Professor stands by his OBE paper

Jonathan Jansen responds to reaction to his OBE paper

In March 1997, I published an article that was one of the first of its kind to discuss the OBE paradigm and its implications for higher education in South Africa.

The main reasons were the overhyped and exaggerated claims of OBE, the insufficiency of the policy because of its broadness in its broadness, the overestimation of the policy and its implementation into what OBE should be. That is the reason why OBE is often described as an empty promise.

The paper was intended to draw students to education authorities. In fact, criticism of OBE has been subjected to critical writing and thought. A more public institution was that of Education Minister Shabane Dlamini's demand that the OBE paper be reviewed as a public platform that the paper states that teachers are stupid and incompetent.

I have observed, however, that the public discussion that has taken place is focused on the discussion about the policy of OBE, and not about the policy itself. It is also symptomatic of the mismatches between the policies of OBE and the experiences of students.

The main complaint is that the paper does not deal with the issues of education in South Africa, and that the policy fails to address the issues of education.

SADTU answers criticism

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The South African Democratic Teachers' Union (SADTU) was established in 1993 as an independent trade union representing teachers in South Africa. It is the largest Teachers' Union in South Africa.

SADTU members have taken part in national conferences to develop and implement the OBE curriculum. Many of these conferences have taken place in the different provinces as a result of SADTU's involvement in the development of the OBE curriculum.

Apart from these development activities, SADTU members and other teachers have taken part in national conferences to develop and implement the OBE curriculum. Many of these conferences have taken place in the different provinces as a result of SADTU's involvement in the development of the OBE curriculum.

SADTU has also participated in the development of the National Curriculum Framework, which is the basis for the implementation of the OBE curriculum. The National Curriculum Framework was developed in consultation with all stakeholders, including teachers, students, parents, and other education stakeholders.

The OBE curriculum has been designed to be student-centered, with an emphasis on critical thinking, problem-solving, and collaboration. The curriculum is also designed to be flexible, with an emphasis on the development of skills that are relevant in the 21st century.

Further, it is important to note that the OBE curriculum is not the only curriculum that is student-centered. Other educational systems, such as the International Baccalaureate, also emphasize student-centered learning.

In conclusion, SADTU and the OBE curriculum are committed to providing high-quality education for all students. The OBE curriculum is designed to meet the needs of students and prepare them for success in a rapidly changing world.