

Centre for Education Policy Development



ANNUAL REPORT 2008



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.



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MESSAGE FROM THE CHAIRPERSON OF THE BOARD OF TRUSTEES

I have been chair of the CEPD Board of Trustees for fifteen years now, and I continue to be encouraged by the initiatives taken by the organisation. Expanding on its interest in the relationship between education, democracy and development, this year, the CEPD has been developing a new programme, called the Democracy Support Programme. As a policy institution in civil society, the CEPD has played a distinctive and important role in the development of the post-apartheid education system and with this programme, it is seeking to play a significant part in enhancing the role that education can play in making democracy more effective. Using the considerable experience it has gained, its knowledge of the key institutions and good working relationships with the major role players and organisations involved in education, it seeks to play a significant part in enhancing the role that education can play in making democracy more effective. The CEPD aims to make a contribution to the process of ensuring that democracy is sustainable and that national stability and prosperity in the medium to long term can be achieved on the basis of a well educated population, able to participate fully in all aspects of life.

In addition to the development of this new programme, the CEPD continues to undertake independent research, in collaboration with other organisations both in South Africa and further afield. One of the key areas of research is around teacher education. 2008 saw the concluding conference of the Teacher Education Programme (TEP), a programme of twenty different research and development projects on the theme of teacher education in South Africa. The proceedings will be published in 2009. It is anticipated that this research will be widely utilised by policy makers and others in the sphere of teacher education. The CEPD and its partner organisations in this programme are planning to undertake additional research to supplement the work that has been conducted in this phase of the programme. It is hoped that the Embassy of the Kingdom of the Netherlands will continue to provide support for this crucial work.

In 2008, the CEPD continued to lead two of the projects in a large study of literacy and numeracy education. The CEPD is investigating coordinated community and departmental support on the quality of literacy and numeracy among school learners and community member, and teaching literacy and numeracy in multi-grade classrooms in rural and farm schools in South Africa.

As always, I must thank for the CEPD Director and staff for their hard work and dedication to working towards improving education in South Africa and beyond.

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



INTRODUCTION

The CEPD's core work continues to be a combination of self-initiated research and contract research, largely for education departments. This research work also provides a basis for various public policy dialogue activities such as the organisation of conferences and seminars, publications of various kinds and engagements in the public media. In addition, the Centre provides project and grant management services for education and training projects. This report gives further details on all of these activities undertaken during 2008.

CEPD has always 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. It has done this partly by 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. It has also attempted to play a role in the advocacy of progressive policies and in the promotion of a democratic public dialogue, but these activities have become rather secondary in recent years as funding to sustain them became more difficult to access.

In last year's annual report, I reported that we had decided to make a special effort to overcome these weaknesses through the establishment of a Democracy Support Programme (DSP). It was envisaged that the DSP's initial focus would be 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 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.

During 2008, the Democracy Support Programme started to take root. An important milestone in this regard was a grant of approximately R1 million for one year from the Ford Foundation for activities which feed into the DSP. The activities include:

- the creation of opportunities for public policy dialogue in education and training through the organisation of seminars and other forums for public discussion;
- assisting the major education policy players in government and civil society by providing information and analysis in accessible language through our own



publications, face to face presentations and the public media; and

- the preparation of submissions to portfolio committees and standing committees of national and provincial legislatures as well as to national and provincial education departments.

These and other activities which further the aims of the DSP are reported on in this annual report. DSP activities have included:

- the organisation of conferences, seminars and public lectures including the annual Solomon Mahlangu Lecture;
- the production of various publications which are now all posted on the CEPD website, something which has made them more accessible and which has definitely increased their readership;
- active participation in various education and training policy processes, including, *inter alia*, the ANC-initiated and Development Bank (DBSA) coordinated Education Roadmap process and various other processes such as both Department of Education and public seminars on the OECD review of South African education policies;
- more frequent engagement by CEPD staff in the public media – newspapers, journals, electronic media.

Two areas of disappointment have been (i) the apparent stagnation of the promising contacts that we had developed with the Pan African Parliament and (ii) the failure so far (since the end of our development cooperation agreement with Sida) to generate any funds or any activities to continue our fruitful relationship with Swedish colleagues over the past five years. We are still pursuing both these areas of contact and hopefully will be able to revive them, albeit in different forms than previously.

