

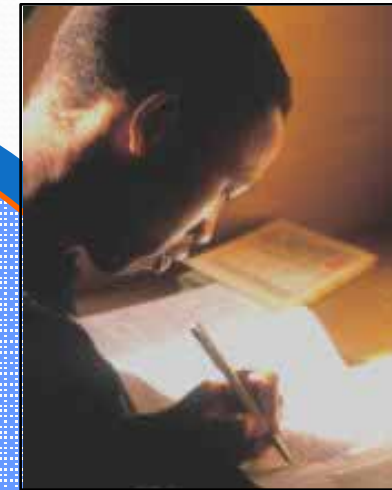


National Qualifications Framework:

Learning to live, living to learn

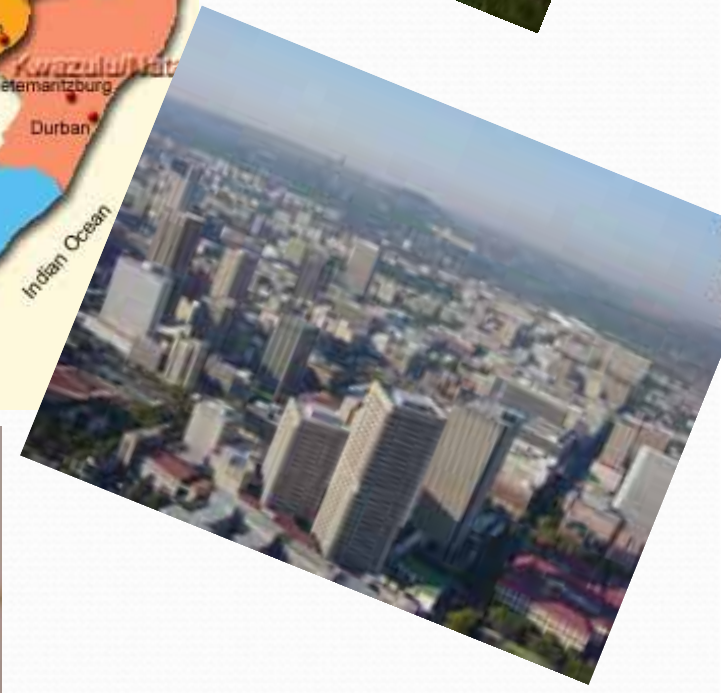
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SAQA Chairperson

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NOF CHALLENGING
'BIG IDEA'

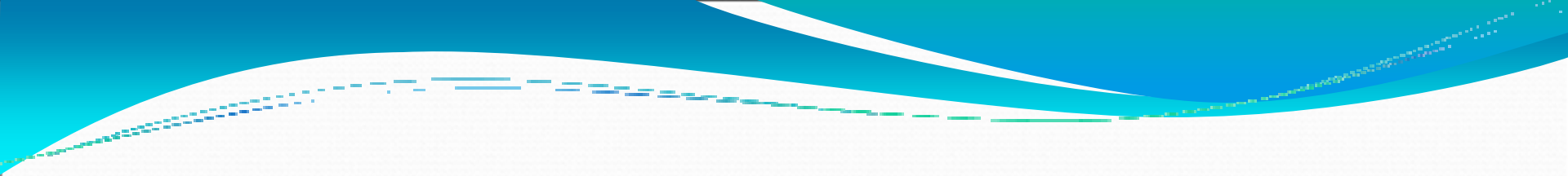




The South African context

- Middle-income country
- Large proportion of young people (51% below 25)
- Life expectancy in 2007 was 50 years (with impact of HIV and AIDS)
- 45% live below national poverty line
- Unemployment rate between 25% and 40%
- Great polarity between rich and poor
- Democratic constitution with strong human rights aspirations and active civil society
- We believe we are exceptional
- We believe in magic!





NQFs are best understood as works-in-progress and as contestable artefacts of modern society, which can contribute in a modest way to how a society manages the relations between education, training, work and development by finding 'common ground' between distinct forms of learning and articulation with work and development practices.

They are useful vehicles for communication, cooperation and coordination across education, training, work and development.

Confucius on lifelong learning

around 500 BC



Lifelong learning – to what end?

..connects individuals and groups to the structures of social, political and economic activity in both local and global contexts, and emphasizes women and men, girls and boys, as agents of their own history in all aspects of their lives.

