



SUNCEP

ANNUAL REPORT

SUNSEP

JAARVERSLAG

2015



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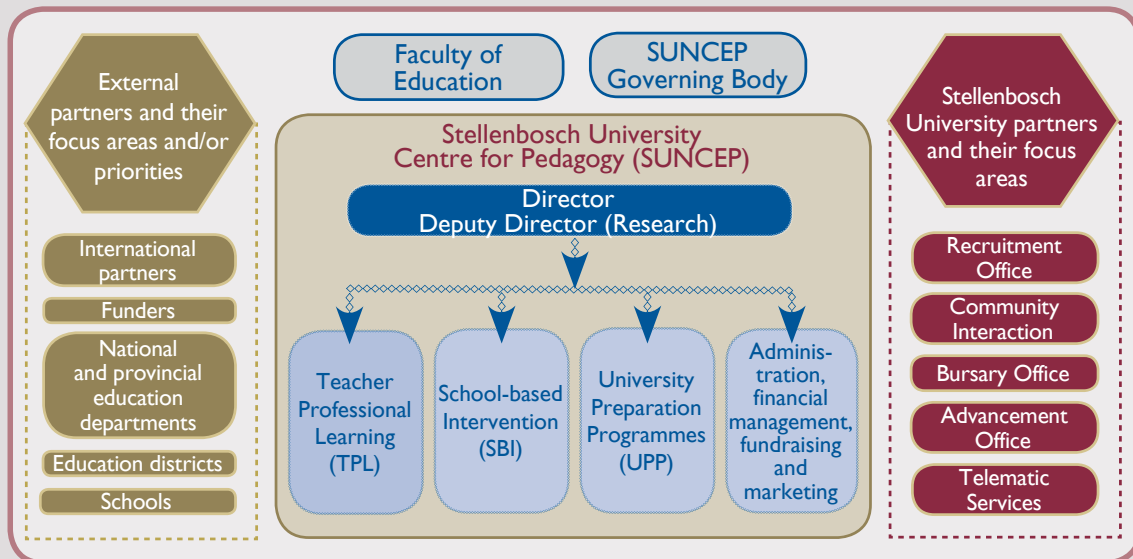
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SUNCEP IN CONTEXT



FULL TIME STAFF MEMBERS

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Director: SUNCEP
 Deputy Director: SUNCEP
 Component Manager: SBI
 Component Manager: TPL
 Component Manager: UPP
 Facilitator: Physical Sciences, SciMathUS
 Facilitator: Computer Literacy, SciMathUS
 Assistant
 Facilitator: E-learning
 Facilitator: Life and Natural Sciences
 Project Co-ordinator
 Assistant
 Administrative Officer: SciMathUS
 Financial Manager
 Facilitator: Physical Sciences, SciMathUS
 Facilitator: Communication and Life Skills, SciMathUS
 Marketing and Fundraising
 Facilitator: Mathematics, SciMathUS
 Project Co-ordinator: Olifants River Project in Vredendal
 Administrative Officer: SUNCEP
 Administrative Officer: SciMathUS
 Assistant: SciMathUS
 Facilitator: Physical Sciences



VOORWOORD

Sunsep het in 2015 onverpoosd voortgebou op die weg wat met haar stigting in 2013 ingeslaan is, naamlik om 'n beduidende bydrae tot onderwysontwikkeling te lewer en daarmee saam 'n sleutelrolspeler in die veld te wees. Die voortsetting en/of uitbreiding van kernaktiwiteite in haar drie hoofkomponente (Onderwyser Professionele Leer, Skoolgebaseerde Intervensies en Universiteitsvoorbereidingsprogramme) dien as klinkende getuigenis van die wyse waarop daar deurlopend inhoud aan dié voorneme gegee word.

