Education Research at the HSRC

Presentation at the 16 Commonwealth Conference of Education Ministers
11 December 2006, Cape Town

Anil Kanjee
Executive Director

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Outline

- **Overview of HSRC**
- **ESSD Research Program**
- **NEQI**
- **Publications**

National Education Quality Initiative

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What we do: vision and mission

- **The HSRC intends to become**
  - a human and social sciences research council serving as a knowledge hub
  - where public policy and discourse on current and future challenges for South Africa and the African continent are independently researched, analysed and informed, and
  - where research-based solutions to human and social problems are developed

What we do: vision and mission

- **The HSRC is**
  - **a non-partisan organisation**
  - **that generates scientific knowledge through its research and analytical work in the social and human sciences,**
  - **to provide critical and independent information to different role players, whether in policy development, media analysis, advocacy or in debates so that they can make informed decisions**

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The HSRC Council

The structure of the HSRC

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President and CEO
Dr Olive Shisana

- International Liaison
- Business Development
- Corporate Communications
- Council Secretariat

Policy Analysis Unit
Dr Temba Masilela

Employment, Growth and Development Initiative
Dr Miriam Altman

Capacity Development
Dr Simeon Maile (a)

Gender and Development
Prof. Cheryl Potgieter

National Education Quality Initiative
Dr Anil Kanjee

SAHARA
Dr Charles Hongoro (a)

Knowledge Systems
Prof. Michael Kahn

Chief Operating Officer
Mr Mike de Klerk

Finance

Human Resources

Information Services

Information Technology

Operations

HSRC Press

Legal Services

Child, Youth, Family and Social Development
Prof. Linda Richter

Democracy and Governance
Prof. Adam Habib

Education, Science and Skills Development
Dr Vijay Reddy (a)

Social Aspects of HIV/AIDS and Health
Dr Laetitia Rispel

Society, Culture and Identity
Prof. Sinfree Makoni

Urban, Rural and Economic Development
Dr Udesh Pillay

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EDUCATION, SCIENCE AND SKILLS DEVELOPMENT

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Education, Science and Skills Development

The research focus of ESSD spans three major social domains: (i) education, (ii) the world of work and (iii) science & innovation studies.

The education domain involves research in basic, further and higher education.

The world of work includes research on labour markets, skills and human resource development.

Research on science and innovation studies the link between innovation, social and economic development, and competitiveness.

The distinctive contribution of ESSD is to research issues at the education, work and innovation system interface and to produce comprehensive, integrated and holistic analyses of the pathways of learners and workers within and between these systems.

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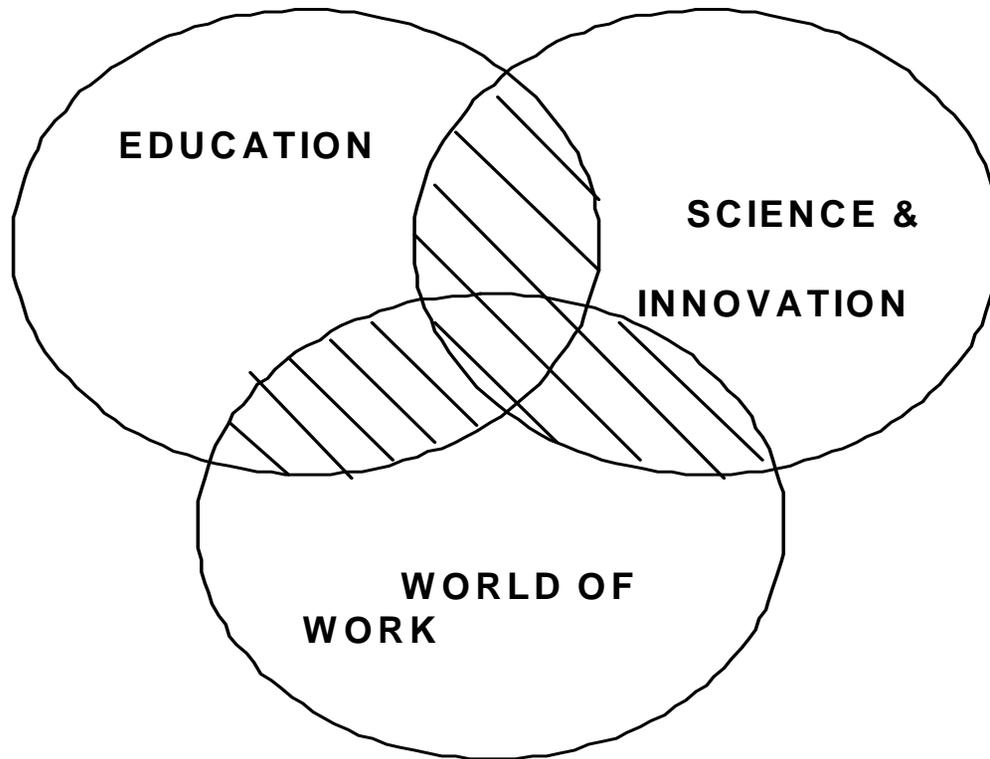
Themes of our research

