

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

PART 1: PROCEDURAL MATTERS

1. Opening and welcome

The chairperson Ms Fébé Potgieter-Gqubule opened the meeting and thanked everyone for attending.

In her opening remarks the chairperson explained that there is a need to explore the training needs of the small business and the co-operative sector, regarding their issues, views, etc, even though the terms of reference of the task team had not included them.

2. Introductions

The chairperson welcomed the stakeholder members of Southern African Cooperative Council Enterprise Development (SANCO) and gave them an opportunity to introduce themselves. The chairperson briefed the stakeholders on the background and mandate of the task team.

3. Attendance and Apologies

3.1 Attendees

Task Team members

Ms Fébé Potgieter-Gqubule
Ms Tsakani Chaka
Mr MabuRaphotle (on behalf of Ms SesiNxesi)
Professor John Aitchison
Mr Michael Cosser
Mr Ivor Baatjes
Mr David Diale

Stakeholders

Mr Thami Skenjana
Ms Zandile Moerane
Mr Brandon Young
Mr Claude Oosthuizen

Secretariat

Ms JulietSibiya

3.2 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 SANCOC
- 2.3.4 Presentation by Mr. Mabu Raphotle – South African Literature Review
- 2.3.5 Presentation – Community Research – Ms. Tsakani Chaka and Mr. Ivor Baatjes
- 2.3.6 Comments on the Green Paper on Post school education and training system – Mr. Michael Cosser
- 2.3.6 Concept Paper

2.3.1 Minutes of last meeting and matters arising

2.3.1.1 Minutes were deferred to the next meeting due to time constraints.

3. Presentations

3.1 SANCOC:

- 3.1.1 SANCOC provided documents to the secretary as part of their presentation.
 - 3.1.1.1 SANCOC is a joint initiative of Business Unity South Africa (BUSA) and labour, aimed at stimulating Small Micro Medium Enterprises (SMMEs) and local economic development. One area identified by the Council is bridging the digital divide and the promotion of cooperative banks, hence the partnership with the company that will be making the presentation.
 - 3.1.1.2 The core business of the company (?), which is based in North America is to look after companies' buildings, properties as well as training to deal with SMMEs especially those in the services sector.
 - 3.1.1.3 The organization has realized that there are 15 million people in South Africa who are unemployed currently, while there are public projects and budgets that are not spent, and it became clear that somewhere in between there is a disconnect.
 - 3.1.1.4 The company has introduced a technologically driven system which is built on its operational system, i.e. the use of a cell phone to access training even in geographically remote areas.
 - 3.1.1.5 The company has adopted a traditional system, called the pool system by which skills development requirements are identified in a particular community while the community responds by choosing the programmes and courses for at a central place (portal system).
 - 3.1.1.6 This kind of system assists community members in accessing employment opportunities immediately.

- 3.1.1.7 An attempt to bridge the first and second economy is made where by systems are taken out of the city and brought into the community and technology is being used to link people with services, e.g. the banking system.
- 3.1.1.8 The company in its skills development intervention uses on - line training and support which is combined simultaneously with work.

3.1.2 Comments and questions raised

- 3.1.2.1 People are currently unemployed at street corners – the issue of language, literacy and mathematics may be problematic - how are they assisted
- 3.1.2.2 How is the public responding and how are the courses funded? The question was answered by giving an example of the 5 Portals which uses a “Please Call Me” service which is technologically built within the programme to assist community members who are involved in it.
- 3.1.2.3 The use of technology is demand driven, whereby the pool driven technology is used all over, people rent it, only to be used when it is needed.
- 3.1.2.4 Funding: big projects have been funded through tenders, and it is suggested that corporate needs to be asked to sponsor their employees.
- 3.1.2.5 However there is still a gap in technology to deliver skills
- 3.1.2.6 How do you intend taking this to people since there is dearth of information? The company responded by saying that it engages in Community Public Private Partnership (CPPP), as well as Radio advocacy which is a quicker way to reach people, as well as using community health care facilities and libraries.

3.2. Mr Mabu Raphotle: South African Literature Review Further Education and Training (FET) Colleges

A presentation on the SA Literature Review was tabled

- 3.2.1 At the last meeting of the Task team, the first sections were presented and discussed. Mabu indicated that he has completed almost all the sections, except for few documents that were sent by colleagues that he still has to read and incorporate into the review.

