

**DRAFT MINUTES OF THE MEETING OF THE TASK TEAM ON
COMMUNITY EDUCATION AND TRAINING CENTRES HELD ON
6 FEBRUARY 2012 AT ETD P SETA –BEDFORDVIEW**

PART 1: PROCEDURAL MATTERS

1. Opening and welcome

The chairperson Ms Fébé Potgieter-Gqubule opened the meeting and thanked everyone for attending. The chairperson emphasized the need to push the work as much as possible and work toward complete the report in order to make substantive input to the Green Paper. The chairperson also reminded members that updated statistics of the youth must be accessed.

2. Attendance and Apologies

2.1 Attendees

Task Team members

Ms Fébé Potgieter-Gqubule
Ms Tsakani Chaka
Mr Mabu Raphotle (on behalf of Ms Sesi Nxesi)
Professor John Aitchison
Mr Michael Cosser - standing
Mr Ivor Baatjes
Mr David Diale

Secretariat

Ms Juliet Sibiya

2.2 Apologies

Mr Yershen Pillay

2.3 Agenda

The programme of the day was planned as follows:

- 2.3.1 Welcome and introductions
- 2.3.2 Minutes of last meeting and matters arising
- 2.3.3 Presentation by Mr Mabu Raphotle – South African Literature Review
- 2.3.4 Presentation by Prof Aitchison – International Literature Review
- 2.3.5 Report – Community Research – Ms Tsakani Chaka and Mr Ivor Baatjes.
- 2.3.6 Concept Paper
- 2.3.6 Matters arising from meeting with the Minister of Higher Education and Training Centre
- 2.3.7 Green Paper

2.3.1 Minutes of last meeting and matters arising

2.3.1.1 Minutes were accepted with the corrections on the following

2.3.1.1.1 to separate phrases and names that were mistakenly joined together on 21, 2.2, 2.3.2.1, 2.3.2.4, 3.1.6.8, 3.1.6.11, 1.1.6.15, 3.1.6.17, 3.1.6.19, 3.2.2, 3.2.8, 3.3, 4.3, 4.5, and 6

2.3.1.1.2 to take out the word standing

2.3.1.1.3 to replace the word “Systematic” in paragraph 3.1.6.16 with Adult Education Synthesis report

2.3.1.1.4 to rephrase the sentence in 3.2.1

2.3.1.1.5 to take out the word “forced” merger

2.3.1.1.6 to add the words “and update” to 3.2.2

3. Presentations

3.1 Mr Mabu Raphotle: Report on South African Literature Review

3.1.2 Mr Mabu explained that he had only started by the end of January as the approval of his contract by the Department of Education and Training was done late which had put him to work under pressure.

3.1.3 The draft report is attached, and here are some of the key issues highlighted in the report:

3.1.3.1 It seems like there is no legislation covering the closing down of Teacher Training Colleges and Nursing colleges.

3.1.3.2 Teacher training College – where do teachers get training currently?

3.1.3.3 FET Amendment Act – change the status of lecturers from being employees of Colleges to being state employees.

3.1.3.4 To assist in obtaining information on Adult Education and Training Centres – recent learner figures (2009 – 2011)

3.1.3.5 To assist in obtaining real AET learner figures separated from learners who are completing their Matric.

3.1.3.6 To assist in obtaining Independent Examination Board (IEB) learners in private institutions.

3.1.3.7 To provide Mabu the AET Act as amended

3.1.3.8 To provide Mabu with data for new GETC exam stats.

3.1.3.9 Ivor to provide information on the ESDAs

3.1.3.10 Information on Job Summit 1998 – Umsobomvu and Youth Commission is Needed.

3.1.3.11 Mabu to talk to EMIS section at DHET for more specific data

3.1.3.12 NCV is only done full time by youths– however unemployed adults do short skills programmes only.

3.1.3.13 The entry requirements for NCV: learners who have passed Grade 9, those who have GETC, who failed or passed Matric, however most learners do not cope with NCV.

