the materials. The distribution plan with risk management strategy must be developed as well.

3.6 Qualifications of Management and Staff

Operational planning about staff development, and support staff must be done well in advance on a yearly basis, which necessitates development of human resource capacity in management of ODFL programmes and services. The following skills areas could be considered for staff development;

1. Tutoring;
2. Writing;
3. Editing;
4. Counselling; and
5. Advising.

3.7 Admissions

Admissions will be specified by the curriculum but there must be evidence of regulations for recruitment.

3.8 Curriculum

Training providers offering ODFL need to possess TEVETA approved curriculum, and must utilise appropriate pedagogy to ensure that learning outcomes are met. Duration of the programme should ideally be allocated more time than the full-time mode.

3.9 Assessment

Assessment will be as per TEVETA assessment guidelines, and there should be measures or a system for monitoring learners' progress, which should capture the following information:

1. Number of residential schools attended;
2. Number of assignments completed;
3. Marks on each assignment; and
4. Mark trend.

4. 0 GRANT OF CERTIFICATION

4.1 Certification

The Certificate of Registration will be issued to the Institutions that meet the registration criteria. The Certificate of Registration is valid for a period of 3

years from the date of issue as stipulated in the TEVET Amendment Act No. 11 of 2005.

4.2 Refusal of registration

An Institution that does not meet the set registration criteria is not granted the registration status and is communicated to in writing stating exactly what the Institution needs remedial measures to take. This communication is done through a Post Inspection Report which highlights the reasons for not granting the registration.

4.3 Withdrawal of Registration Certificate

Institutions shall have the certificate of registration withdrawn if:

1. The Institution is operating in a manner contrary to the TEVET Act No.13 of 1998 and TEVET Amendment Act No.11 0f 2005;

2. The Institution ceases to meet the TEVETA Minimum Training Standards; and

3. An institution enrols students for examinations from unregistered Institutions without the approval of TEVETA.

4.4 Cancellation of Registration

An Institution wishing to stop training shall notify TEVETA in writing. The Institution shall ensure a smooth transition of the students already enrolled.

5. 0 APPEALS PROCESS

In the case where an Institution is dissatisfied with the results of the inspection process, the training Institution may appeal to the Director General within 30 days of the notification.

5.1 Appeal Process

5.1.1 The Institution shall appeal to TEVETA in writing

5.1.2 The Letter shall be addressed to the Director General of TEVETA

5.1.3 The Letter shall contain the following information:
5.1.3.1 Name of the Institution and contact address;
5.1.3.2 Details of the issues being appealed against; and
5.1.3.3 The Appeal will then be acted upon through the Director General's Office within 7 days of receipt of the letter.

5.1.4 The Director General shall respond to the Appeal explaining the decision taken within 14 days.

6. 0 COMPLAINTS PROCEDURE

6.1 A complainant shall lodge their complaint to TEVETA in writing

6.2 The written complaint must be addressed to the Director General of TEVETA

The written complaint shall include the following information:

6.3.1 Full name and contact address of the complainant. In cases where the person lodges a compliant on behalf of another person, the person must state the capacity and reason for doing so;

6.3.2 The name of the Institution against which the complaint is being made;

6.3.3 Particulars of the complaint together with copies of any document in support of the complaint;

6.3.4 The nature of the injustice or harm that has been suffered by the complainant as a result of the action taken by the Institution; and

6.3.5 The relief being sought by the complainant.

6.4 Once the complaint is received at TEVETA, the following actions are undertaken:

6.4.1 The Institution being complained against is communicated to about the complaint received;

6.4.2 A meeting is held between TEVETA and the Training Institution and sometimes with the aggrieved party;

6.4.3 A decision is then made from the meeting held;

6.4.4 The Complainant and the Training Institution are then communicated to in writing stating the decision and action to be taken; and

6.4.5 The Complainant and the Training Institution are then communicated to in writing stating the decision and action to be taken.

6.5 TEVETA then conducts follow-up visits that the decision made is reinforced by all parties involved.

CONCLUSION

These guidelines for open, distance and flexible learning in TEVET are very important in ensuring the learning acquired in institutions that are accredited to offer ODFL meet the minimum requirements for ODFL so as to ensure that the quality of learning is comparable to the traditional mode. The minimum ODFL requirements are the benchmark for continuous institutional improvement and the basis for accrediting institutions that wish to offer ODFL.

REFERENCES

Abrioux, D.A.M.X. & Ferreira, F (Eds.). (2009) *Perspectives on Distance Education: Open Schooling in the 21st Century.* The Commonwealth of Learning, Vancouver.

COL (2000) *An Introduction to Open and Distance Learning.* The Commonwealth of Learning, Vancouver.

COL (2004) *Planning and Implementing Open and Distance Learning Systems: A Handbook for Decision Makers.* The Commonwealth of Learning, Vancouver.

http://www.nuc.edu.ng/nucsite/File/ODL%20REVISED%20GUIDELINES%20FOR%20 NIGERIAN% 20UNIVERSITIES.pdf

Ministry of Education (2010) *Guidelines for Open and Distance Learning Institutions in Zambia.* VVOB, Lusaka.

Rosskopf, K. (2004) *Implementation Plan for Distance Learning Material Development and Delivery in the Global Open Agriculture and Food University.* Draft discussion paper; Consultative Group on International Agricultural Research (CGIAR).

SADC (2011) *SADC Guidelines for Mainstreaming Gender in Open and Distance Learning Programmes.* Southern African Development Community, Gaborone.

SADC CDE (2008) *SADC Open and Distance Learning (ODL) Best Practice Criteria Southern African Development Community Centre for Distance Education (SADC CDE) Excellence in ODL.* Southern African Development Community Centre for Distance Education, Gaborone.

TEVETA (2004) *Distance Vocational Training: A Guide to Implementation.* Technical Education, Vocational and Entrepreneurship Training Authority, Lusaka.

TEVETA (2012) *TEVET Standard 3.1, Registration of TEVET Institutions*. Technical Education, Vocational and Entrepreneurship Training Authority, Lusaka.

UNESCO (2006) *Open and Distance Learning: Section 3 Access and Inclusion.* International Institute of Educational Planning, Paris.