

Centre for Education Policy Development



**ANNUAL REPORT
2006**

VISION STATEMENT

The CEPD contributes towards building a society in which there is quality education and training for all, based on the core values of Access, Equity and Redress, Democracy and Non-Discrimination.

MISSION STATEMENT

The CEPD works with and supports government departments, particularly the departments of education; legislative structures; democratic organisations; and other institutions supporting our core values in order to contribute to a common vision of high quality education and training for all.

The CEPD acts either alone or in partnership with others to fulfil this mission by:

- Undertaking critical independent research, policy analysis, monitoring and evaluation
- Providing advice on the development and implementation of policy
- Promoting and facilitating public policy dialogue and debate
- Contributing to capacity building in the education system
- Undertaking advocacy in support of our vision
- Managing grants on behalf of government and other organisations
- Organising and managing conferences, seminars and meetings.

CONTENTS

Chairperson’s Report.....	1
Board of Trustees (2006).....	2
CEPD Staff (2006).....	2
Introduction.....	3
RESEARCH, MONITORING AND EVALUATION	5
Schooling.....	5
Projects Initiated by the Education Policy Consortium (EPC)	5
Projects Conducted for Education Departments and Statutory Bodies	7
Other Projects.....	8
Higher Education	11
Projects Initiated by the CEPD and its Partners.....	11
Projects Conducted for Education Departments and Statutory Bodies	13
Other	21
CONFERENCES, SEMINARS AND WORKSHOPS	25
RESOURCE CENTRE	28
DONORS/CLIENTS.....	29
FINANCIAL REPORT	30

Chairperson's Report

In my last report, I reported on the closure of the CEPD's KZN office for financial reasons. This helped to eradicate CEPD's deficit, but at the same time, extensive work had to be done to increase income. This year, I am happy to report that the CEPD has recovered its financial health. Staff have really pulled out all the stops to increase work, including contract work from government and parastatals and increasing grants from donors. We have definitely turned the corner.

A very promising trend I see in the organisation is its willingness to collaborate on research with other organisations both in South Africa and further afield. In response to concerns about the low literacy and numeracy levels of learners attending rural schools in particular but not exclusively, the CEPD and other organisations approached the Royal Netherlands Embassy with a proposal for a large scale collaborative research programme on literacy and numeracy education in this country. This new initiative promises to add a rich body of knowledge and insights into literacy and numeracy in South Africa. The formal research programme will commence in 2007. This will compliment the important research work on teacher education currently being undertaken by the CEPD and its research partners – also funded by the Royal Netherlands Embassy.

In 2006, the CEPD, as part of the Education Policy Consortium, continued its collaboration with researchers at five Swedish universities. I am pleased to note that this research, based largely on issues associated with infusing democracy and human rights into education, will result in two books. This is indeed an exciting development for the CEPD and its partners and promises to lead to further fruitful cooperation with progressive researchers in Sweden, a country with strong traditions of valuing equity and social justice.

I have been chair of the CEPD Board of Trustees since the foundation of the CEPD in 1993. I remain committed to the organisation, and continue to believe that the CEPD is contributing invaluable to the transformation of the South African education system at all levels. I thank the staff for their strong commitment, and I look forward to another successful year for the organisation.

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Shatadi Moswane

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South Africa- Norway Tertiary Education Development (SANTED) Programme

Programme Director

Programme Coordinator

Programme Planner

Admin Assistant

Patricia Gibbon

Zamo Shongwe

Ziyanda Cele

Ayanda Mpemyama

Associate consultants

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Introduction

The CEPD continues to work in the education and training sectors in a number of areas: education policy research, monitoring and evaluation; promoting a public policy dialogue on education and training policy; and through project and grant management.

The Centre's research work in 2006 continued to be a balance between commissioned research and independent, self-initiated research projects. The former is mainly conducted for government departments of education and statutory bodies working in the field of education. The latter has been conducted largely with the assistance of donor funding, particularly from the Royal Netherlands Embassy (RNE) and the Swedish International Development Cooperation Agency (Sida). Funding from the latter is expected to end in 2007, but RNE assistance is expected to continue and expand.

The RNE-funded programme of research on teacher education, conducted by the CEPD in partnership with other research agencies, is reported on below. At the end of 2006 we were preparing, together with the Education Policy Consortium, the Human Sciences Research Council, JET Education Services, and the Project for the Study of Alternative Education in South Africa (PRAESA), to begin work on an RNE-supported programme of research on literacy and numeracy education in South Africa, particularly in primary schools. These two large research programmes are being conducted in consultation with the Department of Education and we have high hopes that they will contribute to the development of insights into, and a deeper understanding of, two of the most crucial areas of education policy.

