



**higher education
& training**
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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ANNUAL IMPLEMENTATION PROGRESS REPORT

TEACHING AND LEARNING DEVELOPMENT CAPACITY IMPROVEMENT PROGRAMME (TLDCIP)

Programme status as at end December 2018



This report has been reviewed and recommended for approval:

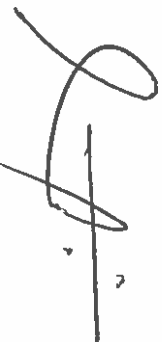


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Date: 26 | 03 | 2019

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ABBREVIATIONS AND ACRONYMS

ACET	Adult and Community Education and Training
Adv Dip ACETT	Advanced Diploma in Adult and Community Education and Training Teaching
Adv Dip TVT	Advanced Diploma in Technical and Vocational Teaching
B Ed	Bachelor of Education
B Ed ECCE	Bachelor of Education in Early Childhood Care and Education
B Ed ACET	Bachelor of Education in Adult and Community Education and Training
B Ed ACETT	Bachelor of Education in Adult and Community Education and Training Teaching
B Ed TVT	Bachelor of Education in Technical and Vocational Teaching
B Ed TVET	Bachelor of Education in Technical and Vocational Education Teaching
CET	Community Education and Training
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
CSO	Civil Society Organisation
CUT	Central University of Technology
DHET	Department of Higher Education and Training
Dip ECCE	Diploma in Early Childhood Care and Education
Dip TVT	Diploma in Technical and Vocational Teaching
DUT	Durban University of Technology
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EU	European Union
FP	Foundation Phase (Grades R-3)
HCert ACET	Higher Certificate in Adult and Community Education and Training
IP	Intermediate Phase (Grades 4-7)
KPI	Key Performance Indicator
KRA	Key Result Area
NDP	National Development Plan
NGO	Non-Governmental Organisation
NIECD	National Integrated Early Childhood Development Policy
NMMU	Nelson Mandela University

NWU	North West University
PG Dip ACET	Postgraduate Diploma in Adult and Community Education and Training
PGDip	Postgraduate Diploma
PGDip TVET	Postgraduate Diploma in Technical and Vocational Education and Training
PhD	Doctorate
PIECECE	Project for Inclusive Early Childhood Care and Education Project
PRAESA	Project for the Study of Alternative Education in South Africa
PSET	Post-School Education and Training
SARAECE	South African Research Association for Early Childhood Education
SP	Senior Phase (Grades 7-9)
SUN	Stellenbosch University
TLDICP	Teaching and Learning Development Capacity Improvement Programme
TLDSRC	Teaching and Learning Development Sector Reform Contract
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of Kwazulu Natal
UL	University of Limpopo
UM	University of Mpumalanga
UNISA	University of South Africa
UNIVEN	University of South Africa
UP	University of Pretoria
UWC	University of the Western Cape
VUT	Vaal University of Technology
WITS	University of the Witwatersrand
WSU	Walter Sisulu University

1. INTRODUCTION

The Teaching and Learning Development Capacity Improvement Programme (TLDICIP) is a five year programme that is being implemented by the Department of Higher Education and Training (the Department). It is part of the Teaching and Learning Development Sector Reform Contract, conceptualized within the framework of the South Africa – European Union Multiannual Indicative Programme 2014-2020, as a response to specific developmental needs within the education, training and innovation sector. The TLDICIP will run to the end of March 2021.

This report covers the period from programme inception to 31 December 2018.

The TLDICIP is the Department's main vehicle to strengthen the capacity and quality of teacher education in the university sector, and is focused on strengthening university capacity for the preparation of ECD educators, primary school teachers, teachers for inclusive and special needs education, TVET college lecturers, Community Education and Training College lecturers, and university teaching. Universities are the primary beneficiaries of the TLDICIP.

The TLDICIP is informed by the following theory of change:

The availability of quality teachers has been shown to be the single most important contributor to education quality. If new teachers are developed in a manner that ensures that sufficient numbers of quality teachers who hold appropriate and relevant specialisations enter the workforce, this can have a significant positive impact on education quality in all education sub-sectors. A key point of intervention therefore is in the manner that universities prepare new teachers through their ability to offer research-led and evidence-based, high quality initial teacher education programmes that are responsive to contextual and curriculum delivery requirements in the various education sub-sectors. The TLDICIP therefore seeks to strengthen the capacity of universities to offer such programmes.

The conceptualization of the TLDICIP is illustrated in Figure 1 below:

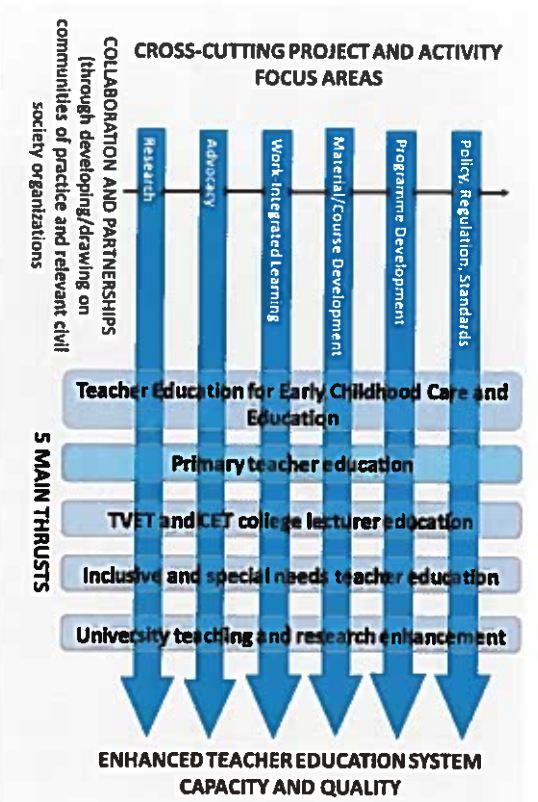


FIGURE 1: CONCEPTUALIZATION OF THE TLDICIP

As shown in the diagram above, the TLDClP is made up of five projects, namely:

- The Teacher Education for Early Childhood Care and Education Project (TEECCEP)
- The Primary Teacher Education Project (PrimTED)
- The Teacher Education for Inclusive Teaching (TEFIT) Project
- The College Lecturer Education Project (CLEP)
- The University Teaching and Research Enhancement Project (UTREP)

All five projects are well underway with 52 signed university project agreements in place. Universities are expected to report annually on the progress made in implementing each project.

The information presented in this report has been synthesised from the annual reports submitted by the universities as well as from monitoring visits to universities for each project.

Sections 2 – 6 of the report discuss the implementation of the 5 projects in the TLDClP in turn, specifically elaborating on the extent to which indicators, targets and project deliverables are being achieved. Project highlights are noted, and where blockages and challenges exist, these are identified and measures to address the challenges are described.

Section 7 reports on TLDClP expenditure overall, and on expenditure in each of the 5 projects.

Section 8 concludes with some reflections on the way forward for the TLDClP.

2. THE TEACHER EDUCATION FOR EARLY CHILDHOOD CARE AND EDUCATION PROJECT (TEECCEP)

The TEECCCEP aims to develop enhanced capacity in the post-school education and training system for the education and development of ECD (birth-4) educators.

2.1 Overall progress made with implementing the TEECCCEP

Table 1 shows the indicators and targets for the TEECCCEP, and the extent to which they have been achieved.

TABLE 1: PROGRESS MADE WITH ACHIEVING THE TARGETS SET FOR THE TEECCCEP

THE TEACHER EDUCATION FOR EARLY CHILDHOOD CARE AND EDUCATION PROJECT (TEECCEP)											
Indicator: Enhanced institutional capacity for ECD (0-4) educator development											
TARGET AND STATUS AS AT 31 DECEMBER 2018		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Finalised concept note on a professional qualifications policy for ECD educators.	Complete										
Draft policy on professional qualifications for ECD educators gazetted for public comment.	Complete										
Finalised policy on professional qualifications for ECD educators published in Government Gazette.	Complete										
At least 10 universities have signed agreements in place with the DHET to develop and offer professional qualifications for ECD educators.	16 signed agreements are in place										
10 universities have received DHET approval for programme compliance with the policy on professional qualifications for ECD educators	2 university has received DHET approval.										
10 universities have received PQM clearance for the ECD qualifications	No universities have received PQM approval as yet.										
ECD annual dialogue events are convened	8 out of a (75%) planned annual dialogue events have taken place										

The Policy on Programmes Leading to Qualifications in Higher Education for Early Childhood Educators was published in the Government Gazette in March 2017. This was preceded by the development of a concept note on professional qualifications policy for ECD educators and a draft policy which was published for public comment in 2017. The targets were therefore all achieved.

The programme target is to ensure that at least ten universities develop and offer Higher Education qualification programmes for educators in Early Childhood Care and Education (ECCE) which are compliant with the new policy. To date the TEECCCEP has agreements with eight public universities that are working collaboratively to develop the Bachelor of Education in Early Childhood Care and Education (BED ECCE) and the Diploma in Early Childhood Care and Education (Dip ECCE). To address the risk of the deliverables not being met by the end of the project, the Department is interacting with the University of South Africa regarding the development of a Dip ECCE. In addition, the University of the Western Cape is drafting a proposal to develop a Higher Certificate in Early Childhood Care and Education. The target of having 10 universities involved is therefore partially achieved, and is on track towards being fully achieved.

One university has received Departmental approval for programme compliance with the policy on professional qualifications for ECD educators. Four other institutions have submitted programmes to the Department for programme evaluation and have received feedback regarding recommended changes.

The remaining three institutions are in the process of obtaining institutional approval through their quality assurance processes for submission to the Department.

The project overall is on track, and it is expected that the set targets will be achieved by the time the project draws to a close.

2.2 Progress made by universities in implementing their TEECCEP programme development sub-projects

2.2.1 Cape Peninsula University of Technology (CPUT)

CPUT is being supported to develop a Diploma in Early Childhood Care and Education (Dip ECCE) Programme.

Project deliverable	Progress
Full development of a Bachelor of Education (ECCE), approval to offer the programme by the Faculty Board, Senate, and by the Department. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The programme framework has been designed and programme approval for the diploma for birth to four has been given by the Teaching and Learning Committee and Faculty Board.
Employment of 1 academic to support programme development and to support delivery of the new programme.	One full-time lecturer has been appointed on contract and assumed duties in March 2018. A second lecturer is on a part-time contract to relieve the project coordinator of some of her lecture load.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	The lecturer appointed to the project has not yet registered for postgraduate studies.

The University was granted permission through a formal change request process, to develop a Dip ECCE instead of a Bachelor of Education in Early Childhood Care and Education (BED ECCE). This change resulted in a delay in submitting the programme for internal approval as the institution does not have sufficient numbers of academics who are knowledgeable about the Early Childhood Development field

to assist with the programme development. An external curriculum consultant was appointed to assist with this. This was budgeted for in the Programme development which proved helpful in overcoming this challenge. The curriculum documents will be submitted to the Academic Planning Committee in the 4th quarter. The Department project manager has engaged with the project coordinator regarding the fact that the internal quality assurance processes will only be concluded by April 2019. This is a concern as the submission to the Department will most likely only take place in May or June. Should the programme not be approved by the Teacher Education Programme Evaluation Committee (TEPEC) after the first submission, the institution will be invited to engage in a teleconference meeting with the Department representatives of the committee to assist with specific programme issues raised by the committee.

The Project coordinator has expressed a concern that CPUT has a shortage of staff with the necessary academic and practical knowledge related to teacher education. The newly appointed academics will however gain experience and knowledge of the field during the course of the project. The full-time academic's contract will be renewed annually. This is a possible risk because the academic may not want to renew the contract. In this instance, a notice period would be served which will allow the university to secure another appointment.

The lecturer had difficulty finding a suitable topic to research for her MEd studies, but she has now settled on a topic and is working on her proposal with her supervisor. The lecturer will register for Master's studies by March 2019.

Overall progress assessment There is a possibility that the project deliverables may not be met.

2.2.2 University of Fort Hare (UFH)

UFH is being supported to develop a DIP ECCE Programme and a BED ECCE Programme.

Project deliverable	Progress
Full development of a Bed ECCE and a Dip ECCE, approval to offer the programme by the Faculty Board, Senate, and by the DHET. Programme Qualification Mix approval to be obtained by 2019/20.	The level 6 Diploma in ECCE Programme has been presented and approved by the Faculty of Education Quality Assurance and Teaching & Learning Committee, the Faculty of Education Planning and Management Committee, the Faculty of Education Board and presented to the Academic Planning Committee by 17 August. The level 7 Bachelor of Education Degree Programme was presented to the Faculty of Education Quality Assurance and Teaching & Learning Committee, the Faculty of Education Planning and Management Committee and The Faculty of Education Board.

Employment of 2 lecturers to support programme development and to support delivery of the new programme.	Two lecturers have been appointed.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	One of the lecturers is registered for PhD studies and the other for MEd studies. Both have had their proposals accepted.

According to the University's Central Academic Planning Committee, UFH received a memo from the Department that the institution will not be allowed to submit new qualifications to the Department until it completes internal reviews of current programmes. It was however clarified by the Department that the University may submit an application/s for the proposed qualification/s because the university is already active in Teacher Education. The moratorium is on new qualifications in academic disciplines that the university is not currently active in. The programmes will be submitted to the appropriate committees in 2019.

A letter will be sent to the Dean to formally clarify the issue around the moratorium and to impress on the Faculty the urgency of facilitating the finalisation of the internal QA processes and submitting the programme to the Department for evaluation.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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2.2.3 Walter Sisulu University (WSU)

WSU is being supported to develop a B Ed ECCE Programme.

Project deliverable	Progress
Full development of a Bachelor of Education in ECCE; approval to offer the programme by the Faculty Board, Senate, by the Department and by CHE. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The programme has been submitted to the Department for evaluation of compliance with the policy requirements.
Employment of 2 lecturers to support programme development and to support delivery of the new programme.	Two lecturers have been appointed.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	Both new lecturers registered for MEd studies in 2018 (January & February respectively) and are making satisfactory progress.

The programme was submitted to the Department in July 2018 but was not approved. The university will resubmit their application for evaluation in January 2019.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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2.2.4 University of the Free State (UFS)

UFS is being supported to develop a Dip ECCE Programme.

Project deliverable	Progress
Full development of a Dip ECCE, approval to offer the programme by the Faculty Board, Senate, and by the Department. Programme Qualification Mix approval to be obtained by 2019/20.	The Diploma programme was approved by the TEPEC in November 2018.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programmes.	Two new staff members are employed at Junior Lecturer level. They assumed duties in January 2018 and February 2018, respectively.
Satisfactory progress towards the completion of a doctorate or completion of a master's degree by the newly appointed lecturers by 2019/20.	One of the lecturers completed her Med studies in July 2018 and the other is expected to complete her PhD studies in 2019. A further Med student has been recruited to register in 2019.

In response to a request from the management of the UFS, a proposal was put forward to the Department that the deliverable of the development of a degree in ECCE be changed to a diploma in ECCE. The request was granted. UFS plans to submit an application for Programme Qualification Mix clearance to the DHET in January 2019.

Overall progress assessment

The project is on track to achieve project deliverables

2.2.5 North West University (NWU)

NWU is being supported to develop a B Ed ECCE Programme.

Project deliverable	Progress
Full development of a Bachelor of Education (ECCE), approval to offer the programme by the Faculty Board, Senate, by the DHET and by CHE. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The B Ed ECCE programme was tabled at the DHET's TEPEC meeting in May 2018 but was not approved. It was resubmitted in September 2018 and again not approved. The NWU staff subsequently met with the Department TEPEC committee members for the purpose of clarification and guidance on their submission.
Employment of 2 lecturers to support programme development and to support delivery of the new programme.	Two lecturers have been appointed.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	Both lecturers are registered for postgraduate studies. One of the lecturers registered for a PhD in March 2018 and the second lecturer is busy completing her Master's degree, with a view to registering for a PhD in 2019.

The programme was evaluated at the May 2018 TEPEC meeting and again at a meeting on the 26th September 2018. The university met with the Department members of the TEPEC in November 2018. The project coordinator at the university was appointed to a different position and a new project coordinator was requested to take over the management of the project. This has caused some delays in addressing the issues raised by the TEPEC. The university is however targeting the February 2019 meeting for a second resubmission of the programme to DHET. Should the programme not be approved after the third submission, and if the issues are substantial enough to warrant a meeting, further engagements will be held with the University.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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2.2.6 University of Kwazulu-Natal (UKZN)

UKZN is being supported to develop a B Ed ECCE Programme.

