

# Centre for Education Policy Development



**ANNUAL REPORT 2007**

## **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.



## TABLE OF CONTENTS

---

MESSAGE FROM THE CHAIRPERSON OF THE BOARD OF TRUSTEES.....	3
INTRODUCTION .....	5
RESEARCH, MONITORING AND EVALUATION DIVISION .....	7
Introduction.....	7
Independent Research Programmes.....	7
Research Conducted for Education Departments, Statutory Bodies and Others.....	9
South Africa-Norway Tertiary Education Development (SANTED) Programme .....	10
RESOURCE CENTRE.....	13
CONFERENCES, SEMINARS AND WORKSHOPS.....	14
DONORS AND CLIENTS .....	15
REPORT OF THE INDEPENDENT AUDITOR.....	16
Board of Trustees (2007).....	18
CEPD Staff (2007) .....	18

## MESSAGE FROM THE CHAIRPERSON OF THE BOARD OF TRUSTEES

---

I remain encouraged by CEPD's commitment to undertaking independent research, and its willingness to collaborate on research with other organisations both in South Africa and further afield. Prior to 1994, organisations like the CEPD were located within the synergy between mass struggles and policy development. They thus occupied a unique position. However, policy development of a progressive type has been overburdened by, amongst other things, a growing centralisation and bureaucratisation of policy-making, and an increasingly adversarial employer-employee relationship which is overshadowing the need for educational transformation and development. We have also been the victim of our own successes.

Our local research capacity in South Africa generally (i.e. not only in education) is being marginalised by an increasing reliance on international think tanks. To a large extent we have lost the strong synergy between mass movements and progressive policy development and governance. We have institutionalised our pre-1994 advances – for example, PTAs have been formalised as SGBs. This was necessary but also contradictory in that institutionalising such structures has taken away the vitality that was in our mass struggles, in our communities. Or, to put it another way, the absence of mass struggles has killed the vitality of the institutions we were trying to create.

CEPD needs to reclaim a space for progressive policy-making. In this regard, I am encouraged by the CEPD's attempts to undertake independent, large-scale research. Early this year, the CEPD, as part of the Education Policy Consortium, concluded a five-year research programme on Human Rights, Democracy and Social Justice in Education. One of the projects in this programme, the Community Education Forum, engaged actively with bringing together parents, other community members and teachers to implement the curriculum, using local resources and indigenous knowledge.

In addition, the CEPD participated in two other independent research programmes with a number of organisations. The first is the Teacher Education Programme (TEP), a programme of twenty different research and development projects on the theme of teacher education in South Africa. The second originated in response to concerns about the low literacy and numeracy levels of learners attending rural schools in particular but not exclusively. This new initiative promises to add a rich body of knowledge and insights into literacy and numeracy in South Africa. The CEPD is leading two of the projects in this programme: one which investigates coordinated community and departmental support on the quality of literacy and numeracy among school learners and community member, and a second that looks at teaching literacy and numeracy in multi-grade classrooms in rural and farm schools in South Africa.

I am also heartened that CEPD is becoming increasingly interested in the relationship between education, democracy and development. A strong economy which can provide a decent standard of living for everyone in the country depends on an outstanding education system. There is also a strong link between education and a vibrant democracy. These processes have to be supported by research that informs government decision-making and contributes to public dialogue and debate. We need to bring back a vibrant civil society!

I have been chair of the CEPD Board of Trustees for almost 15 years now. My commitment to the organisation remains strong. I 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.

*Dr E.B. Nzimande*  
*Chairperson, CEPD Board of Trustees*

## INTRODUCTION

---

The CEPD work in the education and training sectors takes a number of different forms. Our core areas of work are education policy research, monitoring and evaluation and the promotion of public policy dialogue on education and training policy. In addition, the Centre provides project and grant management services for education and training projects.

The Centre's research work in 2007 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 has come to an end effective from the end of 2007. However, RNE assistance is expected to continue, with two major programmes in place: one on teacher education and one on the acquisition of teaching of literacy and numeracy, especially in primary schools. Both these programmes are being conducted by the CEPD as part of larger consortia, involving other research agencies and universities. This has allowed for larger and more effective research programmes than could have been conducted by any one agency working on its own.

