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**DEPARTMENT OF BASIC EDUCATION (DBE)  
RESEARCH REPOSITORY AND AGENDA**

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## RESEARCH REPOSITORY

There is a plethora of sector-specific research commissioned and conducted within the DBE that is not in the public domain. In response to this, the DBE has developed a research repository as an institutional knowledge mechanism to make this information available. The repository contains sector-specific research that has been commissioned and conducted within the DBE. There are 120 reports that have been categorised into 12 themes, dating from 1996 to 2019.

The full title of the report, institution, year of publication, and as abstract are provided. The pdf of the report can also be downloaded

### THEMES

- + Access and enrolment in schools
- + Assessments
- + Curriculum
- + Early Childhood Development
- + Funding
- + Learner Wellness
- + Learning and Teaching Support Material
- + PDOU Planning
- + Sector Overview
- + Teacher Demand and Supply
- + Teacher development and language

For each of the reports in the repository the full title of the report, institution, year of publication, an abstract and keywords are provided. The repository will be updated annually. The repository is available on this link:

[https://www.education.gov.za/Portals/0/Documents/Publications/Research%20repository/Research%20Agenda\\_V1.pdf?ver=2019-07-31-135117-690](https://www.education.gov.za/Portals/0/Documents/Publications/Research%20repository/Research%20Agenda_V1.pdf?ver=2019-07-31-135117-690)

## RESEARCH AGENDA

In order to guide and coordinate research undertaken in the basic education sector the DBE has drafted a research agenda for the medium-term period 2019 – 2023. The agenda sets out the main research questions which are priorities for the Department, and the sector as a whole for the next five years.

The agenda was formulated through a consultation process with branch heads within the Department; researchers from Higher Education Institutions; donor organisations; other departments such as National Treasury and the Department of Planning, Monitoring and Evaluation; and other education stakeholders. Following a similar consultative process, the research agenda will be updated on a bi-annual basis.

The agenda provides thematic areas, the main and sub-research questions as well as examples of DBE studies on the same. The agenda will be updated annually. The current agenda may be accessed on this link: <https://www.education.gov.za/Informationfor/Researcher.aspx>

Thematic areas	Main Research Questions	Sub Questions	Examples of research in South Africa	Status of research
Teacher development	What is the most cost-effective way of delivering and supporting in-service training in different contexts and for different subject areas?	What are the cost implications of coaching at scale and what is the most effective way for provinces to employ teacher coaches?	1. DBE. 2017. Early Grade Reading Study; 2. DBE. 2018. Second Early Grade Reading Study.	On-going
		What is the minimum dosage of coaching that is required?		On-going
		What role can Communities of Practice play in teacher development?		On-going
		Can virtual coaching be an alternative to on-site coaching?		On-going
		Can a coach be used to catalyse a Community of Practice in schools that can be sustained in the long-term using existing resources in the system, such as an HOD?		On-going
		What school conditions need to be in place to sustain these effects?		On-going
	Do the existing implementation efforts, including the various methods or models in CPTD, respond adequately to the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025?	How effective has the content of the CPTD been in Maths, Science, Languages (Home Language & English First Additional Language) in the Foundation Phase, and the Further Education and Training Phase in line with the curriculum?	On hold: DPME. Implementation Evaluation of the Integrated Strategic Planning Framework for Teacher Education and Development.	None
		To what extent are the operational procedures and resources appropriate to ensure success of CPTD at the school, district, provincial and national level? Are there any operational bottlenecks?		None
		How are innovations including ICTs used to deliver CTPD? How effective are these and how could they be enhanced based on available resources and international benchmarks?		None
		What informs the CPTD at the school, district and provincial level? To what extent is the CPTD reaching the intended population?		None
		Are PEDs in a position to deliver the existing Integrated Strategic Planning Framework for Teacher Education and Development given their budget constraints?		None
				None