Here are some of the issues highlighted in the presentation:

- 3.2.1.2 Data on private FETs is available, however unreliable. Some of the private FETs and their learners are not registered.
- 3.2.1.3 A breakdown of private FETs by city and municipality will be provided by DHET and HSRC.
- 3.2.1.4 Qualifications: QCTO is responsible for N4 to N6 qualifications, while UMALUSI is responsible for N1 to N3.
- 3.2.1.5 Articulation of the qualification – employers and universities do not employ or admit learners with NCV.
- 3.2.1.6 The curriculum for NCV has become narrow than before.
- 3.2.1.7 There is a bursary for student to access full time study for NCV and NATED, but not for adults who want to study part time nor for unemployed persons, as part time study is not funded.

- 3.2.1.8 Educators employed by College Councils are paid less, however this has since been standardized.

Universities

- 3.2.1.9 There are 23 of them nationally, but for Northern Cape and Mpumalanga plans are afoot to build universities for them.
- 3.2.1.10 There are about 15 000 unemployed learners who are not admitted to tertiary institutions but have passed Matric with exemption.
- 3.2.1.11 In terms of admission to a tertiary institution learners do not have the luxury to Choose programmes of choice, because there are just no spaces for them and sometimes a faculty redirects them to do courses which were not of choice.
- 3.2.1.12 The task team needs to explore the community service literature – HSRC, university and industry.
- 3.2.1.13 Community engagement – the task team needs to unpack what community engagement means

3.2.2 Comments and questions raised

- 3.2.2.1 Studies on training of lecturers and administrative staff – what make college lecturers different?
- 3.2.2.2 Lecture framework to be finalized as it has been gazette for public comments.
- 3.2.2.3 Some lecturers have studied at a college only to come back and be a lecturer straight from training. There is therefore no actual industry experience.
- 3.2.2.4 There are some old lecturers with skills but without teaching methodology.
- 3.2.2.5 The qualification NPDE - not a vocational lecture, also not a nationally recognized qualification.
- 3.2.2.6 On competencies of college lecturers, it was mentioned that comprehensive universities and universities of technology have the technical skills to train lecturers, and are able to award a qualification, example, B. Tech.
- 3.2.2.7 The task team to bear in mind for recommendations the issue: better qualified versus technical skills.
- 3.2.2.8 Flexibility of movement in colleges occurs frequently as lecturers who are appointed on a contract can move out as soon as contract expires.
- 3.2.2.9 On the issue of The uncertainty about permanent employment that is currently prevailing within Public Adult Learning Centres, the Community Education and Training Centres (CETCs), task team needs to explore how to ensure flexibility with the programmes which are responsive to adults.
- 3.2.2.10 How do you create responsiveness of programmes?
- 3.2.2.11 Council appointments: college councils have a leeway to contract full time/ part time lecturer.
- 3.2.2.12 Private colleges do not receive subsidy from government.
- 3.2.2.13 Some private colleges are better than public FETs – HEIs
- 3.2.2.14 On privatising of a public good, POSTNET was given as an example of a public good that was privatized, and it was explained that while POSTNET is good in urban communities, it is only used by a few

population. While parents prefer conditions under which private schools operate, what then will happen if 50% of public good is privatized?

3.3 Mr Michael Cosser: presentation on the Green Paper on Post School Education System

Mr Cosser presented some slides on the topic

3.3.1 Issues highlighted

- 3.3.1.1 At what point in the process does the task team arrive at an institutional type
- 3.3.1.2 Cloete document on youth challenges to be explored.
- 3.3.1.3 On the college system – the policy must change quickly, and in terms of identity of PALCs in colleges, there is a need for a differentiated alternative.
- 3.3.1.4 Vocation is defined as a middle level of education and therefore problematic.
- 3.3.1.5 Institutional identity based on programmes
- 3.3.1.6 Task team to explore Christopher Winch’s “Front Loaded skills” which is about skills linked to secondary tertiary economy.
- 3.3.1.7 Ivor to prepare a discussion paper on Thembaletu and Freedom Park Projects
- 3.3.1.8 Input given during discussion of the Green Paper to be expanded on slides to reflect the team’s comments.
- 3.3.1.9 It was suggested that the task team needs to start putting together the model of the institutions in the next meeting.

3.4 The meeting adjourned at 15h00

Adoption of minutes

Ms FénéPotgieter–Gqubule
(Chairperson)

Date: _____