Our five year programme of collaboration with a group of researchers from five Swedish universities came to a close at the end of 2007 with the launch of two books. These are important studies on the conceptualisation and implementation on educational reforms in the two countries. Both books are available from the CEPD. The publication details are as follows:

Odora Hoppers, C., Gustavsson, B., and Pampallis, J. 2007. *Democracy and Human Rights in Education and Society: Explorations from South Africa and Sweden*. Örebro: Örebro University.

Odora Hoppers, C., Lundgren, U., Pampallis, J., Motala, E. and Nihlfors, E. 2007. *Dilemmas of Implementing Education Reforms: Explorations from South Africa and Sweden*. Uppsala: STEP, Uppsala University.

From its founding, the CEPD has seen its role as supporting the establishment and maintenance of a vibrant South African democracy through policy interventions in the education and training system and by facilitating stakeholder and general public participation in the state's decision making processes. In recent years this role has increasingly taken the form of providing progressive, high-quality research support to the education departments as well as conducting independent policy research to assist in strengthening the education system for the benefit of all South Africans - especially

for the poor and underprivileged majority. What has been more difficult to sustain has been our role in advocacy and in the promotion of a democratic public dialogue.

While this role was never abandoned, it did tend to take a back seat in the face of the need for sustainability in a funding environment that became increasingly difficult for such activities. In order to focus our attention on this, we have decided to make a special effort – including finding sufficient resources – to establish a democracy support programme. Initially this will focus mainly on the provision of information about education policy in easily accessible form to stakeholders in order to empower them to participate more effectively in public policy making processes. This will involve the production and publication of material in both hard copy and in electronic form for widespread distribution to various stakeholder groups. It will also involve increased participation by our staff in public debates on education policy, a more active seminar and conference programme and an intensified involvement in responding to government policy proposals. While evidence of these activities will be seen in this report, we expect them to increase in 2008.

During the course of 2007, the CEPD has made a number of submissions to the education department and the parliamentary education portfolio committee on proposed legislation and policy documents, participated in debates through the media and organised and participated in various seminars, workshops and conferences.

In June 2007, we held the second Solomon Mahlangu Education lecture which was delivered by Professor Saleem Badat, the Vice-Chancellor of Rhodes University. The lecture, which is reported on below, provided a valuable opportunity to examine in some depth key issues of higher education transformation in South Africa. It has been published as a booklet and has been posted on the CEPD website. This annual series of lectures by prominent educationists will continue to be held in June each year and is considered by the CEPD as an important part of its public dialogue activity.

In a potentially important new development, during the course of 2007 the CEPD established contact with the Committee on Education, Culture, Tourism and Human Resources of the Pan African Parliament. This resulted in our being invited to make a presentation to the committee. An agreement was reached to cooperate further, particularly with regard to the CEPD providing technical support the committee. Hopefully next year's annual report will have more to report on this matter.

This annual report presents the substantial achievements of the CEPD during the year under review for the benefit of readers. It reflects, I believe, a strong and developing Centre making a useful contribution to the South African education and training systems.

*John Pampallis*  
*Director, CEPD*

### ***Introduction***

The activities of the Research, Monitoring and Evaluation Division constitute the core work of the CEPD. Through this work, the CEPD aims to contribute to the goal of creating an equitable, high quality and sustainable system of education that serves South Africa as a whole and its most disadvantaged citizens in particular.

Of particular and growing interest to the CEPD is the relationship between education, democracy and development in South Africa. We see it as self-evident that a strong and effective education system is necessary to build a strong economy which can provide a decent living standard to all who live in the country. Beyond this, we see a strong inter-relationship between ensuring an educated population and a well-functioning democracy in which everyone can participate effectively to ensure that their welfare, security, economic and social well-being are taken care of. These processes are supported and promoted by research that can contribute to ensuring informed decision-making in government and organisations of civil society, by providing alternative policy analyses, and by facilitating and contributing to a public dialogue in which various perspectives can be presented, debated and assessed.

