**Research Programme on
Human Resources Development**

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Teacher education and institutional change in South Africa

Glenda Kruss
Chief Research Specialist
Research Programme on Human Resources Development
Human Sciences Research Council

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Introduction

The study will explore the impact of a myriad of potentially conflicting internal and external institutional changes on teacher education. Specifically, it proposes to investigate two distinct but inter-related processes that are currently shaping the nature of teacher education and the professional identify of the future teachers developed.

First, a complex process of different forms of institutional restructuring is taking place, including the incorporation of colleges of education into universities and technikons, the internal institutional reorganisation of faculties, schools and departments of education, and the mergers of higher education institutions. The study proposes to explore the distinct restructuring processes evident in a diverse range of public teacher education providers, and the complex ways in which these shape the conditions for, and approaches to teacher education, in a rapidly changing context.

Second, a key motivation for mergers was to create new deracialised and more equitable institutional cultures. The study will explore the nature of the new institutional cultures emerging from the combinations of institutions with potentially conflicting approaches to teacher education, whether colleges and universities, or colleges and technikons, whether historically privileged or historically disadvantaged. It will focus on the ways in which these new providers broaden access to teacher education particularly for African students and those from poorer socio-economic groups, and create new professional identities.

The study aims to assess the impact of restructuring and the emergent forms of institutional culture, on the nature of teacher education and student outcomes.

Contextual motivation for the study

The changing nature of teacher education in South Africa

Teacher education is one of the fields of higher education that has undergone profound reorganisation over an intense period, since 1998. As Parker (2002) notes, the legacy of the 1910 Constitution is that it divided responsibility for teacher education between national and provincial government. However, the new constitution (1996) and the Higher Education Act (1997) dramatically shifted all colleges of education into the higher education sector, and hence to become a national competence. During 2000, the size and shape of the teacher education system changed dramatically, as this provision was given effect. From 120 teacher education colleges with some 80 000 students in 1994, colleges were rationalised to 50 colleges by the beginning of 2000 (with some 15 000 students) and down to 25 institutions (with 10 000 students) by the end of 2000 (Jansen 2002: 8). Since January 2001, all of these 25 colleges were incorporated as 'subdivisions' into universities or technikons (Ministry of Education 2000). There are currently approximately 16 500 students registered for teacher education programmes at public higher education institutions (using figures provided by higher education institutions themselves), at 7 technikons and 18 universities (Ministerial Committee on Teacher Education 2004).

However, the universities and technikons into which colleges were incorporated were themselves undergoing extensive internal restructuring shaped by new higher education priorities. Many Education Faculties have been reconstituted as Schools or Departments in new multi-focus faculties, which represents a diminishing of their status and significance within institutions. In turn, since 2004, a number of universities and technikons are undergoing institutional mergers, which implies further rationalisation or co-ordination of the teacher education provision of each merging institution. It is fair to say that no teacher education institution has been left intact, and that all have faced restructuring in a diverse range of complex forms.

At the same time, there is a new policy framework for education in general in the form of outcomes based education and an integrated qualifications framework, which has major implications for teacher education as it unfolds and impacts on the structures, curriculum and pedagogy of schooling. It is commonly asserted that teachers are now expected to teach in very different conditions and with very different expectations than they were initially trained for. Accordingly, teacher education itself is subject to a changing policy and regulatory framework, with greater emphasis on norms and standards, performance management and professional development than in the past. Between 1995 and 2000, teacher education qualifications and hence programmes and curricula were revised, with an increasing degree of consensus around the knowledge, skills and dispositions that should characterise a professional teacher. The Norms and Standards for Educators (2000), in line with the commitment to outcomes-based education, provide a 'generic' picture of the ideal teacher and their required competences, and guidelines for the development of all teacher education programmes, to be aligned with the NQF regardless of the site of provision. The structure of the pre-service initial teacher education qualification is shifting towards an integrated four-year integrated BEd degree. At the same time, greater priority has been paid to in-service programmes, targetted at the reskilling and upgrading of teachers with inadequate professional qualifications, at unemployed teachers who need retraining in 'scarce' fields, and at retraining teachers in terms of the new outcomes-based approach.