Project deliverable	Progress
Full development of a Bachelor of Education (ECCE), approval to offer the programme by the Faculty Board, Senate, by the DHET and by CHE. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The programme is undergoing internal quality assurance processes before submission to the Department.
Employment of 2 lecturers to support programme development and to support delivery of the new programme.	The lecturers have been employed and are involved in the programme development process.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	One lecturer is registered for MEd studies.

Due to the late start of the project and the subsequent late appointment of the lecturers, one lecturer will only register for PhD studies in 2019.

The programme is undergoing internal quality assurance processes and the university is targeting the March 2019 TEPEC meeting for submission of the programme. Should the programme not be submitted to TEPEC by the end of the 4th quarter, an engagement with faculty leadership will be sought.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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2.2.7 University of Pretoria (UP)

UP is being supported to develop a Dip ECCE Programme.

Project deliverable	Progress
Full development of a Dip ECCE, approval to offer the programme by the Faculty Board, Senate, by the Department and by CHE. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The programme is undergoing internal quality assurance through its various committees.
Employment of 1 lecturer to support programme development and to support delivery of the new programme.	One lecturer and 2 research assistants were appointed to assist in programme development.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturer by 2019/20.	The lecturer and one of the research assistants are both registered for PhD studies.

The Departmental 3rd tranche payment was received very late in the year as the university had difficulty finalising its financials. They had a very large committed amount and obtaining proof of commitments via the Finance department proved to be a challenge. This impacted on the payment of the research assistant and their services were suspended.

Both students have defended their proposals and the supervisors are satisfied that satisfactory progress is being made. The Research Assistant bursary was approved by the Department in line with the focus on developing pipeline academics. The programme was submitted to the TEPEC in September 2019, but was not approved. Should the programme not be submitted to TEPEC by the end of the 4th quarter, an engagement with faculty leadership will be sought.

Overall progress assessment

There is a possibility that the project deliverables may not be met.

2.2.8 University of the Witwatersrand (WITS)

WITS is being supported to develop a B Ed (ECCE) Programme.

Project deliverable	Progress
Full development of a B Ed ECCE, approval to offer the programme by the Faculty Board, Senate, by the DHET and by CHE. Programme Qualification Mix (PQM) approval to be obtained by 2019/20.	The Programme has been submitted to the Department, and feedback was received.
Employment of 1 lecturer to support programme development and to support delivery of the new programme.	A lecturer has been employed.
Satisfactory progress towards the completion of a doctorate or the completion of a master's degree by the newly appointed lecturers by 2019/20.	The lecturer has registered for MEd studies.

The programme was submitted to TEPEC in July 2018. The Major Academic Development Documents (MADS) have been revised based on feedback from the committee. It is intended that the MADS will be submitted to the Faculty executive committee by the end of February 2019 and tabled at the March 2019 TEPEC meeting. Should the programme not be approved after the second submission, and if the issues are substantial enough to warrant a meeting, further engagements will be held with the University.

Overall progress assessment	The project is on track to achieve project deliverables
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Bachelor of Education Degree in Early Childhood Care & Education

BEd (ECCE): Comprises of 480 credits



The degree is intended to develop qualified ECD educators who can demonstrate focused knowledge and skills related to the care and education of children from birth to four years of age.

"The first five years have so much to do with how the next 80 turn out."

© 1997 by the National Center for Child Welfare

"Teach the children so it will not be necessary to teach the adults"

Abraham Lincoln



"Early childhood education is the key to the betterment of society"

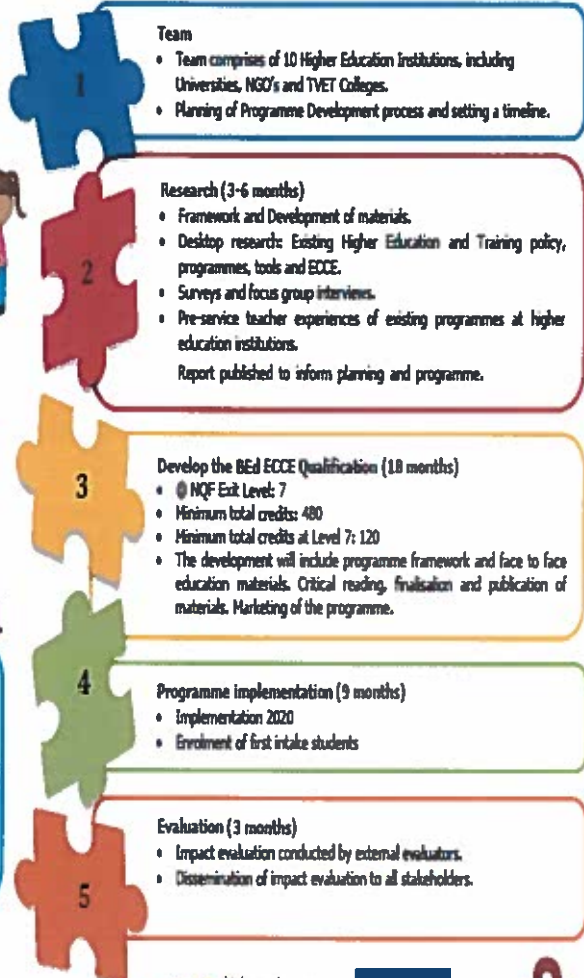
Maria Montessori



"In early childhood you may lay the foundation of poverty or riches, industry of idleness, good or evil, by the habits to which you train your children. Teach them right habits then, and their future life is safe"

Lydia Sigourney

Development of BEd ECCE



This gazette is also available free online at www.gpwonline.co.za
30 No. 40750 GOVERNMENT GAZETTE, 31 MARCH 2017



Why early childhood care and education?

YOU LOVE BEING AROUND CHILDREN

YOU UNDERSTAND THE IMPORTANCE OF DEVELOPING YOUNG MINDS

YOU ARE PASSIONATE ABOUT TEACHING AND LEARNING

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE ORYSTAAT
UNIVERSITY YA PRETORIA

The UFS and the Faculty of Education is committed to the professionalisation of the early childhood sector by increasing access for educators and other professionals to quality care and education programmes for children between the ages of birth to 4

The Bachelor's degree in Early Childhood Care and Education (ECCE) has the primary purpose of providing a well-rounded education that equips graduates with the required knowledge, skills and dispositions that will enable them to demonstrate competence and responsibility as academically and professionally qualified ECCE educators.

This project is supported through an earmarked grant allocated as part of the Teaching and Learning Development Capacity Improvement Programme, a partnership between the Department of Higher Education and Training and the European Union.

PROGRAMME DEVELOPMENT PLAN

1 Collaborative framework that informs Programme Development	Collaborative team of 10 Higher Education Institutions, Non-Government Organisations, TVET Colleges	Determine Plans and Timelines, Programme Development
2 Research Report	Programme Framework and Materials Development (3-6 months)	Planning and Research: Desktop research, existing higher education policy, programmes, tools and for ECCE, Surveys and Focus Group Interviews, Pre-service teachers' experiences of existing programmes at higher education institutions. Publish report to inform planning and programme framework and module development.
3 Development	Development of Programme Framework and Materials Development (18-24 months)	Develop NQF Exit Level 7, Credits 480 Development, Programme Framework and Face to Face Education Materials, Critical reading and finalisation and publication of materials, Marketing of the new programme.
4 Programme Implementation 2020	Implementation	Enrolment of new students, Full roll out of the programme.
5 External Review 2020 (3-6 months)	Evaluate	External Evaluation of the programme, Disseminate review report to DHE, UFS, and collaborative team.

FIGURE 2: UFS AND NWU PROGRAMME DEVELOPMENT INFO-GRAPHICS

2.3 Conclusion

Five of the eight TECCCEP programmes have been submitted for evaluation to the TEPEC committee. One programme has been approved, and four are due to be resubmitted for tabling at either the February or March 2019 meetings of TEPEC. A further three programmes are undergoing internal quality assurance processes, two of which should be concluded in the 4th quarter. It is anticipated that all programmes will have been submitted to DHET for evaluation of compliance with the policy by the end of the 1st quarter of 2019/20. The progress of postgraduate students who receive funding for their studies is monitored and the annual report for 2019/20 will reveal whether any students are not making sufficient progress. New academics appointed to the projects have immersed themselves in the ECD context and the programme development processes. This is a positive indication of the sustainability of the project outcomes in terms of programme delivery beyond the lifespan of the TECCCEP.

3. THE PRIMARY TEACHER EDUCATION (PrimTEd) PROJECT

The overall objective of the PrimTEd project is to strengthen university capacity for primary teacher education. The project key indicator is that the number of new primary school (FP and IP) teacher graduates are increased. The target for 2018 is at least a 4% year on year increase in the number of primary teacher graduates who completed in 2016 as compared to 2016. The data shows that the target for 2016 was exceeded by 20%.

3.1 Overall progress made with implementing the PrimTEd Project

Table 2 shows the indicators and targets set for the PrimTEd Project

TABLE 2: PROGRESS MADE WITH ACHIEVING THE TARGETS SET FOR THE PRIMTED PROJECT

THE PRIMARY TEACHER EDUCATION PROJECT (PrimTEd)		Indicator: Strengthened capacity in universities for the development of new primary school teachers									
TARGET AND STATUS AS AT 31 DECEMBER 2018		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
At least 4% annual increase in the number of new primary teacher graduates		By the midpoint of the project, this target had been achieved and exceeded every year.									
Knowledge and Practice Standards for English First Additional Language and Mathematics Primary Teacher Education have been finalised.		The knowledge and practice standards are undergoing final review									
Curriculum frameworks for the Language and Literacy; and Mathematics component of primary teacher B Ed programmes have been finalised.		A draft version of the Language and Literacy curriculum framework is in place									
Assessment tools that enable the reliable assessment of initial teacher education students and newly qualified teachers language and mathematics teaching competence have been developed.		Assessment instruments have been developed and are being refined.									
An innovative work integrated platform to strengthen teaching practice is developed		A working model of the platform is in place and is being tested and refined.									
Curriculum materials for the English First Additional Language and Mathematics component of primary teacher B Ed programmes have been developed.		Material development has not yet started and is dependent on the finalisation of the knowledge and practice standards and the curriculum frameworks.									
Capacity development opportunities for academics teaching the math's and English FAL component of initial teacher education for primary education have been provided.		Enabled through the COP but will happen more intentionally in the final year of the project									
Universities have received implementation grants to enable the revision of their B Ed Curriculum to align with the knowledge and practice standards and the curriculum frameworks.		This will happen in the final year of the project.									

3.2 Progress made by the PrimTEd working groups

The PrimTEd project works within the field of primary teacher education to strengthen the teaching of mathematics, literacy and teaching practice, and is being implemented through 7 working groups focussed on specific aspects of primary teacher education.

JET Education Services is an implementing partner to the Department in the PrimTEd Project, and hosts the website for the project. Further information about PrimTEd, as well as all the products that are being produced through the project, can be downloaded from www.jet.org.za/clearinghouse/primted.

The progress of these working groups follows below.

3.2.1 Language and Literacy Working Group

The overall objective of the language and literacy working group is to strengthen initial teacher education programmes to enhance the development of new teachers' ability to teach English First Additional Languages and African languages with a special focus on teaching reading.



The working group is being coordinated by the University of the Witwatersrand (WITS), and members are from WITS, CPU, UNISA, University of Johannesburg (UJ) and RU.

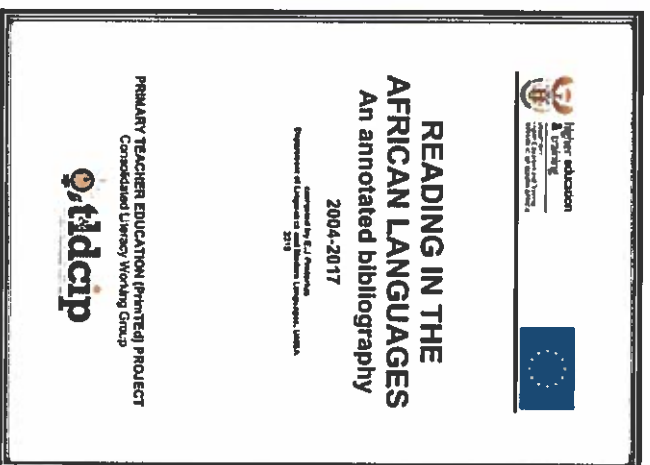
Deliverable	Progress
Development of knowledge and practice standards for language/literacy teaching.	The literature review and the resultant Annotated list of readings on literacy competencies and standards has been completed. This was used for the formulation of a set of draft language and literacy standards. The standards have undergone intensive editing, interrogation and revision and are ready for presentation at a national stakeholders' meeting in March 2019. Thereafter a final version will be crafted.
Research on literacy teaching.	The research has been completed and has informed the development of an Annotated Bibliography on African languages and English First Additional Language (EFAL).
Development of a curriculum framework for the literacy/languages component of BED	Will proceed once the research and the knowledge and practice standards activities have been completed.

programmes for primary school teachers.	
Development of literacy/languages teacher education resource materials.	Will proceed once the research and the knowledge and practice standards activities have been completed.
Develop assessment items and tools to feed into the Assessment Working Group and WIL Working Group.	Assessment instruments for literacy have been adapted from the Conceptual Academic Language skills assessment from Harvard University, and adapted to suit the SA context. The WG is currently developing an item bank of assessment based on the knowledge and practice standards.

The development of the core knowledge and practice standards took more time to develop than anticipated. This was due to the need to clarify the parameters of standard development, the question of audience, definitions, concepts and the relationship of the standards with the SACE professional standards. Once this was clarified the process of standards progressed smoothly. The final version of the knowledge and practice standards will be completed before June 2019 and will be used to inform the curriculum frameworks.



FIGURE 3: PARTICIPANTS AT A KNOWLEDGE AND PRACTICE STANDARDS WORKSHOP



The completion of the *Annotated Bibliography of Reading in the African Languages* which has received good reviews by academics in the field of literacy and languages. The bibliography includes decoding in languages with similar morphology and orthography.

Figure 4: The cover page of the annotated bibliography of African languages which can be downloaded from www.ilet.org.za/clearinghouse/printed.

Overall progress assessment The WG is on track to achieve project deliverables

3.2.2 Number Sense Working Group

The overall objective of the number sense working group is to strengthen initial teacher education programmes to enhance the development of new teachers' ability to teach number sense.

The working group is being coordinated by WITS, and members are from RU, University of Cape Town (UCT), CPUT, UFH, UP, Nelson Mandela University (NNU), UJ, WSU, UKZN, UNISA and WITS.

Deliverable	Progress
Development of knowledge and practice standards for teaching number sense.	The draft standards have been presented for review at a number of stakeholder meetings. The final draft will be presented at a national standards stakeholder meeting in March 2019.
Research on number sense teaching.	The first draft of journal article has been completed. Once standards and the curriculum framework have been finalised, the second journal article will be written up.
Development of a curriculum framework for the number sense component of B Ed programmes for primary school teachers.	This will proceed once the research and the knowledge and practice standards activities have been completed.
Development of teacher education resource	This will proceed once the research and the knowledge and practice standards activities have been completed.

materials for teaching number sense.	
Develop assessment items and tools to feed into the Assessment Working Group and WIL Working Group.	An analytical framework developed. First draft assessment developed in collaboration with Assessment WG.

The project is making satisfactory progress. The finalisation of the knowledge and practice standards will expedite the progress of the other deliverables.

Overall progress assessment

The WG is on track to achieve project deliverables

3.2.3 Geometry and Measurement Working Group

The overall objective of the geometry and measurement working group is to strengthen initial teacher education programmes to enhance the development of new teachers' ability to teach geometry and measurement.

The working group is being coordinated by UWC, and working group members are from CPUJ; WITS; UJ; UFS; Central University of Technology (CUT); Sol Plaatje University (SPU); UCT and University of Mpumalanga (UMP).

Deliverable	Progress
Development of knowledge and practice standards for teaching geometry and measurement.	The development of core standards is in progress; it is envisaged that these will be finalised in March 2019 where they will be presented to a national stakeholder forum.
Research on teaching geometry and measurement.	Study on integrationist/ separatist issues for Geometry and measurement was undertaken. Analysis of findings in progress. Comparative report on Intermediate phase mathematics curricula across participating universities has been delayed due to the focus on developing toolkits.
Development of a curriculum framework for the geometry and measurement component of B Ed programmes for primary school teachers.	The knowledge and practice standards will inform the curriculum framework. This will be completed in 2019.
Development of teacher education resource materials for teaching	The development of toolkits for Transformation Geometry and Properties of 2D shapes and 3D objects has been completed.

geometry and measurement.	
Develop assessment items and tools to feed into the Assessment Working Group and WIL Working Group.	Items from the Geometry working group have been included in the assessment tasks designed by the Assessment working groups, and already used with 12st and 4 th year B Ed students.