The CEPD's research, monitoring and evaluation work can be classified into three main categories: independent research; research in support of education departments and other statutory bodies and institutions; and public policy dialogue advocacy activities.

### ***Independent Research Programmes***

In early 2007, the CEPD, as part of the Education Policy Consortium, concluded a five-year research programme on Human Rights, Democracy and Social Justice in Education. A final conference was held in March 2007 and a book of papers presented is in the process of being produced. It will be available in hard cover and will also be posted on the CEPD website.

During the course of 2007, the CEPD was engaged in two main independent research programmes. In both of these it participated together with other research institutions in researcher consortia.

- **Teacher Education Programme**

The Teacher Education Programme (TEP) is a bundle of twenty different research and development projects on the theme of teacher education in South Africa. It is conducted by a consortium consisting of the CEPD and three other organisations: the Human Sciences Research Council (HSRC), the South African Institute for Distance Education (SAIDE) and the Centre for

Evaluation and Assessment (CEA) in the University of Pretoria's Faculty of Education. The CEPD is responsible for the coordination and the financial management of the programme.

In addition, it has responsibility for two of the projects:

- (i) An analysis of pre-service teacher education programmes in South African higher education institutions; and
- (ii) Building capacity for research and publication in historically disadvantaged higher education institutions (working mainly on a pilot at the Tshwane University of Technology).

More information on the TEP programme, including the other projects and a number of the papers which have been produced can be found on the CEPD website.

- **A Study of Literacy and Numeracy Education (the 'Three Rs Programme')**  
The CEPD, under the auspices of the Education Policy Consortium (EPC), is participating in this programme dealing with the teaching of literacy and numeracy in South African schools. The programme, funded by the Royal Netherlands Embassy, is being conducted jointly with the HSRC, Jet Education Services and the Project for the Study of Alternative Education in South Africa (PRAESA). It consists of a number of separate projects of which the EPC is doing three.

The CEPD is leading two of the three EPC projects in this programme. These are:

- a. An investigation into coordinated community and departmental support on the quality of literacy and numeracy among school learners and community members.
- b. Teaching literacy and numeracy in multigrade classrooms in rural and farm schools in South Africa.

A third project in which the CEPD participates is led by the Wits EPU. This is researching teaching and learning materials used in mathematics education.

Other projects in which the CEPD is not directly involved include research on assessment and on the impact of the language of learning on education.

### **New Linkages**

This is an ongoing project to promote greater mobility between further education colleges and higher education institutions, initially in KwaZulu-Natal and later extended to the Eastern Cape. The project, which is being funded by the Ford Foundation and conducted in collaboration with Bronx College, New

York, USA, is reported on in greater detail in the CEPD's 2006 Annual Report.

### **CREATE Project**

The CEPD has participated in this large international project on access to schooling, assisting in the development of a South African Country Assessment Report as well as conducting fieldwork. The project is a four-country study funded by the UK Department for International Development (DfID), led by Sussex University internationally and by the Education Policy Unit at the University of the Witwatersrand in South Africa.

### ***Research Conducted for Education Departments, Statutory Bodies and Others***

In addition to independent research, the CEPD undertakes commissioned research for various bodies. Projects conducted during 2007 include:

- **Evaluation of Education Support Centres Project in the North-West Province**  
The CEPD was contracted by the Zenex Foundation to undertake an evaluation of a project undertaken by the Media in Education Trust (MIET) to provide training to teachers in 20 schools and establish education support centres in the North West province. The evaluation team included CEPD, JET, J Roberts Consulting Services and Charles Simpkins of the Economics Department at Wits University. The first phase of the evaluation started in 2006 and the second phase is due for completion in 2008.
- **HIV/AIDS Life Skills Evaluation for Gauteng Department of Education**  
The CEPD led a consortium to conduct an evaluation of the special (conditional grant) programme on the HIV/AIDS Life Skills programme in schools in Gauteng.
- **School Transport Studies**  
CEPD and a private transport consultancy called Namela Projects provided services to both the Department of Education and the Department of Transport to develop national policy documents for school transport for learners and teachers.
- **Research for Oprah Winfrey Foundation**  
The CEPD was contracted to assist in a research project conducted by the Oprah Winfrey Foundation for the benefit of the Oprah Winfrey Leadership Academy (OWLA). The broad aims of the project were to provide an understanding of the education communities around the OWLA, to explore possible areas of collaboration between surrounding schools and OWLA, and

to extend the recruitment base beyond the original feeder schools.