EDUCATION
- Literacy and language education,
- Mathematics and science education,
- Curriculum studies and assessment,
- Further Education and Training Colleges,
- Higher education and Teacher Education,
- Regional comparative studies in education,
- Efficiency of the education system
- Pathways in and out of education.

WORLD OF WORK
1. Active labour market strategies,
- SETAS/ Learnerships and skills development,
- Scarce skills and occupations (including professions),
- Employment Equity,
- Enterprise training,
2. Impact of HIV/AIDS on workplace
3. Unemployment and Youth
4. National, provincial and city HRD strategies
5. Economic sector analyses,

SCIENCE AND INNOVATION STUDIES
- National, provincial and city–region systems of innovation,
- University-Industry Linkages,
- Determinants of Innovative activities (e.g. firms)
- R&D stock,
- Technology platforms (e.g. ICT, biotechnology, materials),
- Late comer economies in a global environment (link to IBSA, NEPAD).
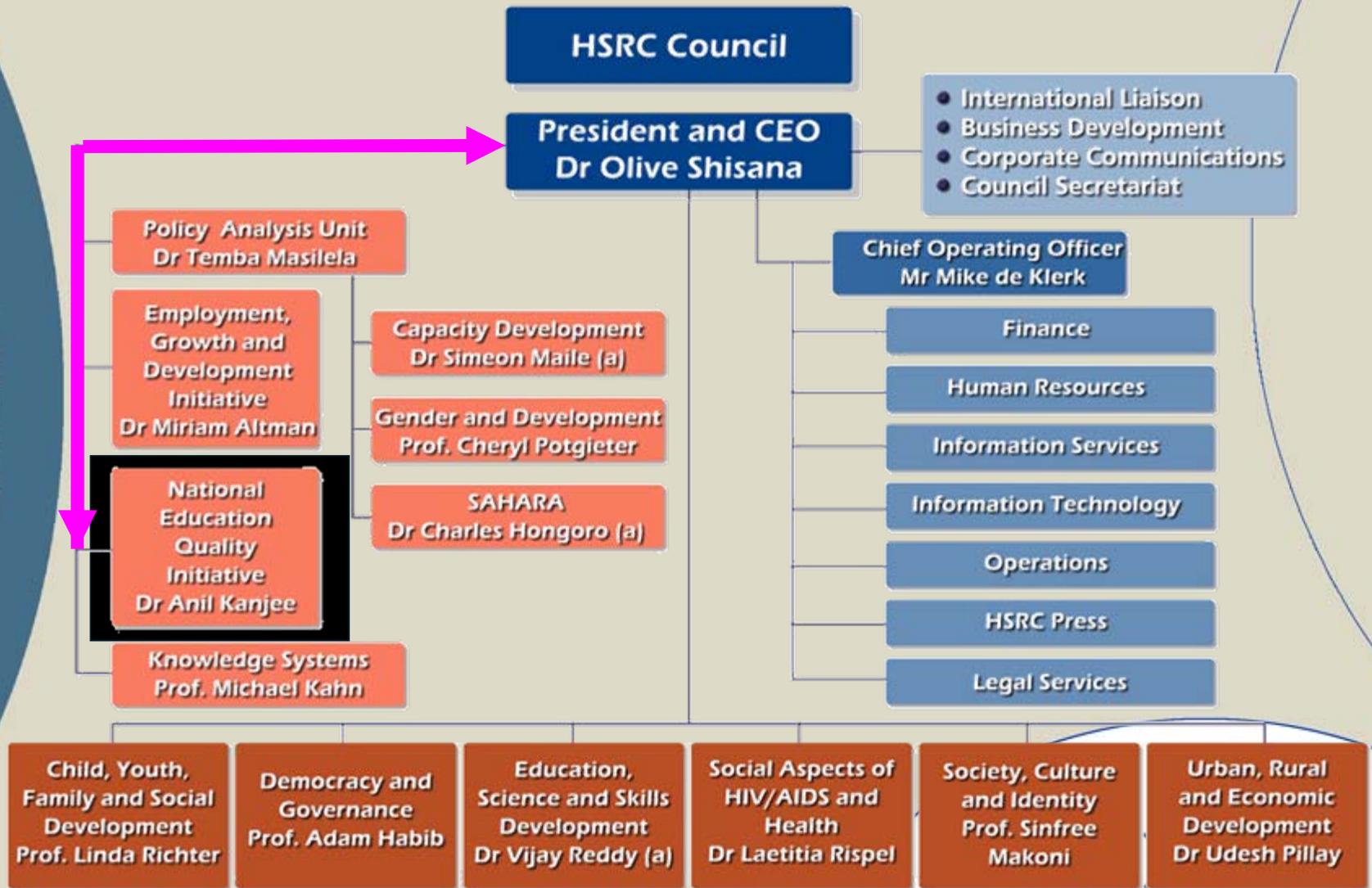
NATIONAL EDUCATION QUALITY INITIATIVE