Mentor and WIL guides will be developed in 2019, and shared with the Work Integrated Learning (WIL) working group. A challenge is that work of the WIL working group has moved ahead and mentor guides have been developed. Care will have to be taken to ensure there is synergy across the two working groups in this respect to avoid unnecessary duplication.

The development of learning materials will be a focus in 2019.

Overall progress assessment The WG is on track to achieve project deliverables

3.2.4 Mathematical Thinking Working Group

The overall objective of the mathematical thinking working group is to deepen and extend teacher and learner abilities to think mathematically.

The working group is being coordinated by RU, and working group members are from NMU; CPU; University of Stellenbosch (US); WSU; UP; NWU and UNISA.

Deliverable	Progress
Development of knowledge and practice standards for teaching mathematical thinking.	The development of knowledge and practice standards is in progress and will be presented to a national stakeholder forum in 2019.
Research on teaching mathematical thinking.	A focus on different approaches to conceptualising mathematical thinking and engagement in mathematics education literature, with particular reference to ITE, has been completed. A review of literature relevant to the dimensions of mathematical thinking and engagement has completed. A comprehensive review has begun and will be completed in 2019.
Development of a curriculum framework for the mathematical thinking component of B Ed programmes for primary school teachers.	A conceptual framework has been developed.

Development of teacher education resource materials for teaching mathematical thinking.	This will be undertaken once the curriculum framework is finalised in 2019.
Develop assessment items and tools to feed into the Assessment Working Group and WIL Working Group.	This has been collaboratively designed by a maths community of practice drawn from 8 universities. The assessment activities will be trialled in ITE programmes in 2019. The comparative report on assessment is in progress.

The mathematical thinking working group has worked well as a community of practice. Progress is satisfactory.

Overall progress assessment

The WG is on track to achieve project deliverables

3.2.5 Assessment Working Group

The assessment working group is a cross-cutting working group and its overall objective is to develop an assessment approach that is able to accurately and reliably assess the extent to which initial teacher education students are able to meet defined knowledge and practice standards, with the intention that outcomes can be fed back to universities and so enable improvements where these are required.

The working group is being coordinated by UJ, and working group members are from WITS, CPUJ, University of Zululand (UNIZULU) and UNISA.

Deliverable	Progress
Assessment of the mathematics and language/literacy proficiency of B Ed students.	The maths assessment framework has been developed. Thus far, 9 universities have participated or planned to participate in the Maths assessments. The target was 2 universities. Similarly, the target of 2 universities participating in the language and literacy assessment has been exceeded as 5 universities had participated or booked dates for assessments in the latter part of 2018.
Establishment of a collaborative network and capacity development focused on student teacher assessment.	Six universities (UJ, CPUJ, TUT, UNIZULU, WITS AND WSU) have participated in the assessment activities through attending meetings and workshops to develop the assessment instruments and frameworks. They have also attended conferences such as Southern African Association for Research in Mathematics, Science and Technology (SAARMSTE) and the South African Education Research Association (SAERA), where the work of the group was presented.

Twelve universities have expressed interest in participating in the Maths assessment test in 2019.

A specific challenge is that the development of the assessment frameworks was undertaken without reference to the emerging knowledge and practice standards. The assessment frameworks will be reviewed to map items against the standards. This will take place in 2019.

Another challenge has been the criticism of using an assessment framework for literacy from Harvard University even though it has been adapted for the South African context. The assessment has been piloted and will be reviewed by the assessment and language/literacy working groups now that the standards have been developed.

The working group will encourage other universities to participate in assessments. Further collaboration with other working groups will be undertaken to ensure alignment between and across standards, curriculum frameworks and assessments.

Overall progress assessment

The WG is on track to achieve project deliverables

3.2.6 Work-Integrated Learning (WIL) Working Group



The WIL working group is a cross-cutting working group and its overall objective is to develop a clinically-based framework for WIL in B Ed programmes that will enable the effective development of practical and pedagogical competence of student teachers.

The WIL working group is being coordinated by NWU and working group members are from UJ; University of Limpopo and US.

FIGURE 4: WIL GUIDELINES FOR ITE PROGRAMMES DEVELOPED BY THE WIL WORKING GROUP

Deliverable	Progress
WIL framework and innovative configurations for clinically based WIL.	An interactive tool for teaching practice, known as TeachLive has been developed. A school analysis rubric and a model Memorandum of Understanding between partner schools and universities has been produced.
Development and registration of short course for mentors.	The mentor development short course has been developed and has received South African Council of Educators (SACE) endorsement.
Development of instruments to assess pedagogical proficiency during WIL.	Software has been purchased that enables assessment of WIL to determine the extent to which student teachers meet Professional Teaching Standards.

Work of the WG has been presented at 4 national conferences and the presentations will serve as foundations for the development of academic articles envisaged for 2019.

The DHET is currently developing a national implementation protocol for teaching practice. The Working group's conceptualisation of the protocol is illustrated below.

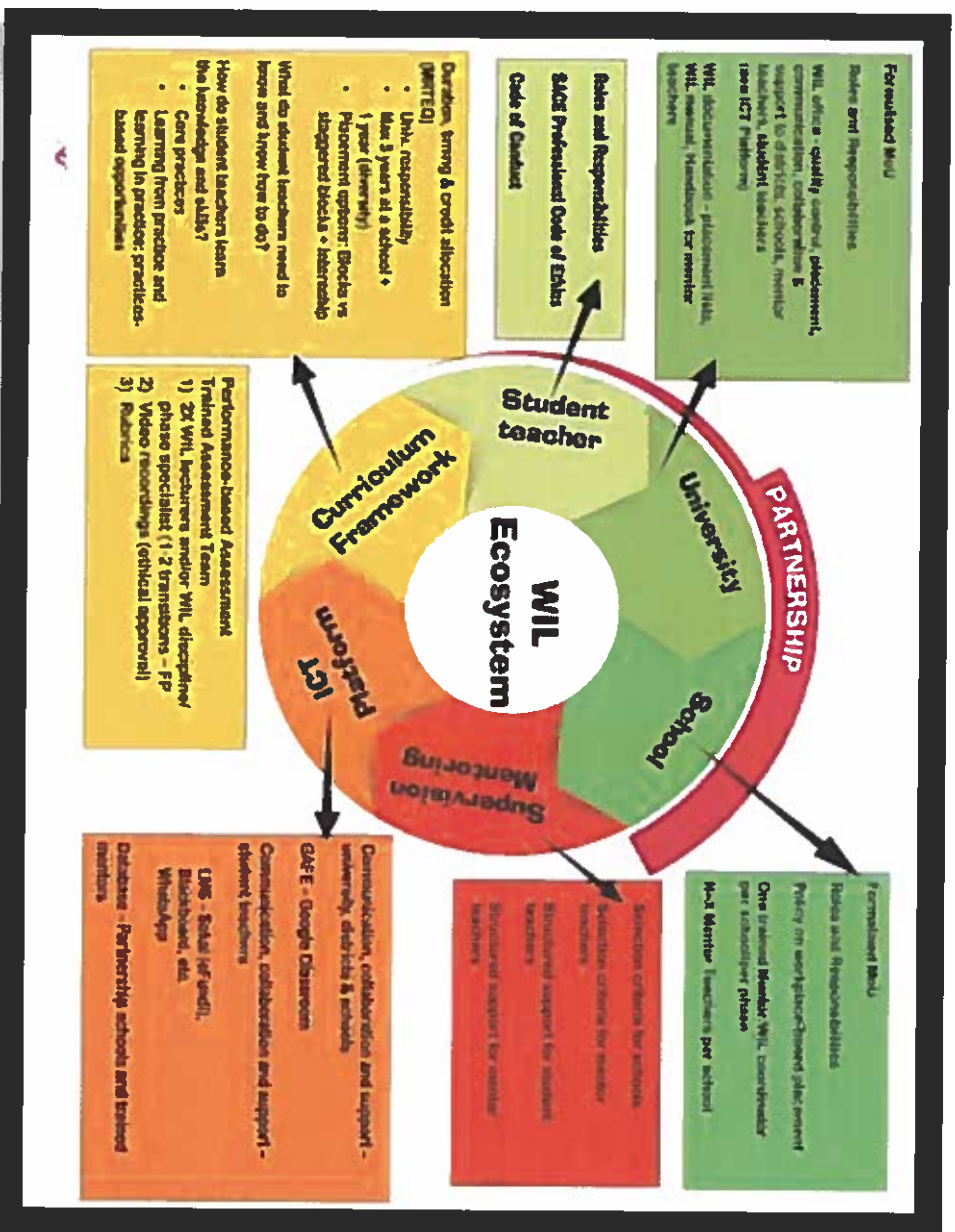


FIGURE 7: THE WIL ECOSYSTEM THAT WILL BE SUPPORTED THROUGH A NATIONAL IMPLEMENTATION PROTOCOL FOR TEACHING PRACTICE

The working group has achieved considerable success in the deliverables outlined above. The use of simulated classes is innovative and exciting and provides other universities with ideas to emulate. Regional Workshops are planned to showcase the work done on WIL. This work will also be considered in the DHET's development of a national implementation protocol for teaching practice.

Overall progress assessment

The WG is on track to achieve project deliverables

3.2.7 Knowledge Management Working Group

The knowledge management working group is a cross-cutting working group and its overall objective is to establish and maintain knowledge management structures for the PrimTED Project including a project website, to support the development of products and materials emanating from the various working groups and to ensure effective communication about the project.

The working group is being coordinated by WITS, and implementing partners are all the universities participating in various aspects of the PrimTED Project.

Deliverable	Progress
Collation of courses and materials developed by the PrimTED working groups	This is a continuous activity which is largely dependent on the submission of products by the working groups. Currently the majority of the work appearing on the website is from the Language/literacy working group. The geometry and measurement group has submitted toolkits for editing.
PrimTED website accessible to working groups and general public.	The website currently exists as a page on the JET website.
Communication about the project	Two newsletters have been produced in 2018 and are available on the website.

A communications strategy has been developed to the Teaching and Learning Development Sector Support Programme as a whole. The working group will need to align its communication activities with the overall strategy, and support the implementation of the overall strategy.

Overall progress assessment	The WG is on track to achieve project deliverables
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3.3 Conclusion

The Department is satisfied with the progress of the PrimTED project. The Literacy working group has excelled with the publication of the Annotated Bibliography of African Languages, a first of its kind in South Africa. The WIL working group has successfully achieved a number of deliverables – the use of avatars to strengthen WIL is a first of its kind in South Africa. At this point, no major risks are identified and it appears that the project will achieve its targets.

4. THE COLLEGE LECTURER EDUCATION PROJECT (CLEP)

The CLEP seeks to strengthen university capacity for Technical and Vocational Education and Training (TVET) and Adult and Community Education and Training lecturer qualifications.

4.1 Overall progress made with implementing the CLEP

Table 3 shows the indicators and targets for the CLEP, and the extent to which they have been achieved.

TABLE 3 : PROGRESS MADE WITH ACHIEVING THE TARGETS SET FOR THE CLEP

THE COLLEGE LECTURER EDUCATION PROJECT (CLEP)		Indicator: Enhanced institutional capacity at universities for TVET and CET college lecturer education									
TARGET AND STATUS AS AT 31 DECEMBER 2018		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Policy on professional qualifications for CET college lecturers published in the Government Gazette	The policy was published in 2017										
An annual report on the qualification status of TVET college lecturers is produced	3 TVET college lecturer qualifications reports produced (2014, 2015 and 2016)										
An annual report on the qualification status of CET college lecturers is produced	3 CET college lecturer qualifications report produced (2015)										
At least 10 universities have signed agreements in place with the DHET to develop and offer professional qualifications for TVET College Lecturers.	10 signed agreements are in place.										
At least 10 universities have signed agreements in place with the DHET to develop and offer professional qualifications for CET College Lecturers.	8 signed agreements are in place.										
10 universities have received DHET approval for programme compliance with the policy on professional qualifications for TVET college lecturers	10 universities have received DHET approval										
10 universities have received DHET PDM clearance for TVET college lecturer qualifications	8 universities have received PDM clearance										
10 universities have received DHET PDM clearance for CET college lecturer qualifications	5 universities have received PDM clearance										
10 universities have received CHE accreditation qualifications for TVET college lecturers	4 universities have received CHE accreditation										
10 universities have received CHE accreditation qualifications for CET college lecturers	3 university qualifications has been accredited										
10 universities are offering qualifications for TVET college lecturers	1 university is offering a TVET lecturer qualification.										
10 universities are offering qualifications for CET college lecturers	None are offering as yet										
An accredited journal focused on Post-School Education and Training is in place	The journal has been launched and a 1st edition has been published.										
National annual TVET and CET college lecturer dialogue events are convened.	3 out of 4 dialogue events have been convened.										

Significant progress has been made on the CLEP project. A number of targets have been met and/or exceeded. The college lecturer qualifications policies for the Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) sectors have been published in the Government Gazette. The 2014, 2015 and 2016 TVET lecturer qualifications profile reports have also been published. However, only the 2016 Adult and Community Education and Training (ACET) lecturer qualifications profile report is in place. Thirteen universities have signed agreements to develop and offer professional qualifications for TVET college lecturers, exceeding the target. Eight universities have signed agreements to develop and offer professional qualifications for CET college lecturers and discussions are underway with UNISA to consider participating in the project. The accreditation status of the TVET programmes indicate that a significant number of universities have received the Departmental policy compliance and Programme Qualifications Mix (PQM) clearance. Four

universities have received Council on Higher Education (CHE) accreditation with one programme currently being offered. However, although a considerable number of universities developing CET programmes have obtained Departmental policy compliance approval and PQM clearance, only 1 university has been accredited by the CHE. In 3 universities, the programmes are still undergoing internal institutional processes of approval. The delays in institutional approval have been attributed to a number of challenges which include student protests, institutional closures and management issues. The Department continues to support the 3 universities to ensure successful development and implementation of the programmes.



FIGURE 8: COVER PAGE OF THE 1ST EDITION OF THE JOURNAL OF VOCATIONAL, ADULT AND CONTINUING EDUCATION AND TRAINING

The Journal of Vocational, Adult and Continuing Education and Training (JOVACET) was established in November 2017. The first inaugural edition containing nine articles was published in November 2018. The Journal has been welcomed as an important platform for critical engagement on current debates within the TVET and CET sectors. The Journal aims to expand and strengthen the knowledge areas on the African continent and globally.

The first National Annual Dialogue was held in November 2017. The second Dialogue event is planned for March 2019. The Dialogues are an important platform for communicating project information, sharing project outcomes and engaging on critical issues that are facing the TVET and CET sector with relevant stakeholders.

4.2 Progress made by universities in implementing their CLEP programme development sub-projects

4.2.1 Cape Peninsula University of Technology (CPUT) (TVET and ACET)

CPUT is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme and an Advanced Diploma in Adult and Community Education and Training Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching Programme (Adv. Dip TVT) and An Advanced Diploma in Adult and Community	Sufficient progress has been made towards the development of the Adv. Dip TVT and Adv. Dip ACET. Both programmes have been submitted to the CHE for accreditation. The materials development process is underway.

Education and Training Teaching Programme (Adv. Dip ACET).	
Employment of 1 lecturer to support programme development and to initiate the delivery of the new programme.	A lecturer was appointed in May 2018 to work on the project.

The programme development process was initially delayed due to multiple institutional challenges which include student protests and subsequently institutional closures. Furthermore, the project team experienced blockages within the finance department relating to the establishment of a cost centre for the project and the appointment of the lecturer. As a result, a temporary lecturer was appointed between 1 November 2017 and 31 March 2018. These challenges have been resolved and the project is on track.

Overall progress assessment

The project is on track to achieve project deliverables

4.2.2 Central University of Technology (CUT) (TVET)

CUT is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv. Dip TVT was submitted for PQM clearance. The programme was returned to the institution for revisions. CUT is working with a range of TVET colleges in order to develop appropriate and relevant curriculum for the Adv. Dip TVT.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	CUT has advertised 2 junior lecturer positions on a three-year fixed term basis.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	The junior lecturers will be supported pending appointment.

