# REPORT of the WORKSHOP ON THE DRAFT RESEARCH AGENDA

DBE Conference Centre
Sol Plaatje House, Pretoria
14 September 2011



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## 1. BACKGROUND

The Department of Basic Education (DBE) hosted a Workshop on the draft *DBE Research Agenda 2011-2014* on the 14 September 2011. The objective of the workshop was to open a conversation with the education research community on a research agenda for the basic education sector.

Research on school education in South Africa is undertaken in the context of serious shortcomings in the quality of teaching and learning and persistent inequalities in school conditions and outcomes. The Minister's Delivery Agreement with the President, the DBE's Action Plan to 2014: Towards the Realisation of Schooling 2025 (2011) and the department's Strategic Plan, 2011-2014 document the department's determination to work with the provincial education departments (PEDs) and stakeholders to reverse the decline in school education and enhance the quality of the school experience and learning outcomes for all young South Africans.

A draft *DBE Research Agenda 2011-2014* (September 2011) had been circulated to participants to stimulate discussion. The workshop provided an opportunity for participants to critique the draft research agenda; reflect on the complex relationship between knowledge production and knowledge utilisation; discuss researchers' and departmental views of research priorities; share plans for undertaking major research, and consider how to enhance research funding, advocacy and capacity building.

This report provides a brief overview of the workshop proceedings.

## 2. PARTICIPANTS

A total of 54 people attended the workshop, with representation from the following organisations and institutions:

- Cape Peninsula University of Technology/Kenton Education Association
- Centre for Development and Enterprise (CDE)
- Centre for Education Policy Development (CEPD)

- Centre for Education Rights and Transformation (CERT)
- Centre for Evaluation and Assessment
- Children's Institute (UCT)
- Department of Basic Education (DBE)
- Eastern Cape Department of Education
- Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)
- Free State Department of Education
- Gauteng Department of Education
- Human Sciences Research Council (HSRC)
- JET Education Services
- Limpopo Department of Education
- Mpumalanga Department of Education
- Nelson Mandela Institute for Education & Rural Development (University of Fort Hare)
- North West Department of Education
- Project for the Study of Alternative Education in South Africa (PRAESA, UCT)
- Public Affairs Research Institute
- South African Council for Educators (SACE)
- South African Institute for Distance Education (SAIDE)
- South African Qualifications Authority (SAQA)
- The Presidency
- Umalusi
- University of Cape Town
- University of Johannesburg

A list of participants is at Annexure A.

## 3. WORKSHOP PROGRAMME

The workshop programme is at Annexure B. The workshop was opened by the chairperson, Mr S Padayachee, Acting Deputy Director-General of Planning, Information and Assessment. The Director-General, Mr PB Soobrayan welcomed the participants, provided his perspective on the importance of the conversation with the research community and presented the draft *Research* 

Agenda 2011-2014. After discussion the workshop divided in groups to consider a set of questions for discussion (Annexure C). In the afternoon, group rapporteurs reported to plenary and after further discussion the Director-General indicated the way forward.

This report includes research plans of stakeholders that were provided to the Department prior to the workshop (Annexure D).

### 4. DIRECTOR-GENERAL'S INTRODUCTION

Mr Soobrayan's remarks covered the following themes:

- 1) The DBE and the research community
- The robust education policy research tradition of critique and engagement
- 3) The DBE's core research obligations as knowledge producer and knowledge user
- 4) The knowledge production/knowledge utilisation interface
- 5) DBE's research funding
- 6) DBE's research procurement
- 7) DBE's overarching research priorities
- 8) The need for a continuing research conversation

The Director-General indicated that the *Research Agenda* would assist the department with prioritising resource allocation; informing planning processes within the department; informing research stakeholders of the department's research priorities; and signal to funders what research areas require investment.

# 5. SUMMARY OF OBSERVATIONS AND RECOMMENDATIONS

This is a summary of the main observations and recommendations derived from the group and plenary discussions: The responses have been grouped roughly according to the sequence of questions for discussion (Annexure C).

## 5.1 Overall impression of the draft Research Agenda

Generally the participants welcomed the draft Research Agenda document and DBE's approach to setting the agenda. The draft was considered to be a good comprehensive plan that responds to the goal of improving the quality of basic education although some important areas had been omitted or needed greater emphasis. It was recognized that the draft agenda allowed space for creative and systematic thinking about research needs. Participants expressed appreciation for the Director-General's introductory remarks, which were more nuanced than the department's draft text. Participants welcomed the DG's clarification that the agenda was intended for the basic education sector. Its priorities were not restricted to the department's Action Plan to 2014 but would be set by collective engagement rather than unilaterally by DBE. Some participants saw the value of the department specifying and supporting its own research needs, but acknowledged that researchers' interests would not and should not be confined to the department's priorities. It was important for researchers to challenge conventional wisdom. Participants recommended that the list of research topics be reorganised, perhaps thematically. There was value in leaving the topics open-ended rather than attempting to specify individual research projects. Although the proposed priorities and topics were considered to be reasonably comprehensive, workshop participants identified several omissions.