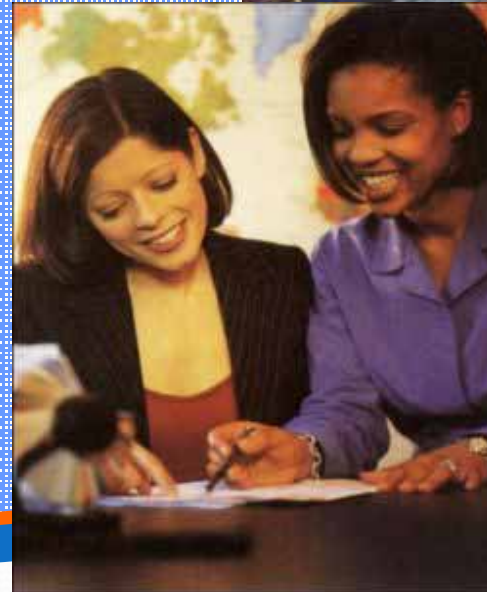
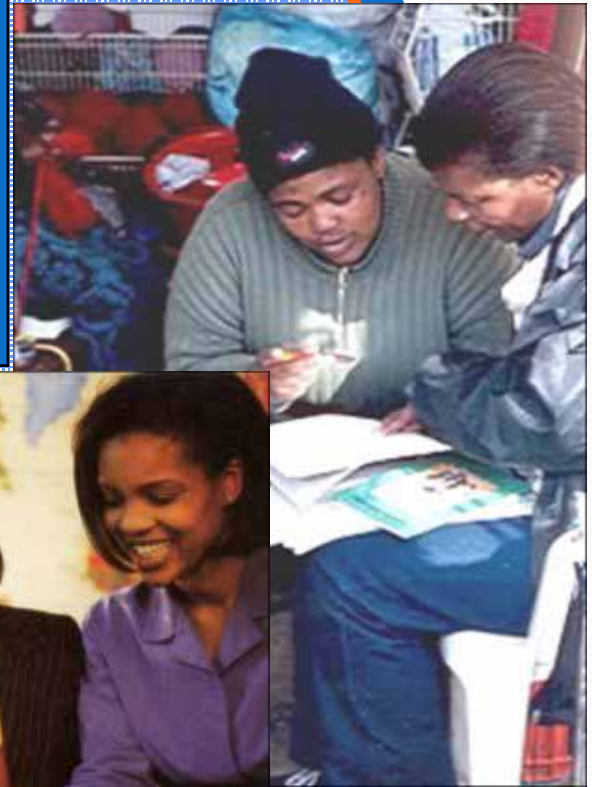
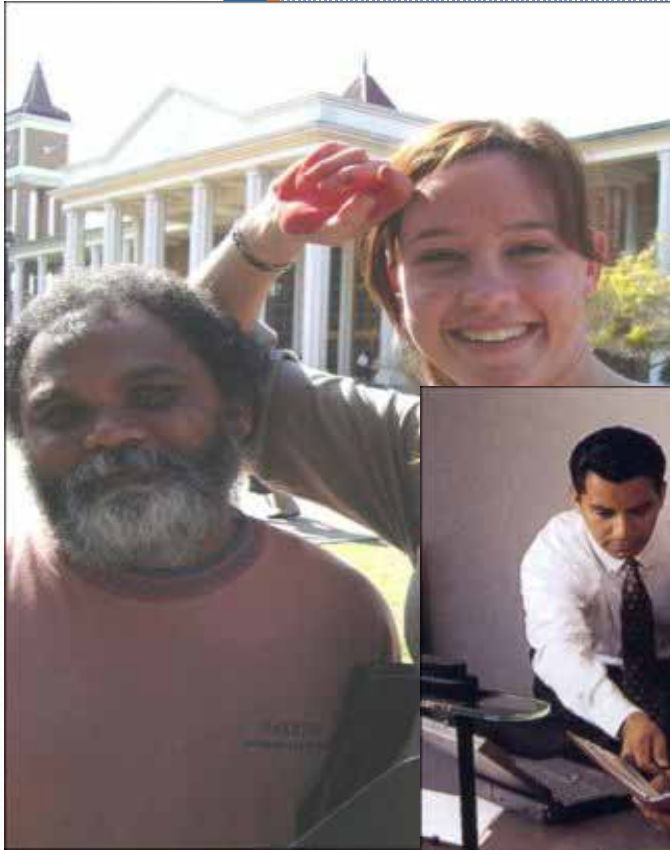
(Adapted from “Cape Town Statement on Characteristics of Lifelong Learning Higher Education Institutions” 2001)