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Dr Udesh Pillay

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Background

- **New CEO + restructured programs**
- **New Policy Analysis Unit**
  - **Consolidate HSRC policy impact**
  - **BIG questions of national interests**

- **5 key areas of delivery**
  - **Poverty reduction**
  - **Service delivery**
  - **HIV/AIDS**
  - **Education quality**
  - **Employment and growth**

Special Initiatives

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Purpose of initiative

- **Our goal is to DIRECTLY support government in implementation and/or revision of relevant policies and practices to ensure the provision of quality education for all.**

- **Indicators of success – Revised/New Policies**

- **Allocated approx 3.5 years**

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Objectives

Contribute towards national efforts to provide Quality Education for all in South Africa:

- **Relevant evidence to address policy challenges**

- **Avenue for policy dialogue between ALL "key" decision makers**

- **Develop & implement systems and processes to deliver quality education to all**

- **Improve capacity at all levels of the system**

- **Enhance sharing of information and ideas (best practices)**

- **Consolidate & disseminate research findings to key decision makers**

Outputs

- **High level policy dialogue fora - (1 per year)**

- **Regular policy briefs (multiple)**

- **Working paper series – ideas for debate (multiple)**

- **"What works" manual – i.e. specific issues**

- **Comprehensive review of quality improvement programs & projects**

- **Codes of practice, action plan or agreed accountability procedures**

- **Journal articles (1/pa/member) and**

- **book (at least 1)**

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Intended impact

- **Improvement in education quality – especially for rural and poor learners**
- **Enhanced evidence-informed decision making**
- **Increased policy dialogue processes**
- **Implementation of relevant policies for improving quality**
- **Increased understanding and awareness of challenges for delivering quality education**
- **Key constituencies are better informed**