Our collaboration (under the auspices of the Education Policy Consortium) with

Swedish researchers at the universities of Stockholm, Uppsala, Gothenburg, Örebro and Umeå continued in the year under review. A second symposium – at which South African and Swedish researchers presented papers on the theme of implementing educational reform – took place in Johannesburg in October 2006. The papers from both this symposium and the previous one – at Örebro University in 2005 – are to be compiled into two separate books in the course of 2007. The first will be published by Örebro University and the second by Uppsala University. With the winding down of development co-operation by Sida in South Africa, we will cooperate with our Swedish partners to secure the resources necessary to ensure we can continue the collaboration.

The CEPD continues to play an important role in promoting dialogue in various forums as well as through participating in debates through the media. Of the various conferences and seminars organised by the CEPD during 2006, the highlight was undoubtedly the Commonwealth Education Stakeholders' Forum which accompanied the 16th Conference of Commonwealth Education Ministers in Cape Town in December 2006. The CEPD was the lead partner in organising the Stakeholders' Forum, coordinating a steering committee composed of members from various Commonwealth countries.

The remainder of this report outlines the CEPD's work and achievements during 2006, and gives some idea of the breadth and depth of the work that the CEPD is involved in.

RESEARCH, MONITORING AND EVALUATION

Schooling

Projects Initiated by the Education Policy Consortium (EPC)

Research on the Right to Basic Education

The CEPD is the lead organisation on this research project which falls under the Democracy, Human Rights and Social Justice Programme of the EPC. A number of papers and reports have been produced and a final paper will be presented at a concluding programme conference in February 2007.

Research on School Governance, Funding and Equity

The CEPD is participating in this research project (led by the Wits EPU) which falls under the Democracy, Human Rights and Social Justice Programme of the EPC. A number of papers and reports have been produced as has a booklet: Motala, S. and Pampallis, J. 2005. *Governance and Finance in SA Schooling*. A final paper will be presented at a concluding programme conference in February 2007.

Research on Social Violence and Education

The CEPD is the lead organisation in this research project which falls under the Democracy, Human Rights and Social Justice Programme of the EPC. A final paper will be presented at a concluding programme conference in February 2007.

Education and the South African State

This project, also falling under the Democracy, Human Rights and Social Justice Programme of the EPC, is a desk study consisting of six papers on different

aspects of the main topic. It is being conducted by CEPD, Wits EPU and the CSHE at the University of the Western Cape. An overview paper will be presented at a concluding programme conference in February 2007.

The Community Education Forum Project

The aim of this research project, which falls under the Democracy, Human Rights and Social Justice Programme of the



EPC, is to seek ways in which communities can assist teachers to implement a new and complex curriculum in primary schools. The central research question is: How useful can a representative Community Education Forum be for bringing parents, other community members and educators together to implement the RNCS, using local resources, including indigenous knowledge? Data from the project will be used to construct models for how to use local resources for implementing the RNCS. The project is now complete and a final paper will be presented at a conference to mark the completion of this programme in February 2007.

Initial reports indicate significant successes and some failures. In every case except one, communities have found ways to make the Community Education Fora (CEFs) work in their educational interests. CEFs invigorated dormant energies, encouraged parents and other adults to engage constructively with schools and brought educators and community members into mature and mutually respectful relations with each other. But since processes such as these take a long time to be established, the extent to which such advances in attitude and confidence as well as practice became deeply established within communities was not as great as the potential that exists to do so.

The project is now completed with the exception of a final paper to be presented at a conference at the completion of this programme in February 2007.

Projects Conducted for Education Departments and Statutory Bodies

Learner Transport Project

In December 2005, the Department of Education (DOE) appointed the CEPD, in consortium with Namela Projects (Pty) Ltd, to conduct a study on learner transport assistance schemes in the country. The study was completed in June 2006 and its objectives were the following:

- To gather *status quo* information on existing learner transport schemes, both internationally and locally, in order to identify key issues and determine trends and best practice;
- To develop and evaluate alternative intervention strategies to help increase access to schools in South Africa; and
- To formulate a national framework on learner transport assistance schemes, which will be used by the Provincial Education Departments (PED's) as a guideline for the implementation of learner transport assistance schemes in a consistent and integrated manner.

Evaluation of the Impact of the Life Skills: HIV and Aids Project

This project started in late 2005. The purpose of the project was to evaluate the impact of DoE's Life Skills: HIV and Aids project on learner behaviour. The project was undertaken nationally for the Department of Education. The final report was submitted in July 2006.

Inclusive Education

CEPD was sub-contracted by JET Education Services to conduct some desk-top policy research for a team devising plans for human resource development for the

delivery of special needs education as well as to assist with certain technical aspects for a situational analysis. The work was being conducted for the Inclusive Education directorate of the Department of Education.

Training on Classroom Discipline for Educators (Northern Cape School Safety Project)

The CEPD was contracted by the Northern Cape Education Department to provide capacity building workshops for district officials on discipline. The project involved developing materials and providing the training. This project was undertaken in partnership with Intsatsakusa and was completed in 2006.