# 5.2 Priorities and gaps

Despite general satisfaction with the proposed research priorities and topics some participants felt that it would be unhelpful for the department to attempt to create an exhaustive list. What was more important was to concentrate on mechanisms, capabilities and methodologies. Without disagreeing, others felt that several topics deserved greater emphasis in the agenda and some important topics had been overlooked entirely. Participants recommended that more attention should be given to the following areas:

- 1) Language, literacy and numeracy. The document needs to give prominence to the crucial, multi-faceted area of language and literacy which is of systemic importance to the cognitive development of learners over all school phases and in later life, and vitally important for nation-building and development. Longitudinal studies would be particularly appropriate, as for items 3, 7 and 10 below.
- 2) School, home, and community. Educationally productive links between school, home and community are a potential resource of immense benefit to children's learning. At the

- same time, the disconnect between parental and departmental views of education quality must not be under-estimated.
- 3) Social inequality. More (especially longitudinal) research is required on the social effects of gross educational inequality and the education effects of gross social inequality in South Africa.
- 4) Education in rural communities. Research on schooling in poor rural communities, especially in the Foundation Phase, has not received sufficient attention and support.
- 5) Levels of learning. More disaggregation of research topics is needed. Different research questions need to be asked and different methodologies deployed at different levels of the school system.
- 6) Teacher professionalism and teacher unionism. This important topic could be studied as a sub-set of teachers' opinions, beliefs and values, and related to teachers' sense of empowerment, teacher unions' commitment to improve education quality, and school leadership. The political nature of the topic must not be a deterrent to research and engagement.
- 7) Vocational and technical learning in school education. The link between school education, post-school education and transition to the labour market is of strategic importance to skills development and job creation, and indicated the need for joint research action by DBE and the Department of Higher Education and Training (DHET).
- 8) *Education funding.* The public and private financing of schooling has been a major theme of policy since 1994 but the topic is under-researched.
- 9) Research, policy and practice. The nexus between research, policy and research applications needs to be studied in its own right, with attention being given to how research findings can be made usable for teachers, curriculum developers and policymakers.
- 10) Large-scale research programmes. Well designed large-scale multi-year programmes are potentially highly productive. They provide opportunities for graduate students to learn their craft under the guidance of senior researchers and are vital for the sustainability of research NGOs.
- 11) *Methodology*. Appropriate methodologies (including combinations of methodologies) are as important as relevant research topics, and it is vital to try out new methodologies in order to illuminate old problems. Examples include methodologies that better serve rural and poor communities and allow their voices to be heard; action research methodologies

that provides opportunities for teachers' professional development; quantitative analysis to illuminate statistical reporting; relevant international comparative studies; meta-analysis of research studies, provided that the results are properly interpreted and responsibly conveyed to the public; and impact evaluation studies that must be inserted at the very conceptualisation of new interventions.

12) Inter-disciplinary and transversal research. Education researchers should welcome partnerships with other social scientists like economists and sociologists in order to widen the field of enquiry and bring vital analytical skills to bear on educational questions. The problems in education will never be properly understood if we rely exclusively on education specialists.

# 5.3 The link between knowledge production and knowledge utilisation

If anything, this topic attracted more attention than the questions related to the department's approach to research and research priorities, although participants acknowledged the interlinkage among all the questions. Participants, including departmental officials, made the following points:

- DBE data sets. The Director-General's pledge to make all departmental data sets available to the research community for their unrestricted use is very welcome. DBE needs to divulge and receive advice on survey research fields. It is vital to continue strengthening data collection and verification.
- 2) DBE research database. The DBE's intention to maintain a searchable electronic database of research in basic education was welcomed. It needs to link to PED research databases and other research sites.
- Linking research to dissemination and communication. Research and dissemination is a two-way process. Researchers should be asked to explain how their research will be disseminated and communicated.
- 4) Involving PED, district offices and schools in research conversation. There is a need for better understanding of how research is structured at provincial level. Important research findings must be presented to HEDCOM on a regular basis to demonstrate their utility to provincial programmes.

- 5) Researchers and departmental research capacity. Researchers and departmental officials are part of one system. Both parties are working to improve learning in the classroom. The capacity of both sides to fulfil their respective complementary roles in research production and utilisation needs to be strengthened. The establishment of PED research units where they don't exist may be important, but it is more important to develop research literacy in all departments. Universities need to re-examine postgraduate research training in relation to research utilisation. More emphasis on quantitative expertise is needed. Research internships in large consortia must be encouraged.
- 6) Researching knowledge production and knowledge utilisation. More needs to be known about both, demand and supply sides of education research as well as the complex relationship of research to application. This may involve both the sociology of knowledge and the sociology of the bureaucracy.
- 7) Research that is independent of immediate application. The notion of research must be kept wide and open. The value of a research proposal must not be judged solely in terms of its utility value. The practical effect of new knowledge is often indirect and long-term.
- 8) Research funding. A medium-term research plan to guide DBE research funding policy and practice could help bridge the lack of fit between research time horizons and bureaucratic time horizons. All potential funding sources need to be harnessed, not just the departmental budget. Funding partnerships with long-standing partners like UNICEF, the European Union (EU) and the Netherlands Embassy must continue, and new partners must be encouraged. A strong case must be made for corporate social investment (CSI) in education research; a more active conversation is required with the National Research Foundation (NRF); as well as stronger presentation of the case to national and provincial treasuries.
- 9) Research procurement. Departmental research procurement processes need to be more transparent and predictable. The lowest cost ought not to be the defining factor in awarding research contracts. Price may be the deciding factor but functionality is vital. The DBE will ensure that research applications are professionally evaluated prior to procurement decisions being made. In order to improve funding applications the DBE should give pointers to guide research consortia as to how the proposed research will be

- used so that the production and utilisation of knowledge are conceptualised with every project.
- 10) Keeping the conversation going. Researchers would welcome more frequent and regular forums to engage the department. Networking is also under-utilised. The research community needs to be more pro-active in prioritising engagement with departments, district offices and schools.

## 6. WAY FORWARD

The Director-General indicated that comments received would be integrated and the draft Research Agenda would be revised accordingly. The agenda would be converted into a presentation format and circulated to all participants, whose assistance in improving it would be welcomed. The department will thereafter develop a working draft and call regular research engagements with the education research community.