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Approach

- **Initiative – approx 3.5 to 4 years**
- **Draw on Local, National, Regional and International expertise and experience**
  - **Fellowships**
  - **Joint appointments – (associates)**
  - **Advisory Committees**
  - **Commission work**
  - **High level policy dialogue fora**
- **Use available inter/national data**
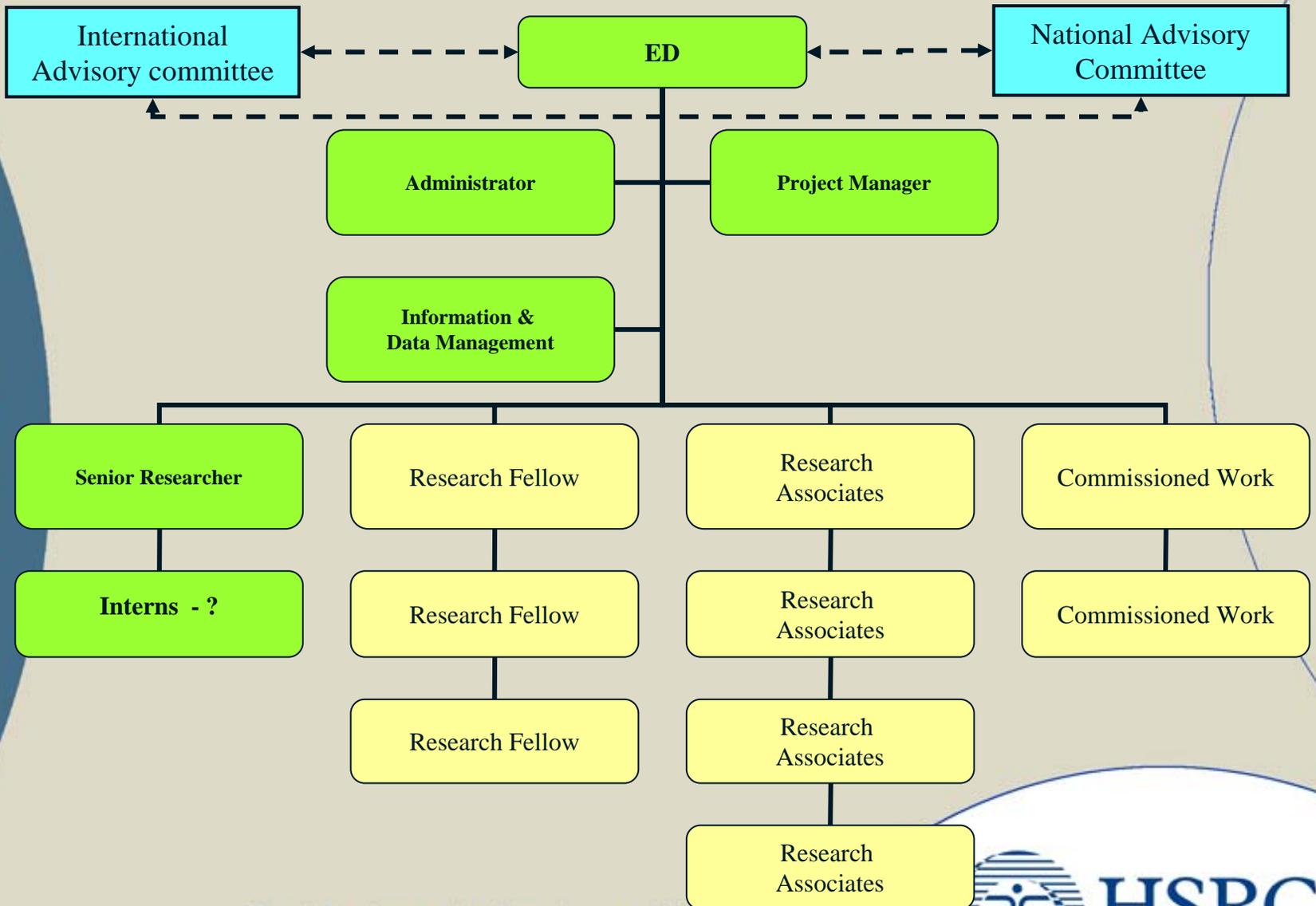
Consultations - Questions

- **What are the critical areas that we should/can address given the scope of the "initiative" AND make a significant contribution?**

- **i.e. what "topic" or "area" should we focus on in this initiative?**

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Update

- ## **Extensive Consultations**

  - DG, DDGs, Ministers advisors, Minister, NGOs (EPU, JET, CEPD, Link, READ, etc) UNESCO, WB, UNICEF,SADTU, Teachers, Education Labour Relations Council, Donors (RNE, DFID, USAID),

    Inter/national Experts etc

CONSENSUS on key "issues"

- Focus on schools

- Improve reading and writing (and numeracy)

- "Local" indicators and M & E

- Free education & impact on quality

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Outputs: 06-07

- **National Dialogue on education quality:**
  - **10 year review**
  - **Identify challenges for next decade**
  - **Solutions to address challenges**
  - **Date – March 2007**
- **Publication: State of Education Quality in SA**
  - **Based on AQEE model – qualitative and quantitative report on each policy goal**
  - **Due date March 2007**
- **Meetings of National and International Advisory Committees**

National Education Quality Initiative

Vijay Reddy

Mathematics and science are key areas of knowledge for the development of individuals and for the social and economic development of South Africa. In November 2002, about 9000 Grade 8 learners from South African public schools participated in the Trends in International Mathematics and Science Study (TIMSS). This monograph reports on South Africa's performance in TIMSS in relation to the other 50 countries. In addition, the report describes the performance of different groups of learners in South Africa and provides contextual information about, teachers, schools and the curriculum. The report concludes with recommendations for strategic interventions that could contribute to improved performance in mathematics and science. The findings contained in this report offer valuable insights to academics, policymakers, curriculum-planners, teachers and those involved in the development of education in South Africa.