Such a rapidly shifting institutional and organisational base, in the context of rapid policy innovation, has major implications for the ways in which the challenges of teacher education can be met. Hindle (2003) has noted the decline in status and size of the teacher education sector in recent years, but proposed that there are renewed possibilities, challenges and demands. Parker (2002) has argued that the complexities of the policy process, with contestation between the many accreditation, registration and controlling bodies such as SAQA and the HEQC, as well as stakeholder bodies such as SACE and the ETDP SETA, has meant that change has occurred largely a the level of symbolic policy and of regulatory frameworks, but that much remains to be done at the level of procedural implementation. He argues that consequently, the development of

teacher education will be shaped strongly by the higher education providers who mediate and make sense of national symbolic and regulatory policy frameworks.

Indeed, there is growing concern at the gap between the intent of the new policy frameworks and national structures, and current teacher education practice in universities and technikons. In a significant empirical study of institutional mergers for instance, Jansen (2002: 157) has argued that in the current transitional context, the origins, forms and outcomes of mergers are conditioned by, and contingent on, specific forms of interaction between institutional micropolitics, and government macro-politics. In order to understand the new institutional forms that result, he argues, we need specific studies of the ways in which distinct institutions have mediated policy and been able to negotiate their interests based on their institutional micro-politics, in complex forms of interaction with government macro-political frameworks and actions.

Similarly, Lewin et al (2003) as part of an international study of teacher education, point to the pervasiveness of well-established practices that continue to persist in teacher education practice in South Africa, despite rapid and extensive policy change in a very short space of time. They argue that the capacity for change may have been 'tested beyond reasonable limits', given the imperative to restructure programmes in line with new policy and regulations, and at the same time respond to the processes of institutional restructuring (2003: 363). Their study usefully adopted an approach that foregrounds recognition of the attitudes, values and motivation of teachers in processes of policy change. In South Africa, the study focused on the complexities of the ways in which teacher educators and institutions 'chose' distinct pathways in response to the myriad and challenging policy initiatives of the 1990s.

Much of the current research on teacher education thus reminds us that policy implementation is not an automatic and immediate process, and that it is rather unrealistic to expect significant change at the institutional level in the desired policy direction in such a short period of time. Taken together, the evidence of these studies suggest that it will be important to gain a more detailed empirical overview of the diverse 'pathways' teacher education schools, departments and faculties based in universities and technikons have chosen as they reorganise in the face of the multiple challenges of the process of restructuring set in motion by new policy and regulatory frameworks.

The impact of mergers and institutional restructuring

Such an understanding is significant, because emerging research on mergers indicates that the nature and terms of 'incorporation' will shape the focus and nature of the teacher education offered by the newly restructured institutions. For instance, a study of the merger between Johannesburg College of Education (JCE) and the University of Witwatersrand School of Education (itself recently 'downgraded' from a Faculty at that time) suggests that merger was negotiated on terms favourable to JCE (Sehoole 2002). This led to a form of merger termed 'protected enclosure' where the merged entity continued with a largely separate existence within the new institution (Jansen 2002). Subsequently, there has been little curriculum integration, with JCE continuing to offer pre-sevice teacher training programmes for primary and secondary school, and the School of Education offering primarily post-graduate education programmes. There is evidence of significant paradigmatic differences among the staff of the two institutions about the ideal form of teacher education, but there has been little attempt to reconcile the approaches and expertise in the teacher education programmes and curriculum. This has potentially significant effects on the nature of the teacher education offered at the institution. To illustrate the complex dynamics further. Carrim et al (2003), examining an integrated BPrim Ed programme taught collaboratively since 1980 by the two institutions, found a distinct divide and tensions between the status and value of the curriculum offered by 'the college' and 'the university', centred on whether the emphasis should be more strongly placed on professional practice or theoretical foundations of education.

In a contrasting case, the merger of the distance college, SACTE, with UNISA took the form of 'institutional obliteration' (Jansen 2002), with the disappearance of the college entity almost entirely. The effect of this process was that the curriculum and distance programmes of SACTE, regarded by some as being of high quality and perhaps even superior to those of UNISA as the incorporating agent, were largely lost, and little expertise was maintained (Soobrayan 2002). Again, this has potentially significant effect on the nature and quality of the teacher education offered.