Despite these regrets, I believe that this report reflects the overall strength and vibrancy of the CEPD. It is an exciting and vital environment to work in and its activities add an important dimension to South Africa's education and training policy environment. The Centre faces the future with confidence and looks forward to continuing its contribution to the development of South Africa's education and training system and, through this, to its democratic social, cultural and economic development.

John Pampallis
Director, CEPD



RESEARCH, MONITORING AND EVALUATION DIVISION

Introduction

The activities of the Research, Monitoring and Evaluation Division constitute the core work of the CEPD. This work can be classified into three main categories: independent research; research in support of education departments, statutory bodies and other institutions; and the self-standing South Africa-Norway Tertiary Education Development (SANTED) Programme. The specific projects are reported on below. Public policy dialogue and advocacy activities constitute an integral part of many of the projects while some additional public dialogue activities are reported on in the separate section on Public Dialogue and Advocacy Activities later in this report.

Independent Research Programmes

During the course of 2008, the CEPD was engaged in two main independent research programmes. In both of these it participated together with other research institutions.

- **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.*

This project, known as CLING, completed the second of the five-year programme in 2008. Researchers from Fort Hare and Wits universities and from the CEPD continued to mobilise communities in the Eastern Cape, Gauteng and Limpopo provinces so as to enhance the levels of literacy and numeracy in schools and entire communities. The CLING project has co-operated with other members of the 3Rs Consortium in developing research approaches that combine data gathering and analysis with participatory action at the research sites. Of note has been co-operation with the Department of Education, at national, provincial and local levels, to draw officials into the research process with communities. In 2008, this project produced over 60 reports by community researchers, provincial reports, a position paper by the project co-ordinator as well as an article for *The Teacher*.

b. *Teaching literacy and numeracy in multigrade classrooms in rural and farm schools in South Africa.*

This research seeks to understand teaching practices in South African rural and farm multi-grade schools as well as their effectiveness in the acquisition of literacy and numeracy skills. It also seeks to understand the opportunities presented to and problems faced by multi-grade teachers in relation to the teaching of literacy and numeracy. The key activities undertaken in 2008 were further conceptualisation of the project and development of a detailed project plan, development of instruments including piloting of these and introduction of the project to 6 participating schools in the North West Province.

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. Currently, two partnerships are being funded with Ford Foundation grants:

- Umgungundlovu 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.

CREATE Project

The CEPD continued its participation in the CREATE (Consortium for Research on Education, Access, Transitions and Equity) Project. This is a multi-country project, involving India, Bangladesh, Ghana and South Africa. It is co-ordinated from the University of Sussex. CREATE is a major research project into factors that contribute to the exclusion of children from schooling. In South Africa, the project is led by the Wits EPU, with the CEPD and the Fort Hare EPU as implementing partners. The project is being implemented in two sites in Gauteng and the Eastern Cape. The project entered its second year in 2008 and data collection has been undertaken in schools and communities. The analysis and write-up of the findings will be undertaken during 2009.

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 2008 include:

- **Researching and Establishing the Roles of Educators in Mitigating the Impact of the HIV/AIDS Epidemic on the Education System in South Africa**
This is a project of the Department of Education undertaken by Higher Education South Africa (HESA), which is the contracting authority. This project is a component of the Higher Education HIV/AIDS (HEAIDS) Programme, funded by the European Commission. The overall purpose of the HEAIDS Programme is to reduce the threat of the spread of HIV/AIDS in the Higher Education sector, to mitigate its impact through planning and capacity



development and to manage the impact of the pandemic in a way that reflects the ethical, social, knowledge transmission and production responsibilities that are the mission of higher education institutions in society and South Africa.

This project provided resources to undertake a survey designed to determine the role of educators in mitigating the impact of HIV/AIDS in schools, FET colleges and HEIs. The results will inform and guide the HEAIDS Programme and the sector in developing and implementing appropriate responses in the area of teacher education and academic and educator professional development. The research was both qualitative (interviews and focus groups conducted in 16 higher education institutions, 16 FET colleges and 32 schools) and quantitative (a survey questionnaire administered to all HEIs' teaching staff, a sample of 650 FET college lecturers drawn from 50 college campuses, and over 2000 school-based educators drawn from about 350 schools).

The Centre for Education Policy Development is the lead agency in the consortium tasked with undertaking the research project.