The project has experienced challenges with attracting suitable candidates for the lecturer position. It appears that people with the relevant discipline and skills are more attracted to work in industry than in academic settings due to disparities in compensation. Furthermore, delays in the Human Resources (HR) processes negatively impacted the employment of the junior lecturers. The Department held a meeting with the project team and requested that the Dean intervene to address these institutional blockages. The issue has been resolved and the junior lecturer posts have been advertised.

Overall progress assessment**There is a possibility that the project deliverables may not be met.****4.2.3 Durban University of Technology (DUT) (ACET)**

DUT is being supported to develop and implement the Advanced Diploma in Adult and Community Education and Training Teaching.

Project deliverable	Progress
Develop and implement a Diploma in Adult and Community Education and Training.	The Adv Dip (ACETT) received CHE and SAQA accreditation.

It is gratifying to note that the institution is now moving from preparatory work to delivery of the Adv Dip (ACETT).

Overall progress assessment**The project is on track to achieve project deliverables****4.2.4 Nelson Mandela University (NMU) (TVET)**

NMU is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv Dip TVT has received CHE accreditation and was launched on the 3 rd of October 2018. The programme will have its first intake of students in 2019.
Employment of 1 lecturer to support programme development and to initiate delivery of the new programme.	The lecturer initially appointed on the project resigned. Subsequently, the institution is in the process of appointing a replacement lecturer.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	The lecturer initially appointed on the project was being supported to undertake a doctoral degree. The appointment of the replacement lecturer is in progress and will be funded to undertake a Masters or Doctoral Degree.

Figure 9 below illustrates the poster advertisement of the Adv. Dip TVT being offered by NMU.



FIGURE 9: POSTER ADVERTISEMENT FOR THE ADV DIP TVT

The Adv. Dip TVT was launched at a breakfast meeting in October 2018. The launch was attended by a range of stakeholders including industry, TVET colleges, Sector Education and Training Authorities (SETAs) and other university partners. The launch was covered widely by the media with a number of publications showcasing the programme as an important milestone for the TVET sector. NMU has signed A Memorandum of Understanding (MOU) with a number of TVET colleges to develop their staff through the Adv. Dip TVT. NMU has also recruited an additional seven students to complete a Masters' degree.

Due to financial constraints and lack of human resources, NMU will only be able to accommodate a limited number of students in the Adv. Dip TVT. The institution has requested additional funding from the Department for the implementation of the Adv. Dip TVT. The Department is currently considering this request.

Overall progress assessment

The project is on track to achieve project deliverables

4.2.5 University of Cape Town (UCT) (ACET)

UCT is being supported to develop and implement a Higher Certificate in Adult and Community Education and Training Programme and An Advanced Diploma in Adult and Community Education and Training Teaching Programme.

Project deliverable	Progress
Develop and implement a Higher Certificate in Adult and Community Education and Training Programme.	The programme is under review at the CHE.
Develop and implement an Advanced Diploma in Adult and Community Education and Training Teaching Programme.	The Adv. Dip ACET is under review at the CHE.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	2 lecturers have been appointed on the project.
Satisfactory progress towards the completion if a doctoral or completion of a masters degree by the newly appointed lecturer by 2019/20.	The lecturers have made satisfactory progress towards a doctoral degree. One lecturer has had proposal accepted and the other lecturer is in her second year of studies.

Satisfactory progress has been made on the project. The project team is working with the Community Development Resource Association to design learning materials for the H Cert ACET and the Adv. Dip ACET curriculum. In addition, the project team has created a resource centre which will be invaluable for staff in developing with course and teaching materials and for those students who have late classes and may find it difficult to use the library. One article has been published and another is under review.

Overall progress assessment	The project is on track to achieve project deliverables
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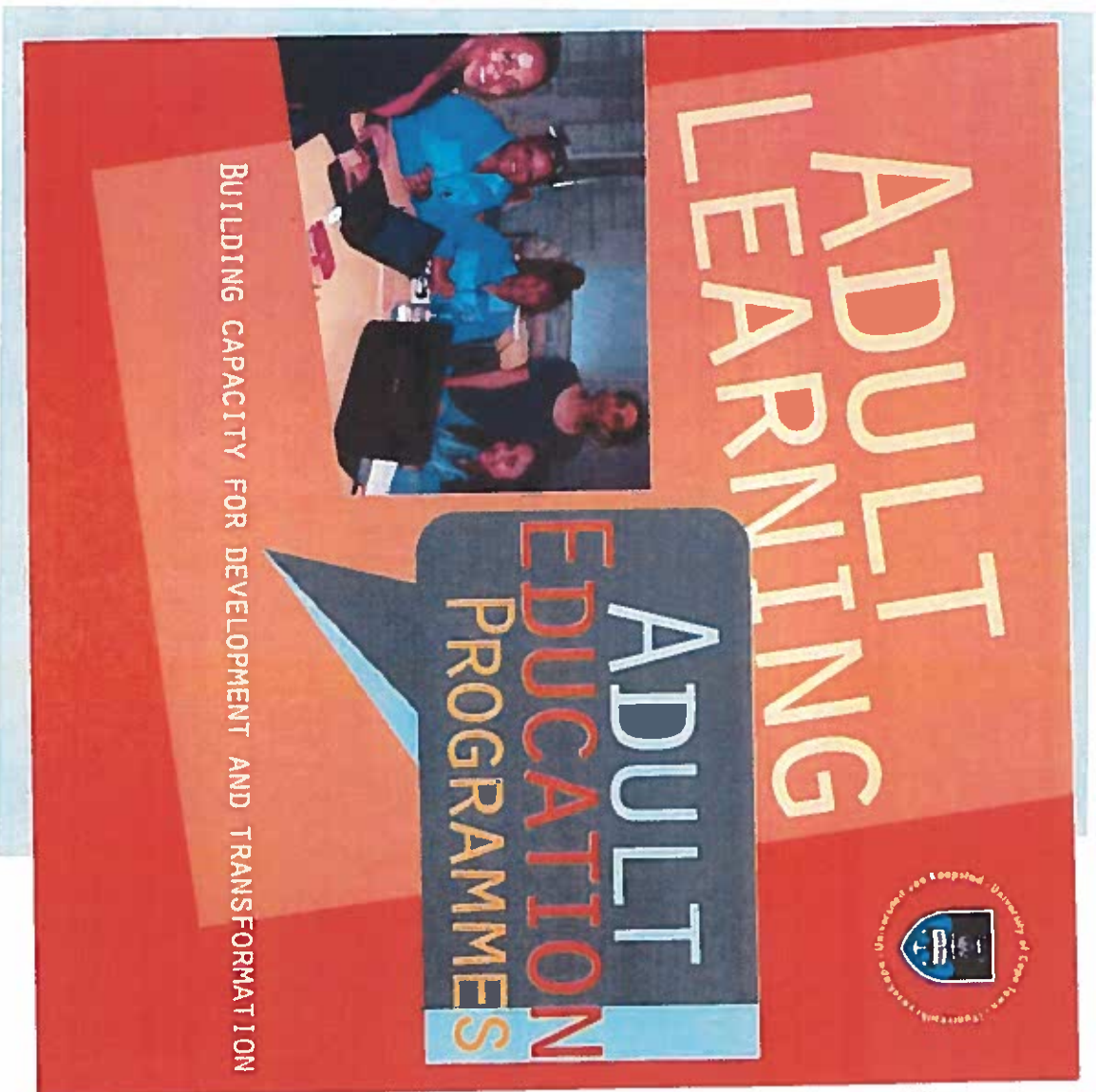


FIGURE 10: UCT IS BEING SUPPORTED TO DEVELOP A HIGHER CERTIFICATE AND AN ADVANCED DIPLOMA IN ADULT AND COMMUNITY EDUCATION AND TRAINING

4.2.6 University of the Free State (UFS) (TVET)

UFS is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching (Adv. Dip TVT) and a Bachelors' Degree in Technical and Vocational Teaching (BEd TVT).

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching and a Bachelors' Degree in Technical and Vocational Teaching.	Both the Adv. Dip TVT and B Ed TVT are undergoing institutional approval processes. The institution has faced a number of institutional challenges which have negatively impacted progress on the programme development.
Employment of a lecturer to support programme development and to initiate delivery of the new programme.	Due to institutional challenges, the lecturer has not yet been appointed.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	Due to institutional challenges, the lecturer has not yet been appointed.

The development of the Adv. Dip TVT and B ED TVT have been delayed due to what the project team has reported to be institutional leadership challenges. It appears that there is not enough buy-in to the project from senior managers. In particular, senior managers do not see the B ED TVT as a viable option for the institution. The Adv. Dip TVT has been developed and is undergoing institutional approval processes.

The Department met with the project team in order to understand the challenges facing the project and how best they can be addressed. The Department and the project team resolved that the project plan would be reconfigured through a formal Departmental process to focus on the development and implementation of the Adv. Dip TVT. The project would be led by Prof D Coetzee, the Principal at the UFS South Campus. The programme will be developed with a blended learning approach.

Furthermore, the Department has requested a meeting with the Dean of the Education Faculty in order to communicate the resolutions of the meeting, specifically the reconfiguration of the project plan.

Overall progress assessment

There is a high risk that the project deliverables will not be met

4.2.7 University of Fort Hare (UFH) (TNET)

UFH is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv. Dip TVT programme is still undergoing internal processes of approval. The project has faced a number of challenges most of which can be attributed to institutional instability as a result of student and staff protests. This has led to the closure of the university on numerous occasions and has negatively impacted progress on the project.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	One lecturer has been appointed on the project. Unfortunately, the institution is experiencing challenges appointing an appropriate candidate for the additional position. The post has been re-advertised.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	The appointed lecturer is registered for a PhD with Walter Sisulu University and is making good progress.

For the past two years UFH has been faced with numerous student and staff protests which has led to institutional closures. This has negatively affected the development and internal approval of the Adv. Dip TVT. Furthermore, the retirement of the project coordinator and appointment of the current coordinator contributed to the delay in project activities. The high workload of the current coordinator also negatively impacted progress on the project.

Blockages in the financial systems at UFH resulted in challenges in the creation of a cost centre for the project. The Department conducted a site support visit and met with the Dean (who has since retired) and project team in order to understand the challenges faced by the project. There have been significant improvements since the site visit to UFH, with the appointment of a lecturer to assist the development and initial implementation of the Adv. Dip TVT. Furthermore, the university has appointed an additional staff member to assist on the project.

Overall progress assessment

There is a high risk that the project deliverables will not be met

4.2.8 University of Johannesburg (UJ) (TVET)

UJ is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The programme has been submitted to the Department for PQM clearance.

Although the project at UJ is progressing relatively well, the Department is concerned that the project coordinator appears to be overloaded with institutional and project work with little assistance from other project members. The Department has supported the project coordinator by revising the budget to include a lecturer replacement component. This will assist in alleviating the workload on the project coordinator and allow him to periodically bring people on board to assist with the project. The Department is in the process of requesting a meeting with the Dean of Education and project team to discuss how the implementation of the project can be supported.

Overall progress assessment There is a possibility that the project deliverables may not be met.

4.2.9 University of KwaZulu-Natal (UKZN) (TVET and ACET)

UKZN is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme and an Advanced Diploma in Adult and Community Education and Training Teaching Programme.

Project deliverable	Progress
Development of an Advanced Diploma in Technical and Vocational Teaching Programme.	The programme is still undergoing internal institutional approval processes. The TVET programme has successfully gone through Senate approval in November 2018, and now needs to be approved by Council.
Development of an Advanced Diploma in Adult and Community Education and Training Teaching Programme.	The programme is still undergoing internal institutional approval processes. The Adv. Dip ACET has been delayed due to the appointee for the lecturer post initially agreeing and then withdrawing after the institution offered her the post.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	One lecturer has been appointed for the TVET programme. The lecturer appointed for the ACET programme declined the appointment.

Satisfactory progress towards the completion of a doctoral or completion of a masters degree by the newly appointed lecturer by 2019/20.	The lecturer who has been appointed is registered for a Doctoral degree and making satisfactory progress.
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This project at UKZN started later than other CLEP projects as the agreement was only signed in February 2017. The programme is still undergoing institutional processes. UKZN experienced challenges attracting suitable candidates for the lecturer positions. One of the two lecturers has been appointed. After the withdrawal of the lecturer appointed for the Adv. Dip ACET, the institution has had to re-advertise the position.

The project has recruited additional 12 Masters students who are at various stages of the proposal development process.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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4.2.10 University of Limpopo (UL) (ACET)

UL is being supported to develop and implement an Advanced Diploma in Adult and Community Education and Training Teaching Programme

Project deliverable	Progress
Development of an Advanced Diploma in Adult and Community Education and Training Teaching Programme.	The programme is still undergoing internal institutional approval processes.
Satisfactory progress towards the completion of a doctorate or completion of a master's degree by the newly appointed lecturers by 2019/20.	A PhD student has been recruited on the project and is making satisfactory progress.

The institution has been faced with numerous structural challenges which have resulted in the delay of the programme development process. The Department has intervened on a number of occasions to support the project team.

The project team has participated in other collaborative projects in the CLEP including the Work Integrated Project (WIL) led by CPUT and the Curriculum Framework for the ACET led by DUT. The institution has also started collaborating with stakeholders such as the Limpopo Community College, various SETAs and NGOs.

The Department communicated to the institution to speed up the approval processes by March 2019. Thereafter, the Department will reassess the project and determine the way forward.

Overall progress assessment **There is a possibility that the project deliverables may not be met.**

4.2.11 Tshwane University of Technology (TUT) (TVET)

TUT is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme and a Bachelor of Education in Technical and Vocational Teaching.

Project deliverable	Progress
Development of an Advanced Diploma in Technical and Vocational Teaching Programme.	The programme has been submitted for CHE accreditation.
Development of a Bachelor of Education in Technical and Vocational Teaching Programme.	The B Ed TVT has been submitted to the CHE for accreditation.
Employment of 2 lecturers to support programme development and to initiate delivery of the new TVET programmes.	The lecturers are in the process of being appointed.
Satisfactory progress towards the completion of a doctoral or completion of a masters degree by the newly appointed lecturer by 2019/20.	The lecturers are in the process of being appointed.
Development of a Diploma in Adult and Community Education Training.	The programme has been submitted for CHE accreditation.
Development of an Advanced Diploma in Adult and Community Education Training.	The programme has been submitted for CHE accreditation.
Employment of 2 lecturers to support programme development and to initiate the delivery of the new programme.	The lecturers are in the process of being appointed.

The development of the module content of the BED TVT has been completed. The TVET project is supporting an additional doctoral student and is at the data collection stage. Collaborations have been established with TVET colleges in Gauteng and Limpopo and with SETAs.

The ACET project team has visited numerous CET colleges in order to introduce the programme and determine the lecturer profiles and needs of colleges. The development of the module content has been completed. One additional Masters' student is being supported in the project.

Overall progress assessment **The project is on track to achieve project deliverables**

4.2.12 University of Pretoria (UP)

UP is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv. Dip TVT has been granted provisional accreditation by the CHE. Materials development is in progress.
Employment of a lecturer to support programme development and to initiate delivery of the new programme.	A lecturer was appointed to support and initiate the delivery of the Adv. Dip TVT on 1 December 2017.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	The lecturer is making satisfactory progress on his doctoral studies and has completed the theoretical framework chapter. He is currently working on data collection.

The project is supporting an extra doctoral student who has made satisfactory progress on his doctoral studies. The student successfully defended his proposal in October 2017, received ethical clearance in March 2018 and is currently refining the data collection instruments. The institution is in the process of engaging with TVET colleges to strength their programme and curriculum content.

Overall progress assessment

The project is on track to achieve project deliverables

4.2.13 University of the Western Cape (UWC) (TVET and ACET)

UWC is being supported to develop a National Curriculum Framework for the Diploma in Adult and Community Education and Training Teaching, a Postgraduate Diploma in Technical and Vocational Education and Training, Diploma in Adult and Community Education and Training, and a Diploma in Adult and Community Education and Training.

Project deliverable	Progress
Develop a National Curriculum Framework for the Diploma in Adult and Community Education and Training Teaching.	The Curriculum Framework has been developed collaboratively and is available to all universities.
Development of a Postgraduate Diploma in Technical and Vocational Education and Training Programme.	The PGDip TVET enrolled its first cohort of 10 students in 2017. The programme enrolled its second cohort of 18 TVET college lecturers in 2018 and will have a third intake in 2019.

Development of a Diploma in Adult and Community Education and Training.	The Dip ACET is in progress and currently undergoing internal processes of approval.
Employment of 1 lecturer to support programme development and initial delivery of the new programme.	One lecturer has been appointed to undertake doctoral studies and is progressing well.

