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REPUBLIC OF SOUTH AFRICA

BRANCH: VOCATIONAL AND CONTINUING EDUCATION AND TRAINING

Task Team on Community Education and Training Centres: draft report

OUTLINE OF THE PRESENTATION



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- 1. INTRODUCTION**
- 2. BACKGROUND**
- 3. METHODOLOGY ADOPTED BY THE TASK TEAM**
- 4. TASK TEAM'S CONTEXTUAL ANALYSIS**
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INTRODUCTION

The Task Team was established in April 2011. The Task Team was briefed in June of 2011.

The Task Team has submitted its report to the Minister and the Director-General in June 2012.

The issues raised in the Report are at this stage Task Team proposals – the report has not been processed by the Ministry and the Department.

BACKGROUND



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TERMS OF REFERENCE

- To **conceptualize a workable institutional model** of community education and training centres that is **distinct** and **unique**.
- To consider the **policy and legal implications** for a new community education and training system, with particular regard to the current legislation;
- To make recommendations on **relevant programmes** to be offered by community education and training centres taking into account the distinct identity of the institutions;
- To investigate and propose **appropriate funding modalities** for community education and training centres;
- To investigate and make recommendations on **suitable governance mechanisms** for the community education and training centres; and
- To develop **broad implementation steps to** institutionalize community education and training centres within a post school system.
- To **review relevant local and international literature** on appropriate institutional forms for lifelong learning in making recommendations on community education and training centres.

BACKGROUND CONT...



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MEMBERSHIP

1. Ms Febe Potgieter (Chairperson)
2. Ms Tsakani Chaka
3. Mr Yershen Pillay
4. Mr Mabu Raphotle
5. Mr Ivor Baatjes
6. Prof John Aitchison
7. Mr Michael Cosser

8. Ms Lulama Nare - declined
9. Mr John Maluleke - declined
10. Ms Thantshi Masitara - declined
11. Ms Khosi Xaba - declined
12. Dr Julie Reddy - declined



METHODOLOGY ADOPTED BY THE TASK TEAM

1. **Analysis of the Terms of Reference**
2. **Analysis of policy, laws and reports: 2006 DoE Report on Adult Literacy, 2008 Report on restructuring AET and DHET 2009 report on Out of school youth.**
3. **Literature review: national**
4. **Literature review: International**
5. **Engagement with relevant stakeholders**
6. **Community Research**
7. **Development of a Draft Concept document**
8. **Feasibility Study**
9. **Final Draft Report**

BACKGROUND CONT...



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STRUCTURE OF THE DRAFT FINAL REPORT

Acronyms

Tables and Report Annexures

Executive Summary

Background and methodology

Section 1: SA's developmental agenda and education opportunities for adults and young people

Section 2: Literature reviews

Section 3: Community research

Section 4: The institutional proposal

Section 5: Next steps

References

Annexures:

Annexure A: Submissions and Inputs to Task team

Annexure B: International literature review

Annexure C: South African literature review

Annexure D: Imagining Community education and training centres – the Community research

Annexure E: List of attendees at Stakeholder meeting, 20 April 2012

TASK TEAM'S CONTEXTUAL ANALYSIS



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1. Despite achievements: ““the system continues to **produce and reproduce gender, class, racial and other inequalities** with regard to access to educational opportunities and success.” (Green Paper)
2. Adults and young people not in formal workplaces and educational institutions particularly disadvantaged
 - 12 million adults with less than Grade 9 education
 - 3 million young men and women 18-24 not in employment, education or training (NEETs)
3. **Intergenerational solidarity**: focus post 1994 on schooling, ABET less than 0.2% of education budget, minimal focus on NEET (once off R1 billion to form UYF, underfunding of the NYSI)
4. Large part of period education and training expansion in **context of fiscal restraint** – education expenditure static till around 2005/2006

PROPOSALS



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Assumptions

Global context

Literate and better educated adults and youth improve life chances, standards of living and social and community role
Education contribution to social mobility, cohesion and equality
Economic, technology and social trends globally towards more skilled societies and work force, prime on post-secondary education
Fast-changing world, not only young but all adults

SA specifics

More youngsters stay longer in education
Changes in labour market – egg shape
Demographic shifts – youth bulge
Adult education and lost generations of yesteryear
Historic legacy of under-investment

TARGET GROUP 1



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Age range	Education levels	Learning needs
Adults 25-65 years	Illiterate < Gr 7 < Gr 9	Adult literacy, GETC, vocational programmes, development and community programmes, SME, cooperatives and livelihood training, LMI information, RPL
Adults 25-65 years	Gr 10 and more	NASCA, vocational and occupational programmes, colleges and university bridging. development and community programmes, SME, cooperatives and livelihood training, LMI information, RPL.

TARGET GROUP 2



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Age range	Education levels	Learning needs
Below 15 years	Drop-out before completing primary and high school	Second chance, remedial high school, life skills and vocational: DBE technical schools
16-18 years	Primary or less Secondary, <G10 Grade 10 < Gr12	Literacy, GETC and full-time NC(V); life skills, vocational programmes, employability and technology skills
18-24 years	< primary Secondary <Gr10 Gr10 < Gr 12	Second chance: GETC, NC(V), NASCA, vocational programmes, NYS and entrepreneurial, life and citizen skills, employability and technology skills
	Weak Matric passes	Vocational, worked base or occupational programmes: N courses, bridging programmes to apprenticeships and learnerships. NYDA National Youth Service and entrepreneurial programmes. College and university bridging programmes; life and citizen skills, employability and technology skills



A distinct, unique model?

A network rather than single 'new' institution, integral part of the Post school system

Two components

COMMUNITY LEARNING CENTRES:

CLCs,

Kha Ri Gude Learning network

Institute for Adult, Youth and Community Learning

DIFFERENTIATED COLLEGES:

Community colleges

Vocational education colleges and Colleges of Technology

Single purpose colleges

Open, distance and e-learning components in all of these institutions.



Options

Option 1: develop two distinct institutional forms – CLC sector and Colleges sector

Option 2: Community learning centres as a component of Community Colleges.

OTHER ISSUES

Phasing in the model

Institutional development and capacity

Governance issues

Legal and policy framework

Funding

Linkages and articulation

NEXT STEPS



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- **By end July 2012 (End of Task team mandate)**
 - Some preliminary consensus around the model and options.
 - Phasing proposals, including identification of initial institutions
 - Detailed proposals around governance, funding, capacity building, infrastructure, etc.
- **Beyond April (4-6 months?)**
 - Incorporated consensus proposals into White Paper process
 - Legal framework
 - Conducting detailed Institutional model
 - Feasibility study

WAY-FORWARD



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- **ENGAGEMENT WITH THE MINISTER ON THE 24TH OF JULY 2012**
- **REWRITING FINAL DRAFT REPORT**
- **INCORPORATION INTO WHITE PAPER**
- **PUBLIC COMMENTS PROCESS**