It is evident that the specificity of mergers is also shaped by the process and plan in each province, in relation to the existing base of colleges and higher education institutions, and the educational needs of the province. Reddy (2003) for instance, has raised critical questions about whether the teacher education sector that has resulted from mergers in KZN will have sufficient institutional capacity to meet the demand for *appropriately* qualified teachers in the province. It will be important to have an overview of the potential and constraints on the teacher education that can be offered by the restructured institutions in each province.

These studies on the mergers of teacher education institutions, one major form of restructuring, point to the significance of exploring the ways in which specific teacher education institutions – with their distinct, racialised legacies - have been able to transform themselves in order to offer professional development of teachers, in the context of restructuring and extensive policy transformation.

Understanding institutional cultures

There is a further critical issue, as restructuring processes unfold, and the distinct pathways arising out of the interaction of macro-policy intervention and institutional micro-politics become crystallised in new organisational forms for teacher education. Two of the main motivations for mergers of teacher education colleges with universities and technikons articulated in policy are that they should:
   1. enhance access and equity goals for both staff and students
   2. create new institutions with new deracialised identities and cultures that transcend past racialised histories (Jansen 2002: 9).

These motivations relate to who becomes a teacher, and the kinds of experience that shapes the personal and professional identity of developing teachers.

Preliminary evidence suggests that mergers have given rise to trends and problems that may have the opposite effect than intended. Firstly, in relation to extending access in ways that broaden and diversify the demographic base of teachers. With the incorporation into universities and technikons that are primarily urban based, as opposed to the many colleges that were rurally based, provision of teacher education in rural areas has decreased in scale. It may be that these processes are limiting access and equity, acting against those residing in rural areas. Moreover, universities and technikons have higher student fees than the teacher education colleges had, which is proving to have an exclusionary effect for poor and particularly African students. This is further exacerbated by the lower government subsidy for the field of education in new institutional funding formula. For instance, Carrim et al (2003) have studied the demographic profile of students enrolled on the BPrim Ed degree at the new merged JCE/Wits school of education institution, which had been offered jointly pre-merger since 1980. It was found that while there had been a shift in the racial composition, the student body remained largely white and female, suggesting that whites continue to experience easy access, as they had historically in both institutions. Carrim et al argue that this is influenced by socio-economic factors that entail easier access for middle class students, particularly given that the funding and fee structure is more expensive, and also given the effect of university entrance requirements. They postulate that the introduction of four year degrees across the board will be subject to university fee structures and entrance requirements, and thus, likely to

lead to the same kinds of exclusionary problems, limiting access to teacher education for those from lower socio-economic backgrounds, who are more likely to be African.

The second goal, of creating new institutions with deracialised identities, to develop teachers who are not trapped in the racilised mindsets of the past, is perhaps even more significant. In a study of teacher professionalism and identity, Soudien (2003) shows the significance of teachers' experience during their training in the apartheid period, which left lasting impressions and shaped their professional identity. In general, teachers had chosen to attend the racially defined college most easily available to them, but the experience of those who had chosen otherwise was indicative. For instance, teachers who had attended integrated colleges had a complex experience, and found the culture of the institution too inhibiting, and 'were not made to feel welcome' (2003: 278). Soudien concluded that the images of professionalism were mediated for future teachers through their own specific race and class locations. Similarly, Robinson and McMillan (2004 forthcoming) have argued that understanding teacher educators' identity and discourse is central to effecting change in the context of merged institutions. This research points to the significance of understanding the ways in which the institutional culture of newly restructured teacher education institutions provide a base for constructing new professional identities, or for reproducing existing identities.

Outside of teacher education specifically, there is a growing emphasis on understanding institutional cultures in higher education, whether in merged institutions or in those institutions that were 'left intact' but are expected to transform to meet the challenges of a new context. The Council on Higher Education recently identified a need for research on the way in which institutional culture is defined and reproduced at different institutions, and how staff and students from different socio-economic backgrounds, race, gender and language groups perceive institutional cultures, in relation to change. Steyn and Van Zyl (2000) have studied institutional culture at UCT, exploring student perceptions of the university and fellow students, and how this experience impacted on academic performance and general well-being. The study suggested that for these students, the institutional culture was largely characterised by what the authors term a discourse of 'whiteness' that subtly supports established privilege and leads to exclusion in the form of discomfort and alienation of students who do not fit the norm. A similar study conducted at Witwatersrand university attempted to assess the institutional culture qualitatively, on the basis that while it was succeeding in extending formal access, there was concern that the experience of black people and women had not changed significantly.