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Educator supply and demand in the South African public education system

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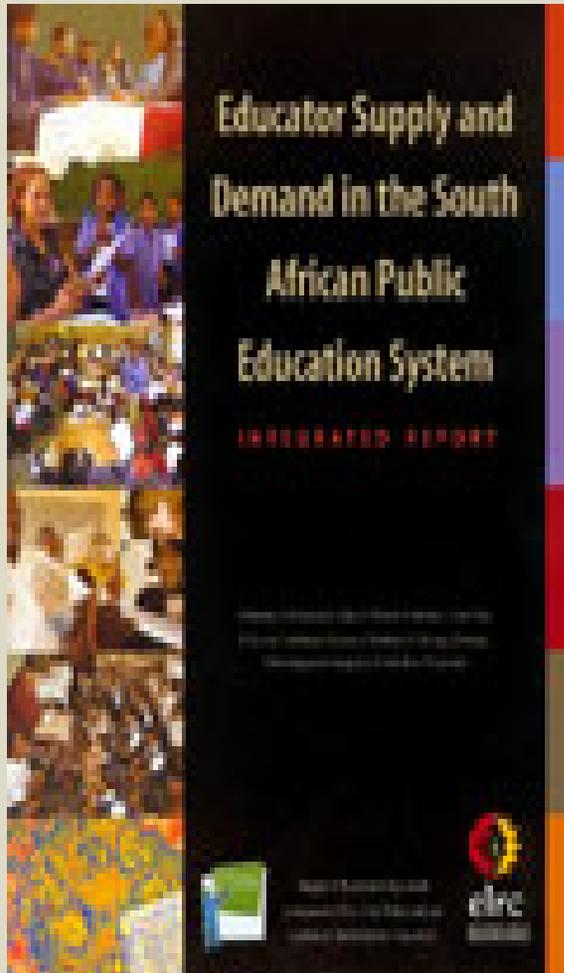
Integrated report
K Peltzer; O Shisana; E Udjo; D Wilson; T Rehle; C Connolly; K Zuma; L Letlape; J Louw; L Simbayi; N Zungu-Dirwayi; S Ramlagan; K Magome; E Hall; M Phurutse

Education plays a key role in the development of any society. Responding to the need for empirical evidence on the demand for and supply of public educators in South Africa, the Education Labour Relations Council (ELRC) commissioned the Human Sciences Research Council-led consortium to conduct nation-wide research on the factors determining educator supply and demand in South African public education system. Growth demand for educators depends on learner enrolments and the learner-educator ratio, while replacement demand for educators depends on employment trends, demographics and attrition (including morbidity and morality). Educator supply depends on a number of factors, such as education graduates, morbidity and morality, and educators returning after a break from the profession.

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Emerging Voice
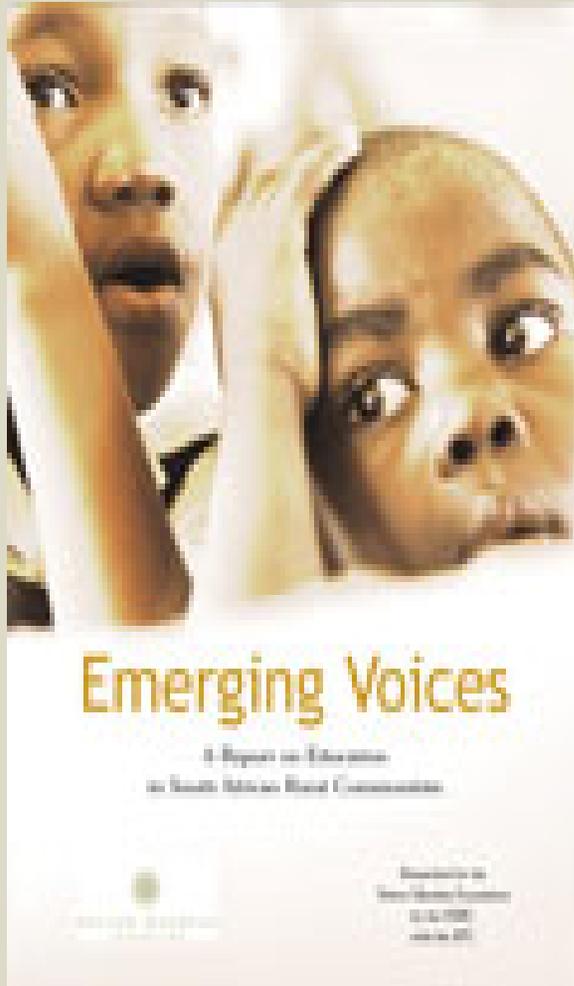
A report on education in South African rural communities
Researched for the Nelson Mandela Foundation by the Human Sciences Research Council; with the Education Policy Consortium