# **ANNEXURE A**

# List of participants

	Workshop on the DBE Research Agenda		
	14-Sep-11		
No	Surname and Initial	Organisation/Institution	
1	Adler J	WITS	
2	Alexander N	Project for the Study of Alternate Education in South Africa (PRAESA)	
3	Baloyi AH	Mpumalanga Department of Education	
4	Booyse C	Umalusi	
5	Chisholm L	DBE	
6	Coombe T	DBE	
7	Dadabhay S	NEEDU	
8	Diko N	HSRC	
9	Draper K	NEEDU	
10	Frempong G	HSRC	
11	Geyer S	DBE	
12	Gustafsson M	DBE	
13	Heckroodt A	EC Department of Education	
14	Jacklin H	UCT	
15	Ketye T	DBE	
16	Kumalo F	DBE	
17	Lepota B	Umalusi	
18	Libago J	DBE	
19	Mabogoane T	Presidency	
20	Mabunda H	DBE	
21	Macfarlane M	Umalusi	
22	Mahlangu MJ	DBE	
23	Makhado D	Gauteng Department of Education	
24	Makola MC	Limpopo Department of Education	
25	Mannah S	DBE	
26	Meny-Gilbert S	Public Affairs Research Institute	
27	Mokgalane E	SACE	
28	Motala S	University of Johannesburg	
29	Motlhabane M	North West Department of Education	
30	Mtwisha L	NRF	
31	Narsee H	DBE	
32	Ngoepe PJ	DBE	
33	Nomvete S	ETDP SETA	
34	Nzama F	DBE	
35	Padayachee S	DBE	

	Workshop on the DBE Research Agenda		
	14-Sep-11		
No	Surname and Initial	Organisation/Institution	
36	Pendlebury S	Children's Institute	
37	Pereira C	JET	
38	Pillay R	DBE	
39	Porteus K	Nelson Mandela Institute for Education and Rural Development	
40	Prew M	CEPD	
41	Prinsloo C	HSRC	
42	Robinson M	CPUT/Kenton Education Association	
43	Roodt M	CDE	
44	Samuels J	SAQA	
45	Schindler J	JET	
46	Sibanda E	Umalusi	
47	Siyengo A	Western Cape Department of Education	
48	Soobrayan PB	DBE	
49	Taylor S	University of Stellenbosch	
50	Teu M	North West Department of Education	
51	Thani G	DBE	
52	Van Staden	Inter University Centre for Education Law and Education Policy	
53	Watson P	WITS	
54	Wedekind V	UKZN	

# **ANNEXURE B**

# **Workshop on DBE Research Agenda**

14 September 2011, 09h30 to 15h30, Conference Room B, DBE

# Chair: Mr S Padayachee

A/DDG: Planning, Information and Assessment

TIME	ITEM	PRESENTER
09h30	Tea and registration	
10h00	Welcome and introduction	Chair
10h15	The DBE Research Agenda, its management and funding	DG
11h00	Questions and comments	
11h30	Group discussions on the DBE Research Agenda	
13h00	Lunch	
14h00	Report back and plenary discussions	
15h00	The research community's contribution to the DBE Research Agenda	DG
15h15	Way forward	DG

## **ANNEXURE C**

## **GROUP DISCUSSION QUESTIONS**

- 1. Government's goal is to improve the quality of basic education (Outcome 1). How well, overall, does the Department's draft research agenda respond to this goal? How would you rate the agenda on a scale of 1 (minimum) to 5 (maximum)? (5 minutes)
- 2. What is your feedback on the research priorities identified? (10 min)
- 3. Are there conspicuous gaps in the list of topics and/or approach adopted in the Research Agenda? If so, what are these? (20 minutes)
- 4. How can the link between research/knowledge production and research/knowledge utilisation be improved? (20 min)
- 5. What mechanisms or processes should be adopted to enhance the participation of the research community in the DBE's research agenda? (20 min)
- 6. Consolidation of report (15 min)

# **ANNEXURE D**

# RESEARCH PLANS OF EDUCATION RESEARCH STAKEHOLDERS: AN OVERVIEW

Document produced for the Workshop on the DBE Research Agenda

	ORGANISATION/ INSTITUTION	RESEARCH TOPIC	
	1. SCHOOL FUNCTIONALITY		
1.	Gauteng Department of Education	Qualitative investigation into alcohol and drug abuse among teachers and learners. Assess how this affects teaching and learning as well as school safety and discipline (small sample of schools).	
2.	UCT, School of Education	<ul> <li>Professional Learning Community as conceptual frame for school improvement – 2012 (Jacklin).</li> <li>Time on task – 2011 (Jacklin).</li> <li>The Mathematics and Science Education Project (MSEP) is collaboration between the University of Cape Town and the Western Cape Education Department. The project seeks to improve the quality of teaching and learning in five secondary Dinaledi schools in the Cape Town metropole. (Laugksch &amp; Clark). Ongoing to 2012</li> </ul>	
3.	ETDP SETA	Case studies of functioning schools in historically disadvantaged communities so as to elicit and document best practice which can be widely disseminated and capacity building programmes developed for school stakeholders.	
4.	JET Education Services	The National School Effectiveness Study (NSES) is the first attempt to relate home-, school- and classroom-level factors to student learning in South Africa. The study, based on a longitudinal research design and a nationally representative sample of primary schools, was initiated by JET in 2007 and funded by the Royal Netherlands Embassy. The key objectives of this study were to: (i) Understand the relationship between learner performance, on one hand, and poverty, home educational practices, school resources, management, and classroom practices, on the other; (ii) Provide policy lessons for school development that are likely to result in improved performance; (iii) Refine large-scale and longitudinal research methodologies not utilised to any great extent in South Africa to date; and (iv) Build capacity in government, universities and NGOs for undertaking and replicating research of this kind in SA.	
5.	Social Policy Research Group – Department of Economics, University of Stellenbosch	PSPPD project on "Low Quality Education as a Poverty Trap".	
6.	Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to school functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.	