Die Voortgesette Professionele Leer-komponent van SUNSEP het haar werksaamhede van 2013/14 in 2015 voortgesit en is tans besig in beide Noord- en Wes-Kaapland met intervensies, gemik op die verhoging van kapasiteit van Wiskunde- en Wetenskap-onderwysers sowel as bestuurslui verbonde aan laer- en hoërskole, asook amptenare verbonde aan die Onderwysdepartement se distrikskantore. Ons e-leer inisiatief, wat in 2014 van stapel laat loop is, is in 2015 met groot geesdrif voortgesit. Die harde werk, om alle nuutgeregisteerde kwalifikasies e-leer gereed te maak, nader voltooiing en sal van 2016 as sulks uitgerol word. Met dié inisiatief (tesame met die optimale benutting van die US Telematiese platform) sal SUNSEP probeer om voortgesette professionele leer-geleenthede vir veral onderwysers in landelike gebiede meer toeganklik te maak.

SUNSEP se pogings om hoër onderwys vir histories benadeelde leerders meer toeganklik te maak, het in 2015 van krag tot krag gegaan. Ons twee Universiteitsvoorbereidingsprogramme is nie net verder uitgebrei nie, maar die harde werk van alle kernrolspelers is ook met groot sukses bekroon. Meer as 80% van die SciMathus-kohort van 2015 het aan die begin van 2016 as studente aan die US geregistreer en 43 gewese studente het aan die einde van die 2015 akademiejaar gegradueer. Ons voorneme om die Hope@Maties-program na Noord-Kaapland uit te brei, is aan die begin van 2015 gestand gedoen toe 'n sentrum in Kimberley met meer as 100 toppresteerders ge-open is. Dié studente het, soos die Wes-Kaaplandse Hope@Maties-leerders, uitstekend in die NSS-eindeksamen gepresteer. Vyf van ons Noord-Kaaplandse en agt van ons Wes-Kaaplandse

SUNCEP AND THE MANAGEMENT TEAM



SUNCEP's Management Team is (back left to right): Andrew Fair, Component Manager: SBI; Ramesh Jeram, Component Manager: TPL; Mdu Ndlovu, Deputy Director and (front left to right): Trevor van Louw, Director and Nokwanda Siyengo Component Manager: UPP.

Pictures: Hennie Rudman

Hope@Matie-leerders het die merietelyste van hulle onderskeie provinsies gehaal.

Die SUNSEP-voorneme om 'n pyplyn vir presterende leerders uit die laerskool via die hoërskool na hoër onderwys aan te lê, is in 2015/16 met groot welslae voortgesit. Bestaande programme in Atlantis, Malmesbury, Villiersdorp, Worcester en Springbok is voortgesit en nuwe programme in die Breëriviervallei en Franschhoek het aan die begin van 2016 'n aanvang geneem.

Die vele navorsingsuitsette, konferensieoptredes, teenwoordigheid op provinsiale, nasionale en internasionale forums sowel die voortgesette strewes van SUNSEP-personeel om kwalifikasies te verbeter, gee 'n duidelike aanduiding van die feit dat SUNSEP voortdurend probeer om haar werksaamhede op 'n akademies verantwoordbare grondslag te plaas en om aan die voorpunt van die jongste ontwikkeling op die gebied van die onderwys te bly.

As ons op ons werksaamhede van 2015 terugkyk, word ons opnuut bewus van die enorme omvang van ons taak en besef ons met nederige dankbaarheid dat dit soveel moeiliker sonder die toegewyde ondersteuning van ons kernvennote (waaronder ons befonders) sou wees ... daarom aan al ons vennote, baie dankie vir julle ondersteuning oor die afgelope jaar. Ons sien met groot opgewondenheid uit om saam met julle voort te gaan met die strewes om hoop te bring aan die wat gister uitgesluit was...

– Trevor

FOREWORD

In 2015 SUNCEP pressed ahead unceasingly on the route adopted at its inception in 2013, namely to make a significant contribution towards educational development and thus be a key player in this field. The contribution and/or expansion of the core activities in its three main components (TPL, SBI and UPP) serve as resounding proof of the ways in which this resolve is given content.