3.1.3.14 What constitute a centre – learners, full/ part time educators, full time centre manager, supervising teacher? Each province has different management systems.

- There is a need to look at different models of PALCs in respect of governance and management in different provinces, e.g. Gauteng has full complement of staff as opposed to Limpopo with two personnel in a particular centre.
- 3.1.3.15 CETC has a dilemma to solve this – if learners are not full time – and yet have full time educators with no learners. Adult learning is learner demand driven – taking into consideration the nature of the centres and the proportional employment/ appointment. The educators’ conditions of service are different from schools.
- 3.1.3.16 TTCE need to ask the following questions: Do we go for an example set by GP or try something different? It has been proven that centres that work are the ones that operate separately from schools in which full time centres manager and dedicated staff operates. The identity of a centre becomes crucial, however it needs to be explained whether it refers to physical identity, coexistence with schools or hybrid. Other kinds of infrastructure such as community halls, church halls, should be considered if TTCE is not looking at one size fits all. It is understood that other provinces take different forms except Gauteng. The linkages between PALCs and schools as well as GET must be looked into in view of them being part of school sector and post school framework.

3.2. Professor John Aitchison: International Literature Review (Presentation slides are attached)

- 3.2.1 International framework: There is relatively little that is new in terms of models with just a couple of differences however minor. Most countries run things that we have but differently and effectively than us. A slight difference is observed with India which has local multi-purpose centres run by centre manager who are librarians with well resourced infrastructure. The framework is very local in communities.
- 3.2.2 Report of the TTCE report must be crystal clear as there is a lot of confusion on the term- adult education. It must be indicated clearly on the final report what is meant by AET and where is community education brought in. Currently basic AET looks at formal education. The TT needs to conceptualise what is being delivered. Adult Basic Education which is highly developed must continue with people with basic schooling to further education. There must a focus on poor and disadvantaged, from ABET to AET moving towards life-long learning, an example in this case is Scotland, whose non – formal education system includes everything outside the schooling system – including adult education, which is made up formal and non-formal.
- 3.2.3 Family literacy – was a project of President Bush’s wife where mothers from poor backgrounds were taught to be literate so that they can support their children and foster a literate home. Another aspect of family literacy is that it is non-formal where grants are linked to some form of training which has a potential of expanding participation, for an example – linking the grant with foster care to

- give one some kind of income. This whole thing is directly connected to skills development and training and cannot be dependent upon forever.
- 3.2.4 There is a need for a comprehensive legislative framework in relation to AET in the community, continuity, a particular form and contextual, i.e. shifting ABE in context – e.g. mining with its language, literacy and numeracy.
 - 3.2.5 The Inter - Ministerial collaboration between Social Development, Education, Labour, Correctional Services and the Defence Force is very important.
 - 3.2.6 The Kha Ri Gude Literacy campaign linkages to the DHET needs some exploration as well as the role of municipalities in getting involved and taking charge.
 - 3.2.7 An exploration on the range of different kinds of level 4 with substance must be done. Unfortunately reviews and research done on the subject have not been made available by government.
 - 3.2.8 Funding: Discrepancy in provinces regarding funding lies in the decisions by the MECs which are at times not influenced by demand but by excess or lack of money.
 - 3.2.9 Funding mechanisms – Other countries use different forms of funding different projects, e.g. UK, while in South Africa only one form is used.
 - 3.2.10 The National Planning Commission does not look only at single sector, i.e. education but on the entire system including skills, etc.
 - 3.2.11 Korea has the best funding model, India has lots of community involvement and institutions and CUBA has a comprehensive local post schooling sector where one finds a university centre in all municipalities.
 - 3.2.12 Determination for CETCs: the TT must think of what is possible in the immediate future in terms of location in determining how many CETCs. There are 253 municipalities nationally and it is suggested that there should be one CETC per municipality. In some cases existing structures will have to be used, while poor rural areas there will be a need to build new structures.
 - 3.2.13 The TT may explore the HRSC 2008 mapping report of evaluation of PALCs universities, satellite campuses, Agricultural campuses and extend it to mapping of FET colleges and finding out where UNISA students are.
 - 3.2.14 The FET demarcations are very clear, the use of part of them as CETC must be explored taking into account the broad geographic distribution nationwide.
 - 3.2.14 The TT must find out more information on out of school, and out of work people, as there is little said about them, Brazil has special programmes for young people to assist them to acquire basic education and a specialization course.