7.	Nelson Mandela Institute for	A component of the work is working with school communities around issues of basic
	Education and Rural Development	functionality.
8.	HSRC	Study that will investigate how teachers, principals and students evaluate their school on key measures (2012).
9.	Western Cape Department of Education	Grade 3 Improvement Study -completed 2010
10.	CDE	Potential in 'second tier' schools – 2011/2012.
		2. SCHOOL MANAGEMENT
1.	Gauteng Department of Education	<ul> <li>Conduct a skills audit of SMTS and identify the gaps which need capacity building support.</li> <li>Carry out 3-year financial audits of schools to monitor their use of funds and other resources provided by the Department.</li> </ul>
2.	UCT, School of Education	<ul> <li>Professional Learning Community as conceptual frame for school improvement – 2012 (Jacklin).</li> <li>Time on task – 2011 (Jacklin).</li> <li>The Mathematics and Science Education Project (MSEP) is collaboration between the University of Cape Town and the Western Cape Education Department. The project seeks to improve the quality of teaching and learning in five secondary Dinaledi schools in the Cape Town metropole. A special focus of MSEP is on mathematics and the sciences. (Laugksch &amp; Clark). Ongoing to 2012</li> </ul>
3.	ETDPSETA	Research into the kinds of skills SMT (principals and heads of department) require in order to manage schools with the view to developing professional management qualifications and, or skills programmes for schooling managers.
4.	JET Education Services	Is it the quality of the principal or some factor in the socio-economic conditions of the school which is primarily responsible for the relatively better performance of some schools serving very poor children under difficult conditions?
5.	Centre for Education Policy Development (CEPD)	<ul> <li>Conceptualising and researching a school of education management for ELRC. 2011.</li> <li>Conducting an evaluation of the importance and effectiveness of SGBs in Gauteng Schools and the training of SGBs by Matthew Goniwe School of Leadership and Governance. 2011.</li> </ul>
6.	Social Policy Research Group – Department of Economics, University of Stellenbosch	"Uncovering indicators of Effective School Management in South Africa" – Working Paper 2011.
7.	HSRC	<ul> <li>Examination of School Leadership: Study to explore the attitudes and opinions of teachers, parents and students regarding school leadership. (2013)</li> <li>Safer schools in South Africa: Implementation of safety measures/interventions initiated by schools principals to eliminate school-related violence.</li> </ul>
8.	Eastern Cape Department of Education	A School management Handbook with policies and guidance to principals has been updated in 2007. There is also a resource file for principals to assist them with their work as a research file. Work is in progress to update these supporting research files.

9.	Western Cape Department of Education	Grade 3 Improvement Study- completed 2010	
	3. BARRIERS TO EDUCATION ACCESS		
1.	Children's Institute, University of Cape Town	Annual demographic analysis of access to education, in relation to transport, spatial politics, poverty, housing, social grants (Year of inception 2005, continuing).	
2.	CREATE	Meaningful access to learning 2008-2012.	
3.	UCT, School of Education	<ul> <li>Home School relations and home factors with regard to learner performance – 2011 (Hoadley).</li> <li>Differential concept acquisition in grades 1-3 mathematics class. Towards an explanation of how some children outperform others given the same circumstances and backgrounds. A focus on semiotic mediation in the acquisition of differential conceptual schemas – 2011; (Hardman &amp; Muthivhi).</li> </ul>	
4.	Wits School of Education	<ul> <li>Wits Maths Connect – Secondary Maths FRF Chair Research – Research and Development on improving teaching and learning of secondary school mathematics (2010).</li> <li>Wits Maths Connect – Primary Maths - Researching the implementation of development focused interventions that aim to improve the teaching and learning of primary mathematics (2011)</li> <li>Research Project on: Teacher Education and Knowledge for teaching science (ongoing).</li> </ul>	
5.	JET Education Services	We were part of the Sisonke Consortium which piloted White Paper 6. No further work in this area done.	
6.	Centre for Education Rights & Transformation (UJ)	Refugee and Migrants Right to Education Project; Cost of Education, Education Rights Project.	
7.	Eastern Cape Department of Education	No barriers for researchers and students to access schools to conduct research and field work. The department scrutinizes applications for research and letters of approval for access to schools are given.	
8.	SALDRU	<ul> <li>Who gets to matric and why? (since 2006).</li> <li>Individual, household, community and school factors affecting performance in schools (since 2006).</li> <li>Racial gaps in schooling (since 2006).</li> <li>Income constraints and progress through school (since 2006).</li> <li>INITIAL TEACHER EDUCATION</li> </ul>	
1.	Gauteng Department of Education	Carry out a detailed examination of the pre-service teacher training courses in different universities with a view to assess the extent to which they are in line with requirements of the National Curriculum Statements.	

2.	ETDPSETA	• Some provinces have databases of unemployed teachers – need to investigate which teacher graduates end up on these databases, why and what measures should be
		<ul> <li>considered/investigated regarding deployment of teachers.</li> <li>Teacher aides/assistants – in some quarters the notion of teacher aides seems to be re-emerging particularly with respect to inclusive education, dealing with multilingual classrooms etc. Investigate what the introduction of teacher aides into the system would mean, what would the job profile of such be, what would it cost (scenarios), what would be education and training implications be.</li> <li>Tracking teacher graduation output – numbers, what qualifications, what learning areas/disciplines, is the supply meeting demand etc.</li> </ul>
3.	Wits School of Education	Phenomenographic horizons Project— a collaborative study of empirical, theoretical and practical approaches to research on the issues of learning and teaching in with the students' experience of learning in focus (2007 – on-going).
4.	Faculty of Education, CPUT	Various topics including maths education, literacy, quality, school placements, guided reflection, HIV Aids education, etc. At different stages of development.
5.	JET Education Services	What is the evolution of young teachers' professional identities during the crucial transition from university education through their first experience in schools? We are in the planning phase with data collection to take place in 2012.
6.	Nelson Mandela Institute for Education and Rural Development	Based on the work of the MCC and the Additive Bilingual Education Research Group, the NMI together with other colleagues at the University of Fort Hare are building a mother tongue based bilingual curriculum for initial teacher training through an extended programme of development and research.
7.	HSRC	<ul> <li>Pilot study – Training of mathematics teachers for teaching 21<sup>st</sup> century learners. 2010 – 2011.</li> <li>Tracking study (follow up to the pilot) Tracking 4<sup>th</sup> year mathematics students for their first 3 years in teaching (2013 – 2017).</li> <li>Track the parallel aspect of teachers' training, competence and use of language (home and additional languages as subjects and LOLT). (2012 or 2013).</li> </ul>
8.	SACE	A review of teacher demand and supply: identifying research gaps and role of SACE – (2010).
		5. TEACHER DEVELOPMENT
1.	WITS	Wits Data Informed Practice Improvement Project (2007).
2.	Gauteng Department of Education	<ul> <li>Carry out surveys to assess the effectiveness of current training strategies.</li> <li>Conduct an audit of the skills, qualifications and knowledge of current GDE teachers.</li> </ul>
3.	ETDPSETA	<ul> <li>With respect to the curriculum are there particular topics within subjects/learning areas that teachers are challenged; are these challenges due to gaps in their college/university training?</li> <li>A fair amount of investment has been made into teacher development with the advent of the post 1994 curriculum and subsequent amendments yet this investment is not showing in terms of learner achievement – in depth study as to why the country is not getting the desired ROI, what needs to change.</li> <li>Research into which learning areas is there shortage, why, are current CPD interventions working, why/why not?</li> </ul>