Other Projects

Evaluation of Education Support Centres Project in the North-West Province

The CEPD has been contracted by the Zenex Foundation to conduct an evaluation of a project undertaken by the Media in Education Trust (MIET) to provide training to educators in 20 schools and establish education support centres in the North West province. The evaluation will take place in two phases (baseline evaluation and summative evaluation at the end of the project). The first phase of the evaluation was undertaken in 2006 and a report has been submitted. The final evaluation will be undertaken in 2008.

Evaluation of the Matthew Goniwe School of Leadership and Governance and the University of Johannesburg's Advanced Certificate in Education (ACE) in Education Management

The Matthew Goniwe School of Leadership and Governance contracted the CEPD to conduct an evaluation of its pilot practice-based Advanced Certificate in Education (ACE) in Educational Management that it undertook jointly with the University of Johannesburg. The evaluation was both formative and summative,

and its purpose was to:

- Monitor the effectiveness and efficiency of both the innovation model as well as the implementation of the project
- Inform the development of the project
- Assess the impact of the pilot project.

The areas of focus of the evaluation included: the project/programme design itself, learning materials, delivery of the learning programme and the integrated assessment approach. The final school site visits were conducted in June 2006, and the final case study reports and summative evaluation report were written thereafter.

Matthew Goniwe School of Leadership and Governance – Leadership Profile of the Gauteng Department of Education Project

This project, commissioned by the Matthew Goniwe School of Leadership and Governance in November 2005, was completed in May 2006 and culminated in a report which was published and distributed to all schools in Gauteng. The project sought to develop a profile of school leaders in Gauteng and identify information gaps that exist in the current EMIS data.

A Review of the State of Education in South Africa Ten Years After 1994

The CEPD was commissioned by SADTU to provide a description of the achievements and failures of the educational system since 1994, to develop a set of strategic positions relating to these challenges and to make available to the union's membership and the broader public a body of information and analysis that would:

- Assist in the development of a revitalised vision for education in the next decade and to develop meaningful responses to the challenges facing education.
- Assist SADTU in its professional development challenges.
- Assist in the development of a meaningful dialogue between the government and stakeholder organisations such as SADTU.

A final report was submitted to SADTU in 2006.

Evaluation of Molteno Project's Teacher Development Programme

The CEPD took over a commission from the Zenex Foundation to the EPU (Natal) to undertake an evaluation of the literacy work of its Molteno Project in the Uitenhage and Idutywa districts of the Eastern Cape. Molteno began Phase 1 of this work in primary schools in 2000. In January 2003, this project was extended and more schools were added from both regions to form Cluster Two.

This evaluation was aimed at adding to existing information about the implementation of Molteno's project in the Uitenhage and Idutywa districts, and to confirm the extent to which Project objectives are being reached. These objectives are:

- To enable learners to achieve literacy in the Foundation Phase of schooling through teacher support and learner materials
- To enhance the acquisition of English in Grades 2-6 through their Bridge to English series
- To equip teachers to develop in learners an awareness of and empathy towards people affected and afflicted by HIV/AIDS so that they are enabled to discuss freely the effects of HIV/AIDS in their communities.

The evaluation report was completed in 2006, and the findings were to be presented to the Zenex Foundation and Molteno Project in 2007.

Higher Education

Projects Initiated by the CEPD and its Partners

HE/FET Linkages Project

Funded by the Ford Foundation, and in partnership with Bronx Community College (New York), the CEPD is facilitating a linkages and curriculum articulation project between further education and training (FET) colleges and higher education institutions (HEIs) in KwaZulu-Natal. The aim of the project is to facilitate articulation for students between the two sectors, and to increase the access of FET college students into higher education (HE). At the beginning of 2006, the Ford Foundation approved funding for Phase II of the project.

In April 2006, one provincial workshop was held in the Eastern Cape, and one in KwaZulu-Natal. The aim of the workshops was to introduce the programme to the college and higher education sectors and to update the sectors on progress in Phase 1 of the project. The workshop also facilitated regional breakaway sessions in order to foster potential partnerships between institutions in the two sectors.

As a result of the workshop, three (successful) funding proposals were received from potential partnerships:

- Umkungundlovu College and the University of KwaZulu-Natal in Pietermaritzburg: this partnership is focusing on articulation in Business Studies and Engineering/Science.
- Umfolozi College and University of Zululand: this partnership's first phase focused on the development of a joint brochure in Business Studies, aimed at demonstrating the qualifications and articulation pathways for FET and HE students in the Business Studies field.
- Rhodes University, Nelson Mandela Metropolitan University, Port Elizabeth College and Eastcape Midlands College: the potential uptake of FET

students (including aspiration to move to HE) will be researched. The second phase of the project seeks to foster a long-term relationship in curriculum development in Mathematics and Language, specifically focusing on the newly developed and implemented National Certificate (Vocational) in the college sector.

