

MINISTERIAL TASK TEAM ON COMMUNITY EDUCATION AND TRAINING CENTRES

TERMS OF REFERENCE: INTERNATIONAL LITERATURE REVIEW

1. INTRODUCTION

The Department of Higher Education and Training (DHET) has appointed a task team to conceptualise the development and implementation of an alternative and more effective institutional form for addressing the needs of out-of-school youth and adults. The Community Education and Training Centres (CETCs) task team has identified the need to conduct reviews of the local and international literature on appropriate institutional forms for lifelong learning that might have a bearing on the establishment of CETCs in South Africa.

2. NATURE OF ASSIGNMENT

This brief pertains to the review of the international literature on alternative institutional forms for adults and youth.

2.1 Details of assignment

2.1.1 The task team has identified the need to consider alternative institutional forms for adults and youth in selected developed and developing countries. Developed countries would include:

- The United States of America (USA)
- Scandinavian countries (the volkskoler model)
- South Korea.

Developing countries would include:

- Botswana
- The BRIC countries (Brazil, Russia, India and China).

The review should include, but not be limited to, these countries, looking farther afield to any country whose institutional forms might be appropriate in the South African context.

2.1.2 The review should consider the following aspects of institutional models:

- Distinctiveness and uniqueness of institutional forms providing education and training to out-of-school youth and adults in relation to other institutional

types (universities, technikons, FET / VET colleges, other single- and multi-purpose colleges, adult learning centres, and schools)

- Articulation with other educational institutions
- Institutional governance arrangements
- Human resource management: institutional management, support staff, and academic staff
- Qualifications, and the Qualifications Authority (i.e., NQF-equivalent) levels at which they are offered
- Learning programme provision (including diversity of programmes) leading to the achievement of these qualifications
- Modes of learning programme delivery (including contact versus distance, full-time versus part-time, the mix of theoretical and practical components, simulated or workplace based experience).
- Student assessment policies and practices
- Quality assurance: institutional and programmatic
- Relationships with and service to communities, business and industry (including graduate placement programmes)
- The provision of lifelong learning opportunities
- Institutional funding arrangements
- Tuition and other related fees.

3. DELIVERABLES

- 3.1** Two drafts of the report should be submitted – a first draft, and a revised draft in the light of task team member comments – in electronic format as per the timeframes below, incorporating all the aspects detailed in 2.1.1 and 2.1.2 above.

4. TIMEFRAME

The first draft of the report should be submitted to the task team by 2 September 2011 and presented at the 5 September meeting of the task team. Once the task team has engaged with the review, written comments will be given to the consultant by 19 September. The consultant will then revise the review for electronic submission to the task team by 26 September.

All electronic versions of the review reports should be e-mailed to: Febe Potgieter (febe_potgieter@hotmail.com), Michael Cosser (mcosser@hsr.ac.za) and Tsakani Chaka (tsakani@cepd.org.za).

5. REMUNERATION

Total remuneration for the task will be xxx, [including VAT].

Remuneration will be made on the basis of work that is submitted timeously and is of a satisfactory quality, and on the submission of an invoice to the DHET. Payment will be effected by 31 October 2011.