The TPL component of SUNCEP continued its activities of 2013/14 in 2015 and is currently engaged in interventions in the Northern and the Western Cape aimed at enhancing the capacity of mathematics and science teachers as well as of the management corps of primary and high schools, and officials of the district offices of the Education Department. Our e-learning initiative, launched in 2014, was continued with great enthusiasm in 2015. The hard work of preparing all newly registered qualifications for e-learning is nearing completion and will be rolled out successfully from 2016. This initiative (along with optimal utilisation of the SU Telematic platform) is an attempt by SUNCEP to make opportunities for continued professional learning more available, especially to teachers in rural areas.

SUNCEP's attempts to make higher education more accessible for historically disadvantaged learners went from strength to strength in 2015. Not only were our two University preparation programmes extended, but the hard work of all the key role players was crowned with great success. Over 80% of the SciMathus cohort of 2015 registered as students at the SU at the beginning of 2016 and 43 former students graduated at the end of the 2015 academic year. Our plan to extend the Hope@Maties programme to the

Northern Cape came to fruition at the start of 2015, when a centre was launched in Kimberley with over 100 top achievers. These students, like the Western Cape Hope@Maties learners, performed outstandingly in the final NSC examination. Five of our Northern Cape and eight of our Western Cape Hope@Maties learners made the merit lists of their respective provinces.

The SUNCEP plan of creating a channel for well-performing learners from primary school to high school and then on to higher education was continued with great success in 2015. Existing programmes in Atlantis, Malmesbury, Villiersdorp, Worcester and Springbok are continuing and new programmes were started in the Breede River valley and in Franschhoek at the beginning of 2016.

The many research outputs, conference presentations, appearances on national and international forums, as well as the sustained attempts by SUNCEP staff to improve their own qualifications, are a clear indication of the fact that SUNCEP continues striving to place its activities on an academically accountable basis and to remain at the forefront of the newest developments in the field of education.

As we reflect on our activities in 2015/16, we are once again made aware of the enormous scope of our task and we realise with humble gratitude how much more difficult this task would be without the dedicated support of our key partners (including our funders) – therefore we wish to say to all our partners: Thank you very much for your support over the past year. We look forward with much excitement to continue working with you in the striving to bring hope to those who were excluded in the past...

– Trevor

TEACHER PROFESSIONAL LEARNING (TPL)



TEACHER PROFESSIONAL LEARNING (TPL)

In this component, SUNCEP offers full qualification courses, accredited short courses and workshops to in-service teachers.

The practice-based approach adopted by SUNCEP to bridge the gap between theory (training) and practice (teaching) is utilised in all courses. This approach includes tuition through face-to-face contact sessions, on-going learning and support offered via on-site visits, cluster meetings, the use of social media and telematic broadcasts from Stellenbosch University's interactive education technology platform.

In 2015 SUNCEP introduced e-learning activities. This is in line with the e-education strategy formulated in the *Action Plan to 2019: Towards the realisation of Schooling* of the National Department of Education (2015).

As part of the SUNCEP e-learning strategy, all 298 teachers who enrolled in the Mathematics and Sciences short courses received Windows PC tablets. SUNCEP developed the interactive material and during the face-to-face-sessions, the pedagogical use of Information & Communications Technology (ICT) was modelled. The e-lessons required teachers to practice and reflect on this pedagogy in their teaching. Research is being conducted on this model (see Research component).

Full qualifications: Advanced Certificate in Education (ACE)

The last cohort completed the ACE School Management and Leadership postgraduate qualification. The focus of this programme was to enhance the participants' leadership and management skills to contribute towards the effective functioning of schools.

Geographical area	Participation	Certification	Funder
Northern Cape	52	49	• ETDP SETA
Western Cape	30	30	• WCED

Accredited short courses

Education officials in two Western Cape Education districts enrolled in short courses to enhance their project and curriculum management skills.

Mathematics and Sciences teachers from the Western and Northern Cape were afforded the opportunity to enhance their pedagogical content knowledge by the courses mentioned in the table on the next page.