4.	Saide	Teacher upgrading (2008-2010)
5.	Wits School of Education	<ul> <li>Wits Maths Connect – Secondary Maths FRF Chair Research – Research and Development on improving teaching and learning of secondary school mathematics (2010).</li> <li>Wits Maths Connect – Primary Maths - Researching the implementation of development focused interventions that aim to improve the teaching and learning of primary mathematics (2011)</li> <li>Data informed practice improvement project (DIPIP) – Maths (2008).</li> </ul>
6.	JET Education Services	What teacher development models are effective? Examination of two teacher development models in the Western Cape.
7.	Centre for Education Rights & Transformation (UJ)	Multigrade (One area of focus is the kinds of teacher support required in these schools).
8.	Nelson Mandela Institute for Education and Rural Development	Through the Magic Classroom Collective we are working to build new models of support for primary education, especially for teachers based in rural schools.
9.	HSRC	Expectations and Experiences of Teachers: Study will examine what teachers, principals and deans of education each consider most critical to prepare teachers to meet classroom demands, as well as the expectation and experiences of prospective and former teachers. (2012).
10.	SACE	Continuing Professional Teacher Development (CPTD) System Pilot Study (2009 – 2011)
11.	CDE	<ul> <li>Teacher training and development. This research project is looking at new ways of training teachers, especially the role of the markets and the private sector – 2011/2012.</li> <li>Incentive-based pay. This research project is in the planning stages and looks at how pay for performance can affect teachers and schooling – 2011/2012.</li> </ul>
		6. CLASSROOM PRACTICES
1.	WITS	HSRC Grade 6 math's teacher quality study -2009
2.	Gauteng Department of Education	Investigate the effectiveness of current mechanisms used by GDE to garner exactly what is unfolding in the classrooms.
3.	CREATE	Curriculum issues 2011-2012 in numeracy and literacy.
4.	UCT, School of Education	The relationship between what is constituted as mathematics in pedagogic contexts in different social class contexts and the relationship to mathematics produced by students. (Davis & Jaffer)
5.	ETDPSETA	Do teachers have the skills to gather data, analyse it and use it to plan and improve their practice, is there a need to consider skills programmes for teachers to enable them to do this.

6. Wits School of Education	<ul> <li>Wits Maths Connect – Secondary Maths FRF Chair Research – Research and Development on improving teaching and learning of secondary school mathematics (2010).</li> <li>Wits Maths Connect – Primary Maths - Researching the implementation of development focused interventions that aim to improve the teaching and learning of primary mathematics (2011.)</li> </ul>
7. Faculty of Education, CPUT	Argumentation in science education.
8. JET Education Services	See NSES study. Apart from this most of our evaluation studies look at teaching practices, implementation of the curriculum, methodologies and impact.
9. Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to schools functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.
10. Nelson Mandela Institute for Education and Rural Development	<ul> <li>The Magic Classroom Collective is primarily focused on classroom-based practice (including the development of teaching and learning tools) in the foundation phase.</li> <li>This is a long term programme of intervention research aiming to develop classroom based learning and teaching tools, pedagogy and theory to establish a sustainable model for primary schooling in the context of the specific socio-linguistic context of rural primary school students. This five-year phase of work focuses specifically on working with the foundation phase from Grade R to Grade 3.</li> </ul>
11. HSRC	<ul> <li>Paradigms and practices of language teaching and learning in primary schools (NRF-funded exploratory study; with small seed funding of less than R300 000 p.a.) (Started in 2011; to end in 2013).</li> <li>Indicators of exemplary classroomsNRF funded project-from 2011 to 2013 to discern how schools and teachers develop an enabling classroom environments that provide opportunities for learners' from poor families to be successful in learning.</li> </ul>
12. Western Cape Department of Education	Grade 3 Improvement Study- completed 2010
13. CDE	Taking great maths and science projects to scale. This project looks at interventions in schools to improve maths and science results – 2011.
14. Eastern Cape Department of Education	Researchers from Universities, through the department are doing action research and give me 6 monthly progress reports. The budget for 2011/12 is not making provision for any commissioned research and we rely on Universities and other researchers to assist us. Human Resource problem – no researchers in Directorate.
	7. TEACHER SUPPORT
1. Gauteng Department of Education	Assess the current staff development programmes for teachers in terms of programme content and training techniques with a view to improving both programme content and training strategies.
2. ETDPSETA	What is the nature of teacher support being provided through the District structures, is it effective/not, don district officials have the skills to provide support, if not what skills do they need, should we be thinking of an occupational qualifications or skills programmes for this strata of people in our system.

