

# Centre for Education Policy Development



**ANNUAL REPORT 2009**



## **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

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CEPD was established in 1993 as part of the Mass Democratic Movement's preparation to govern and to support the emergence of democracy in South Africa. In the years since, the CEPD has been part of many of the policy challenges necessary to establish a unitary and comprehensive education system. While many of these challenges have been addressed, and despite the election of the 4<sup>th</sup> democratic parliament in 2009, it is still acknowledged that an enormous amount of work remains to be done especially in the area of the delivery of education.

Much of this was recognised at and after the ANC's Polokwane conference and which has seen new levels of activism, urgency and the enthusiasm needed to make a real difference in education at all levels. Particularly emphasised has been the need to improve the quality of education, especially at school level, and to ensure more equitable access to institutions of learning, particularly at the FET college and higher education levels.

In this context, the CEPD has an important and continuing role to play at a policy and research level, whether it is providing professional and measured support to the various tiers of government or even, if necessary, giving constructive criticism of the programmes and processes which are hindering the effective delivery of quality education to all who live in South Africa.

During 2009, as indicated in this report, the CEPD continued its work with a number of large projects including those dealing with the teaching of literacy and numeracy. Research has overwhelmingly demonstrated that these foundations of learning are critical to the success of students later on in their scholastic and academic endeavours. It is an area in which sustained and urgent attention must be paid if South Africa is to achieve the level of skills necessary to function fully as a developmental state.

On behalf of the Board of Trustees, a special tribute is paid to the long-serving former Chairperson of the CEPD, Dr Blade Nzimande, and the former Director, Mr John Pampallis, for their service and commitment to the CEPD and the overall education policy sector in South Africa. They have both moved on, as a result of the 2009 elections, to continue the struggle on a larger stage in the service of the people of South Africa.

Towards the end of 2009, a new Director, Dr Martin Prew, was recruited and began his appointment with a commitment to continuity as well as to the development and extension of the CEPD's activities, including seeking out new opportunities and partnerships.



The Board of Trustees extends its appreciation to all staff, and especially to Mr Paul Kgobe who acted as Director during the period that a new director was being recruited, for their commitment and dedication to the work and success of the CEPD. I also want to thank my fellow trustees for their continuing support for, and interest in, the governance of the CEPD.

***Mr Allan Taylor***

*Chairperson, CEPD Board of Trustees*



## INTRODUCTION

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I come into CEPD, as the new director, at a crossroads in its history. The two stalwarts of the organisation over the last decade and longer, Dr Blade Nzimande and Mr John Pampallis, both left for government in mid-2009. While this is a huge honour for CEPD, it left the organisation somewhat weak on leadership. At the same time, it creates the opportunity for CEPD to reflect on its past achievements and build on those and consider employing its skills and expertise in new arenas, while also developing competence in new areas. Before coming onto that, let me talk about 2009.

It is fair to say that with the departure of Blade and John, 2009 was a difficult year for CEPD. For much of the year the management team, ably led by Paul Kgobe, held the organisation together and ensured that CEPD maintained its political and education positioning. However, without a substantive director, in the middle of a global financial crisis, bringing in new work was difficult. The major projects in 2009 included two projects that CEPD was leading on within the 3Rs project consortium, and a number of higher education projects, including the major SANTED Programme working across a number of African universities, as well as the running of seminars with Umalusi.

In the spirit of deepening our understanding of social justice and democracy in the context of schooling, the 3Rs projects look at a deeper understanding of the dynamics in a group of multi-grade rural schools and the mobilisation of community activists as researchers and community mobilisers around improved schooling. The latter, the CLING project, is particularly interesting and innovative. The year saw many of the early frustrations in some of the communities being ironed out and signs that the model is beginning to have an impact. It indicates how slow education change can be and that patience is critical. 2010 will be a critical year for this project to show impact.

Our higher education-related projects are examining how FET colleges and universities are managing the scourge of HIV/AIDS as well as co-ordinating the capacity-building of selected universities in South Africa and other southern African countries. The first project, which is managed by Higher Education South Africa (HESA) and funded by the European Union, is aimed at a deeper understanding of how different institutions in the education sector are engaging with HIV/AIDS while researching in some detail how individual teachers and lecturers link their teaching to the disease to assist their learners in understanding their role and how to protect themselves and those around them. This study is intended to feed into policy and training in the education sector.

CEPD has always taken pride in being an organisation which is part of progressive networks of researchers and research and development organisations, such as the Education Policy Consortium. Further, CEPD plays a role in working with Umalusi and SAQA in running seminars and conferences. These are important forums for sharing



research and ideas as well as ensuring that CEPD's staff are up-to-date with thinking in the sector.