Research and Development Programme into Teacher Education and Development in South Africa

Since April 2005, the CEPD has been managing a Dutch-funded research and development programme into teacher education in South Africa on behalf of a consortium. The consortium comprises CEPD, the Human Sciences Research Council (HSRC), the South African Institute for Distance Education (SAIDE) and the Centre for Evaluation and Assessment (CEA) at the University of Pretoria.

The programme comprises 20 research and development projects, within the following themes:

- Theme 1: Supply and demand of teachers, and attraction into the teaching profession
- Theme 2: Institutional capacity and governance
- Theme 3: Design and delivery of initial teacher education programmes
- Theme 4: Quality improvement in teacher education programmes
- Theme 5: Improving the management of the impact of HIV and AIDS in schools
- Theme 6: Reading literacy in schools and teacher development

This programme has as its **overall goal** to contribute to the knowledge and information base for policy formulation and implementation regarding the organisation and practice of teacher education, with a particular emphasis on initial teacher education (both pre-service and upgrading), as well as the

professional development of school leaders and managers through a blend of research and development projects.

Of the 20 projects in this programme, the CEPD is responsible for two. The first is entitled: *“An analysis of pre-service teacher education programmes”*. It aims to analyse the current Initial Professional Education of Teachers (IPET) programmes (specifically B Ed and PGCE) offered in higher education institutions in South Africa to find out which institutional programmes meet current needs in terms of learning/ phase specialisation, selection and sequencing of content, mode of delivery, learner support, assessment, organisation of school-based experience, incorporation of ICTs, management of information, student numbers, and student fees/financial aid. To achieve this, a survey of all HEIs was conducted in 2005. In-depth case studies of three institutions, which have models for the design and delivery of teacher education in South Africa and that meet current needs will also be undertaken. A second project managed by CEPD, and due to commence in 2007, focuses on *“The stimulation of practice-based teacher education research”*.

Projects Conducted for Education Departments and Statutory Bodies

South Africa – Norway Tertiary Education Development Programme (SANTED)

The SANTED Programme of the Department of Education is funded by the Norwegian Government, and the CEPD has been appointed as grant manager for the Programme. Trish Gibbon is the Programme Director, supported by two project coordinators and an administrative assistant. 2006 marked the start of the second phase of the SANTED Programme which will run through to the close of 2009 at which time the bilateral agreement between South Africa and Norway, of which this Programme forms a part, comes to an end.

The overall goals for SANTED II are:

- Contributing to the national Department of Education's objective to improve retention and success rates in the higher education system; and
- Contributing to building sustainable partnerships between South African universities and universities in other countries.

ACCESS, RETENTION AND SUCCESS OF STUDENTS

Projects in this area have the general objective of addressing the issue of high attrition rates among undergraduate students at South African universities, especially those in their first year of study, and also to give support to postgraduate students at Master's level who often experience considerable difficulty in fulfilling the dissertation requirements for their degrees. For SANTED II, the DoE also decided to initiate projects in the new area of promoting multilingualism on campuses, in line with its Language Policy for Higher Education. These projects are intended to address the use of multilingualism to facilitate access and retention and were conceived within the following parameters:

1. Multi-language acquisition for students in professional programmes (e.g. in the Health Sciences, Law and Education).
2. Pilot projects in the use of African languages as the medium of instruction (e.g. in student support programmes and tutorials).
3. The offering of short courses to promote multilingualism among staff.

The SUKAR project – University of KwaZulu-Natal

The new SUKAR project has expanded its vision beyond the UKZN alternative access programmes, which had been one main focus of SUKAR I. The case was made for a thorough overhaul of teaching practices and student support, to focus on a broader understanding of student equity as equity of outcomes. The merged

university needed to test a range of models of academic development which could support the involvement of staff already working at full capacity. For this purpose, SUKAR II involves more faculties, and encompasses both undergraduate and postgraduate levels. In addition, it has retained and further developed certain components from SUKAR I.

The project therefore has two major and four subsidiary components:

Major components:

Enhancing completion rates in undergraduate studies

Enhancing completion rates in postgraduate studies

Subsidiary components:

Completed integration of alternative access programmes

Pre-university support of learners and educators

Collaboration with the FET sector

Institutional research project into access and success

Student Access and Retention in a Nurturing Environment – University of Fort Hare

The University's location in the Eastern Cape, the poorest province in the country, brings with it the legacies and consequences of socio-economic under-development. This means that many students entering the University are from resource-poor environments which have not adequately prepared them for tertiary studies. Fort Hare is explicitly committed to providing access to tertiary studies for disadvantaged students, and to supporting them in their studies as a principle of equity and redress.

Academic staff, however, lack practical skills and coherent strategies for assisting

students who struggle to adapt to tertiary studies; there is a lack of data about the reasons for drop out and failure due to insufficient research in this area; the UFH has insufficiently developed tracking systems to inform strategy and to identify 'at risk' students and refer them to support programmes; and although the University has made significant investments in this area in recent years, support and counselling services are still not sufficiently 'at scale' to meet the demands and expectations of students.