Such concerns are all the more significant in the professional education and development of the next generation of teachers. And they are all the more significant in a context where, in many cases, institutions may have formally merged, but combine potentially contradictory and conflictual approaches of the teacher educators drawn from different institutions, as suggested above. The distinction between the 'college' and the 'university' approaches to models of teaching practice, and the balance of theory and practice in the curriculum are but one example of what can be a very difficult and potentially conflictual institutional culture for a student preparing him or herself to become a professional teacher. The question is how the new restructured institutional forms impact on and shape the institutional cultures of teacher education institutions, and whether these can provide a suitable base for shifting – or end up exacerbating - unequal power relations of the past. How have they shaped the ways in which institutions provide teacher education for groups of students with distinct life experiences shaped by the apartheid legacy and their socio-economic positioning?

The proposed study

Jansen's research on institutional mergers and Lewin et al's research on teacher education have laid a useful conceptual and methodological basis for studying shifting forms of teacher education in South Africa, and will strongly inform the study. Their empirical research was largely conducted in 2000 and 2001, at a point very close in time to the formulation of policy and the enactment of

regulations creating new institutional forms. It would be useful to take another slice in time, to assess the impact of restructuring and the emergent forms of institutional culture, on the nature of teacher education and student outcomes.

Aims and focus

The proposed study thus aims to explore, empirically and conceptually, the impact of two inter-related moments, in specific public higher education settings across the provinces:

1. What are the conditions for and the nature of approaches to teacher education created within specific public higher education institutions, as the outcome of complex forms of institutional restructuring since 1995?
2. What are the resultant forms of institutional culture and how have they impacted on the practices and professional expectations held of future educators?

The focus of the study is three fold:

*   **Systemic analysis of governance, administration and funding** A macro-level analysis of how policy and management of teacher education evolved nationally in the new dispensation, with reference to the relationship between the Department of Education, provincial departments and the higher education institutions.
*   **Case studies of institutional restructuring** Case studies of the nature, forms and impact of distinct college incorporation, higher education restructuring and merger processes on the institutional conditions and base for teacher education in universities and technikons, focusing on the power dynamics and nature of integration.
*   **Case studies of institutional culture in education schools/faculties** Analysis of the institutional culture of teacher education schools, departments and faculties and how this culture has been influenced by various factors including the restructuring of provision, and in turn, how this shapes the professional identity of a future generation of teachers.

The research questions

The overarching research question that this study seeks to address is to investigate the potential impact and constraints placed on teacher education and professional development, of the necessarily complex (and potentially contradictory) emergent institutional cultures that are being forged out of current processes of institutional restructuring in higher education.

There are of necessity, a range of detailed research questions for exploration in relation to each focus. In relation to the restructuring process, the study would explore:

1. What are the distinct forms of restructuring experienced by public teacher education providers?
2. How have schools, departments and faculties of education begun to position themselves within their institutions and in relation to the teacher education system?
3. What are the financial implications of the restructuring?
4. What are the effects of distinct and complex new forms of institutional governance on the nature of teacher education approaches and programmes? To what extent has it been possible to reconcile contrasting approaches and cultures?
5. How has restructuring, particularly college incorporations, affected work cultures in new schools, departments and faculties in universities and technikons?

In relation to the emerging new forms of institutional cultures, the study would explore:

1. How have complex new institutional forms shaped the nature of institutional cultures in teacher education provision?
2. To what extent do institutional cultures retain remnants of the past institutional cultures of the constituent colleges, technikons or universities and how do these relate to one another?
3. To what extent and in what ways are new institutional cultures characterised by greater deracialisation and equity?

4. What is the role and impact of emerging institutional cultures on the nature of teacher education, and the professional development of future teachers?
5. How do students experience teacher education in a specific institution, and what links exist between institutional culture and the retention, success and professional identity of future teachers?