Since October 2009, CEPD has been exploring new horizons outside South Africa. It formed a partnership with Mzabalazo Advisory Services to put in a proposal to Unicef and the Government of Zimbabwe to undertake evaluation and capacity-building tasks for the Department of Social Welfare. At the same time, the organisation is developing a small research project in northern Uganda. Professor Catherine Odora Hoppers, of Unisa, is assisting in conceptualising a research and development project which will work with two clusters of schools in Gulu in partnership with the University of Gulu and the Makerere Institute for Social Research, and at least one school in KwaZulu-Natal to help CEPD understand to what extent schools in Uganda and South Africa have been traumatised by conflict, and at the same time explore what measures can be taken to ameliorate the impact of trauma through community involvement in schools and the development of schools as a community asset.

2010 offers many challenges and opportunities for CEPD. Internationally, the focus is on achievement of quality education while ensuring all children have access to schools. However, in much of Africa, these two policy drives appear to be in contradiction to each other. More children in school means larger classes, stretched resources, stressed teachers and, so, falling quality. This dilemma goes to the heart of social justice and basic human rights. CEPD has a clear role in researching this and presenting policy options to governments. In South Africa, the present Ministers of Basic and Higher Education and Training have opened dialogic space that organisations like CEPD should use as a way of engaging with government and assisting government in coming up with appropriate solutions to the challenges that beset our education system. CEPD intends to take advantage of this space, with a particular focus on the legislative framework that underpins schooling in South Africa.

Finally, CEPD expects to be supporting a small number of African universities and governments with capacity-building and training of researchers. We anticipate that this will lead to CEPD opening satellite research offices in a number of countries and establishing capacity to run regular researcher courses.

CEPD has a bright future which will build on the important place that it has carved for itself in South Africa. This will depend on the creativity and skills of its staff and associates. I would like to thank all those who have been a part of building that legacy and hope that the current CEPD managers and staff can live up to that legacy and the expectations of those who have worked in CEPD in the past.

***Dr Martin Prew***  
*Director, CEPD*

### ***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 2009, the CEPD was engaged in two main independent research programmes. In both of these it participated together with other research institutions.

- **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 Embassy of the Kingdom of the Netherlands, 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***

The Community Literacy and Numeracy Group (CLING) project has completed its third year of work in five communities. A review of the first two years has been compiled and this project has now accumulated sufficient knowledge, understanding and experience through its work in rural and urban areas to engage with scholars and researchers, policy makers, the Department of Education and the communities themselves in discussions about the dynamics of community mobilisation around educational issues. The CLING project has a further two years to run and will focus on increased levels of data collection and analysis as well as strategies to ensure the sustainability of the five CLINGs once the project ends in 2011.

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

Key activities undertaken in 2009 were the fieldwork as well as the writing up of the report. The year's activities culminated in the presentation of this research project's draft report at the 3Rs Programme Conference which was attended by partners, members of the communities within which we work and departmental officials, amongst others.

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.

- **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 was 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 was responsible for the coordination and the financial management of the programme.

In addition, it had 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).

The programme ended on 31 March 2009. 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.

### **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:

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- 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. The project entered its third year in 2009 and data collection has been undertaken in schools and communities. The analysis and write-up of the findings was undertaken during 2009, and a book is being finalised, based on the findings.

### ***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 2009 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 was the lead agency in the consortium tasked with undertaking the research project, which was completed in April 2009.

### **Investigation into the Graduate Competencies Required to Manage HIV/Aids in the Workplace**

This project is also one of the HEAIDS suite of projects (described above). The overall objective of this project is to understand the needs and expectations of employers with respect to graduate competencies particularly in relation to addressing the demands of HIV/AIDS within the workplace and the responsiveness of the higher education sub-sector to meet these needs and expectations. A small sample of public and private sector employers, as well as 5 higher education institutions, participated in this qualitative study.

CEPD is providing the services of its Programme Manager: Higher Education as the project's Team Leader.

### **Education Research Audit**

During 2008 the CEPD, commissioned by the National Research Foundation (NRF), constructed a database of education research in South Africa from 1995 to 2006, inclusive, and then analysed it with the aim of determining gaps, strengths and general research trends over that twelve-year period (Deacon et al 2009). The project was completed at the end of March 2009. This research is now being used by the NRF to re-evaluate its funding and support of education research in South Africa.