One of the greatest challenges South Africa faces is rural poverty and education. This book graphically illustrates the conditions that make the dreams of a better life for all virtually unrealisable in rural areas. Through the voices of rural people themselves, the reader is told not only what the problems are but also what can and should be done. *Emerging Voices* is a richly documented portrait of the lives of communities in selected rural areas, and specifically their thoughts and feelings about education. It is a book that can come at no better time as South Africa is poised to launch a major offensive against poverty in rural areas. Education, this book shows, must be a central component of such an initiative. Collectively, the chapters illustrate the complexity, interconnectedness and intractability of the challenges that face rural communities and education in South Africa in particular and less developed countries more generally.

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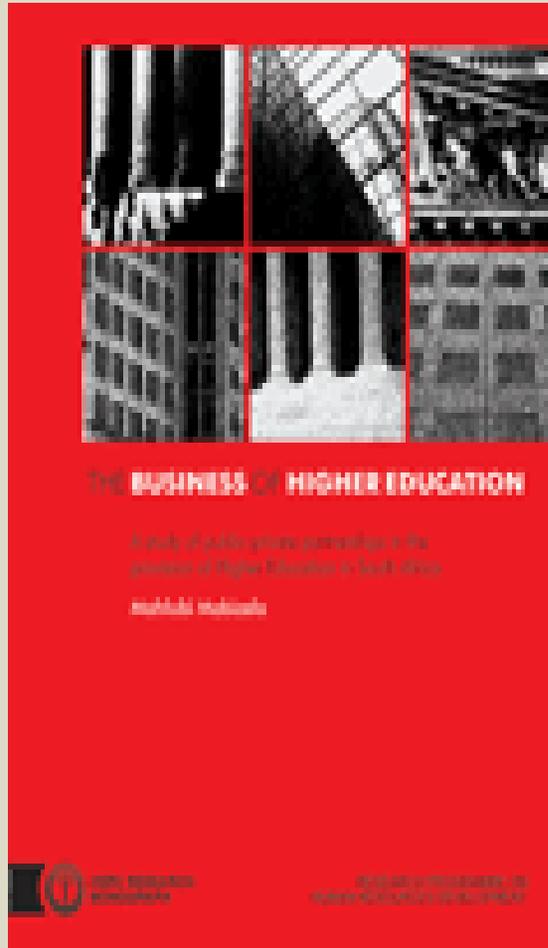Research Council

Educator Workload
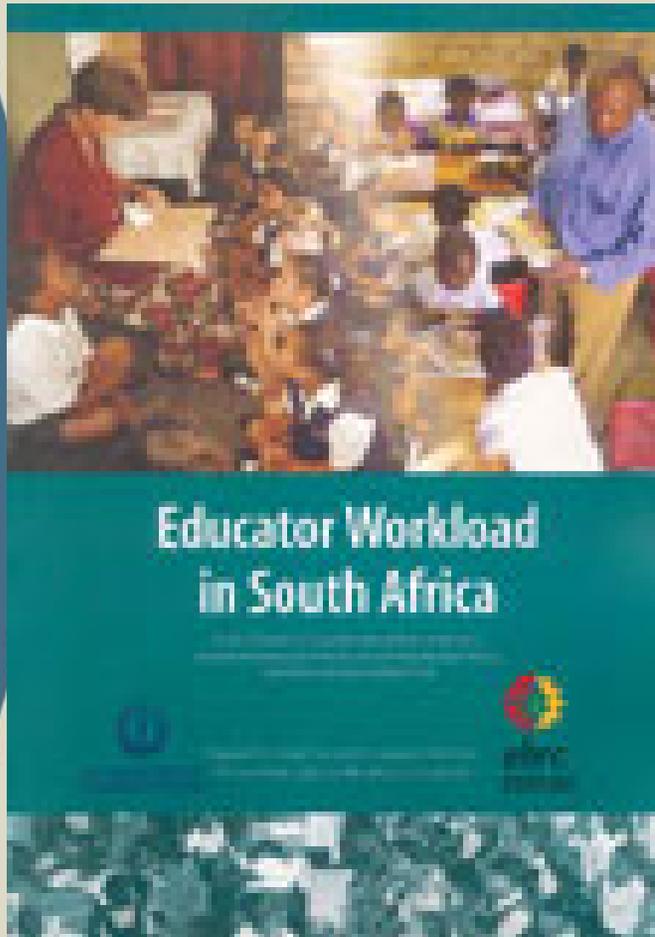
Linda Chisholm; Ursula Hoadley; Mbithi wa Kivulu; Heather Brookes; Cas Prinsloo; Asnath Kgobe; Dan Mosia; Hersheela Narsee; Stephen Rule