The project agreement initially indicated that the Curriculum Framework which is meant to inform the development of the Dip ACET would be developed in 2017/18, a year later than the UWC Dip ACET which would be developed from 2016/17. The Curriculum Framework was developed first and the development of the Dip ACET followed and is now underway.

The Department is supporting the institution to speed up the approval process. The programme has been submitted to senate.

A significant number of universities participating in the CLEP have participated in the development the curriculum framework for the Dip ACET. This bodes well for an aligned approach to the delivery of this programme across the sector.

Overall progress assessment	The project deliverable has been achieved
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4.2.14 University of the Witwatersrand (WITS) (TVET)

WITS is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv. Dip TVT has received CHE accreditation and the materials development is in progress.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	The project has experienced challenges identifying appropriate candidates for the 2 lecturer positions. One lecturer has since been appointed.
Satisfactory progress towards the completion of a masters' degree by the newly appointed lecturer by 2019/20.	The lecturer has completed her doctoral studies.

Wits has obtained permission from the Department to recruit two junior lecturers. The concerns with finding candidates can mostly be attributed to the insufficient salary amounts allocated to the positions. The institution has since filled one lecturer position on a two-year contract.

Wits have appointed a new project coordinator. The Department is currently supporting the new project coordinator in order to ensure that the project does not suffer any delays.

Overall progress assessment

The project is on track to achieve project deliverables

4.2.15 Vaal University of Technology (VUT) (TVET)

VUT is being supported to develop and implement an Advanced Diploma in Technical and Vocational Teaching Programme.

Project deliverable	Progress
Development and implementation of an Advanced Diploma in Technical and Vocational Teaching.	The Adv. Dip VT has been submitted to the CHE for accreditation. The materials development is in progress.
Employment of 2 lecturers to support programme development and to initiate delivery of the new programme.	The project has experienced challenges identifying appropriate candidates for the lecturer positions. However, 2 junior lecturers have been appointed on the project with a third junior lecturer position advertised.
Satisfactory progress towards the completion of a doctorate or completion of a masters' degree by the newly appointed lecturer by 2019/20.	One junior lecturer is currently being funded for a Masters' degree and is registered at the University of Johannesburg.

The project at VUT is making satisfactory progress. Similar, to other institutions, VUT had challenges attracting suitable candidates for the lecturer position. In particular, VUT experienced great difficulty in attracting candidates from the engineering field for the development of engineering related modules. As a result, the institution obtained permission from the Department to employ three junior lecturers in this area to assist on the project.

Overall progress assessment

The project is on track to achieve project deliverables

4.2.16 Walter Sisulu University (WSU) (ACET) (TVET)

WSU is being supported to develop and implement a Diploma in Adult and Community Education and Training and an Advanced Diploma in Technical and Vocational Teaching.

Project deliverable	Progress
Develop and implement a Diploma in Adult and Community Education and Training.	The programme has been granted PQM clearance and is in the process of being submitted to the CHE for accreditation.
Employment of 2 lecturers to support ACET programme development and to initiate delivery of the new programme.	Two lecturers were employed to support programme development and to initiate delivery of the new programme.
Development of the Advanced Diploma in Technical and Vocational Teaching.	The programme has been granted PQM clearance and is in the process of being submitted to the CHE.
Employment of 1 lecturer to support programme development and to initiate delivery of the new programme.	The lecturer has been appointed.
Satisfactory progress towards the completion of a doctorate or completion of a master's degree by the newly appointed lecturer by 2019/20.	The lecturer has been registered for a doctoral degree.

WALTER SISULU UNIVERSITY

PROJECT DIPLOMA IN ADULT AND COMMUNITY EDUCATION AND TRAINING



Figure 11: The proposed Diploma in Adult and Community Education and Training being developed by WSU

The TVET project has experienced challenges mainly due to the high turn-over rate in project coordinators. Furthermore, both the TVET and ACET projects experienced challenges with accessing project funds. This has since been resolved with the assistance of the Vice-Chancellor and the Dean.

The institution has participated in the development of the National Curriculum Framework for the Diploma in ACET, collaborative research (survey) lead by DUT as well as the collaborative WIL project lead by CPUU.

Overall progress assessment There is a possibility that the project deliverables may not be met.

4.3 Conclusion

The late start to the CLEP has had a negative impact on the progress of activities across participating institutions. In particular, the programme development and accreditation process were delayed. Despite this delay, a significant number of institutions have made good progress with a majority of the programmes having received PQM clearance. A few programmes still require internal approval and the Department is continuously engaging with the project teams and institutional leadership to ensure that targets are met.

On reflection, a number of institutions appear to have faced similar challenges in relation to the project management (change in project coordinators), structural barriers (creation of cost centres, access to funds), leadership (buy-in) and contextual difficulties (student and staff protests). Furthermore, a significant challenge has been the ability to recruit suitable candidates for the developmental positions.

Despite the challenges encountered in implementing the CLEP at some institutions, significant achievements have been made in the project. In particular, collaboration among participating institutions is a key strength that should be encouraged in the implementation of future projects. Furthermore, collaboration has nurtured synergy across the programme development process therefore assisting in maintaining similar standards.

5. THE TEACHER EDUCATION FOR INCLUSIVE TEACHING PROJECT (TEFIT)

The goal of the TEFIT project is to strengthen university capacity for inclusive and special needs teacher education in South Africa.

5.1 Overall progress made with implementing the TEFIT Project

Table 4 shows the indicators and targets for the TEFIT, and the extent to which they have been achieved.

TABLE 4: PROGRESS MADE WITH ACHIEVING THE TARGETS SET FOR THE TEFIT PROJECT

THE TEACHER EDUCATION FOR INCLUSIVE TEACHING PROJECT (TEFIT)		100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	
Indicator: Strengthened capacity in higher education for the development of specialist teachers of learners with special education needs.												
TARGET AND STATUS AS AT 31 DECEMBER 2018		100%	90%	80%	70%	60%	50%	40%	30%	20%	10%	
Develop a set of professional standards for inclusive teaching.	A draft set of standards have been developed.											
At least 3 universities have signed agreements in place with the DHET to establish a national centre for the development and offering of professional qualifications for special needs teachers.	3 signed agreements are in place.											
At least 3 universities have received PQM clearance to offer professional qualifications for special needs teachers.	3 universities have CHE accreditation.											
At least 3 universities are offering professional qualifications for special needs teachers, each with a focus on a different area in special needs education.	2 universities are offering programmes.											
4 Inclusive teaching annual dialogue events are convened.	2 national dialogue events have been held.											

The UP Advanced Diploma in Education (Visual Impairment studies) has received CHE accreditation.

The WITS PGDip (Deaf Education) has been approved by the University will be offered in 2020.

The WITS B Ed Hons (Deaf Education) is currently being offered, and will be available as an online offering. The UJ Advanced Diploma (Remedial education) is currently being offered.

A national collaborative conference is planned to take place in 2019.

5.2 Progress made by universities in implementing their TEFIT programme development sub-projects

The programme development component of the project comprises 4 lead universities each with its own project objectives. The progress of the universities follows below.

5.2.1 University of Witwatersrand

WITS is leading a project to develop knowledge and practice standards for inclusive teaching in South Africa. The project team has followed a design approach that foregrounds the research data collected from the three research deliverables, extracts key information and uses this as a base for

the journal article. The implications of this are that the article has taken priority over the reports of the research undertaken.

Project deliverable	Progress
<p>Research report on a systematic review of the international literature on knowledge and practice standards for inclusive teaching to inform deliberations among universities.</p>	<p>Research was undertaken, and data extracted for the journal article. The research also informed the development of knowledge and practice standards.</p>
<p>Development of knowledge and practice standards for inclusive teaching for use in teacher education.</p>	<p>The draft standards have been developed and presented at an inclusive education stakeholder meeting, as well as at principals' forum in Gauteng. The draft has been used to frame the themes of the National Symposium on Teacher Education for Inclusive Teaching that was planned for July 2018. In addition, the British Council aligned the content of the <i>Teaching for all</i> module to the standards. The second draft will be presented for review at a national stakeholders standards meeting in March 2019 and thereafter finalised.</p>
<p>Research report on collaborative processes that develop national standards for teacher education for inclusive teaching.</p>	<p>Audio recordings of meeting discussions have been transcribed and the report will be finalised in 2019.</p>
<p>1 research article published in an accredited journal.</p>	<p>The journal article entitled "Developing standards for Inclusive Teaching in South Africa – a dilemma analysis" has been submitted to the South African Research and Education journal.</p>
<p>Research report on the convergences and divergences between the content of the current initial teacher education qualifications and other teacher education activities, and the newly developed knowledge and practice standards.</p>	<p>The research has been conducted and key ideas extracted to inform the article submitted to SARE for review.</p>

It was difficult to get project partners to agree on a suitable date for the first meeting and this delayed the start of the activities to meet the deliverable.

The project leader emigrated in 2018, and the project went through a period of transition characterised by very little activity and significant underspending. Since the appointment of a new

project coordinator, there has been good progress made on the article and commitment shown regarding the completion of the 3 reports on the research already conducted. The design approach has meant that the research reports have not been completed. This is a risk to the project reaching all its deliverables. The Department is in close communication with the new project leader who has indicated that the research reports will be a focus from 2019.

Overall progress assessment	There is a possibility that the project deliverables may not be met.
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5.2.2 University of Witwatersrand

WITS is being supported to further establish its Centre for Deaf Studies as centre of specialisation for deaf education, including teacher education for teachers of Deaf learners.

Project deliverable	Progress
Development of a Postgraduate Diploma in Deaf Education.	The Postgraduate Diploma in Deaf Education is being offered.
Development of a B Ed Honours in Deaf Education.	The B Ed Honours in Deaf Education will be offered in 2019.
Development of short courses in deaf education.	A pilot training session has been conducted to test the various ideas for the development of Infant Development and Disability and Early Interventionist-HI: Home Interventionist short course.
Employment of a lecturer for Deaf education.	A staff member has been appointed.
Development of learning and teaching materials for Deaf education, including teacher education.	A range of materials have been developed as described below.
Research in Deaf Education.	A range of research activities are underway as described below.

Two story series have been published, namely Benjamin girl Books 1-3 and Ingani Yami Books 1-2.

A pilot set of worksheets and activities, relating to the book series has been developed. There is a collaborative project for the essential “new teacher” resource of basic South African Sign Language (SASL). An appointment of a Deaf adult in a film/editing and production post has been made. The centre is collaborating with the University of Manchester in research and publications and in making movies on Deaf issues.



FIGURE 12: A SERIES OF BOOKS ARE BEING PUBLISHED AS LEARNING SUPPORT MATERIALS FOR DEAF EDUCATION

An anthology of Deaf Poetry (*Fragments of Silence*) has been published by Dr Guy McIlroy of the Centre for Deaf Studies.



FIGURE 13: COVER PAGE OF THE POETRY ANTHOLOGY PUBLISHED BY DR MCLLROY

A survey instrument for the survey of teachers' understanding of early childhood development and what the deaf and hard of hearing child brings to the pre-school context has been developed basing survey items on two international studies on ECD knowledge.

The Deaf Education Review on Psychological Assessment of Deaf and Hard of Hearing Learners has been completed in a draft form.

The systematic and narrative review of Deaf Education in South Africa is currently in progress and makes use of two data sources. The survey instrument has been developed basing the survey items on two international studies on ECD knowledge. The survey instrument has been developed with an international expert in the field of Deaf Education during a recent visit to the CFDS.

In terms of the review of the current education curriculum used for deaf learners in the 3-6 years/foundation phase bracket, material has been obtained from a school in KwaZulu-Natal and is in process of being analysed. Curriculum material from other schools is in the process of being obtained. Nine postgraduate students have been awarded bursaries to pursue their research in Deaf Education and Deaf Studies.

Overall progress assessment**The project is on track to achieve project deliverables**

5.2.3 University of Pretoria

UP is being supported to develop the Centre for Visual Impairment Studies as a centre of specialisation for education of the visual impaired.

Project deliverable	Progress
Development of an Advanced Diploma in Education in Visual Impairment Studies.	The Advanced Diploma in Education (Visual Impairment studies) has been developed for distance and contact modes of delivery and is currently in the CHE accreditation process.
Employment of one new lecturer.	A lecturer was appointed on 01 August 2017 on a five year contract.
Development of teacher education materials to support visual impairment studies.	OER material for all modules that form part of the Advanced Diploma in Education (AdvDip) in Visual Impairment Studies is in process and will be developed by March 2012.
Research report on a participatory study undertaken to explore the needs and experiences of teachers and practitioners in the field.	The fieldwork has been completed.
3 Masters or Doctoral students are supported to complete their studies.	7 students are being supported to complete their Masters and PhD studies.
3 research articles published in accredited journals.	6 conference presentations have been made and it is anticipated that 4 articles will be published by 2020.

The infrastructural development of the centre has been challenging. However, UP has made available a venue where the Centre will be located. It is planned that the Advanced Diploma will be offered in 2020.

The centre is currently working on co-writing a book that runs across all modules of the Advanced Diploma in Education (Visual Impairment) in collaboration with other centres of excellence like the Centre for Deaf Education.

Overall progress assessment**The project is on track to achieve project deliverables**

5.2.4 University of Johannesburg

UJ is being supported to develop the Centre for Neuro-developmental Learning Needs as a centre of specialisation focussed on education in the area of Neuro-Development Disorders.



Project deliverable	Progress
Development of Short Learning Programmes focussed on teacher education for teachers of learners with neuro-developmental learning needs.	The content for the Short Learning Programme - 'Scholastic Assessment in Inclusive Classrooms' and 'Learning Support in Inclusive Classrooms' has been revised and aligned with the SIAS policy and curriculum differentiation policies. A new Short Learning Programme: ' Teaching learners with Neurological Disorders' has been conceptualised.
Development of content for the online platforms for delivery of the Advanced Diploma in Remedial Education.	The content for the delivery of the Advanced Diploma in Remedial Education through online platforms has been developed.
Strengthening the inclusive education/special needs focus in the B Ed Foundation Phase degree.	The integration of the SLPs into the B Ed degree is in the negotiation process with the Department of Childhood Development.
Development of the Post Graduate Diploma in Education (Inclusive Education) for online mode of delivery.	The Post Graduate Diploma in Education (Inclusive Education) for online mode of delivery has received accreditation from CHE AND SAQA. All 4 modules and online assignments have been loaded. Training of tutors was done in 2018.
Development of an Advanced Diploma (Remedial Education)	The programme has been submitted to CHE and SAQA.
Develop a custom designed, open resource website for education in the area of neuro-developmental learning needs.	The website has been redesigned (www.teachme.org).
Research report that describe how principals, school-based support teams and teachers in primary schools monitor and implement the Screening, Identification, Assessment and Support (SIAS) strategy in order to determine the appropriate support and/or placement	The research report has been developed.

of learners with neuro-developmental disorders.	
3 Masters and 3 Doctoral graduates supported to complete their studies.	3 Masters and 5 Doctoral graduates are being supported.
4 research articles published in accredited journals.	4 research articles published.

The centre is experiencing a challenge in terms a suitable venue to house it. However, after the Department's discussion with faculty leadership, it was resolved that a venue would be found. In addition, the Dean informed the Department that if the proposal to set up the Centre was approved by the Department, UJ would co-fund the project.

Overall progress assessment **The project is on track to achieve project deliverables**

5.3 Conclusion

The TEFIT project has generated research, knowledge and practice standards, material and resources and supported academics to undertake post graduate studies – this has and will continue to strengthen university capacity to offer quality teacher development and thereby impact on the quality of teaching and learning for children who are most in need of this basic human right. In addition, the level of collaboration with universities, the DBE, NGO's, South African organisations for special needs children as well as engagement with civil society organisations such as WVOB and the British Council, have been a tribute to the commitment of the universities undertaking the TEFIT project.

6. THE UNIVERSITY TEACHING AND RESEARCH ENHANCEMENT PROJECT (UTREP)

Sentence on goal/aim

6.1 Overall progress made with implementing the UTREP

Table 5 shows the indicators and targets for the UTREP.