### **Summative Evaluation of the Distribution and Communication System Pilot Project of the North West Department of Education (NWDoE)**

Between February and June 2009, the CEPD was contracted by Media in Education Trust (MiET) and Africa!Ignite to conduct an evaluation of a Distribution and Communication System Pilot Project implemented in the North West by Africa!Ignite. The objective of the pilot model was to establish resource centres, also referred to as Education Development and Support Centres (EDSCs), in rural areas which would act as decentralised delivery points for a range of educational (and social) services. The model aimed to improve communication and distribution of information and resources to and from schools.

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

The final evaluation of the Zenex Foundation Phase Teacher Development Project activities was completed in early 2009. A report was presented to a workshop of key project stakeholders in mid-2009 and the final report was submitted soon thereafter.



### **Pilot Study of the Continuing Professional Teacher Development System**

The CEPD continued to provide support to the South African Council for Educators (SACE) and the Department of Education (DoE) on the Continuing Professional Teacher Development System (CPTD). Following the conclusion of the pilot in 2008, the SACE-DoE Task Team took a decision to undertake an expanded pilot of the new system in all provinces. The CEPD assisted with the conceptualisation of the pilot. In addition, the CEPD assisted with the development of a concept document for the Teacher Development Summit (2009), and also participated in the Summit.

### **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 SANTED secretariat provided support for institution-based projects in the areas of access, retention and success, capacity-building, multilingualism and SADC collaboration. Of the twelve projects, several came to an end during 2009. The NEW project, a collaboration between the universities of Namibia, Eduardo Mondlane (Mozambique) and Wits held its close-out workshop where participants undertook to continue certain aspects of cross-border collaboration. In the multilingualism area, the UKZN/DUT project manager presented at several conferences, showcasing the use of isiZulu as a medium of instruction within both institutions. The UNISA/UAN (Angola) project finished on an encouraging note as the nursing degree in Angola was successfully accredited by the education department, only one of two qualifications to be accredited in Angola. As all projects come to an end in 2010, the focus for 2009 was identifying activities that could be sustained beyond programme funding.

During 2009 SANTED has continued its mandate in managing projects in the project areas of access, retention and success of students, capacity-building, and SADC collaboration.



## RESOURCE CENTRE

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The CEPD's Archives and Resource Centre (ARC) is a repository of knowledge and information about education. In 2009, it continued to expand its holdings in the field of South African education and policy in particular. 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 improvement of information research skills amongst CEPD staff.

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

In addition to the book collection, the Archive and Resource Centre offers reference files on various topics, periodicals and journals. Its collection compliments those of other member institutions of the Education Policy Consortium (namely, the Education Policy Units at the Universities of Fort Hare, Western Cape and Witwatersrand).

The Archives and Resource Centre participates in the resource-sharing network known as the Southern African Interlending Scheme (SAIS) 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.

The Archives and Resource Centre also participates in the Library and Information Association of South Africa (LIASA) which is an association of libraries in South Africa, which supplies and shares ideas, and promotes the easy flow of information with libraries that are members, and also advocates and supports the provision of efficient, user-oriented and excellent library and information services that aspire to improving equitable access to information in South Africa.

## PUBLIC DIALOGUE AND ADVOCACY ACTIVITIES

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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 2009 are outlined below.

#### **Fourth Solomon Mahlangu Education Lecture**

CEPD's fourth Solomon Mahlangu Education Lecture was delivered by Dr Neva Makgetla, Lead Economist for Research and Information, Development Bank of Southern Africa.

The topic was *Democratic Decentralisation or Fragmentation? Democracy, Equity and Development in South African Education*. The lecture was delivered at the Origins Centre, University of the Witwatersrand, on 23 June 2009. This lecture will be published during 2010.

#### **CEPD/Umalusi Seminar Series**

The joint CEPD-Umalusi series of seminars on improving education quality, begun in 2007, continued in 2009 with two seminars. The topics were:

- Access to Pre-service Teacher Education (Speakers: Dr Di Parker, Matseliso Dipholo, Ursula Hoadley; respondent: Dr Linda Chisholm)
- Pathways after General Education and Training (Speakers: Dr Ronel Blom, Dr Anthony Gewer, Ivor Baatjes)

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

In 2009, the CEPD successfully organised a conference on the Institutionalisation of Democracy and Human Rights in Education through support from the Open Society Institute of Southern Africa. This conference, held on 28-29 May 2009, brought together 80 participants from ministries of education, teacher training institutions and human rights commissions/civil society organisations from 11 countries within the SADC region to discuss and share experiences on their efforts to institutionalise democracy and human rights in education. The conference proceedings have been published and are available on CEPD's website.