The project is designed to undertake and evaluate a range of integrated interventions with the aim of reducing the unacceptably high attrition rates of students during their cycle of study. The project interventions and activities will take place on all three UFH campuses, namely Alice, Bisho and East London.

Multilingualism – Rhodes University

This project focuses on teaching and developing discipline-related second language isiXhosa courses for Rhodes University. Rhodes University has largely operated as a monolingual institution. The University now recognises the need to nurture a multilingual environment within discipline-related isiXhosa language learning initiatives.

The objective is to promote multilingualism to facilitate access and retention, particularly of historically disadvantaged students and women students at Rhodes University. Such a multilingual approach to learning is also supported by the Rhodes Language Policy. The African Language Studies Section is at the forefront of implementing aspects of the Rhodes Language Policy. The project will have three focal areas:

1. *Teaching isiXhosa to Rhodes University academic staff*
2. *Development of discipline specific isiXhosa second-language courses and*

the development of mother tongue assisted learning in Computer Science

3. Development of a computer-assisted language learning laboratory

The project has supported the upgrading of the existing Rhodes Language Laboratory into a language learning computer facility, which will be a critical part of the infrastructural support needed for the successful implementation of all other aspects of the project.

CAPACITY BUILDING: ADMINISTRATIVE, ACADEMIC AND MANAGEMENT

The project identified in the Business Plan for support in SANTED II is rather different from those supported in the first phase of SANTED. It is a collaborative project between the University of Johannesburg (UJ) and the Nelson Mandela Metropolitan University (NMMU). The overall intention here is for the two institutions to develop the broad academic profile and programme mix appropriate to a university that straddles the binary divide, and to investigate the articulation (transfer) conditions and pathways for movement between programmes and qualifications for students (which will be a unique feature of these institutions). The project will also build capacity among the academic players to engage in curriculum design from an understanding of the knowledge principles involved and an understanding of the different orientations of the programmes they have inherited as a consequence of the merging of universities and former technikons. While our universities are filled with academics with disciplinary expertise, very few have curriculum expertise and this will be a highly innovative feature of the project.

A second project, the South African Union of Students (SAUS), has been carried over from SANTED I, as it was unable to launch its activities in 2005.

Nelson Mandela Metropolitan University & University of Johannesburg

The purpose of the project is to assist the two universities in the development of a

qualifications structure and programme profile that is appropriate in terms of their role as comprehensive universities, and in particular to develop effective and practical approaches to questions relating to curriculum design and articulation pathways, as well as access into and retention within their academic programmes.

The project will be undertaken on two levels. At a macro level, the Broad Academic Task Team (BATT) will lead investigations into three focus areas relating to:

- 1. The academic design of the NMMU and UJ as comprehensive universities within the SA HE sector, including their qualifications structure and programme profile and the relationship between teaching, learning, research and community engagement within academic units.*
- 2. The development of academic programme models and approaches to curriculum design and articulation that are appropriate for the UJ and NMMU within the framework of the Higher Education Qualifications Framework (HEQF).*
- 3. The development of appropriate access and retention strategies for the NMMU and UJ as comprehensive universities.*

At a micro-level, a series of case studies will be undertaken in specific academic fields, particularly in cases where “university” and “technikon” type qualifications have been brought together in a suite of programmes that fall under one academic department, school or faculty. The case studies will mainly be conducted on a collaborative basis in programme areas that are common to both universities. In such cases, joint Case Study Groups will be established including academic staff members belonging to the appropriate academic departments in the two universities. However, there will also be scope for institution-specific case studies, especially in programme areas that are not common to both universities. The selection of case studies will be based on academic disciplines or fields that are of

critical importance to the institutions, in terms of considerations such as their contribution to addressing national and regional human resource development needs, as well as their alignment with strategic and academic planning.

SADC COLLABORATION

SANTED II is committed to continued support for three projects in this area with some further development and extension of past activities. The NEW (Namibia, Eduardo Mondlane and Wits) project brings together in collaborative relationships three universities in three countries to work in the disciplinary areas of biological sciences, economics, and engineering.

The overall objectives of the project are:

- to foster co-operation between institutions on academic programmes, particularly those that are jointly taught;
- to establish links between higher education institutions for purposes of joint or split-site teaching and other appropriate activities;
- to collaborate on the production of teaching and learning materials;
- to promote student and staff exchange programmes; and,
- to contribute to the development of human resource capacity in partner institutions and academic capacity of partner institutions to offer higher degrees.

The second phase of the project continues most of the activities of “NEW” I with the addition of new areas to further build capacity in the region.