3.	Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to schools functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.
4.	Nelson Mandela Institute for Education and Rural Development	The MCC is focused on distributed teacher support models for foundation phase teachers in rural areas.
5.	Eastern Cape Department of Education	Researchers from Universities, through the department are doing action research and give me 6 monthly progress reports. The budget for 2011/12 is not making provision for any commissioned research and we rely on Universities and other researchers to assist us. Human Resource problem – no researchers in my Directorate.
6.	CDE	Taking great math's and science projects to scale. This project looks at interventions in schools to improve maths and science results – 2011.
		8. LEARNING AND TEACHING SUPPORT MATERIALS
1.	WITS	<ul> <li>SAIDE / OER Africa – open educational resource materials for math's teacher development (2006).</li> <li>Wits/JET – grade 6 learner materials RCT (2009).</li> </ul>
2.	Gauteng Department of Education	<ul> <li>Conduct regular audits of the adequacy of TLSMs in Gauteng schools to identify deficiencies specialty in disadvantaged schools</li> <li>Conduct survey per Learning Area to gather information on textbook availability in schools across different socio-economic contexts as well as their relevance to the NCS.</li> </ul>
3.	ETDPSETA	Investigate international and local practice for the development of African language learning and teaching materials that is not costly – e.g. use of teachers, community membersetc Can the practice be translated and packaged into skills development qualifications or programmes for teacher?
4.	Saide	<ul> <li>DIPID - programme to support teachers to use assessment data to inform their practice (2010).</li> <li>GPLS - evaluation of literature resource packages (2011).</li> <li>OER Network - using OER in course design (2010).</li> </ul>
5.	Wits School of Education	Study of grade 7 textbooks with a view to analyze the values inculcated by the content in these resources- 2011
6.	JET Education Services	What LTSMs do schools have access to and how are they using it? Usually part of our evaluation studies.
7.	Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to schools functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.
8.	Nelson Mandela Institute for Education and Rural Development	The MCC is focused on distributed teacher support models for foundation phase teachers in rural areas. We have specifically been piloting an alternative set of foundation phase literacy and numeracy workbooks for the foundation phase rooted in a balanced approach to isiXhosa bilingual literacy development.

9.	PRAESA  CDE	<ul> <li>Development, distribution and monitoring use and impact of multilingual print and electronic resources for early childhood (including Foundation Phase).</li> <li>Monitoring and tracking the creation of literate school communities through reading clubs and promotion of a reading culture in poor urban and rural settings.</li> <li>Extra lessons in mathematics – 2011/2012.</li> </ul>
11.	SALDRU	Assessing the effectiveness of a literacy holiday club (since 2011).
		9. E-EDUCATION
1.	Saide	Saide conducted an audit of the use of ICT in all Gauteng schools in 2009-2010.
2.	Wits School of Education	<ul> <li>Pan African Research Agenda on the Pedagogical Integration of Information and Communications Technologies (ICTs) - (2008).</li> <li>Certificate in ICT in Education for Policy Implementers - (2009).</li> </ul>
3.	Faculty of Education, CPUT	One student involved in MELISSA project.
4.	Nelson Mandela Institute for Education and Rural Development	Not focus of research. In future we look to find ways to use research and practice findings to build a mixed mode support programme for rural foundation phase educators.
5.	Eastern Cape Department of Education	One researcher (student) is doing this – see the work in progress database on our website.
		10. LEARNER ASSESSMENT
1.	CREATE	Numeracy testing 2009-2011.
2.	UCT, School of Education	Analysis of grade 3 and 6 test in the WC with regard to factors affecting performance 2002. (Gilmour) Ongoing
3.	JET Education Services	Much of JET's work is on learner and now teacher assessments. Also do much in test development and test validation.
		<b>Topic</b> : The inter-relationship between institutional performance and learner performance and why this is not often homogenous.
4.	Social Policy Research Group – Department of Economics, University of Stellenbosch	"Signalling Performance: An analysis of Continuous Assessment and Matriculation Examination Marks in South African Schools" (2008).
5.	Nelson Mandela Institute for Education and Rural Development	In 2012-13.

<ol> <li>7.</li> </ol>	HSRC  Gauteng Department of Education	<ul> <li>TIMSS 2011 and 2015, 2019,?. Assessing Maths and Science Gr 8 curriculum learner achievement and contextual factors. Could expand to Grade 4. Could link to PIRLS. (2013 to commence 2015 surveys, and onwards in four-year cycles).</li> <li>Use ANA to track the implementation and success of the action plan 2014.</li> <li>Secondary analyses of the available large-scale data sets such as (ANA, TIMSS, SACMEQ, etc to develop an understanding of best practices in exemplary schools in South Africa.</li> <li>Carry out annual assessments of different schools' fit into their allocated quintiles and inform the National Department as appropriate.</li> </ul>
8.	CDE	Analysis of the NSC, 2010 – 2011.
		11. DISTRICTS
1.	Gauteng Department of Education	Identify the various forms of curriculum information dissemination currently in place at school, district as well as at provincial levels.
2.	CREATE	IIEP Research 2009-2012.
3.	UKZN	District level teacher support: policies and practices (2011).
4.	Centre for Education Policy Development (CEPD)	Proposed audit of district capacity and modelling effective district development.
5.	Nelson Mandela Institute for Education and Rural Development	Local districts involved. In 2012-13 we would like to work in more detail at the level of district support systems around foundation phase teaching. (2008-2012)
		12. CURRICULUM
1.	Gauteng Department of Education	<ul> <li>Investigate involvement of teachers around curriculum change.</li> <li>Interrogate the SA curriculum regarding maths, science and English and track against international standards to measure their adequacy in addressing the needs of current society.</li> <li>Assess the effectiveness of current Life Orientation programmes in terms of career education, using information from current learners, school leavers, teachers and parents.</li> </ul>
2.	CREATE	CREATE 2008-2012.
3.	Wits School of Education	<ul> <li>Coherent discourse and pedagogy</li> <li>Classroom practice of grade 2 numeracy teachers</li> </ul>
4.	JET Education Services	Part of our evaluation studies looking at curriculum coverage – mainly through examination of learner exercise books.
5.	Centre for Education Policy Development (CEPD)	Develop a Framework for Monitoring and Evaluating Curriculum Implementation in the schooling system contracted by UNICEF for DBE.