#### **Colloquium on the State and Role of FET Colleges in South Africa**

The recently established Ministry for Higher Education and Training has responsibility for several portfolios, including further education and training (FET) colleges. Previously, these colleges were the responsibility of both the provincial and national departments of education. Following the transfer of this responsibility to the new ministry, the CEPD was requested to facilitate a colloquium on the state of FET colleges. The colloquium took place on 5 December 2009 at the Central Johannesburg College in Johannesburg. The conference attracted 54 participants from government departments, universities and FET colleges (public and private), non-governmental organisations, the South African Qualifications Authority (SAQA) and the Human Sciences Research Council (HSRC), as well as other employer organisations. The CEPD produced a report for the Ministry.



## PUBLICATIONS

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The CEPD produced a number of publications in 2009. 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.

### **Issues in Education Policy Series**

This is a 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 2009 include:

Allais, SM. *Quality Assurance in Education*  
Gordon, A. *Restructuring Teacher Education*

The series will continue with additional titles in 2010.

### **Reports and Occasional Papers**

Deacon, R. and Parker, B. (2009). *Successful Educational Research: Guidelines for Getting Going, Getting Funding and Getting Published.*

### **Conference Proceedings**

Chaka, T. and Kaniki, P. (2009). *Conference on the Institutionalisation of Democracy and Human Rights in Education for the Southern African Development Community (SADC).* Birchwood Conference Centre, Boksburg, Johannesburg, 28-29 May 2009.

## DONORS AND CLIENTS

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The CEPD's major donors and clients during 2009 included the following:

- Atlantic Philanthropies
- Carnegie Corporation
- Department of Basic Education (National)
- Department of Higher Education and Training
- Embassy of Finland

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- Embassy of Kingdom of Netherlands
  - European Union
  - Ford Foundation
  - National Research Foundation (NRF)
  - National Treasury
  - Norwegian Aid
  - Open Society Initiative of Southern Africa (OSISA)

## REPORT OF THE INDEPENDENT AUDITOR

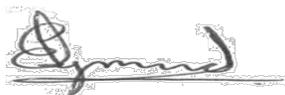
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### REPORT OF THE INDEPENDENT AUDITOR

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 2009. 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  
26 July 2009

#### ABRIDGED INCOME STATEMENT for the year ended 31 March 2009

	2009 R	2008 R
Administration fees received	132 656	541 210
Consulting fees received	2 494 999	1 636 081
Grants received	72 147 996	101 862 502
Interest received	5 057 884	3 698 239
Sundry income	80 312	84 830
Total income	<u>79 913 847</u>	<u>107 822 862</u>
Total expenditure	110 647 038	91 552 336
Net (shortfall)/surplus for the year	<u>-30 733 191</u>	<u>16 270 526</u>
Retained income at beginning of year	57 316 114	0
Retained income at end of year	<u><u>26 582 923</u></u>	<u><u>16 270 526</u></u>

**ABRIDGED BALANCE SHEET**  
**at 31 March 2009**

**ASSETS**

Non-current assets	977	889
Current assets	32 753 214	47 798 835
	<u>32 754 191</u>	<u>47 799 724</u>

**EQUITY AND LIABILITIES**

Accumulated surplus	26 582 923	16 270 526
Current liabilities	6 171 268	6 753 136
	<u>32 754 191</u>	<u>23 023 662</u>

## BOARD OF TRUSTEES AND STAFF

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### Board of Trustees (2009)

Dr Blade Nzimande (chair) (resigned April 2009)  
Ms Pulane Lefoka  
Prof Linda Chisholm  
Prof Catherine Odora-Hoppers  
**Patron:** Prof SME Bengu

Ms Allan Taylor (chair from April 2009)  
Ms Shirley Mabusela  
Prof Shepherd Mayatula  
Dr Shireen Motala

### CEPD Staff (2009)

Director

John Pampallis (until June 2009)  
Madumetja Paul Kgobe (acting from June to October 2009)  
Dr Martin Prew (from October 2009)  
Shatadi Moswane

PA to the Director/Head of Admin

#### Research, Monitoring and Evaluation Staff

Research/Operations Manager  
Higher Education Programme Manager  
Schooling Programme Manager  
Senior Researchers

Michele Berger  
Michelle Buchler  
Madumetja Paul Kgobe  
Michael Gardiner  
Tsakani Chaka  
Dr Thamsanqa (TT) Bhengu  
Phoebe Kaniki  
Nadya Bhagwan  
Khombisile Dlamini  
Rakal Govender  
Peter Mochekgechekge

Researchers

Interns

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  
Patrick Madima

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

Programme Director  
Programme Coordinator  
Programme Planner  
Admin Assistant

Ahmed Essop  
Zamo Shongwe  
Ziyanda Cele  
Ayanda Mpemyama

#### Research Associates

Vanessa Francis  
Enver Motala

Dr Adele Gordon  
Dr Jenni Karlsson

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