- **Education Research Audit**

During 2008, the CEPD was commissioned by the National Research Foundation (NRF) to construct a database of education research in South Africa from 1995 to 2006, inclusive. The database was then analysed with the aim of determining gaps, strengths and general research trends over that twelve-year period.

- **School Transport Project**

CEPD and a private transport consultancy called Namela Projects continued to provide services to the Department of Transport to develop a scholar transport policy.

- **An Evaluation of the Out of the Box Environmental Education Programme**

The Old Mutual Foundation contracted the CEPD to undertake an evaluation of its Out of the Box (OOTB) Environmental Education Programme. The OOTB Programme is being implemented in more than 200 schools in seven provinces, with the exception of the North West and the Northern Cape, through the services of the Mathematics Centre for Professional Teachers (MCPT), Primary Science Programme (PSP), School Development Unit (SDU), and the Wildlife and Environment Society of South Africa (WESSA). The evaluation was undertaken in four of the schools participating in the project in the Eastern Cape and Gauteng provinces. Two schools which are not participating in the programme were also included in the evaluation for comparison purposes.

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- **Evaluation of Zenex Foundation Phase Teacher Development Project**

The final evaluation of the Zenex Foundation Phase Teacher Development Project was undertaken in 2008. This was a two-year intervention project which covered 20 schools in the North West Province in two districts – Dr. Ruth Sekgomotsi Mompoti (in the Vryburg area) and Bojanala (in the Rustenburg area). The project covered more than 80 teachers in the two districts, and provided support to teachers in the Foundation Phase with skills in lesson planning, lesson delivery and assessment, amongst other services. The programme consisted of intense workshops for participants as well as on-site support visits by the service providers. The evaluation report will be submitted to Zenex in early 2009.
 - **CPTD Data Extraction Project**

This particular project entailed extracting KwaZulu-Natal data from the bigger Continuing Professional Teacher Development (CPTD) project and doing KZN-specific data analysis. The analysis and report-writing were followed by a presentation to the KwaZulu-Natal CPTD Co-ordinating Committee meeting in November 2008. This Co-ordinating Committee comprised the KZN Department of Education, teacher unions in the Province, as well as academics from the University of KwaZulu-Natal.
 - **Evaluation of Schools as Centres of Care and Support and Learn about Health Living**

The Schools as Centres of Care and Support (SCCS) and Learn about Healthy Living (LAHL) summative evaluation was undertaken between April and June 2008. This project was two-pronged. The SCCS, a regional initiative in Southern Africa grew out of an approach developed by the Media in Education Trust Africa (MIETA) in KwaZulu-Natal (KZN) and funded by the Swiss Agency for Development and Co-operation (SDC). The project aims to address the needs of orphans and other vulnerable children (OVC) through integrated provision of school-based services (e.g. improving access to and quality of education, increasing food security and health care, psycho-social support and protection from abuse). The LAHL project evolved from the SCCS and its primary objective is to enable clusters of schools in targeted areas to lead a community strategy that responds to HIV/AIDS and improves care for orphans and vulnerable children.

The CEPD and the Nottawasaga Institute, a Kenyan-based consulting organisation, were contracted by MIETA to conduct a summative evaluation of the project/s, particularly to document achievements resulting from the co-operation, and to guide progress to the next phase. The evaluation particularly aimed to assess the extent to which the programme had achieved the agreed outcomes and objectives in the first two years of



implementation (2006- 2007), and to provide recommendations for future orientation and implementation. The project involved travelling to rural areas in KZN and Eastern Cape in South Africa, and to Swaziland and Zambia.

The project ended in July and the final summative evaluation reports were submitted in August 2008 to MiETA.

- **Pilot Study of the Continuing Professional Teacher Development System**
This study of the Continuing Professional Development System (CPTD) of the South African Council for Educators (SACE) and the Department of Education (DoE) was undertaken between July and November 2008. The study was conducted in 37 schools in three provinces: KwaZulu-Natal, Free State and Western Cape. The selection of the 37 schools was based on criteria set out by the Task Team. The schools in each province were selected on the basis of geographical location, quintile status, levels of schooling (primary and secondary), and school type (public, independent and special schools).