6.	Social Policy Research Group – Department of Economics, University of Stellenbosch	A working paper and book (in progress) summarizing findings from the National School Effectiveness Study (NSES), which sheds light on curriculum coverage in primary schools (2010).
7.	Western Cape Department of	LitNum Intervention Programme (2010-2012).
<i>,,</i>	Education Separation	Systemic Testing to improve Literacy and Numeracy levels.
	Ladeation	Systemic resting to improve Literacy and Numeracy levels.
8.	Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to schools functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.
		13. EARLY CHILDHOOD DEVELOPMENT
1.	Gauteng Department of Education	Profiling of ECD sites and practitioner in Gauteng Province.
2.	UCT, School of Education	The mediation of self-regulation in a kindergarten class: predicting future success? (Hardman).
3.	ETDPSETA	The last audit done was in 2001, there is a need for another audit to be done in the sector.
		• 0-4/5 What is the "curriculum" for this age group? Such a research would lay the
		foundation for a curriculum and a curriculum for practitioners for this age group.
		What types of management skills are needed for managers in ECD?
4.	Saide	Grade R research – Saide conducted a research in Grade R in 2010-2011.
		0.440 11.5004.61.
5.	Wits School of Education	National Curriculum Statement - Foundation Phase (2009).
	,	Grade R Teachers' perspectives on ECD (2008).
		Strengthening & increasing the capacity of Foundation Phase Teachers in SA (on-
		going).
6.	Faculty of Education, CPUT	Development of Grade R qualification. (2011-2012)
	,	, ,
7.	Social Policy Research Group – Department of Economics, University of Stellenbosch	Tracking public expenditure and assessing service quality in Early Childhood Development in South Africa (2010).
8.	Western Cape Department of Education	Impact of Grade R on Learner Performance.
9.	HSRC	Implications of language acquisition for learner cognitive development and processing, and the inverse. (2012) – Ideally also in the form of a tracking study of developmental trajectories, and their influence on future teaching and learning.
		14. LANGUAGE (LOLT)
1	UCT, School of Education	The Cocialinguistics of writing in a global context (including padagogical invalidations)
1.	OC1, SCHOOLOJ EUUCUUON	The Sociolinguistics of writing in a global context (including pedagogical implications)     - 2011 (McKinnov)
		- 2011. (McKinney)
		<ul> <li>What are the pedagogical practices that constitute literacy in the classrooms of poor schools achieving above the norm? Which of these practices are school distinct and which are common across classrooms and schools? 2011 (Prinsloo &amp; McKinney)</li> </ul>
		Language, identity and conditions for learning in urban, racially desegregated schools
		in Johannesburg. Ongoing (McKinney in collaboration with Dr Pinky Makoe- Unisa).
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2. Wits School of Education	Measuring biliterate reading among high achieving intermediate phase readers in rural areas -2011	
3. JET Education Services	Part of classroom practices studies.	
4. Centre for Education Policy Development (CEPD)	Research on Implementation of Language in Education Policy in the Context of Gauteng Demographics for GDE.	
5. Social Policy Research Group – Department of Economics, University of Stellenbosch	<ul> <li>Consulting to the NPC on developing a better understanding of language disadvantage (2011);</li> <li>Comparative assessment of performance amongst the same students in the Systemic Evaluation (testing in home language) and National School Effectiveness Study (testing in English) (2011)</li> </ul>	
6. Nelson Mandela Institute for Education and Rural Development	The entire programme is based deeply into an isiXhosa based bilingual approach to language and cognitive development. Moving beyond LoLT, considers the linguistic structure and logic of local languages in context of academic literacies.	
7. HSRC	<ul> <li>Track the parallel aspect of teachers' training, competence and use of language (home and additional languages as subjects and LOLT). (2012 or 2013)</li> <li>Paradigms and practices of language teaching and learning in primary schools (NRF-funded exploratory study; with small seed funding of less than R300 000 p.a.) (Started in 2011; to end in 2013)</li> <li>Implications of language acquisition for learner cognitive development and processing, and the inverse. (2012) – Ideally also in the form of a tracking study of developmental trajectories, and their influence on future teaching and learning.</li> </ul>	
8. Eastern Cape Department of Education	Mother Tongue Based Bilingual pilots are been done in a number of districts and schools to inform the policy the ECDE wants to develop.	
	15. INCLUSIVE EDUCATION	
1. Gauteng Department of Education	Conduct a resource availability for special schools and schools that may have children with special needs but do not cater for LSENs specialty.	
2. Wits School of Education	<ul> <li>"How Teaching Experience in a special school may prepare student teachers for teaching in inclusive classrooms" (2011)</li> <li>"Voices of inclusion and exclusion in South African schools" (2010)</li> </ul>	
3. Centre for Education Rights & Transformation (UJ)	Understanding a wide range of issues relating to schools functionality: curriculum, classroom practice, multi-grade classrooms, classroom discipline, learning and teaching, school-community nexus.	
16. SCHOOL INFRASTRUCTURE		
1. CREATE	CREATE 2007-2012.	
2. Nelson Mandela Institute for Education and Rural Development	Included in the above is restructuring of the ergonomics of foundation phase classrooms including infrastructure renovation through community participation models.	
17. SCHOOL SPORT		