The ZAWECA project in HIV/AIDS peer education was extended to include the Universities of Malawi and Namibia, and a new business plan has been developed. The project is now named ZAMANAWE and a revised version of the BP has been formally approved. The focus here is on students and the

development of student leadership in promoting preventative strategies and negotiating safe sexual practices. Project co-ordinators have been appointed on all campuses, and student peer educators have been trained. The major activities of the project will be rolled out at the beginning of the new academic year on each campus when the peer educators will work with the new intake of first-year students. In the meantime, the VCs or their representatives, accompanied by student peer educators, have met at the lead South African institution, UWC, to affirm their collaborative partnership and exchange ideas.

The UNISA Nurse Leadership project is to be extended to become a fully collaborative partnership with the University Agostinho Neto. The two institutions are in the process of finalising a business plan, which focuses on the development of the curricula, materials and capacity for UAN to offer two Master's level courses of its own in Nurse Leadership. The proposed project has the support of the Health Ministry in Angola, and collaborative teaching will take place until the Nursing School at UAN has the capacity to offer the courses independently. A SANTED-hosted workshop in September enabled senior managers from UAN to meet with their counterparts at UNISA and discuss other needs, and areas for further collaboration.

SUPPORT FOR THE SOUTH AFRICAN UNION OF STUDENTS (SAUS)

This project is to support the launch and establishment of the South African Union of Students, an umbrella organisation that represents Student Representative Councils (SRCs) at higher education institutions. Its overall goal is to facilitate the effective participation and representation of students in institutional, national, regional and international governance structures.

The objectives of the project are to:

- Establish the South African Union of Students (SAUS).

- Facilitate the development of the organisational structures and policies of SAUS, including its institutional location.
- Support the launching conference of SAUS.

Due to logistical difficulties, the launch of SAUS was postponed from November/December 2005, and was instead held between 31 March and 3 April 2006. The launch was held at Stellenbosch University and attended by all but one of the SRCs. At the launch, the draft constitution, code of conduct and financial policy were finalised and adopted. Under the guidance and leadership of the Electoral Institute of Southern Africa (EISA), a fair and uncontested election of the office bearers and National Executive Committee members was conducted.

Outputs of this phase include a full workshop report compiled by the CEPD, an election report provided by EISA, and SAUS documents (Constitution, financial policy and code of conduct), all of which are available on request.

CEPD's Higher Education Programme provides capacity development for SAUS and has assisted SAUS with the setting up and implementation of its administrative and financial systems.

Other

Research into the State of Provision of Adult Basic Education and Training in the Mining and Minerals Sector

During 2006, CEPD was commissioned by the Mining Qualifications Authority (MQA) to undertake research into the state of provision of Adult Basic Education and Training (ABET) in the Mining and Minerals Sector. The research was undertaken because the MQA needed to establish whether it was meeting its National Skills Development Strategy targets in providing ABET in the sector,

given that the sector is legally required to ensure that literacy levels in the sector are improved.

Development of Trade Union Qualifications

Arising from its work for the ETDP SETA in developing a constituency service plan for trade unions which was completed in 2005, in April 2006, the CEPD was invited to be part of a task team to take forward the process of developing qualifications for trade unionists, to be registered with SAQA. Other members of the task team included representatives from the four trade union federations in South Africa and Ditsela. The task team convened a conference aimed at getting commitment from a wide range of trade unions and support organisations towards the development of a common vision and the strengthening of the capacity of the unions to engage with the issue of a trade union qualification and its development.

The aims of the conference were:

- To reflect on and deepen our insight into the complex issues and challenges facing workers under the current education and training system.
- To exchange ideas and concrete information on accreditation and the tasks involved.
- To identify what capacity is involved in developing and implementing a trade union qualification.
- To agree on a common vision on how to move forward with the process after the conference.
- To reflect on what work has been undertaken and reflect on how to get inputs on how to take this forward.

After the conference, SAQA set up a task team to develop a trade union qualification at Level 4. The CEPD was again invited to participate in this process. It is anticipated that the Level 4 qualification will be registered by SAQA in the first half of 2007.

Determine and Prioritise the Research, Publication and Information Provision Opportunities of the NLRD

In 2006, SAQA commissioned the CEPD to determine and prioritise the research, publication and information provision opportunities of the National Learners' Records Database (NLRD), and to address the possibility of cooperation with other national or related databases in order to ensure that the NLRD data is utilised strategically to national advantage and in support of NQF implementation. In addition, SAQA wanted to ensure that the information and potential services available through the NLRD are marketed appropriately and potential income identified.

This project relied on a strategic analysis of the NLRD and its research, information provision and publication potential. A desktop review of NLRD documentation, the NLRD database and data was undertaken, as was a review of similar databases both in South Africa and internationally. This review was aimed at helping to identify suitable national or related databases for partnership purposes, as well as the best way for SAQA to cooperate with these databases to obtain maximum inputs.