Through the CPTD system, the Department of Education seeks to provide a strategy for successful recruitment, retention and professional development of teachers to meet the social and economic needs of the country. Before implementing the initiative nationally, the DoE, together with SACE, sought to conduct a study aimed to test the conceptual design and workability of the planned CPTD system, particularly in terms of managing the Professional Development (PD) activities and the allocation and recording of PD points to teachers. The study surveyed and interviewed various stakeholders, including school principals, teachers at different levels, district officials, provincial and national department of education officials, SACE officials, teacher representative organisational officials, and education experts (academics and other relevant organisations). The study focused on issues of scope, quality and frequency of teachers' current Professional Development activities, practical implications of advocating, introducing and administering the PD points system in schools, support systems (ICT, information, management, access to programmes, school-planning) in schools to ensure effective introduction of the system and design modifications that may be needed to ensure efficient operation of the endorsement of PD points processes.

The study was completed in November and the final report was submitted to SACE and DoE in December 2008.

- **Grade R Diagnostic Study**
The Department of Education, through the Technical Assistance Unit of the National Treasury, contracted CEPD to assess the readiness of the schooling system for implementation of universal Grade R classes in schools by the target 2010 date. The work involved:

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- Reviewing national policy, strategy and plans
 - Examining provincial strategies, plans and budgets
 - Assessing classroom and school infrastructure readiness
 - Assessing the capacity of educators and other personnel to deliver effective reception year classes
 - Looking at materials and other resources available to schools for Grade R
 - Reviewing the support structures and human resources in place to implement and support Grade R.

The project was successfully completed in the three months allocated and a comprehensive report was presented and accepted by the Department of Education. It is anticipated that the findings will be used to inform planning for Grade R during 2009 and 2010.

- **Monitoring and Evaluation of Learning Programmes**
The CEPD was contracted in January 2008 to conduct evaluations of learning programmes funded and promoted by the ETDP SETA in the Northern and Western Cape. The aim of the evaluation was to measure the quality of provision, contract compliance, value for money, and impact in relation to intended outcomes, as well as to identify challenges and potential interventions by the SETA that would enable programme improvements to be achieved in the future.
- **Support for the South African Union of Students (SAUS)**
At the request of the Department of Education, the CEPD has continued to assist the 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.

South Africa-Norway Tertiary Education Development (SANTED) Programme

The SANTED Programme is based on a bilateral agreement between the Government of South Africa and the Government of the Kingdom of Norway to provide development support to the South African Department of Education. The purpose of the Programme is to give support to the DoE in meeting its national objective of building a higher education system that is based on principles of social justice and equity and that has the capacity to operate effectively and efficiently to meet the educational, cultural and economic needs of a diverse society. The SANTED Programme assists in meeting these goals through interventions in focused areas at higher education institutions.

The first phase of SANTED was extended for a period of four years from 2006 to 2009, with an additional NOK66 million. The Business Plan for the SANTED II Programme was approved and signed by all parties on 14 August 2006. 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, building partnerships between higher education institutions in South Africa and other SADC countries and building academic capacity in partner institutions.

The Programme is a self-standing project of the CEPD. It is run by the Programme Director, Trish Gibbon, who is supported by a staff of three.

When the second phase of the SANTED Programme was launched in 2006, it started with seven projects, many of which were extensions of projects from SANTED I. By the close of 2008, the Programme had expanded to include eleven projects spanning fifteen universities in six SADC countries (including South Africa). Discussions with Norway and the DoE have resulted in a decision to extend the life of the Programme to the end of 2010 in order to fully meet the original objectives and to enable the projects to complete their planned activities and spend their allocated grants. At present, the Programme has disbursed approximately ZAR 33 million to the SANTED projects. The log-frame below gives a brief synopsis of the focus and outputs of each of the projects.