Significance of the study

Evidence-based analysis of procedural implementation, of the ways in which institutions, with their distinct histories and current potential and constraints, have chosen pathways to implement teacher education frameworks, is strategically important. It is strategically important for those in the national and provincial education departments charged with improving equity and access to quality schooling, to understand the complexities of the teacher education shaping the identities of future teachers. It is strategically important for those in schools – principals, subject and phase heads, and senior teachers – to have an enhanced understanding of what newly graduated teachers will bring. It is important for teacher educators themselves to enhance their understanding of the forces impacting on their work, and to have a comparative vantage point of alternative models in different institutional and provincial settings. It will also enhance our understanding of the complex processes of restructuring and changing institutional cultures in South African higher education in general.

Design and methodology

The project is large-scale and will be divided into four sequential components, each of which builds on the previous component. It will require an extended period of time, to do justice to the depth and breadth of data analysis and interpretation required. It is proposed to extend the research over three years, from January 2005 – December 2007.

Component One. Literature, contextual and empirical overview
January 2005 – September 2005

The first component will lay a foundation for the entire study, and will in turn, entail three discrete preparatory activities.

First, based on a review of key literature on the changing nature of teacher education, on mergers and restructuring, and on researching institutional cultures, it will develop a conceptual framework and detailed methodological plan for the entire study. An expert consultant will be appointed to the project from this point onwards, to provide a critical, collegial perspective on key interim and final products at each stage of the project. The consultant proposed is Professor Jairam Reddy.

Second, a detailed contextual overview of teacher education as a critical component of higher education policy and restructuring since 1994 will be important to provide understanding of the macro-political framework against which institutional case-studies can be interpreted.

Third, careful selection and negotiation of access to case-study sites will be required, to provide a range of contrasting experience and coverage of key issues. Once mergers formally take effect in 2005, teacher education will be provided across the provinces as follows:
- Western Cape – 4 institutional sites
- Eastern Cape – 4 institutional sites
- Gauteng – 4 institutional sites
- KwaZuluNatal – 3 institutional sites
- Free State – 2 institutional sites
- Limpopo – 2 institutional sites
- North West – 1 institutional site

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It is proposed that there would be two cases selected from the Western Cape, Eastern Cape, Gauteng and KwaZuluNatal provinces, and one case from Free State, Limpopo and North West provinces, making a total of eleven case studies of public teacher education provision.

The primary criteria for selection would be the nature of the restructuring context for teacher education – college incorporation, internal institutional reorganisation, institutional merger or other forms. A mix of permutations nationally would be desirable, as would a proportionate mix of urban and rurally located institutions. The scale and balance of pre-service and in-service provision would also be a consideration. Data for decision-making purposes could be obtained from size and shape projects within the broad teacher education research programme proposed. It may be useful to select cases that have already been studied, to add depth to emerging analyses.

Negotiation of access to teacher education sites will be critical, through national, provincial and institutional structures of authority. It is envisaged that the Provincial Teacher Education Committees would act as a key co-ordinating body to facilitate the process.

A team of eleven experienced senior researchers will be recruited in each province for the duration of the research. They will preferably have experience in teacher education research, but this is not the only prerequisite. For instance, Dr T. Sehoole of the University of Pretoria has extensive experience in researching mergers and institutional cultures and will be included as one of the case study researchers. Training will be provided to ensure that the conceptual and methodological framework is used to conduct and write up the case studies.

Component Two. A study of restructuring of teacher education institutions
   July 2005 – June 2006

This component would begin with a contextual overview of the shifting size and shape of the teacher education system in each target province since 1994, in relation to an overview of the schooling system in that province. It will map staff and student numbers in teacher education institutions, the qualifications and programmes offered, and the facilities within which teacher education takes place. This will largely involve drawing data off the size and shape projects to compile specific targetted analyses. These provincial overviews provide a context for examining the case studies selected in that province.

Detailed comparative case studies will focus in this component on understanding the complex process of restructuring as it played out in each institution, and its potential impact on shaping provision of teacher education. The specific focus and techniques proposed for the case study are:

- An institutional history with a focus since 1994, constructed from analysis of official institutional policy, promotional material and documents, interviews with current managers (Deans, Heads of Department or heads of Schools) and former heads of colleges or merging entities
- An overview of the current institutional governance structures that have developed, focusing on the relative power of contributing institutions and the current positioning of teacher education within the higher education institution, drawn from interviews with current managers within the institution in general and in the teacher education school, department or faculty, as well as former heads of colleges or merging entities
- Analysis of mediations of the new teacher education policy framework and the experience of restructuring of teacher educators, drawn from individual interviews with senior and long-serving staff members.
- Analysis of the effects of restructuring on the capacity to offer a sound teacher education programme, based on analysis of the qualification structure, programmes, vision and mission, curriculum and models of teaching practice articulated by the institution.