“The planet will not survive unless it becomes a learning planet” (Confintea V1 2009)





Lifelong learning
needs
Connected development
Legislation
Frameworks
Structures
Quality delivery
Communal action
Pedagogical innovation



The Shanghai Lifelong Learning Forum affirms South Africa's NQF:

“An equivalency framework - as described in the case of South Africa, a national qualifications framework which helps to deal with issues of access, mobility and quality, and programme development for LLL activities in an integrated way.....This mechanism can function effectively when there is adequate arrangements for coordination, communication and cooperation amongst key stakeholders. Contestations and debates are to be expected, but these can be resolved if there is a shared view about the core objectives and research-based evidence is relied upon”.

UWC-REALISING A LIFELONG LEARNING UNIVERSITY

Policy Frameworks - Student Support Systems & Services

Learning and Teaching

Administration Mechanisms

"It's never too late to learn"

"Lifelong Learning is a strategic focus for UWC"

Learning Cape Festival - profiling LLL and new partnerships

LLL Indaba success

"UWC is a Centre of Excellence for Lifelong Learning"
Minister Asmal

Indicators for LLL university developed.

Annual Lifelong Learner awards presented

Learning Campaign for the right to education throughout life



Porto Allegre Brazil 30/1/2003

Continuing Education Policy adopted. Implementing QA System.

Masters in Adult Learning and Global Change co-delivered with CACE

Better institutional representation of older students required

"Juggling to Learn: planning for success" booklet for students

Student admin. systems improving

4 000 LLL prospectuses distributed annually

New partnerships with workplaces being developed

Skills Development Strategy at UWC

Bursaries for part-time students

60% of students are women - average age 27 yrs

45 000 part-timers between 1990-2010

Strategic Partnerships - Research

 AIDS

Advocating for lifelong learning



If a fifty-five year old mother of six can get her degree, so can you.

Mrs J. Cassiem was determined to continue her studies, regardless of her age or circumstances. With her commitment and the support of those around her, she succeeded very well.

So can you.

At UWC we offer over 400 continuing and part-time courses, in a wide range of fields, including business and economics, education, management, information science, law, humanities, environment, health, to name a few.

Find out more about programmes in fields that interest you by ordering our free prospectus today. Complete and send off the order form below, or telephone 0211 959-2799, night or day.

We look forward to helping you get where you want to in life.

Make UWC's Learning Cape Intake your intake! 8 August to 8 September www.learningcapintake.uwc.ac.za

It's never too late to learn

Yes, I'm interested in more information about Part-time study at UWC. Please send me a free prospectus of courses for 2004, today.

Name _____

Postal Address _____

_____ Code _____

Study Field _____

Detach and post to: The Co-ordinator, Division for Lifelong Learning, University of the Western Cape, Private Bag 337, Bellville 7535.

Order your free Part-time and Continuing Studies Course Prospectus now.

E-mail: Welling@uwc.ac.za

Tel (toll-free): 0211 959-2799

Fax: 0211 959-2788

And about 2004/05: We'll attend, you'll learn, we'll help, you'll learn.




Acknowledging the whole learner



Importance of cross generational learning: Father and three daughters graduating together



Developing successful quality systems for alternative access:

Ntombozuko gained access to the University via RPL. In 2007 she won a Lifelong Learning Award for Alternative Access students. She has completed a Certificate in Adult Education and is currently registered for a BA degree.



Campus kids as well as adults: Developing LLL graduate attributes?



Continuing education: community health workers sharing their knowledge



LLL discourse shifts and challenges

- identity
- epistemology
- power relations, and has
- competing purposes

The LLL not neutral



Paris, May 1968

If you come here to help me, then you are wasting your time. But if you come here because your liberation is bound up with mine, then let's begin" Lily Walker



“Learning to Live, living to learn”

as

“The planet will not survive unless it becomes a learning planet”