PROJECT	INSTITUTION	PRIMARY FOCUS	PRIMARY OUTPUTS
Access, Retention and Success	UKZN (SUKAR project)	Alternative access programmes; enhanced undergraduate throughput; enhanced postgraduate throughput; institutional research.	Extended / augmented curricula; curriculum revision; mentor and tutor systems; continuous assessment materials; technology based interactive teaching; enhanced academic writing skills; guides for postgraduate students; guides for supervisors; predictive value of pre-entry tests.
	Fort Hare	Pre-admission testing; enrolment management; tracking student performance; staff development; student support; institutional research.	Institutional retention policy; diagnostic data and tools; counselling at feeder schools; trial testing; computer based tracking system; staff induction programme; enhanced staff computer skills; peer mentoring for staff; computer-based language learning system; expanded student counselling.
	UWC	High school	Tutorial programme for ten

		interventions; admission testing; enhanced undergraduate throughput; enhanced postgraduate throughput.	secondary schools, career advice and July Winter School; improved admission testing; faculty-based interventions and research to improve undergraduate success; workshop programme for postgraduate students.
Multilingualism	Rhodes	Indigenous language development for students in professional programmes; indigenous language development for university staff; home language support for non-English mother tongue students.	Terminology development; discipline-specific, second language isiXhosa courses for students in Pharmacy and Law; isiXhosa courses for staff; mother tongue assisted learning in Computer Science; computer-assisted language learning laboratory.
	UKZN / DUT	Communicative competence in an indigenous language for staff and students in professional academic programmes.	Terminology development; discipline-specific courses in isiZulu for staff and students in Early Childhood Development; Nursing; Dental Assisting and Psychology.
	UCT	Communication skills courses for staff and students in an indigenous language; special language corpora and multilingual glossaries.	IsiXhosa communication skills courses for staff and students with manual and CD-ROM; special language corpora for Science, Health Sciences and Law and multilingual glossaries; machine-translation engine.
Capacity Building	NMMU / UJ	Qualifications structure and programme profile for institutions that straddle the binary knowledge divide.	Case studies focussing on knowledge issues in curricula in a number of career / professional fields; approaches to curriculum design and articulation in fields that offer both diplomas and degrees; access and retention strategies for comprehensive universities.
SADC Collaboration	Namibia, UEM, Wits (NEW project)	Formal collaborative linkages; collaborative teaching and research activities in Economics, Engineering and Biological Sciences; enhancement of academic capacity in SADC partner institutions.	Annual joint field trip for senior students in Biological Sciences; development of Biotech courses for UEM and UNAM; MSc in Range Resources Management for UNAM; joint teaching of Masters in Economics at UEM; undergraduate course evaluation in Economics (UEM); materials development in Engineering at UNAM and UEM; acquisition of resources and equipment; upgrade of staff qualifications; joint research.
	Zambia, Malawi, Namibia, UWC	Formal collaborative linkages; student peer	Training of peer educators; interventions in first-year



	(ZAMANAWE project)	educator programmes in the field of HIV and AIDS.	orientation programmes; VCT campaigns; development of student leaders; baseline research project; conference papers.
	Rhodes / Namibia	Collaborative teaching and curriculum development; enhanced academic capacity in SADC partner institution.	Development of single-major BSc; fast-track pathway for students; enhanced capacity for postgraduate study.
	UNISA / UAN	As above.	Structured Master's Degree in Nursing with specialization in Health Services Management and Advanced Midwifery for UAN; Staff and student exchanges; staff development.

2008 was a year of gratifying progress in all projects and also saw the inception of collaborative workshops across projects working in the same or similar focus areas. A workshop in February in the area of Access, Retention and Success brought together participants from six institutions and offered the opportunity to share approaches and methods. Participants also identified areas where the different projects could collaborate and share responsibilities. Activities in the following areas will be pursued in the course of 2009:

- Admission testing and placement
- Curriculum strategies to improve access and retention
- Data collection and interpretation, and
- Postgraduate interventions

A similar workshop was held bringing together projects working in the promotion of multilingualism on campuses. Four areas for possible further collaboration were identified:

- Using Wordsmith software in terminology development
- Research and publications
- Glossary compilation
- Teaching strategies

In the course of 2008, special events included SANTED visits to project groups in Namibia, Malawi and Angola. The visit to Namibia occurred early in July and coincided with the last few days of the Biological Sciences field trip in the NEW project. The group joined field trip staff and students on an excursion to the Cape Cross seal colony, lichen fields, and the habitat where ancient and rare *Welwitschias* are to be found.



From Henties Bay, the group travelled to Windhoek to attend the dinner and launch of the Rhodes-Namibia Virtual Classroom project when a Memorandum of Understanding was signed between Rhodes and UNAM. The trip ended with a tour and demonstration of the virtual classroom.