- Analysis of the effects of restructuring on the core business of teacher education, exploring consensus or conflict and tension around pedagogical approaches and discourses of teacher education, through focus group interviews with staff members.

It is proposed to appoint a liaison researcher within each case study site. This would ideally be a post-graduate student interested in education research and would serve a dual purpose. First, it would allow for mentoring and capacity development in education research, through the involvement of post-graduate students in a large-scale project. Second, the liaison researcher would effectively act as a site manager for data collection, setting up appointments in advance, and collecting documentation in collaboration with the case study researcher. During site visits, the liaison researcher would participate in the processes of interviewing and data collection, alongside the case study researcher.

A case study report, synthesizing and triangulating data from documentary sources, institutional managers, heads of schools, departments or faculties, and teacher educators, will be written for each institution. Both data gathering and report writing will use an agreed upon template, and a set of structured categories that will facilitate a comparative scan across all 11 institutions. The focus will be to illustrate the complexities, tensions and potential of the pathways that each institution has taken in negotiating the new teacher education landscape, and the ways in which this restructuring process has shaped the conditions for the provision of teacher education.

Much teacher education research recently has adopted participatory approaches, to varying degrees. In this case, it will be important both for the validity but also for the strategic impact of the research, to hold feedback workshops at each institutional site. The liaison researcher would play a significant role here. A discussion of the emerging analysis and interpretation that involves teacher educators and managers, is likely to add depth to the final product.

Once all case study reports have been finalised, it will be possible to draft a comparative synthesis report that draws out insights from all 11 case studies. For instance, where there are differences or similarities in the experience and practice in rural and urban based sites, or between university and technikon providers, or between historically advantaged and disadvantaged institutions, or between institutions subject to different forms of restructuring along different time scales. This will allow greater insight into the teacher education system as a whole.

The consultant would have a role in peer review of the draft synthesis report, and an additional critical reader would be appointed, Dr Mokubung Nkomo.

Component Three. A study of institutional cultures in the new sites of teacher education
June 2006 – July 2007

This component will build on and continue the case studies conducted in Component Two. A second visit will be made by the same researcher to the institution visited previously, in order to build on the relationships built up, when researching complex and sensitive issues of identity, culture, and equity. The focus here will be to explore the complex nature of institutional culture, particularly in restructured teacher education providers that combine teacher educators from contrasting institutions with distinct legacies, currently facing the same policy and regulatory imperatives. Significantly, the focus is on the experience of future teachers within the institution, and the ways in which their future professional identities are being shaped by these dynamics, bearing in mind policy commitments to equity and deracialisation.

It will be significant to compile a demographic profile of the student body (particularly race, gender, language and age) since restructuring, to assess whether and how there have been shifts since 1994. Who is entering teacher education, and who is succeeding within institutions? These trends will be drawn from the databases developed in the supply and demand projects of the teacher education study. It will be important to include performance indicators, in the form of data trends on retention, throughput and individual performance in comparison with previous

trends, again analysed in terms of race, gender and language. Analysis of the fee structure and student financial support mechanisms will provide an indication of socio-economic barriers or ease of access.

Such quantitative data on the nature of the teacher education cohort will be triangulated with qualitative data on the textures and lived reality of institutional culture gathered from interviews with managers, teacher educators and students:

- Interviews with managers will focus on the challenges of constructing a new institutional culture in a changing policy and institutional context. It will draw on the analysis of institutional documentation and policy on the complex new visions of teacher education in the restructured institution, and the intended pedagogic structures, gained in Component Two.
- Working life stories of teacher educators since 1994, will focus on the shifts required and made (or not, as the case may be) in order to work in terms of a new institutional culture in a restructured institution
- Focus group interviews with students on their decision to enter a specific teacher education institution, the ways in which they experience their own 'fit' within the institution and their experience of equity or discrimination within the school, department or faculty, as well as their assessment of the way in which their identity as a professional teacher is being shaped. Steyn et al (2000) have promoted peer facilitated focus groups in order to create a more conducive climate for student focus groups, and the role of the liaison researcher here will be important.