- **Support for the South African Union of Students (SAUS)**  
At the request of the Department of Education, the CEPD has continued to assist the newly-established SAUS which is a union of Student Representative Councils at all South African Universities. For this, CEPD has facilitated a number of conferences and meetings and assisted in building SAUS capacity in general administration and finance.
- **No-Fee Schools in KwaZulu-Natal**  
The CEPD was commissioned by the KwaZulu-Natal Department of Education to conduct a study on the impact of no-fee schools in the province. This was carried out by CEPD researchers with the assistance of academics at the University of KwaZulu-Natal.
- **North West Education Department Submission**  
The CEPD prepared for the North West Department of Education a departmental submission to the provincial Economic Advisory Council, identifying specific, costed interventions planned by the Department for the short, medium and long term.
- **ECD Strategy for GDE**  
The CEPD – in partnership with Paul Musker and Associates and Mzabalazo Advisory Services – developed an ECD Strategy for the Gauteng Department of Education.
- **Induction Manual for ETDP SETA**  
The CEPD produced an induction manual for the Education, Training and Development Practices (ETDP) SETA.

### ***South Africa-Norway Tertiary Education Development (SANTED) Programme***

#### **Programme Overview**

The initial bilateral agreement between the Government of South Africa and the Government of the Kingdom of Norway to provide for development support to the Department of Education was extended for a period of four years from 2006 to 2009 with an additional NOK66 million. The purpose of the programme is to give support to the DoE through interventions in focused areas at higher education institutions.

SANTED II supports projects in the thematic areas of:

- Access, retention and success of students, through interventions in teaching and learning and through the promotion of multilingualism on campuses;

- Capacity building, through building curriculum and programme design capacity and establishing more flexible learning pathways for students in the new comprehensive universities;
- SADC collaboration, through enhancing co-operation and building partnerships between higher education institutions in South Africa and other SADC countries.

2007 saw full roll-out of nine of the projects in the SANTED Programme and business plans have now been approved for a further three. One is a project in the area of Access, Retention and Success at the University of the Western Cape (UWC) and the other two in the area of SADC collaboration. The University of South Africa and University Agostinho Neto in Angola will collaborate in the development of a postgraduate programme in Nurse Leadership for UAN, while Rhodes University and the University of Namibia will collaborate in the field of Computer Science.

The following table shows the budgets approved for projects in each of the SANTED focus areas.

#### **Budgets approved up to April 2008**

<b>Access, Retention and Success</b>		<b>24 000 000</b>
SUKAR	6 000 000	
UFH	6 000 000	
UWC	4 900 000	
<b>Multilingualism</b>	<b>(7 100 000)</b>	
Rhodes	2 900 000	
UCT	1 300 000	
DUT/UKZN	2 900 000	
<b>Capacity Building</b>		<b>9 300 000</b>
UJ/NMMU	8 400 000	
SAUS	900 000	
<b>SADC Collaboration</b>		<b>20 500 000</b>
NEW	8 900 000	
ZAMANAWAWE	7 000 000	
UNISA-UAN	3 100 000	
Rhodes-UNAM	1 500 000	
<b>TOTAL</b>		<b>53 800 000</b>

#### **Access, Retention and Success of Students**

In this area, the projects at the Universities of KwaZulu-Natal (UKZN) and Fort Hare (UFH) have forged ahead and are now well-established. At Fort Hare, the project is driven by a dedicated project co-ordinator and operates principally through the Centre for Teaching and Learning, Student Support Services and the Institutional Planner's

office. At UKZN the model is slightly different, with overall co-ordination coming from the office of the Executive Director for Access but with individual components deeply embedded in the faculties. This has led to high level buy-in to the project among academic staff as it is seen as contributing directly to improved student throughput in their own schools and departments.