Later in the month, SANTED joined a UWC delegation on a visit to the University of Malawi at the time of staff and student exchanges in the ZAMANAWAWE project. The UWC Vice Chancellor, Prof O'Connell, and Institutional Planner, Larry Pokpas were part of the delegation and held high level talks with the VC of the University of Malawi, Prof Kadzamira. The visit included a trip to a Catholic mission, housing a community and cultural centre where traditional dances from many regions were demonstrated, some of which incorporated messages about HIV and AIDS. The visit ended with a formal dinner hosted by the VC of UNIMA.

In October, SANTED accompanied the UNISA Nursing team to attend the planning workshop for their collaborative project with the Health Institute at the University Agostinho Neto and to witness the signing of Memoranda of Agreement and Understanding between UNISA and UAN.

The other significant event of the year, which generated considerable media coverage for SANTED, was the visit of the South African Minister of Education, Naledi Pandor, to Rhodes University, and specifically to the SANTED Multilingualism project at Rhodes. The Minister attended a class in isiXhosa for Pharmacy students, a Transl@thon in the SANTED Multimedia facility, and heard about the various research initiatives underway as part of the project. On the first evening of her visit she delivered a very well attended address on the role of multilingualism in higher education.

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).

The Resource Centre participates in the resource-sharing network known as the Southern African Interlending Scheme (SAIS), run through the National Library of South Africa, where libraries and other information-related organisations, as well as individual members of SAIS, can borrow resources from one another.

PUBLIC DIALOGUE AND ADVOCACY ACTIVITIES

The CEPD organises conferences, seminars and workshops, both large and small, in addition to recording and producing conference reports. The most prominent of the conferences and meetings the CEPD worked on in 2008 are outlined below.

Third Solomon Mahlangu Education Lecture

CEPD's third Solomon Mahlangu Education Lecture was delivered by Dr Cassius Lubisi, Superintendent General of the KwaZulu-Natal Department of Education, on 17 June 2008. The topic of the lecture was 'The quest for free education in South Africa: How close is the dream to the reality?' The lecture has been published by CEPD and is available on the CEPD website as well as in hard copy.

CEPD/Umalusi Seminar Series

The joint CEPD-Umalusi series of seminars on improving education quality, begun in 2007, continued in 2008 with three seminars. The topics were:

- Learning languages to learn: how can we get it right? (Speakers: Dr Neville Alexander, Prof Thobeka Mda and Prof Sarah Howie)
- Improving the quality of teaching (Speakers: Dr Luneta Kakoma, Prof Michael Samuel and Ms Tessa Welch)
- How can quality assurance improve quality? (Speakers: Dr Peliwe Lolwana, Dr Ben Parker and Ms Anne Oberholzer)

Teacher Education Conference

The final conference of the Teacher Education Research and Development Programme (see above for details on the programme), was held on 4-5 September 2008 at the Birchwood Conference Centre in Gauteng. The conference presented 14 papers across the three themes of teacher development, school management and development, and the teacher labour market. Prof Crain Soudien gave the keynote address entitled "The implications of the crisis in numeracy and literacy in South Africa for teacher education".



The conference proceedings have been published, and the complete version is available on CEPD's website for download.

Universities in Southern Africa as Catalysts for Sustainable Rural Development

The aim of the conference was to initiate a dialogue between key role players in rural communities and the academic community to find new ways of developing partnerships and programmes for sustainable rural development. This conference was made possible through a grant from the CWCI Fund.

A Conference on the Institutionalisation of Democracy and Human Rights in Education

The CEPD secured a grant from the Open Society Institute of Southern Africa to organise a conference on the Institutionalisation of Democracy and Human Rights in Education. The conference aims to bring together participants from ministries of education, teacher training institutions and human rights commissions/civil society organisations in SADC countries to discuss and share experiences on their efforts to institutionalise democracy and human rights in education. In 2008, preparatory work including further conceptualisation and planning were undertaken, but the actual conference is set to take place in May 2009.

PUBLICATIONS

2008 was an active year for CEPD publications, with the appearance of the nine separate titles listed below. All publications are available for free download on the CEPD website, and are also available in hard copy by contacting the CEPD's resource officer.

