Funding

Saide was initially entirely supported by the European Union. From 1995, *Saide* began to diversify its funding. In early 1997, *Saide* turned its attention to its financial sustainability around different types of income:

- project grants with agreed deliverables;
- commissioned project income;
- general income from funding agencies (organizational grants);
- other (including interest, royalties, use of admin services etc).

The balance among these types has shifted dramatically, with no organizational grants since 2005. *Saide* is committed to balancing the above types of income to ensure that it retains a strong commitment to its mission and is not driven entirely by the 'market'.

Status & Governance

Saide is a non-profit organization that is registered as an educational trust (Registration Number: 1355/92) and as a Non Profit Organization (041-137 NPO).

Saide's Trustees are:

Dr Sedupe Ramokgopa (Co-chairperson)
Mr Siven Maslomoney (Co-chairperson)
Mr David Adler
Prof Antony Patrick Melck
Prof Mary Metcalfe
Prof Shireen Motala
Dr Evelyn Nonyongo
Ms Linda Tselane-Vilakazi

Saide's Director is Ms Jennifer Glennie.

Sectors in which we work

Although the use of distance education methods is most widespread in Higher Education and Teacher Education, we also work in Early Childhood Development, Community Education (including ABET), Schooling, and Further Education and Training (technical and vocational education) sectors.

Who we work with

We work with/for both public and private educational providers, government departments and non-profit organizations, local and international funders. While much of our activity is in South Africa, *Saide* also does considerable work across sub-Saharan Africa. Projects undertaken include locally and internationally funded initiatives.

Equity Issues

Saide is strongly committed to employment equity as well as development.

Care is taken to ensure that both the trustees and staff are representative in terms of race and gender.

Contact *Saide*

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Saide
South African Institute
for Distance Education

*Our vision is of
a society in which
all people value, have
access to, and succeed
in lifelong education and
training of good quality that
meets national and regional
priorities in the context of the
global knowledge economy*

Who we are

Saide is committed to opening learning. It adheres to the following principles

- Learning opportunity should be lifelong;
- The learning process builds on the experience of the learner and encourages independent and critical thinking;
- Learning provision should be flexible to accommodate learners' contexts;
- Providers should create the conditions for a fair chance of learner success;
- Prior learning, should be recognized wherever possible.

Distance Education

Distance education has demonstrated great potential for increasing openness in learning, and has been shown to be cost-effective. It describes a collection of methods for the provision of structured learning. It avoids the need for learners to discover the curriculum by attending classes for long periods. It aims to create a quality learning environment using an appropriate combination of different learning resources, tutorial support, tutorials, peer group discussion, and practical sessions. Effective use of educational technology can address some of the underlying educational challenges facing distance education provision, particularly in Africa.

Our Mission

To increase equitable and meaningful access to knowledge, skills and learning through the adoption of open learning principles and distance education methods

Saide

The South African Institute for Distance Education, is a non-profit organization established in 1992.

Saide's task is to contribute to the development of new models of open and distance education practice, that accord with and take forward the values, principles, and goals of the evolving education systems in sub-Saharan Africa. *Saide* also pays particular attention to the appropriate use of technology in education.

Saide was launched by a group of prominent educationists who anticipated the role innovative education methods could play in reconstructing South Africa's education system and redressing the inequalities of the past.

Saide's headquarters are in Johannesburg but it conducts projects throughout sub-Saharan Africa. It has established a Kenya-based office to drive its OER Africa initiative which promotes the development and sharing of Open Educational Resources (OER) across the continent.

Saide is not an implementing agency. Rather it acts as an advocate, catalyst, and facilitator to bring about change in existing educational practices. As an independent organization that is not in competition with providers, Saide is in a unique position to facilitate change and collaboration.

Support policy development
- Contribute to policy development in distance education, OER, and the use of technology;
- Conduct systemic reviews of distance education provision and the use of technology in education.

Facilitate programme and course design projects
- Provide support to the design and development of quality, cost-effective educational programmes;
- Lead or support collaborative course design processes in which learner support, assessment and course materials are integrated;
- Encourage the use of OER in such processes.

Facilitate materials design and development processes
- Coordinate materials development;
- Provide materials design and development support. This includes migrating programmes and courses to distance education and/or e-Learning;
- Undertake formative and summative evaluations of learning and teaching resources;
- Promote the widest possible use of materials.

Promote the use, creation and sharing of OER
- Stimulate and/or coordinate projects for the adaptation, development and use of OER;
- Encourage institutions to develop policy that supports the use, creation and sharing of OER;
- Support and contribute to networks and communities of practice involved in the development and use of OER.

Build capacity
- In programme planning, course design, materials development, assessment and learner support for both paper based and online distance education delivery;
- In management of distance education and costing;
- In quality assurance;
- In policy development.

Promote the appropriate use of technology
- Encourage and support appropriate use of technology in education;
- Build capacity in the design, development and implementation of courses using technology;
- Conduct reviews of and/or research provision and integration of technology in education;
- Support and contribute to communities of practice in this area.

Conduct monitoring, evaluation and research
- Work with the client to develop the evaluation plan, including appropriate indicators;
- Collect and analyse both quantitative and qualitative information systematically and sensitively;
- Feed the information back to the client to improve the initiative.

Build and disseminate knowledge
- Refine understandings of open learning, distance education and the use of technology in education;
- Maintain an internationally recognized resource centre with both hard copy and digital publications;
- Share information through a website, newsletter and on-line catalogue;
- Network with the community of distance educators.