The new area of promoting multilingualism on campuses, in line with the DoE's Language Policy for Higher Education, has generated a lot of interest and has been given high level support within institutions as well as attracting the interest of the press. There are now three of these projects supported by SANTED – at Rhodes University, at the University of Cape Town and a collaborative project between UKZN and the Durban University of Technology. African language courses for academic and administrative staff have been oversubscribed on all campuses and courses in African languages are being offered by an increasing number of academic programmes in professional fields. Amongst other outcomes, the projects have stimulated a much greater awareness of universities as multilingual sites.

### **Capacity Building**

The collaborative project between the University of Johannesburg (UJ) and the Nelson Mandela Metropolitan University (NMMU) has made fair progress. The overall intention here is for the two institutions to develop the broad academic profile and programme mix appropriate to a 'comprehensive' university, to develop the articulation (transfer) conditions and pathways for movement of students between programmes and qualifications. A key component of this is the conduct of a number of case studies that will closely analyse existing curricula from the former technikon and university sides of the institution. This is in many respects a ground-breaking attempt to examine the knowledge principles that shape academic programmes designed to serve different purposes in the same field.

The South African Union of Students (SAUS) project aims to facilitate the effective participation and representation of students in institutional, national, regional and international governance structures. The first Congress was held at the University of the Free State from 30 June to 5 July 2007. The keynote address to the Congress was delivered by the Minister of Education, Ms Naledi Pandor, and a number of presentations were made by experts. A SAUS Office has been established and a website set up.

### **SADC Collaboration**

The two primary projects in this area, NEW and ZAMANAWAWE, have engaged in the full range of planned activities for this year. While the NEW project has experienced some difficulties in establishing a proper flow of communication between Wits and the University Eduardo Mondlane, the ZAMANAWAWE project has been exceptionally successful, a success that is due in large part to very good leadership from UWC. The two universities that have most recently joined the project, the University of Namibia

(UNAM) and the University of Malawi (UNIMA), have also achieved far more than was initially expected.

Seven students from the University Agostinho Neto (UNISA/UAN) graduated from UNISA with Master's degrees in Nursing in October. At the same time, the second phase of the Nurse Leadership project was kick-started with a curriculum development workshop. The focus is 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 new collaborative project between Rhodes University and the University of Namibia in the disciplinary area of Computer Science is to start in 2008, pending approval of the business plan. The purpose of this project is for Rhodes University to support the University of Namibia in its efforts to introduce a single-major BSc in Computer Science. This will give students a more complete preparation, both for the industry and for postgraduate studies. A 4-year single major BSc in Computer Science will be equivalent to a 3-year double major BSc with Honours in Computer Science, so a good starting point for a Master's degree. Within three years from the start of the programme, the intention is to have a first group of Namibian students return to the department with Master's degrees in Computer Science from Rhodes who will contribute to the consolidation of the single major degree and its logical progression into a Master's by research.

## 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).

## CONFERENCES, SEMINARS AND WORKSHOPS

---

The CEPD organises conferences, seminars and workshops, both large and small, in addition to recording and producing conference reports. The most prominent of the meetings the CEPD worked on in 2007 are outlined below.

### **Education Policy Consortium (EPC) Conference on Human Rights, Democracy and Social Justice Research**

This conference was held to present some of the most significant findings of the EPC's research programme on Human Rights, Democracy and Social Justice in Education. The papers presented were published in early 2008 in a book which is also available in electronic form on the CEPD's website. The publication details are as follows: Malcolm, C., Motala, E., Motala, S., Moyo, G., Pampallis, J. and Thaver, B. 2008. *Democracy, Human Rights and Social Justice in Education. Papers Presented at a Conference of the Education Policy Consortium, March 2007.*

### **Teacher Education Conference**

This conference presented the work of the Teacher Education Programme (see above). The researchers presented interim research findings half-way through this five-year programme to a gathering of education department officials, researchers and academics,

### **Articulation between Higher Education and Further Education and Training Sectors**

This was a seminar of the New Linkages programme (see above) and was attended by representatives of the universities and colleges involved in the programme, the CEPD, Bronx College and the Ford Foundation.