1. Issues in Education Policy Series:

This is a new series of booklets on key issues in education and training policy in South Africa. Each booklet deals with one such issue and aims to give the reader, in plain English, an informed overview of the topic and its implications for various stakeholders. Each booklet also provides a list of further reading, including a list of relevant legislation, policy documents, research and theoretical literature. Titles published in 2008 include:

Jewison, R. *The National Qualifications Framework*

Chaka, T. *School Governance*

Pampallis, J. *School Fees*

Gardiner, M. *Education in Rural Areas*

The series will continue with additional titles in 2009.

2. Conference Proceedings

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.

CEPD. (2008). *Universities in Southern Africa as catalysts for sustainable rural development. Proceedings of the conference hosted by the Centre for Education Policy Development (CEPD) and held at the Kopanong Conference Centre in Johannesburg from 6 to 7 March 2008.*

3. Education Monitor

Gardiner, M. (2008). *Research methodology for rural education in SA: the experience of CEPD and its associates, 2000-2007.*

Gibbon, T. (2008). *Straddling the knowledge divide in the new comprehensive universities.*

4. Solomon Mahlangu Lecture

Cassius Lubisi. (2008). *The quest for free education in South Africa: How close is the dream to the reality?*

DONORS AND CLIENTS

The CEPD's major donors and clients during 2008 included the following:

- Atlantic Philanthropies
- Brandhouse
- Carnegie Corporation
- Department of Education (National)
- Department of Labour
- Embassy of Finland
- Embassy of Kingdom of Netherlands
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- Ford Foundation
- National Research Foundation (NRF)
- National Treasury
- Norwegian Aid (NORAD)
- Open Society Initiative of Southern Africa (OSISA)



REPORT OF THE INDEPENDENT AUDITOR

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 2008. 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.

SIGNATURE



Eugene Symonds CA (SA)
Johannesburg
15 July 2008

ABRIDGED INCOME STATEMENT for the year ended 31 March 2008

	2008 R	2007 R
Administration fees received	541,210	513,538
Conferencing income	0	248,559
Consulting fees received	1,636,081	2,132,192
Grants received	101,862,502	70,619,489
Interest received	3,698,239	2,531,405
Sundry income	84,830	5,049,065
Total income	<u>107,822,862</u>	<u>81,094,248</u>
Total expenditure	91,552,336	78,256,113
Net (shortfall)/surplus for the year	<u>16,270,526</u>	<u>2,838,135</u>
Retained income at beginning of year	41,045,588	38,207,453
Retained income at end of year	<u><u>57,316,114</u></u>	<u><u>41,045,588</u></u>

ABRIDGED BALANCE SHEET at 31 March 2008



ASSETS

Non-current assets	897	889
Current assets	65,912,522	47,798,835
	<u>65,913,419</u>	<u>47,799,724</u>

EQUITY AND LIABILITIES

Accumulated surplus	57,316,114	41,045,588
Current liabilities	8,597,305	6,753,136
	<u>65,913,419</u>	<u>47,798,724</u>



BOARD OF TRUSTEES AND STAFF

Board of Trustees (2008)

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

Mr Allan Taylor
Prof Shepherd Mayatula
Ms Shireen Motala
Ms Shermain Mannah (until
September)

CEPD Staff (2008)

Director
PA to the Director/Head of Admin
Research, Monitoring and Evaluation Staff
Research/Operations Manager
Higher Education Programme Manager
Schooling Programme Manager
Senior Researchers

John Pampallis
Shatadi Moswane

Michele Berger
Michelle Buchler
Madumetja Paul Kgobe
Michael Gardiner
Tsakani Chaka
Thamsanqa (TT) Bhengu (from October)
Phoebe Kaniki
Nadya Bhagwan (from July)
Brutus Malada (until April)
Mande Ngcobo
Peter Mochekgechekge

Researchers

Intern
Resource Officer
Administrative Staff
Receptionist
Office Assistant
Admin Intern

Jane Nkosi
Regina Sokweba
Clara Matlakala

Finance Staff

Financial Manager
Senior Bookkeeper
Senior Bookkeeper

Karen Crisp
Frans Maruma
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South Africa- Norway Tertiary Education Development (SANTED) Programme

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Programme Coordinator
Programme Planner
Admin Assistant

Patricia Gibbon
Zamo Shongwe
Ziyanda Cele
Ayanda Mpemyama

Research Associates

Vanessa Francis
Enver Motala
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CEPD website: www.cepd.org.za