

MINISTERIAL TASK TEAM ON COMMUNITY EDUCATION AND TRAINING CENTRES

TERMS OF REFERENCE: COMMUNITY RESEARCH

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 solicit community views on the problems of out-of-school, unemployed youth and of adults either in or outside of the labour market with no or inadequate skills.

2. NATURE OF ASSIGNMENT

This brief involves conducting research in selected communities and in the institutions within them that notionally cater for out-of-school, unemployed youth and of inadequately skilled adults, in order to understand the nature of the education, training and unemployment problems and to assess the extent to which existing institutions are able to address them.

2.1 Details of assignment

2.1.1 The assignment involves the canvassing of community views on the problems of out-of-school, unemployed youth and of inadequately skilled adults through:

2.1.1.1 Conducting imbizos in selected communities and minuting and recording the proceedings of these meetings.

2.1.1.2 Conducting site visits of education and training institutions (for example, public and private adult learning centres, public FET colleges, private FET institutions, NGOs, community-based organisations [CBOs], faith-based organisations) and interviewing key stakeholders (for example, managers, principals, CEOs, and, importantly, students themselves) to canvass their views on the extent to which the institutions cater for out-of-school, unemployed youth and / or inadequately skilled (employed or unemployed) adults. These visits will investigate aspects such as:

- Institutional governance arrangements
- Human resource management: institutional management, support staff, and academic staff
- Qualifications, and the NQF 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 above.

4. TIMEFRAME

The first draft of the report should be submitted to the task team by 30 September 2011 and presented at the 3 October meeting of the task team. Once the task team has engaged with the review, written comments will be given to the consultant by 17 October. The consultant will then revise the report for electronic submission to the task team by 24 October.

All electronic versions of the review reports should be e-mailed to: Febe Potgieter (febe_potgieter@hotmail.com), Michael Cosser (mcosser@hsrc.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 30 November 2011.