In addition to the above, market research was conducted to identify potential interest groups and markets for NLRD data. As part of this market research, face-to-face and telephonic interviews and focus groups were conducted with key stakeholders such as the Departments of Education and Labour, SAQA staff, Board members and members of NSBs, SGBs and ETQAs, as well as other key stakeholders and potential users of NLRD data. Parameters for and approaches to sampling were decided in conjunction with the NLRD Director. A strategic/ business plan was developed to help SAQA maximise the NLRD's potential.

Investigation into the Uptake and Impact of New Qualifications in Early Childhood Development

In 2006, the CEPD undertook a study on behalf of SAQA to investigate the uptake and impact of new qualifications in the sub-field of Early Childhood Development (ECD). The study quantified uptake of the qualifications, and assessed the impact of the qualifications on ECD sites, practitioners and training providers. The methodology and research design were such that they will be applicable to other fields and sub-fields, to enable longitudinal and cyclical studies to be taken up by SAQA at a later stage.

The first stage of work comprised a desktop review of registered ECD unit standards and qualifications, and statistics related to the number of accredited providers, learners currently registered for these qualifications and unit standards, and the number of learners who have completed these. The second stage of the research entailed case study fieldwork in two provinces. From the national list of ECD training providers, a purposive, stratified sample was constructed including each category of provider (such as non-governmental providers), as well as different geographical areas in each of the two provinces. This enabled the researchers to investigate regional differences that may affect uptake. Sixty-five providers, practitioners, parents, department officials and ETDP SETA personnel were interviewed to gain an understanding of how the new outcomes-based qualifications have impacted on ECD practice. The case study approach provided in-depth understanding of the impact of the qualifications and a range of strongly indicative findings. The project report will be published by SAQA in 2007.

Development of an Institutional Memory for the ETDP SETA

In 2006, the CEPD was commissioned by the ETDP SETA to assist with the development of an institutional memory. The project involved establishing a record of where the SETA is at present and how it got there – decisions that were taken, processes that were followed, and so on. It also involved proposing a system of

filing and recording of decisions and vital organisational information and a process for maintaining and updating the system regularly. SETA documents were scanned to retrieve and record significant developments in the SETA's history.

CONFERENCES, SEMINARS AND WORKSHOPS

The CEPD continued to organise various conferences, seminars and workshops, both large and small, in addition to recording and producing conference reports. The most prominent of the conferences the CEPD worked on in 2006 are outlined below.

Investment Choices in Education in Africa Conference

The CEPD did the logistical organisation for an international conference on Investment Choices in Education in Africa which was funded by the DBSA and which took place in Johannesburg in September 2006. The conference brought together leading educators, researchers and officials from South Africa, the rest of Africa and the other continents to examine issues associated with the resourcing of education systems.

The Second Symposium of the South Africa-Sweden Education Research Collaboration and Systems Dialogue

At this symposium in October 2006, research papers were presented by South African and Swedish researchers and academics as well as officials from education departments, statutory bodies (Umalusi) and research parastatals (e.g. the SA National Research Foundation and the Swedish Science Research Council). Its theme was implementing educational reform. A collection of the papers is expected to be published in 2007.

16th Conference of Commonwealth Education Ministers – Stakeholders' Forum

In December 2006, the CEPD organised the Commonwealth Education Stakeholders' Forum which ran parallel to the 16th Conference of Commonwealth Education Ministers (CCEM) in Cape Town. The Stakeholders' Forum brought together about 350 individuals and representatives of various groups with an interest in education in the Commonwealth: academics, NGOs, business and labour organisations, national and international agencies and others. The Forum had both plenary and parallel sessions. The two dynamic keynote speakers were Ms Graça Machel, former Mozambican Minister of Education and child rights activist, and Dr Blade Nzimande, former chair of the parliamentary education committee in South Africa and currently General Secretary of the South African Communist Party and Chairperson of the CEPD Board of Trustees. In addition, the participants in the Stakeholders' Forum attended the keynote address of the overall CCEM delivered by Prof Mahmoud Mamdani, a leading development theorist at both Columbia and Makerere Universities.

Discussions in the parallel sessions centred around presentations by approximately eighty leading experts from across the Commonwealth and beyond. Sessions were organised along four main sub-themes: Increasing Access to Quality Education; Globalisation, Development and Quality Education; The Right to Quality Education; and Resourcing/Financing of Quality Education. Within these sub-themes, a wide range of topics were covered, including issues related to education rights and equity, educational quality, learning and teaching, education management and finance systems, and the relationship between education and society in an era of globalisation. The Stakeholders' Forum produced a report with recommendations which was presented to the Ministers' Conference.

The Forum also heard presentations from various projects from around the Commonwealth which had been shortlisted as finalists for the Commonwealth Good Practices Award.

For additional information on the 16CCEM and the Stakeholders' Forum, including details on speakers and copies of their presentations, please see the website: <http://www.16ccem.com> or www.cedol.org.