Teachers spend slightly less time on their activities overall, but much less time on teaching than policy requires. There is a serious erosion of instructional time in the majority of schools, but it is worst in rural and semi-rural African schools.

Educator Workload in South Africa

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The Business of Higher Education

A study of public-private partnerships in the provision of higher education in South Africa
Mahlubi Mabizela

This monograph, based on an empirical study of the public-private partnerships that existed between 2002 and early 2003, offers the first compelling account of a hitherto under-researched phenomenon in higher education provision in South Africa.

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Knowledge, curriculum and qualifications for South African Further Education
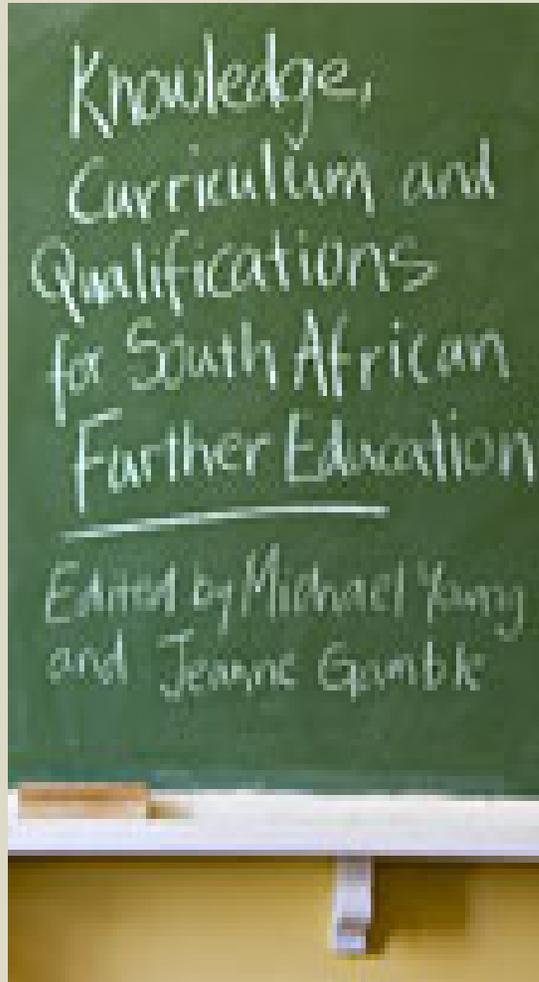
Michael Young; Jeanne Gamble (eds.)

All countries, and South Africa is no exception, face acute dilemmas in modernising their systems of upper secondary and further education and training. Faced with pressures from the fast changing world of work, this education sector has become characterized by political slogans stressing skill development, improved access and participation, and the accountability of providers through some form of market. On the other hand, the phenomenon of 'academic drift' reveals that students increasingly see their future as progressing to higher education. Policymakers attempt to resolve these competing demands by calling for transferable, portable outcomes and qualifications as the new currency of an increasingly market-type system.

