

The Challenges of Implementing eLearning in Regulated Occupational Learning in South Africa

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Abstract— This paper looks at eLearning implementation in occupational learning in South Africa. The challenges facing training providers and educational institutions in providing meaningful learning experiences is analysed according to the limited policy and guidance from educational quality assurance bodies and regulating bodies. The demographics of South Africa as well as the opportunities eLearning as a delivery platform has is explored to include the challenges facing learning in terms of bandwidth, the cost of internet and the lack of regulatory framework to help support eLearning in the country.

Unlike other countries, South Africa does not have an eLearning culture and as a result there is limited opportunity for eLearning in occupational learning, but not limited to school based or higher education.

The paper proposes a need for regulatory bodies to work with the South African Qualifications Authority in developing an eLearning policy and blueprint that will allow for eLearning to be developed and used in occupational learning and in credit bearing programmes, as these are the only learning programmes that are funded through the skills development levy.

The evaluation will look at:

1. Current regulation or lack thereof of eLearning practice and principles in South Africa.
2. Attitudes by the Sector Education Training Authorities towards eLearning.
3. Evaluate current accredited eLearning programmes.
4. Evaluate the challenges of implementing eLearning in the workplace and more specifically in meaningful occupational eLearning programmes.

This paper will contribute to the conference in terms of providing country specific information about South Africa's eLearning practice and will encourage debate and discourse around implementing eLearning in countries that are not necessarily set up to offer eLearning on a national level.

Keywords— eLearning further education and training, eLearning in South Africa, eLearning Sector Education Training Authorities

Remarks: The full paper may be found in www.elearningap.com