### **Meetings for the Finland-South Africa Higher Education Support Programme**

Four events were organised for the Finland-South Africa Higher Education Support Programme. These included a conference on the mission and mandates of the Universities of Technology, two workshops on document management in higher education institutions and one on the work of the Department of Education's higher education branch in supporting this programme.

### **Second Solomon Mahlangu Education Lecture**

The CEPD's second annual Solomon Mahlangu Education Lecture was delivered on 12 June 2007 by Prof Saleem Badat, Vice Chancellor of Rhodes University. It was entitled

*Higher Education Transformation in South Africa Post 1994: Towards a Critical Assessment.* It was published in booklet form and is available on the CEPD website.

## DONORS AND CLIENTS

---

The CEPD's major donors and clients during 2007 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
- Gauteng Department of Education
- 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)

## 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 2007. 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.



Eugene Symonds CA (SA)  
Johannesburg  
13 September 2007

<b>ABRIDGED INCOME STATEMENT for the year ended 31 March 2007</b>	<b>2007 R</b>	<b>2006 R</b>
Administration fees received	513,538	605,540
Conferencing income	248,559	92,388
Consulting fees received	2,132,192	2,870,754
Grants received	70,619,489	56,570,670
Interest received	2,531,405	1,515,753
Sundry income	5,049,065	36,492
Total income	<u>81,094,248</u>	<u>61,691,597</u>
Total expenditure	78,256,113	60,609,458
Net (shortfall)/surplus for the year	<u>2,838,135</u>	<u>1,082,139</u>
Retained income at beginning of year	38,207,453	37,125,314
Retained income at end of year	<u><u>41,045,588</u></u>	<u><u>38,207,453</u></u>

**ABRIDGED BALANCE  
SHEET  
at 31 March 2007**

**ASSETS**

Non-current assets	889	889
Current assets	47,798,835	46,000,966
	<u>47,799,724</u>	<u>46,001,855</u>

**EQUITY AND LIABILITIES**

Accumulated surplus	41,045,588	38,207,453
Current liabilities	6,753,136	7,794,402
	<u>47,798,724</u>	<u>46,001,855</u>

## Board of Trustees (2007)

Dr Blade Nzimande (chair)  
Ms Pulane Lefoka  
Prof Linda Chisholm  
Dr Catherine Odora-Hoppers  
Ms Shirley Mabusela

Mr Allan Taylor  
Prof Shepherd Mayatula  
Ms Shireen Motala  
Ms Shermain Mannah

## Patron

Prof SME Bengu

## CEPD Staff (2007)

Director  
PA to the Director and Research Administrator

John Pampallis  
Shatadi Moswane

## Research, Monitoring and Evaluation Staff

Research Manager  
Higher Education Programme Manager  
Senior Researchers

Michele Berger  
Michelle Buchler  
Madumetja Paul Kgobe  
Michael Gardiner  
Tsakani Chaka  
Phoebe Kaniki  
Brutus Malada  
Mande Ngcobo  
Peter Mochekechekge

Researchers

Interns  
Resource Officer

## Administrative Staff

Administrator  
Receptionist  
Office Assistant

Vuyiswa Ncontsa  
Jane Nkosi  
Regina Sokweba

## Finance Staff

Financial Manager  
Senior Bookkeeper  
Bookkeeper

Karen Crisp  
Frans Maruma  
Thato Matladi (until November)  
Patrick Madima (from December)

## South Africa- Norway Tertiary Education Development (SANTED) Programme

Programme Director  
Programme Coordinator  
Programme Planner  
Admin Assistant

Patricia Gibbon  
Zamo Shongwe  
Ziyanda Cele  
Ayanda Mpemyama

## Research Associates

Vanessa Francis  
Enver Motala  
Dr Adele Gordon

Prof Ben Parker  
Dr Jenni Karlsson

CEPD website: [www.cepd.org.za](http://www.cepd.org.za)