3.3 Tsakani Chaka and Ivor Baatjes – Community Research

- 3.3.1 The team already has a plan which has been approved by other team members.
- 3.3.2 Community review is currently done by Ivor
- 3.3.3 Terms of reference for feasibility study by chairperson;
 - Broad implementation plan;
 - Draft implementation plan;
 - Test and do feasibility study before finalization of report

3.3.4 Recommendations to the report

- 3.3.4.1 Not to do it in 3 months. – it will be part of the TT recommendations
- 3.3.4.2 Another topic has been added – The Freedom Park Project
- 3.3.4.3 How do we integrate research and literature reviews?
- 3.3.4.4 What do people mean by community? The differences must be explained and there must be data available to help the TT explain how different communities are e.g. in rural sites.
- 3.3.4.5 The notion of municipalities as the local nexus as it will be practical to roll out through municipalities.
- 3.3.4.7 HSRC - geographic mapping for FET and projects – it shows locations of all FET colleges by region, provinces and plots all universities, and Technikons – need to find out where are the PALCs in relation to that, so as to get a bird's eye view. The TT needs to get in touch with Fazel Toefy to assist in this regard.

4. Draft Concept Document

- 4.1 To summarise a submission
- 4.2 Chairperson to have a one on one meeting with stakeholders and not to wait for them to make presentations at Task Team meetings.
- 4.3 Chairperson to email documents to task team members.
- 4.4 Preliminary outline – how long is it going to be? The TT to summarize report to 60 pages.
- 4.5 To include a report and create CD version.
- 4.6 How to present to Minister: point form versus long narrated.
- 4.7 Report must be synthesized succinctly
- 4.8 To include a section on Qualifications: Programme offerings
- 4.9 Some conceptual ideas to include in report;
 - Need of central agency to establish;
 - District, provinces, municipalities as delivery sites;
 - Curriculum development issues – linkages with municipalities;
 - Use of infrastructure; and
 - Use of personnel.

5. Matter arising from Minister's Meeting

- 5.1 The Minister wanted to have an overview of what the task team has done and also to get his sense of thinking where he has also raised some conceptual issues, for an example – that it has been an oversight to leave Kha Ri Gude with Basic Education and also advised the TT to think about where PALCs could be located.
- 5.2 The chairperson will prepare a report of the meeting with the Minister of Higher Education and Training - Dr Blade Nzimande.

6. The Green Paper

- 6.1 The task team has assigned Mr Michael Cosser to prepare for its presentation in the next meeting

7. Stakeholder meetings

- Mr Firoz Patel for Infrastructure plan for DHET and Institutional mapping
- Advocate Boshoff – Legal status and Legislation for CETCs
- Dr Mahlobo – Work Streams
- Mr Macikama – NSF
- DPW Public Works – for facilities
- COGTA
- Thami Skhenjane/ Thami Mazwai – SANCOCO/ SMME

8. Tasks for the Task Team

- 8.1 Mabu to email SA Review;
- 8.2 John to complete International Review and add more information;
- 8.3 Update on Community Research;
- 8.4 Concept document – distribute draft with options;
- 8.5 Capacity at Higher Education institutions – Ivor and John to do submission to the Minister through the right channels; and
- 8.6 Michael to do a synthesis of the Green Paper and raise issues relevant to us

9. Task Team Meetings

The remaining meetings will be held as follows:

20 February 2012

5 March 2012

19 March 2012

10. The meeting adjourned at 16h00

Adoption of minutes

Ms Fébé Potgieter–Gqubule
(Chairperson)

Date: _____