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Human Resources Development Review 2003

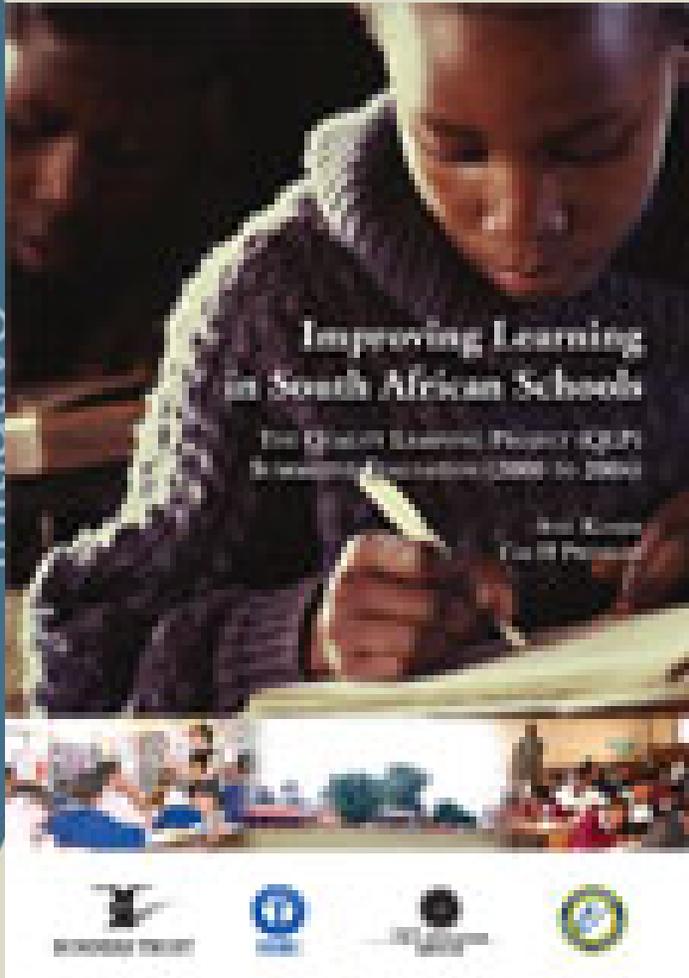Education, employment and skills in South Africa
HSRC

The first in a series of triennial reviews, this study gives a comprehensive assessment of human resource and development trends in South Africa. Along with its companion web-based data warehouse, it is an invaluable, user-friendly resource for policy-makers, planners, managers and educators at both national and institutional levels.

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# Improving learning in South African School

The Qualitative Learning Project (QLP) Summative Evaluation (2000 - 2004)
Anil Kanjee; Cas H Prinsloo

The Quality Learning Project (QLP) has been a multi-level, multi-site educational intervention that aimed to improve learner performance in 524 South African High Schools.

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Human Resources Development Review 2003
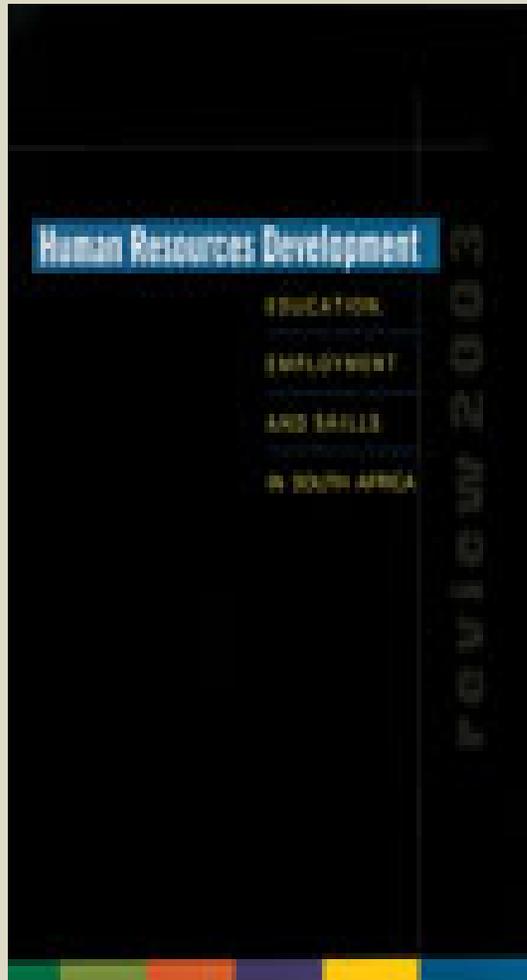
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Creating Knowledge Networks

National Education Quality

Glenda Kruss; Gilton Klerck; Andrew Paterson; Shane Godfrey

The new science and technology framework has challenged higher education institutions in South Africa to create research partnerships with industry, to contribute to growing a national system of innovation. Through detailed case studies, this monograph explores how one new organisational form typical of the knowledge society, the network, is currently being created in practice, in all its complex and contingent reality, in three high technology fields. It is the third volume in the *Working Partnerships: Higher Education, Industry and Innovation series.*

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