African Union Workshop

In June 2006, the CEPD was responsible for recording the proceedings of the African Union's workshop in Johannesburg to develop a Plan of Action for the Second Decade of Education for Africa (2006 to 2015) as well as for producing a draft Plan of Action for consideration by the African Union.

Inaugural Solomon Mahlangu Education Lecture

The CEPD inaugurated its first Solomon Mahlangu Education Lecture, which was presented by the Deputy President of South Africa, Mrs Phumzile Mlambo-Ngcuka, at the Apartheid Museum on 27 June 2006.

RESOURCE CENTRE

The CEPD Resource Centre is a repository of knowledge and information about education, specifically South African education. It views systematic, accurate, relevant and timely information to be critical for empowering individuals and CEPD members in building credibility and improving the image of the organisation. It offers a current, reliable, regular, comprehensive service of high quality which covers the relevant published literature in education across a wide spectrum of disciplines and countries. It contributes to the maintenance of a high quality research environment and to the improvement of information research skills amongst CEPD staff.

The Resource Centre maintains a searchable database of publications from government, education departments and other institutions.

In addition to the book collection, the Resource Centre offers reference files on various topics, periodicals and journals. Its collection complements those of other member institutions of the Education Policy Consortium (namely, the Education Policy Unit at the Universities of Fort Hare, Western Cape and Witwatersrand, and the Centre for Education Research, Evaluation and Policy (CEREP) at the University of KwaZulu-Natal).

DONORS/CLIENTS

The CEPD's major clients and donors during 2006 included the following:

Atlantic Philanthropies
Carnegie Corporation
Council on Higher Education
Department of Education (national)
Education Labour Relations Council (ELRC)
Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)
Embassy of Finland
European Union
Ford Foundation
Matthew Goniwe School of Leadership and Governance
Nedbank Green Trust
Norwegian Aid (NORAD)
Open Society Initiative of Southern Africa (OSISA)
Research Triangle Institute (RTI)
Royal Danish Embassy
Royal Netherlands Embassy
South African Qualifications Authority (SAQA)
Swedish International Development Co-operation Agency (Sida)

FINANCIAL REPORT

REPORT OF THE INDEPENDENT AUDITOR

I have audited the annual financial statements of the Centre for Education Policy Development, an extract of which is set out below. This extract is the responsibility of the trustees. My responsibility is to report on this extract of the annual financial statements

I confirm that this extract has been properly compiled from the annual financial statements of the Centre for Education Policy Development for the year ended 31 March 2006. These statements have been prepared in accordance with international auditing standards. I confirm that an unqualified audit opinion was issued on these annual financial statements.

A handwritten signature in black ink, appearing to read 'Eugene Symonds', with a horizontal line underneath.

Eugene Symonds CA (SA)
Johannesburg
28 August 2006

ABRIDGED INCOME STATEMENT
for the year ended 31 March 2006

	2006	2005
	R	R
Administration fees received	605,540	374,926
Conferencing income	92,388	101,646
Consulting fees received	2,870,754	1,426,600
Grants received	56,570,670	69,404,263
Interest received	1,515,753	1,387,940
Sundry income	36,492	316,070
	<hr/>	<hr/>
Total income	61,691,597	73,011,445
Total expenditure	60,609,458	71,215,524
Net (shortfall)/surplus for the year	1,082,139	1,795,921
Retained income at beginning of year	37,125,314	35,329,393
Retained income at end of year	38,207,453	37,125,314

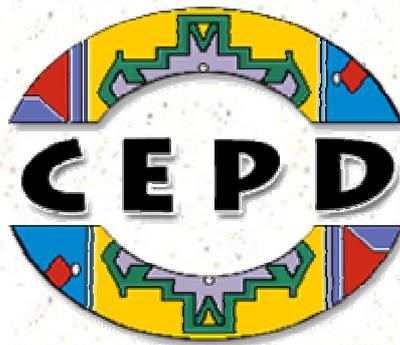
ABRIDGED BALANCE SHEET
at 31 March 2006

ASSETS

Non-current assets	889	874
Current assets	46,000,966	43,409,168
	<hr/>	<hr/>
	46,001,855	43,410,042

EQUITY AND LIABILITIES

Accumulated surplus	38,207,453	37,125,314
Current liabilities	7,794,402	6,284,728
	<hr/>	<hr/>
	46,001,855	43,410,042



Centre for Education Policy Development

17th Floor, Noswal Hall, 3 Stiemens Street, Braamfontein

P O Box 31892, Braamfontein, 2017

Tel: +27 11 403 6131

Fax: +27 11 403 1130

Website: www.cepd.org.za

Email: info@cepd.org.za

Trustees: Dr. Blade Nzimande (chair), Dr. Linda Chisholm, Dr .C Odora Hoppers, Ms. Pulane Lefoka Ms. Shermain Mannah, Prof. Shepherd Mayatula, Dr. Shireen (Motala) Cassim, Mr. Allan Taylor **Patron:** Prof. S M E Bengu