Once again, a case study report will be compiled, and feedback workshops will be held at each institutional site both to validate and disseminate the emerging analysis. A second comparative synthesis report would then be written along similar lines to the first, but here it will also be important to consider systematically the extent and nature of links between specific forms of restructuring and specific forms of institutional culture.

Component Four. Advocacy and dissemination
July 2007 – December 2007

A colloquium with national and provincial education departments, teacher education organizations and all participating institutions will be convened to deliberate the strategic implications of the issues and trends revealed through the research.

A final report that provides an overview of all components of the project will be written and disseminated widely.

The table below provides a detailed breakdown of the time-line, activities and budget required for the study.

COMPONENT ONE: STUDYING TEACHER EDUCATION RESTRUCTURING AND INSTITUTIONAL CULTURES

January 2005 – September 2005

	Activity	Budget
Review of literature and development of conceptual framework for study	160 hours x R670	R107 200
Contextual overview of teacher education as a critical component of higher education since 1994	80 hours x R670	R 53 600
Selection and negotiation of access to case-study sites	80 hours x R670	R 53 600
Telephone, email and postal costs of access for entire project	R 30 000	R 30 00
Workshop with entire project team and representatives of national and provincial departments on proposed design using video-conferencing	R 5 000	R 5 000
Training workshop for eleven researchers, using videoconferencing	R 3 000	R 3 000
TOTAL: COMPONENT ONE		**R252 400**

COMPONENT TWO: A STUDY OF INSTITUTIONAL RESTRUCTURING IN TEACHER EDUCATION

July 2005 – June 2006

	Activity	Budget
Contextual overview of the shifting size and shape of the teacher education system in each target province since 1994	160 hours x R495	R 79 200
4 HSRC researchers Conducting one Case Study visit	40 hours x R670 x 4	R107 200
4 HSRC researchers writing one case study report	40 hours x R670 x 4	R107 200
7 Commissioned researchers to conduct and write one case study report, including 2 preparation days	R30 000 x 7	R210 000
Transport: seven flights to provinces in which	R3500 x 7	R 24 500

HSRC researchers are not based		
Car hire	R400 X 5 days x 7	R 14 000
Subsistence costs	5 nights x R 650 x 7	R 22 750
Feedback workshop with the institutional site, to involve teacher educators in the emerging analysis	Workshop and material costs R 3 500 x 11 Flights R3 500 x 11	R 38 500 R 38 500
Synthesis report on all 11 case studies	160 x R670	R107 200
Publication of synthesis report and copies for participants	R35 000	R35 000
TOTAL COMPONENT TWO		**R784 050**

COMPONENT THREE: A STUDY OF INSTITUTIONAL CULTURES IN THE NEW SITES OF TEACHER EDUCATION

June 2006 – July 2007

Overview of student demographic profile at each institution	120 hours x R495	R 59 400
4 HSRC researchers Conducting one Case Study visit	40 hours x R670 x 4	R107 200
4 HSRC researchers writing one case study report	40 hours x R670 x 4	R107 200
7 Commissioned researchers to conduct and write one case study report	R25 000 x 7	R210 000
Peer facilitators of student focus groups	Training R200 x 2 groups x 11 institutions	R 4 400
Transport: seven flights to provinces in which HSRC researchers are not based	R3500 x 7	R 24 500
Subsistence costs	5 nights x R 650 x 7	R 22 750
Feedback workshop with the institution	Workshop and material costs R 3 500 x 11 Flights R3 500 x 11	R 38 500 R 38 500

Synthesis report on all 11 case studies	120 x R670	R107 200
Publication of synthesis report and copies for participants	R35 000	R35 000
TOTAL COMPONENT THREE		**R754 650**
COMPONENT FOUR: Advocacy and dissemination *July 2007 – December 2007*		
Colloquium with national department, teacher education organizations and all institutions	Venue R5 000 Conference fee R250 x 150 participants R20 000 materials	R 62 500
Final report that synthesizes all components	320 hours x R670	R214 400
Publication of final report and copies for participants	R45 000	R 45 000
TOTAL COMPONENT FOUR		R321 900
		R2 113 000 R 295 820 VAT
GRAND TOTAL		**R 2 408 820**

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