TABLE 5: PROGRESS MADE WITH ACHIEVING THE TARGETS SET FOR THE UTREP

THE UNIVERSITY TEACHING AND RESEARCH ENHANCEMENT PROJECT (UTREP)		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
Indicator: Enhance capacity in research in education through scholarship awards (75% to young, black and/or women scholars),												
Indicator: Enhanced research output on research on post-school education and training, including teacher/ lecturer education.												
Indicator: Strengthened capacity to support and monitor teaching and learning development activities at universities.												
TARGET AND STATUS AS AT 31 DECEMBER 2018		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
At least 15 universities have signed agreements in place with the DHET to conduct specific research projects in post-school education and training.												
Scholarships are awarded to 35 Masters students and 35 Doctoral students, 75% of whom are young, black and/or women.												
At least 30 Masters scholars have graduated, and at least 30 of the PhD scholars are close to completing (writing up) or have done so.												
At least 30 articles emanating from / based on the research have been published in an accredited journal												
24 analytic monitoring reports evaluating the implementation of Teaching Development Plans/ University Capacity Development Plans, based on site visits and progress reports approved by the Director-General annually.												

The targets set for the project have generally been exceeded. 93 scholarships have been awarded to students, with a demographic spread as follows:

	Male	Female	African	coloured	Indian	white	Total
Number	30	63	45	23	6	19	93
%	32	68	48	25	6	21	100

Annexure A is a list of postgraduate students supported with scholarships through the TLDCIP.

Annexure B is a list of conference paper presentations based on TLDCIP project work.

Annexure C is a list of published journal articles based on TLDCIP project work.

The UTREP is currently being implemented through 16 research projects that are linked to the other 4 project areas. The table below summarises progress for each project.

6.2 Progress made in implementing the UTREP research projects


Table 5: Progress made in the research projects that are part of the UTREP

Project title	Lead university	Deliverables	Progress
1. Development of a Journal for Post-School Studies	UWC	To establish an Academic Journal focussed on aspects of Post-School Education and Training	The Journal for Vocational and Continuing Education and Training (JOVACET) was successfully launched in November 2017
		Annual publication of the journal from 2017 onwards, with a target of 20 articles per publication	9 articles were published in the first edition of the journal in 2018.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
2. Access to, participation in and barriers to post-school education and training	UWC	A comprehensive research report	A number of writing retreats and workshops have taken place. The research is being undertaken through Masters student work.
		Support for 25 Masters and 15 PhD students	16 students registered 15 students submitted research proposals for ethical clearance
		A minimum of 6 journal articles published in accredited journals.	No articles published as yet.
		A minimum of 15 conference papers delivered at a national conference and 1 conference paper at an international conference.	The institution organised a national conference on 25 and 26 November 2018 where conference papers were presented by both the students that have been recruited on the project and the project team.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.

Project title	Lead university	Deliverables	Progress
3. Research and development of a curriculum framework for the Adv Dip in Adult and Community Education and Training Teaching	UWC	Develop a National Curriculum Framework for the Diploma in Adult and Community Education and Training Teaching.	The Curriculum Framework has been collaboratively developed and is available to all universities.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
4. Research and development of a curriculum framework for the Adv Dip in Adult and Community Education and Training Teaching	DUT	Production of curriculum framework for the Advanced Diploma in Adult and Community Education and Training (Adv Dip ACET).	The curriculum framework has been developed with input from participating institutions. The draft is almost ready for finalization and ahead of target.
		Establish a community of practice among lecturers and researchers as South African Universities that offer, or plan to offer qualifications in Adult and Community Education.	The following institutions are participating in developing the curriculum framework for the Adv Dip ACET Fort Hare university; University of Limpopo; Tshwane University of Technology Walter Sisulu university; University of KwaZulu-Natal; University of South Africa Nelson Mandela University ; University of Cape Town
		At least one Journal article focused on the work in the project	To be undertaken by 2019/2020
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.

Project title	Lead university	Deliverables	Progress
5. Effective delivery of the Work-Integrated Learning (WIL) component of TVET and ACET lecturer qualification programmes		Capacity building of educational faculties and staff to offer the industry/workplace-based WIL component of TVET and ACET initial professional qualifications programmes.	Four workshops have been held with participating institutions. WIL Frameworks for TVET and ACET programmes are being finalised.
		Identification of key knowledge components related to offering the industry/workplace-based WIL component of TVET and ACET initial professional qualifications programmes and publishing of three research papers.	Seven research grants have been given to selected academics employed at public universities. The key areas of knowledge components being researched include; current teaching practice processes and procedures in education faculties, industry WIL capacity building needs of education staff, alignment of current practice with new policies for TVET & ACET lecturer development, current relations between education faculties and local industry, best practice model for integrating industry WIL and teaching practice, appropriate management systems & structures for industry-based WIL, and lessons learnt from overseas and local Industry WIL practice in teacher education. A significant number of publications and conference papers have resulted from this project. (See Annexure B)
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
6. Investigating the pedagogical capacity required of TVET lecturers to bridge theory, practice and the world of work.	UFS	A comprehensive research report	32 researchers from seven universities participating. Ethical clearance has been obtained. Data has been collected from 27 of the 50 TVET colleges. Two writing retreats have been held to develop draft articles for publications. Four student conferences have been hosted by UFS. Post-graduate student workshops have also been held as support sessions where

			structured support is provided and provides professional development opportunities for the supervisors
		A minimum of 8 journal articles published	One journal article has been published from the project with 6 draft articles undergoing the review process and 4 having been submitted for publication. Furthermore, the project team is currently working on nine draft articles for publication.
		A minimum of 6 conference papers delivered at relevant conferences	16 conference papers have been delivered at various relevant conference with four of these papers having been published in conference proceedings.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
7. Vocational Pedagogy- An iterative exploration between theory and practice	WITS	A comprehensive research report	The research process is in progress. Ethical clearance has been obtained and 4 case studies commissioned.
		Four case study reports	with MOAs signed with 2 of the 3 participating institutions (WITS, Tshwane University of Technology, NMU & UP) to undertake case studies. Data collection is in progress on the case studies. A writing retreat was conducted with the participating institutions were initial conceptualisation of the case studies was done together with a draft of the literature review.
		A minimum of 6 journal articles published in accredited journals	No articles have been submitted for publication as yet.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
8. The Project for Early Childhood Policy Analysis	UFH	Conduct research into the relationship between National, Provincial and Local Early Childhood Care and Education Policies	The first phase of the research consisted of a literature review and has been concluded. The empirical phase of the research is underway.
		At least 4-6 peer-reviewed articles published in accredited journals	No articles published as yet.

		<p>Presentation of research at appropriate conferences/ forums, including the national dialogue events that are organised as part of the TEECCEP.</p>	<p>Findings from data produced from phase one were presented to the Eastern Cape Early Childhood Development (ECD) Forum.</p>
		<p>Satisfactory progress towards completion of doctorate degree studies by 2 students and completion of a master's degree by 2 students per participating institution by 2019/20.</p>	<p>Twenty-three students have registered across the 6 participating institutions and are at various stages of progress. All students have been assigned supervisors. One more student will be recruited to register in 2019.</p>
		<p>Overall progress assessment</p>	<p>The project is well on track and it is likely that all deliverables will be met.</p>
<p>9. The Transformative Pedagogy for Early Childhood Education (TPEC) Project</p>	<p>CPUT</p>	<p>A structured research report</p>	<p>The first phase of the research (a literature review) has been completed and a report produced. The data collection for the second phase and the data transcription and analysis were completed at the end of June 2018.</p>
		<p>At least 4-6 peer-reviewed articles published in accredited journals</p>	<p>No articles have been published as yet. A writing retreat was held with all participants in July 2018.</p>
		<p>Presentation of research at appropriate conferences/ forums, including the national dialogue events that are organised as part of the TEECCEP</p>	<p>Three project participants presented papers at the SARAECE National Conference in May 2018 in Pretoria.</p>
		<p>Satisfactory progress towards completion of doctorate degree studies by 1 students and completion of a masters degree by 3 students by 2019/20.</p>	<p>One PhD student has registered and one MEd students will register in 2019.</p>
		<p>Overall progress assessment</p>	<p>The project is well on track and it is likely that all deliverables will be met.</p>

Project title	Lead university	Deliverables	Progress
10. Further Advancement of the South African Journal of Childhood Education	UJ	Volumes 6, 7, 8 and 9 published in 2016/17; 2017/18, 2018/19 and 2019/20 respectively.	Volume 8 was published in December 2018. The journal is now on the Norwegian index and the emergent Social Sciences Citation index of the Web of Science (WoS) (SSCI – Clairvate Analytics – previously Thomas Reuters and ISI).
		Hosting of 3 writing workshops, 3 editing workshops and 3 reviewer workshops, 1 of each kind in 2017, 2018 and 2019.	Two writing workshops were held with a total of 59 participants. A writing, reviewing and editing training workshop was held in the 3rd quarter for 20 participants at the Soweto campus. A day-long workshop was held during the SARAEECE conference in May. The aim was to show the style guide of the journal in action.
		Volumes 6, 7, 8 and 9 published in 2016/17; 2017/18, 2018/19 and 2019/20 respectively.	Volume 8 was published in December 2018. The journal is now on the Norwegian index and the emergent Social Sciences Citation index of the Web of Science (WoS) (SSCI – Clairvate Analytics – previously Thomas Reuters and ISI).
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.

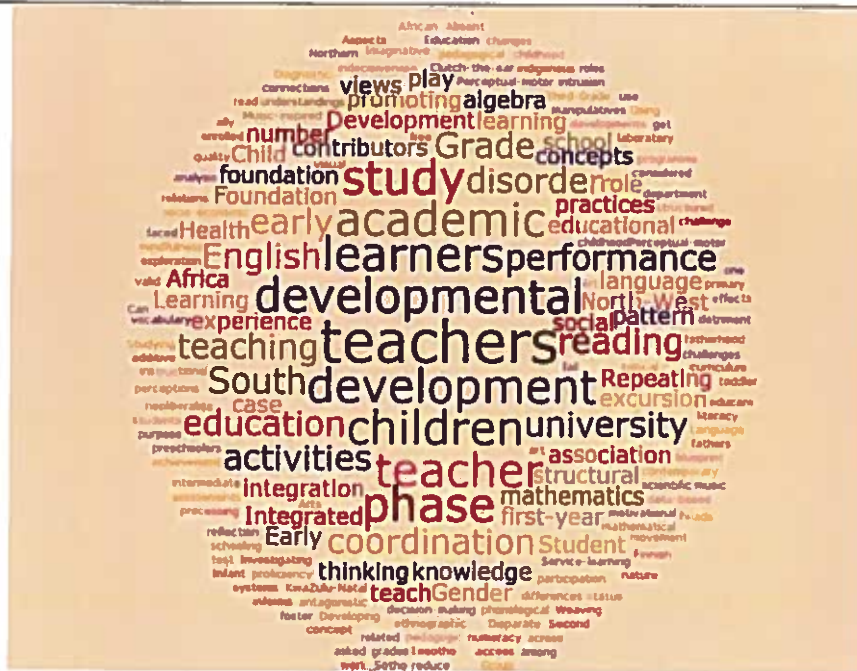



Figure 15: The 'words' of Volume 8 of the South African Journal of Childhood Education

<p>11. Desktop Review of institutional, NPO and TVET Training Programmes in ECCE in South Africa</p>	<p>RU</p>	<p>A database of training programmes available on SARAACE website</p>	<p>The database on institutional offerings was cleaned up in the first quarter of 2018 by the project co-ordinator and only includes institutions that are currently contactable.</p>
		<p>A structured project report</p>	<p>A draft of the research report has been completed and reviewed by the consultants.</p>

		A database of training programmes available on SARAECE website	The database on institutional offerings was cleaned up in the first quarter of 2018 by the project co-ordinator and only includes institutions that are currently contactable.
		A structured project report	A draft of the research report has been completed and reviewed by the consultants.
		At least 1 peer reviewed article published in an accredited journal	No journal articles have been published
		Presentation of research findings at appropriate conferences/forums, including the national dialogue events that are organised as part of the TEECCEP	The initial findings were presented at a meeting of the Project for Inclusive Early Childhood Education and Care (PIECECE) as well as at a Community of Practice for ECD event and at the SARAECE National Conference in May 2018
		Overall Progress	There is a possibility that the project deliverables may not be met. The project coordinator has resigned from the university which meant that the project work was interrupted. A new project coordinator has been appointed.
12. Development of an indexed excel database on research publications in ECD	RU	Indexed database available on SARAECE website and other relevant platforms	To date 1275 records have been created by the librarian linked to the SARAECE website via the 'database' tab. A user manual has been developed providing a guided tour of the website and database.
		A structured research report on the use of the database	The traffic on the use of the site is being monitored on a monthly basis. This will form the basis of the report which will only be started in 2019 when a reasonable period has transpired to provide a comprehensive overview of the use of the database.
		At least 2-3 peer-reviewed articles published in accredited journals	No articles have been published to date.

		Overall progress assessment	There is a possibility that the project deliverables may not be met. The project coordinator has resigned from the university which meant that the project work was interrupted. A new project coordinator has been appointed.
13. Project for the collaborative development of curriculum frameworks for the Dip ECCE and the B Ed ECCE and design and development of support materials [The work for this project is carried out within a consortium of university, NGO, TVET and Civil Society Organisations (CSOs), called the Project for Inclusive Early Childhood Care and Education Project (PIECCE)]	UNISA	A collaborative process to develop a curriculum framework that informs programme development and materials development.	A framework for change to guide and evaluate the work of the project has been designed and a communications framework has been established for sharing the work, the findings and the products of the project, internally and with external stakeholders.
		Conduct a research review of fitness for purpose of a representative selection of existing ECD and related capacity building programmes.	A set of criteria of fitness for purpose of quality programmes in inclusive ECD and developed a research design and instruments was agreed on. Instruments for empirical research were designed and HEIs NGOs and TVETs conducted surveys in their institutions and in ECD centres. The review was conducted by task teams and a final research review report has been produced.
		Develop standardised Programme Frameworks for the Diploma in ECCE at level 6 and the BEd in ECCE at Level 7 overall Progress Report	A final draft of the framework has been distributed to the wider consortium and to the PIECCE Community of Practice
		Design and develop support materials for the Level 6 Dip (ECCE)	Materials development for selected modules of the diploma and degree has started.
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
14. Research and development of a short course for universities: Foundations for Initial Teacher Education in Early Childhood (0-4)	UCT/ PRAESA	Research and develop a packaged five-day orientation course for academics with supporting materials	A practical hand-on course was developed, including a conceptual framework and comprehensive suggested reading list. Materials sourced and developed to use as resources during the training. Participants mostly included staff from NGOs and

		Delivery of the course with all universities involved in the Teacher Education for Early Childhood Care and Education Project invited to participate.	A 5-day hands-on practical course was delivered to 20 participants in January 2018.
		A structured report on the course is submitted.	A structured report was submitted
		Overall progress assessment	The project is well on track and it is likely that all deliverables will be met.
15. Research and development of knowledge and practice standards for inclusive teaching in South Africa	WITS	Research report on systematic review of the international literature on knowledge and practice standards for inclusive teaching to inform deliberations among universities.	Research was undertaken, and data extracted for the journal article. The research also informed the development of knowledge
		Development of knowledge and practice standards for inclusive teaching for use in teacher education.	The draft standards have been developed and presented at an inclusive education stakeholder meeting, as well as at principals' forum in Gauteng. The draft has been used to frame the themes of the National Symposium on Teacher Education for Inclusive Teaching that was planned for July 2018. In addition, the British Council aligned the content of the <i>Teaching for all</i> module to the standards. The second draft will be presented for review at a national stakeholders standards meeting in March 2019 and thereafter finalised.
		Research report on collaborative processes that develop national standards for teacher education for inclusive teaching.	Audio recordings of meeting discussions have been transcribed and the report will be finalised in 2019.
		1 research article published in an accredited journal	The journal article entitled "Developing standards for Inclusive Teaching in South Africa – a dilemma analysis" has been submitted to the South African Research and Education journal.
		Overall progress assessment	The project is well on track and it is likely that all deliverable will be met

6.3 Conclusion

The Collaborative Research Projects have gained momentum as the data has been collected and analysed. Project participants are now engaging in writing up the findings and are able to start articulating these in published research articles and conference presentations and papers. Two projects are ready to be closed out, having all but achieved their deliverables. The SAJCE has published three of the four volumes, consisting of over 90 articles, all of which has been enabled through project funding support of half of the page fees. Significant research capacity in the various teacher education focus areas are being developed through the UTREP.