1.	Gauteng Department of Education	Investigate the extent to which schools contribute to the development of not only
	Education	sporting talent, but the development of healthy bodies as well.
2.	Centre for Education Policy Development (CEPD)	Study of Possible Models of Implementing School Sport in the Gauteng Province for The British Council/Gauteng Department of Sport, Arts, Recreation and Culture.
		18. HUMAN RIGHTS AND VALUES
1.	Children's Institute, University of Cape Town	All our work focuses on children's constitutional rights, with ongoing research on the conditions for and realization of socio-economic rights (including rights to health, housing, etc). We conduct annual analyses of legislation, policy and programming to support rights realization.
2.	CREATE	Education financing equity and equality.
3.	Centre for Education Policy Development (CEPD)	National Youth and Democracy survey in collaboration with Orebro University (Sweden).
4.	Centre for Education Rights & Transformation (UJ)	Education Rights Project: Refugees, Asylum seekers and undocumented migrants. The project is currently underway in the Western Cape, Limpopo and Gauteng.
5.	SACE	School-based violence with special focus on educators 2010 – 2011
		19. HIV AND AIDS
1.	Children's Institute, University of Cape Town	Ongoing work in rural KZN: "The radio diaries" – children's experiences in the context of HIV/AIDS.
2.	Gauteng Department of Education	Collate the enormous amount of literate available on HIV/Aids awareness and redesign so that it is age appropriate and easily read and understood by all learners.
3.	Wits School of Education	HIV-risk reduction among adolescents in South African schools? The case of an Information, Motivation and Behavioural Skills model (2007).
4.	Centre for Education Rights & Transformation (UJ)	Education Rights Project: Refugees, Asylum seekers and undocumented migrants. The project is currently underway in the Western Cape, Limpopo and Gauteng.
	20. 01	THER FORMS OF LEARNER HEALTH AND SAFETY PROMOTION
1.	Children's Institute, University of Cape Town	Healthy Cities for Children: a cross-disciplinary project that examines the relationship between urbanization, well-being, nutrition, access to health services and information, and the educational and health effects of cycles of rural-urban migration. Duration of project March 2011-February 2013.
2.	Centre for Education Policy Development (CEPD)	Evaluation of the Safe and Caring Child-Friendly Schools Programme for UNICEF.
3.	Gauteng Department of Education	<ul> <li>Investigate various forms of bullying tactics occurring in schools including the use of social networks.</li> <li>Research effective alternatives to corporal punishment in schools so that teachers can instill discipline in the classroom.</li> </ul>

	21. POLICY ANALYSIS		
1.	Children's Institute, University of Cape Town	All our work includes a strand of policy and legal analysis, with a particular attention to socio-economic rights, and the relationship between health, education and social policy.	
2.	UKZN	<ul> <li>Systems analysis of policy development: The case of the KZN DoE (2011).</li> <li>Rural school policies (2012).</li> </ul>	
3.	UCT, School of Education	The imagined learner as point of reference for policy analysis. (Jacklin)	
4.	Centre for Education Policy Development (CEPD)	<ul> <li>Safe and Caring Child-friendly Schools Policy.</li> <li>Advising GDE on School Sports Policy.</li> <li>Analysis of how the DBE engages with the SADC Protocol on Education for OSISA.</li> </ul>	
5.	Social Policy Research Group – Department of Economics, University of Stellenbosch	"Improving Education Quality – report for the National Planning Commission" 2011	
6.	Centre for Education Rights & Transformation (UJ)	Ongoing since inception.	
7.	HSRC	Language in Education Policy (LiEP): Solving the current implementation crisis (Use of LOLTs vis-à-vis home languages). 2012-2013	
8.	SACE	An advise to the Minister of Higher Education and Training on the Professional Registration of the FET College Lecturers -2010-2011	
9.	SALDRU	Education inequality and earnings inequality -since 2010	
		22. PUBLIC SECTOR MANAGEMENT	
1.	PARI	We undertake in-depth research in partnership with government organisations aimed at understanding the:	
		<ul> <li>manner in which public sector institutions function in practice (from institutions such as the school, to national departments,</li> <li>the manner in which delivery systems function,</li> </ul>	
		<ul> <li>the specific barriers to improved performance and accountability.</li> <li>PARI then identifies points of leverage for improved institutional performance and delivery.</li> </ul>	
2.	CDE	Public private partnerships in schooling –2011-2012	
		23. SCHOOL FUNDING	
1.	CREATE	Education Financing, Equity Resource Allocation.	
		24. TEACHER SUPPLY AND DEMAND	
1.	ETDPSETA	As required by legislation, ETDPSETA has to research monitor and evaluate consistently the ETD sector in particular demand and supply of labour and the state of education and training for employees.	
2.	SACE	Teacher Migration in and out of South Africa (including internal migration)	
	25. TEACHER SALARIES AND WORKING CONDITIONS/ PROFESSIONALIZATION		

1.	Centre for Education Policy Development (CEPD)	Revised Salary Structure research for ELRC and DBE. 2010-2011
		26. COMMUNITY EDUCATION
1.	Centre for Education Policy Development (CEPD)	Community Literacy project building capacity of communities to develop their own education facilities such as libraries, ECD facilities etc.
2.	Centre for Education Rights & Transformation (UJ)  Centre for Education Policy	<ul> <li>The role of community participation in the education. Including linking the involvement of community participation to the new reading strategies in schools.</li> <li>A Participatory Action Research project involving the establishment of community learning centres in communities</li> <li>27. MULTI-GRADE</li> <li>Research multi grade schooling in NW province.</li> </ul>
1,	Development (CEPD)	Research mater grade schooling in 1999 province.
		28. CONDITIONS OF SERVICE
1.	SACE	<ul> <li>Analysis of educator misconduct cases reported to SACE in 2008 and 2009</li> <li>Analysis of educator misconduct cases reported-2010 - 2011</li> <li>29. GENERAL</li> </ul>
<i>1. 2.</i>	Gauteng Department of Education  Saide	<ul> <li>Examine the stereotypical mentality that exists of female and male subjects.</li> <li>The state of teaching and learning in schools.</li> <li>Zenex Rapid Research- Rapid research of 10 schools in Gauteng (June 2011).</li> </ul>
2.	Datae	Zeriek hapia hesearen hapia researen or 10 serioois in Gaaterig Gane 2011).

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