7. EXPENDITURE FOR THE TLDICIP

7.1 Overall TLDICIP expenditure and expenditure per project

The TLDICIP has been allocated R200 million to be expended over 5 project areas, as well as for overall administration of the programme, over the 5 years of programme implementation. The overall expenditure as well as the expenditure per project area is shown below:

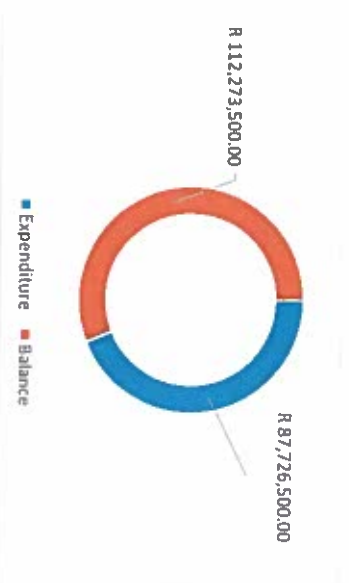


FIGURE 14: OVERALL TLDICIP EXPENDITURE

The TLDICIP overall has a budget of R200 million.

As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R87 726 500.00, and the balance is R112 273 500.00.

This reflects an expenditure rate of 43.9% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities.

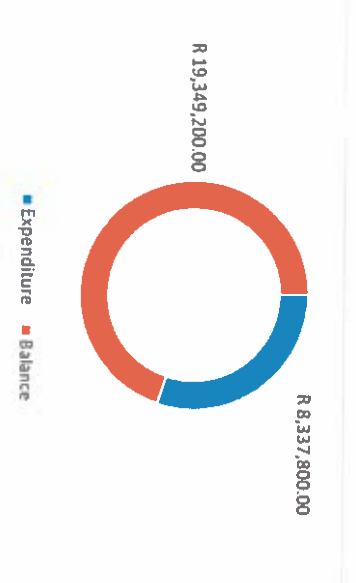


FIGURE 15 : OVERALL TEECCPEP EXPENDITURE

The TEECCPEP programme development component has a budget of R27 687 000.00

As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R8 337 800.00, and the balance is R19 349.20.

This reflects an expenditure rate of 30.1% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities.

The main reason for the lower expenditure in this project was that programme development work could only start after the qualifications policy was in place, and the national curriculum frameworks for the ECCE B Ed degree and the ECCE Diploma were in place.

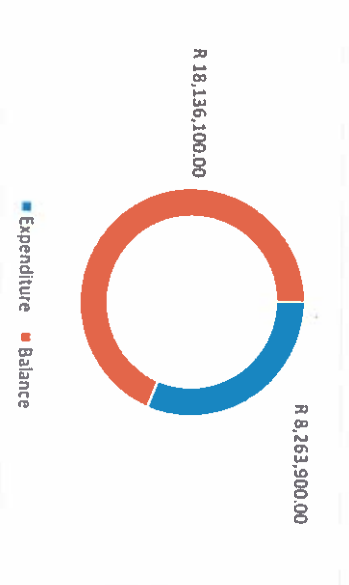


FIGURE 16: OVERALL PRINTED PROJECT EXPENDITURE

The **PrintED** Project has a budget of R26 400 000.00

As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R8 263 900.00 and the balance is R18 136 100.

This reflects an expenditure rate of 31.3% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities.

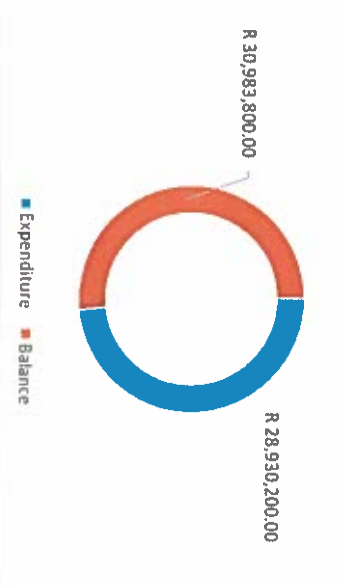


FIGURE 17: OVERALL CLEP EXPENDITURE

The **CLEP** programme development component has a budget of R59 914 000.00

As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R28 930 200.00 and the balance is R30 983 800.00.

This reflects an expenditure rate of 48.3% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities.

The expenditure is this project is aligned with projections.

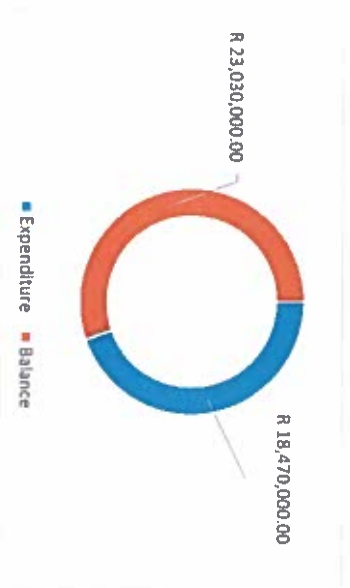


FIGURE 18: OVERALL TEFIT EXPENDITURE

The TEFIT Project has a budget of R41 500 000. As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R18 470 000.00 and the balance is R23 030 000.00.

This reflects an expenditure rate of 44.5% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities. The expenditure is this project is slightly misaligned with projections, largely as a result of the challenges created by the emigration of the coordinator of the project to develop inclusive teaching standards.

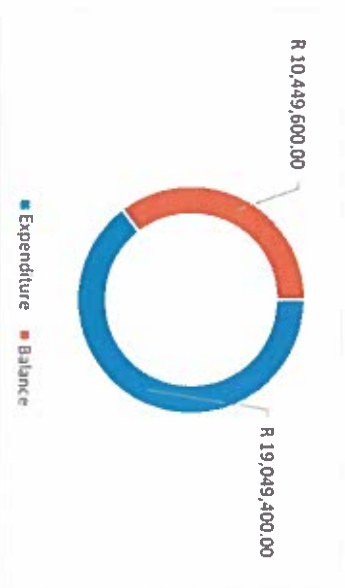


FIGURE 19: OVERALL UTREP EXPENDITURE

The UTREP has a budget of R29 499 000.00.

As at 31 December 2018, at the midpoint of the programme, the overall expenditure is R19 049 400.00 and the balance is R10 449 600.00.

This reflects an expenditure rate of 64.6% at the midpoint of the programme. The expenditure was expected to increase substantially in the first quarter of 2019 as the next tranche payments are made to project universities.

The expenditure is this project is aligned with projections.

7.2 TLDCIP administration expenditure

R15 million has been allocated to enable efficient administration of the TLDCIP, including to build networks which can help to support the implementation of the TLDCIP, and to entrench the gains that are made through the TLDCIP in the higher education system. This includes building systems and processes and acquiring infrastructure that will enable the Chief Directorate for Teaching, Learning and Research Development to stabilise and create the platform to support teaching, learning and research development in the higher education sector going forward.

The administrative budget is being utilised to achieve this.

Figure 20 below illustrates the expenditure incurred thus far in the administration component of the programme.



FIGURE 20: TLDCIP ADMINISTRATION BUDGET ALLOCATION AND EXPENDITURE

The Administration budget allocation amounts to R15 000 000.00. Thus far R4 675 200.00 has been utilised, reflecting an expenditure rate of 31.2% at the midpoint of the programme. Significant savings have been made as a result of the programme manager being taken up as a permanent employee by the Department, which is thus covering her salary. The programme manager continues in her role, as part of her Department work.

As seen above, the largest expenditure in the Administration budget is for staff salaries, including the salary of the programme manager up to the point of absorption into the Department, a project administrator, and two project managers (TECCCEP and CLEP). The other projects are being managed by the Department staff.

Goods and Services make up the next largest expenditure, and this covers expenses such as travel and accommodation, conferencing, purchasing of equipment to generally enable and support the teaching, learning and research development work of the project. The Administration budget has also been used to enact some teaching development activities that will become part of the UTREP as the project plan for this project is finalised. These activities included support for the work of the Department's UNISA Initial Teacher Education Review, the development of a Framework for Strengthening Academics as University Teachers, and to enable the Department to build partnerships for teaching, learning and research development with a range of domestic and international partners.

7.3 Planned review of the TLDICIP budget

An extensive exercise was undertaken to closely review all university projects and the administration budget, with a view to determining what the remaining realistic expenditure needs are for each project until ten end of the programme, to ensure successful programme conclusion. This exercise has resulted in reduced budgets for a significant number of the university-led projects where expenditure was slow, and where redirection would not compromise the project deliveries. This has enabled an amount of funds to become available, that will be used to beef up the administration budget as needed and to formally enact project 5 – the University Teaching and Research Enhancement Project, which has up to now, been supported through fund allocations within the other 4 projects and from the administration budget.

The Director-General's approval for a reconfigured budget and for the approval of a formal project plan for the UTREP will be sought.

7.4 Conclusion

The budget allocated for the TLDICIP is substantial and is sufficient to ensure that the programme is effectively implemented to achieve its deliverables. In addition to the specific deliverables of the TLDICIP, a number of value-add benefits will have been achieved through utilisation of the funds to initiate and support a range of work to strengthen teaching, learning and research capacity in the South African university system.

8. CONCLUSIONS

The TLDCIP is a complex programme with multiple sub-components being implemented at different levels of the university system. It is a mammoth task to oversee the implementation of 52 sub-projects and ensure that they are being effectively implemented and work together to contribute to the development of the national teacher education and university system. Effective collaboration is fundamental to the success of the programme, as is the oversight role that the Department must play to ensure its successful implementation. The Department will continue to exercise strong oversight over the implementation of TLDCIP sub-projects to ensure that the overall goals of the programme are met.

The visibility of the TLDCIP must be improved. The work that is being undertaken through it, and the results that are being achieved must be more strongly communicated to role-players and stakeholders in teacher education, university education and to the general public. The implementation of a visibility strategy will be a priority for the programme in 2019.

The programme is approaching the stage where the multiple products emanating from it must be taken up in teacher education programmes at universities if they are going to contribute to quality improvement in the sector. This will be a focus of the programme in the second half of its implementation period.

The funding support from the European Union has contributed immensely to strengthening teaching, learning and research capacity in the South African university education system, and the support is gratefully acknowledged.

Annexure A: Postgraduate students supported through the TLDICP

	NAME	DEGREE	YEAR REGISTERED	UNIVERSITY	TITLE OF DISSERTATION/THESIS OR SPECIALISATION
1	Adams-Gardner M	Masters	2015	UWC	Psycho-social barriers to participation in adult learning and education. Applying a Psycho-Social Interaction Model
2	Adendorff Z	Doctorate	2017	UP	Professionalisation of the ECD sector through a policy-driven initiative
3	Andrews P	Masters	2016	UWC	Access, participation and barriers to participation among adult students at a South Black TVET college
4	Aploon-Zokufa K	Doctorate	2018	UWC	From knowing informally to knowing formally... The social construct of adult learning for Early Childhood Development Practitioners.
5	Bachelor M	Masters	2017	UP	Implementation of SASL in foundation phase : a case study about transformational and transformative leadership
6	Baloyi P	Masters	2018	VUT	Mechanical Engineering
7	Baloyi-Mothibeli S	Masters	2015	UFS	A strategy to improve professional curriculum practice in a grade R mathematic class
8	Bartholomeus P	Doctorate	2016	CPUT	Adapting Teaching Practice to accommodate industry based WIL for TVET lecturer qualifications
9	Bestbier A		2017	UJ	Viewing resilience in young adults with an ADHD-diagnosis
10	Candiotas V	Doctorate	2017	UP	Engineering graphics
11	Chetty M	Doctorate	2017	UP	Key component of a training framework for ECCE Practitioners
12	De Buys R	Masters	2014	UWC	Student persistence among foreign students at a faith-based Higher Education Institution in the Western Cape
13	Dyantyi T	Masters	2018	NMU	Teach how they learn: Exploring a humanising vocational pedagogy in a Tourism classroom using participatory action research and learning (PALAR).
14	Elise L	Masters	2016	UJ	Learning with a central auditory processing disorder: Phenomenological case studies exploring pupil's experiences
15	Fourie J	DED	2017	UJ	School based collaborative support networks in fostering inclusive education in selected South African Schools
16	Fritz D	Masters	2017	UP	Pedagogical Leadership in ECD Centres in Namibia
17	Gaffoor A	Masters	2016	CPUT	Factors influencing programme completion of National Certificate (Vocational) students at a college in the Western Cape, South Africa

18	Gcwensa S	Masters	2018	UKZN	TVET Specialization
19	Govender C	Masters	2018	UKZN	TVET Specialization
20	Harkson A	Masters	2018	UNISA	Sustaining ECD as a priority development phase in South Africa: exploring care in the implementation of 0-4 curriculum in ECD centres in Gauteng
21	Hearne V	Masters	2014	UWC	Participation and barriers to participation in adult learning at a Community College in the Western Cape. A Chain of-Response Model
22	Hector M	Masters	2016	UWC	Access, participation and barriers to adult learning at a TVET College in the Western Cape
23	Hendricks E	Masters	2014	UWC	Psychosocial Barriers to Participation in an Academic Programme at a University in the Western Cape: A Psychosocial interactive Model
24	Holmes L	Doctorate	2017	UJ	Compensating for barriers to developmental dyslexia
25	Hooijer E	Doctorate	2017	UJ	Teacher Education for inclusive education in three provinces
26	Hoosain A	Masters	2015	UWC	Pre-entry factors, academic integration and student persistence at a university in the Western Cape
27	Horne A	Masters	2018	NMU	An exploration of a humanising vocational pedagogy in work integrated learning (WIL) spaces at TVET Colleges
28	Issacs D	Masters	2016	UWC	Access, participation and Success among Adult learners in a higher education institution in the Western Cape
29	Jaca C	Doctorate	2018	WSU	The impact of the NCV programmes in addressing the economic needs in the Eastern Cape Province
30	Jansen H	Masters	2015	UWC	Institutional commitments, integration and student persistence in the NC (V) Safety in Society at a TVET College in the Western Cape
31	Jozif F	Masters	2018	WSU	Perceptions of ECCCE educators on Instructional Policy : A case of selected ECD centres
32	Karan J	masters	2017	UFH	Inclusion in ECD 0-4
33	Khulula S	Masters	2018	UKZN	TVET Specialization
34	Larke S	Masters	2016	UWC	Access, participation and success among mature adult learners at a TVET College in the Western Cape
35	Lawrence MN	Doctorate	2017	CPUT	Challenges facing Work Integrated Learning (WIL) elements of civil engineering programmes at TVET colleges in South Africa
36	Le Roux V	Masters	2016	UJ	Supporting parents who have children in a Gauteng special needs class
37	Lumka N	Masters	2016	UP	The perceptions of deaf youth about HIV/AIDS at two schools for the Deaf in the Eastern Cape Province

38	Madondo N	Doctorate	2017	UKZN	Practitioners perspectives and experiences of teaching physical education invulnerable township ECD centres
39	Makhwanya NT	Doctorate	2018	UNIZUL	Creating learning environments for children from birth until formal school
40	Makiwane G	Masters	2018	UKZN	TVET Specialization
41	Malan M	Masters	2017	UP	Towards developing teacher competences for the holistic enablement of visually impaired learners
42	Maluleke L	Doctorate	2017	NMU	TVET
43	Matabane E	Doctorate	2016	UP	Mathematics
44	Mathebula S	Doctorate	2017	UFS	Influence of SA teachers: self-determination on enhancing curriculum implementation in the NW Province
45	Maļokana TM	Doctorate	2018	UP	Factors affecting the implementation of ECD policies in the rural Tshwane
46	Mawila D	Doctorate	2017	UJ	Resilience and Learners with Special Education Needs (LSEN): The impact of social ecologies support for learners with a Specific Learning Disability (SLD) on developing resilience in a Gauteng Province LSEN School.
47	McIlroy G	Doctorate	2017	UP	'The implementation of South African Sign Language (SASL) and Sign Bilingualism in a school for the Deaf interpreted through the Identity metaphors used by school leadership (SMT) and teachers
48	Modise R	Masters	2017	UP	The implementation of inclusive education by teachers of learners with visual impairment
49	Mogami C	Doctorate	2016	UJ	Teenage pregnancy amongst learners with disability
50	Mohammed A	Masters	2018	NMU	Learning through teaching: A TVET lecturers' self-study of a vocational pedagogy
51	Mongezi S	Doctorate	2018	WSU	Analysis of a multi sectoral stakeholder in ECCE in or Tambo Inland
52	Moodley S	Doctorate	2017	UP	'Paediatric hearing loss in South Africa: a survey of diagnostic audiology procedures in 3 South African Provinces.
53	Moyikwa S	Masters	2018	NMU	A case study exploring TVET student profiles and their perspectives on a humanising vocational pedagogy.
54	Mpungose MS	Doctorate	2017	UKZN	Children's socio-cultural development - Implications for ECD policy
55	Mtshatsha NDM	Doctorate	2018	WSU	The quality of TVET college lecturers: The dilemma between beached and formal professionalization in Eastern Cape Province
56	Munyai Rambelani F	Masters	2018	UNIZUL	Impact of early childhood care on children with special needs education from birth to the age of four years in rural communities

57	Muthewuli M	Masters	2018	UNIZUL	Developing teaching strategies for children from birth – 4 in rural setting
58	Naidoo L	Doctorate	2017	UCT	Education Formation and Role of Student Intellectuals: A case of Rhodes Must Fall student movement at the university of Cape Town 2015-2016
59	Nausheen A	Doctorate	2017	UJ	Supporting teachers to teach children with autism
60	Ncube G	MEd	2017	UP	The professionalisation of ECD
61	Ndelala N	Masters	2017	UKZN	Strategies of teaching young children – a case of multi aged community based ECD
62	Ndllovu S	Masters	2018	UKZN	TVET Specialization
63	Ngubane NN	Doctorate	2018	WSU	ACET
64	Nkhola M	Doctorate	2018	NMU	Giving voice to the voiceless: Lecturer perspectives on a capabilities approach to humanising and decolonising T&L in TVET colleges
65	Northcott D	BED	2017	UJ	Developing an APP for SLD learners to support reading
66	Opara J	Masters	2017	UJ	Exploring how newly qualified teachers support learners with neurodevelopmental disorders in mainstream classrooms
67	Pepeta N	Masters	2018	NMU	In pursuit of humanity through vocational pedagogies: TVET lecturer perceptions on humanising Teaching and learning
68	Phewa P	Doctorate	2017	UKZN	Physical well-being of children from 0-4 : Practitioners experiences in rural areas
69	Pottier L	Doctorate	2018	UCT	Exploring Community Learning Centres as sites for community and social justice education
70	Qokoyi E	Masters	2018	WSU	Perceptions of ECCE educators on the barriers encountered in inclusive ECCE settings
71	Reddy K	Masters	2018	UKZN	TVET Specialization
72	Rodrigues R	Masters	2015	UWC	Peer group interaction, academic integration and persistence in a foundation programme at a university in the Western Cape
73	Ruscheinski A	Doctorate	2014	UJ	The design and development of a visual literacy language programme for learners between the ages of 4 to 9 (focus on learners with intellectual difficulties)
74	Sako L	Doctorate	2017	UL	Integrating inclusivity into the curriculum at Technical and Vocational Education and Training Colleges in Limpopo Province.
75	Saungweme P	Masters	2015	UWC	Institutional experiences, academic integration and student persistence in a Management Development Programme at a university in the Western Cape

76	Saville A	Masters	2016	UWC	Access, participation and barriers among adult learners in a Community Education and Training Centre in the Eastern Cape
77	Shikwambana MM	BEd	2016	UJ	Psycho-educational support for an adolescent diagnosed with Bardet-Biedl Syndrome
78	Shoba K	Masters	2018	UKZN	TVET Specialization
79	Shoko R	BEd	2016	UJ	School based interventions and their effectiveness in controlling violent acts committed towards learners with special needs
80	Simelane P	masters	2018	UKZN	TVET Specialization
81	Sishuba BS	Masters	2017	WSU	An Investigation of the Contribution of Masimanyane International Women's Rights Non- Government Organisation on Capacity Building Practices and Expansive Learning for Women Empowerment in the Buffalo City Municipality : A Gender Equality Perspective in the Eastern Cape Province.
82	Skota- Davile N	Doctorate	2017	UFH	Children's socio-cultural development : Implications for ECD Policies
83	Smith B	Masters	2016	UWC	Access, participation, and success factors for a Higher Education Institution in the Western Cape
84	Stevens H	Masters	2016	UWC	Access, participation and barriers among adult learners in a community-based adult education programme
85	Stuurman N	Doctorate	2017	UFH	Language policies in ECD centres
86	Swartz E	Masters	2017	UFH	Parents' perceptions of quality ECD programmes : Implications for policies on managing ECD centres
87	Taylor B	Masters	2016	NWU	BEd Foundation phase student experience of distance learning
88	Thabe M	Doctorate	2017	UP	Utilising participatory reflection and action to develop a postgraduate qualification in visual impairment
89	van der Walt T	BEd	2017	UJ	Instructional strategies to accommodate Down Syndrome learners in the classroom
80	Vimbelo SW	Doctorate	2018	NMU	Transforming TVET leadership through explorations through explorations of a humanising Vocational Pedagogy
91	Williams G	Masters	2016	UWC	Access, barriers to participation and success amongst adult learners at a University in the Western Cape
92	Winson N	DEd	2017	UJ	Exploring classroom-based support strategies for foundation phase learners with developmental coordination disorder
93	Xhala X	Doctorate	2018	WSU	Ethical Leadership and quality ECCE Programmes: Implications for Policy

Annexure 2: Conference paper emanating from TLDClP projects

- Ameen, N. 2018. 'Supporting teachers to teach children with Autism.' PsySSA 24th Congress of Psychological Association of South Africa. September.
- Bipath, K. *New directions for the qualifications of Early Years practitioners in South Africa. Will old shoes hinder progress?* New Directions Conference, University of Aberystwyth, UK, 11 – 13 July 2018.
- Bipath, K. Oosthuizen, C and Ebrahim, M. *The effect of parent-teacher communication on the social-emotional development of young children.* EECERA Conference, Budapest, 28 – 30 August 2018.
- Chunderdooth, M & Fourie, J. 2018. 'Assisting Intellectually disabled girls with puberty education in a Special Needs school.' 3rd SA Symposium on Teacher Education for Inclusion. 11 July.
- Clarke, P. *Introduction to SARAECE Database & Website*, SARAECE Eastern Cape. Regional Conference, Rhodes University, 23 November 2017.
- Dunbar-Krige, H. & Fourie, J. 2018. 'Conceptualising Pre-Service teacher training programmes that focus on Supporting Learners with Special Needs in South African schools.' 3 July. EduLearn18—10th International Conference on Education and New Learning Technologies.
- Dunbar-Krige, H. Fourie, J. Holmes, L. & Louw, N. 2018. 'Engaging High-End Learners – Neurodevelopmental disorders and inclusion of the highly able learner.' South African Institute on High Ability and Talent Development. 7 October.
- Engelbrecht, M., Spencer, J., & van der Bijl, A. (2018). Employability of the National Certificate (Vocational) Tourism graduates from Technical Vocational Education and Training colleges. International Tourism Research Conference, Helsinki, Finland. 22 – 23 March 2018, Jyväskylä, Finland.
- Fourie, J & Dunbar-Krige, H. 2018. Supporting learners with Neurodevelopmental learning needs in Southern Africa. World Education Research Association. Congress. 3 August 2018.
- Fourie, J & Gafoor, L. 2018. 'Distinguishing between Sluggish Cognitive Tempo and Attention Deficit Hyperactivity Disorder.' PsySSA 24th Congress of Psychological. September.
- Fourie, J & Hooijer, E. 2018. Teacher Education for Curriculum Differentiation in four South African provinces. World Education Research Association, 3 August 2018.
- Fourie, J & Le Roux, V. 2018. 'Children with Intellectual Disabilities: Bridging the Communication gap between

- Fourie, J. 2018. 'Social Networking Theory as a Framework for Addressing Special Needs in South African Mainstream Schools' Edulearn18. 3 July.
- Galloway, G. *A transformative approach to ECCE: Infusing policy and practice*. SARAACE Eastern Cape, Regional Conference, Rhodes University, 24 - 25 November 2017.
- Girao, D & Fourie, J. 2018. 'Supporting a Zulu boy with a severe Learning Disorder in the Foundation Phase' 3rd SA Symposium on Teacher Education for Inclusion. 11 July.
- Greyling, S and Boikano, M. *Lifting the professional bar for SA's under and unqualified Grade R practitioners through work-integrated learning (WILL)*, SARAACE National Conference, Pretoria, 10 – 11 May 2018.
- Greyling, S. *Lifting the professional bar for SA's under and unqualified Grade R practitioners through work-integrated learning (WIL)*, Aros Conference 2018, Port Elizabeth, 25 July 2018
- Harrison, G. *Baseline Study of ECD Programme Offerings in South Africa*. SARAACE Eastern Cape Regional Conference, Rhodes University, 23 November 2017.
- Hooijer, W & Fourie, J. 2018. 'Developing a framework for in-service educator training in inclusive teaching strategies' 3rd SA Symposium on Teacher Education for Inclusion. 11 July.
- Kortjass M. *Enriching Learning and Teaching Through Artefacts: An Early Childhood Mathematics Teacher Educator's Self-Study*, SARAACE National Conference, Pretoria, 10 – 11 May 2018.
- Levin, E & Fourie, J. 2018. 'Supporting Learners with a Central Auditory Processing Disorder' 3rd SA Symposium on Teacher Education for Inclusion. 11 July.
- Madoada, N & Ndlovu, BN. *Understanding Play as a Teaching Strategy to Develop Pedagogic Content Knowledge in Early Childhood Education*, SARAACE National Conference, Pretoria, 10 – 11 May 2018.
- McIlroy, G. & Magongwa, L. 2017, *Deaf Mentors, Oral, Signing and everything in between*. FCEI Africa 2017, Rosebank Union Church, Johannesburg, South Africa. 27 - 9 June 2017
- Mzimela, J & Ramrathan, L. *Contextual Variation and Pedagogy in The Introduction of First Additional Language In Grade 1: A Multi-Case Study*, SARAACE National Conference, Pretoria, 10 – 11 May 2018.
- Nduna, N., & van der Bijl, A. (2018). Learning to teach Tourism and Hospitality Studies in South African Technical and Vocational Education and Training. *International Tourism Research Conference*, Helsinki, Finland. 22 – 23 March 2018, Jyväskylä, Finland.
- Nduna, N.J., & Van der Bijl, A.J. (2016). Promoting effective Work Integrated Learning (WIL) and Recognition of Prior Learning (RPL) Practices in the TVET Sector through Research. *Proceedings of the*

- VET Development Symposium (pp)*, Windhoek, Namibia. 23-25 August 2016. Namibian University of Science and Technology.
- Schmidt, K. Partnerships for prosperity: A need for Social Workers in ECD centres and Schools in the Eastern Cape. SARAECE Regional Conference: Eastern Cape Region, Rhodes University, 24 - 25 November 2017.
- Shumba, J and Adewumi ,T. Dominant theories underpinning ECCE Provisioning: Implications for Policy and Practice. SARAECE Regional Conference: Eastern Cape Region, Rhodes University, 24 - 25 November 2017.
- Storbeck, C & Birdsey, B. Behind the Scenes of Decision making: Heuristics, Black Swans and Invisible Gorillas. FCEI 2016. Bad Ischl, Austria. 15-17 June 2016.
- Storbeck, C. 2016. Invited Keynote Speaker. Early Intervention for families and their deaf infants: Implementation for developing countries. CLASH – Namibian Deaf Education Seminar, 6 April 2016.
- Storbeck, C. 2017, *Developing an Early Intervention Programme Model: The Good, the Bad and the Ugly*. FCEI Africa 2017, Rosebank Union Church, Johannesburg, South Africa. 27 - 9 June 2017
- Storbeck, C. 2017. *A longitudinal study of deaf children under the age of 6 years old in South Africa: Newborn hearing screening, maternal suspicion and age identification*. 8th South African Child Health Priorities Conference 2017. Pretoria. 30 Nov – 2 Dec 2017.
- Storbeck, C. 2018. Invited Keynote Speaker. Conducting Deaf Studies in Africa. 2nd International Conference on Sign Language and Deaf Education. Rabat, Morocco. 7-8 February 2018.
- Storbeck, C. 2018. Invited Keynote Speaker. Sign Language Interpreting: What should we know? 2nd International Conference on Sign Language and Deaf Education. Rabat, Morocco. 7-8 February 2018.
- Storbeck, C. 2018. Invited Keynote Round Table: Family Centred Audiological care for children and Adults. Invited Speaker. The core principles of family-centred early intervention for families with deaf and hard of hearing infants.
- Storbeck, C. 2018. Invited Keynote Speaker. Early Hearing Detection& Family Centred Early Intervention: What's the Rush? 17th Iranian Congress of Audiology, Tehran, Iran. 26-28 June 2018.
- Storbeck, C. 2018. Invited Keynote Speaker. The Link between Early Screening, Identification and Language Development. 17th Iranian Congress of Audiology, Tehran, Iran. 26-28 June 2018.
- Storbeck, C. 2018. The South African Journey Toward Family Centred Early Intervention. FCEI 2018. Bad Ischl, Austria. 14-16 June 2018.

- Storbeck, C. Strategically planning for FCEI Implementation in developing countries. FCEI 2016. Bad Ischl, Austria. 15-17 June 2016.
- Storbeck, C. 2016. Hot Topics: Early Intervention for developing countries: Pipe dream or Reality? Zero to Three. New Orleans, USA, December 2016.
- Van der Bijl, A. (2016). Implications of TVT and AET/CET policy frameworks for teaching practice (2016). Proceedings of the 2015 Teaching Practice Symposium.

Annexure 3: Published articles emanating from TLDClP projects

- Lasrado, R., Young, A. (2017). On surviving suicide in south India – Exploring support mechanisms from the perspectives of survivors and service providers. *Mental Health, Communication Disorders*, 62 (1), Art #126, 10 pages
- Moodley, S. & Storbeck, C. (2015). Narrative Review of EHDl in South Africa. *South African Journal of Communication Disorders*, 62 (1), Art #126, 10 pages
- Moodley, S. & Storbeck, C. (2016). Diagnostic Hearing Testing of Children 0-36 Months in 3 South African Provinces- Comparison of Audiology Records to HPCSA Guidelines (2016). *International Journal of Pediatric Otorhinolaryngology*, 91, 152-158
- Moodley, S. & Storbeck, C. (2016). Sedation for Paediatric Auditory Electrophysiology in South Africa (2016). *South African Journal of Anaesthesia and Analgesia*, 1(1), 1-5.
- Moodley, S. (2016). Paediatric Diagnostic Audiology Testing in South Africa. *International Journal of Pediatric Otorhinolaryngology*, 82, 1-7.
- Moodley, S., & Storbeck, C. (2017). Data management for early hearing detection and intervention in South Africa. *SA Journal of Information Management*, 19(1), 6-pages.
- Morgan, R., Glaser, M & Magongwa, L (2016). Constructing and Rolling out of the new South African Sign Language (SASL) Curriculum – Reflective critique. *Per Linguam: A Journal for Language Learning*. Vol 32 (2). P 15 -29.
- Rogers, K., Ferguson-Coleman, E., Young, A. (2017). Challenges of realising patient-centered outcomes for d/Deaf patients. *The Patient: Patient centred outcomes*
- Stander, M. & McIlroy, G. (2017). Language and Culture in the Deaf Community, A Case Study of a Special School. *Per Linguam*, 33(1) 83-99, <http://dx.doi.org/10.5785/33-1-688>
- Storbeck, C. 2016. Educating the deaf and hard of hearing learner. In: Addressing Barriers to Learning: A South African Perspective. 3rd Ed. Van Schaik: Pretoria.
- Storbeck. C & Young, A. (2016) The HI HOPES data set of deaf children under the age of 6 in South Africa: maternal suspicion, age of identification and newborn hearing screening. *BMC Pediatrics* 16:45
- Van der Bijl, A., & Lawrence, M. (in press). Retention and attrition among National Certificate (Vocational) Civil and Construction students in South African TVET. *Industry and Higher Education*.
- Van der Bijl, A., & Taylor, V. (2016). Nature and dynamics of industry-based workplace learning for South African TVET lecturers. *Industry and Higher Education*, 30(2), 98–108. doi:10.5367/ihe.2016.0297

- Young A., Rogers, K., Davies, L., Pilling, M., Lovell, K., Pilling, S., Belk, R., Shields, G., Dodds, C., Campbell, M., Buck, D., Nassimi-Green, C., Oram, R. (2017). Evaluating the effectiveness and cost effectiveness of BSL (British Sign Language) IAPT (Improving Access to Psychological Therapies): a mixed methods study. *NIHR Journals Library* (5) 24. <https://www.journalslibrary.nihr.ac.uk/hsdr/hsdr05240/#/abstract>
- Young, A. (2017). "Deaf children and their families: sustainability, sign language and equality", in: Declerck, G., Paul, P. (Eds) *Sustainability, sign language and equal opportunities: envisioning the future for deaf students* (pp32-48). Washington DC: Gallaudet University Press. <http://gupress.gallaudet.edu/bookpage/SLSEDO.html>