Geographical area	Senior Phase Mathematics	Senior Phase Natural Sciences	FET Phase Mathematics	FET Phase Physical Sciences	FET Phase Life Sciences	School Management and Leadership	Funder
West Coast, Winelands and Overberg (June & October)	52	42	24	17	20		<ul style="list-style-type: none"> USA Department of Health and Human Services' Health Research and Services Administration (HRSA)
Eden Karoo District of the WCED (April & June)	113						<ul style="list-style-type: none"> ETDP-SETA
Namaqua District (June & October)			30				<ul style="list-style-type: none"> Transhex and West Coast Resources
Winelands District in the Western Cape						40	<ul style="list-style-type: none"> Anglo American Chairman's Fund
Overberg District in the Western Cape						45	<ul style="list-style-type: none"> Anglo American Chairman's Fund
Participation	165	42	54	17	20	85	
Certification	151	38	54	15	18	85	

Teacher workshops

Geographical area	Activity	Number of teachers involved	Number of schools involved	Number of teachers supported in their classes	Funder
Olifants River Region	Natural Sciences workshops <ul style="list-style-type: none"> Conducting investigations Chemistry • Physics 	32	21	7	<ul style="list-style-type: none"> Tronox Namakwa Sands
	Mathematics workshop: Measurement and Probability	34	21		

SUNCEP developed seven new Teacher Professional Learning programmes, the Advanced Diploma(s) in Education (ADE) in Mathematics and Sciences as well as in one in School Management and Leadership.

This ADE qualification is aligned to *The minimum requirements for Teacher Education Qualifications*, published in the Government Gazette of February 2015.

The ADE is a NQF level 7 qualification designed and developed to fulfil a recognised need of providing a well-rounded, broad education that equips in-service teachers with the subject content knowledge base, pedagogical theory and methodology that will enable them to demonstrate competence and responsibility as academics and professionals.

New material for these ADE programmes, which will be presented in a blended learning format, is currently being developed by SUNCEP.


SCHOOL BASED INTERVENTIONS (SBI)



SCHOOL BASED INTERVENTIONS (SBI)

The focus in this component is to assist learners to access higher education. The activities focus on offering learners supplementary tuition programmes, either after school during the week, on Saturdays or during school holidays.

The development of research skills is a key issue in the current secondary school education system, aimed at improving the baseline skills of students entering higher education and equipping all learners to be able to leave school with the capacity to think critically, solve problems and be innovative in their everyday and working lives. For this reason, SUNCEP, in collaboration with the Faculty of Science, hosted the 15th Expo for Young Scientists Exhibition in the Stellenbosch region.

Geographical area	Grades involved	Activity	Number of participants	Funders involved
Atlantis	Grades 7-11	Mathematics, Natural & Physical Sciences	123	Atlantis Industrial Consortium consisting of: <ul style="list-style-type: none"> • AMC Cookware • Atlantis Foundries • Kaymac t/a Kaytech • Pres Les • Seagull Industries • Stripform Packaging • Swartland Boudienste • TRW Occupant Restraints
Worcester	Grades 7-9	Mathematics & Natural Sciences	90	<ul style="list-style-type: none"> • PA & Alize Malan Gedenktrust
Worcester	Grade 10&11	Mathematics & Physical Sciences	43	<ul style="list-style-type: none"> • USA Department of Health and Human Services' Health Research and Services Administration (HRSA)
Malmesbury	Grade 10-12	Mathematics & Physical Sciences	60	
Villiersdorp	Grade 10&11	Mathematics & Physical Sciences	60	
Mitchell's Plain	Grade 10&11	Mathematics & Physical Sciences	80	<ul style="list-style-type: none"> • Sun International (Grand West Unit)
Springbok	Grade 10&11	Mathematics & Physical Sciences	60	<ul style="list-style-type: none"> • Trans Hex & West Coast Resources
Stellenbosch	Grade 11	Mathematics & Physical Sciences	22	<ul style="list-style-type: none"> • Investec 

Geographical area	Grades involved	Activity	Number of participants	Funders involved
Stellenbosch	Grades 7-12	Participation in the regional competition: Eskom Expo for Young Scientists	300	<ul style="list-style-type: none"> Eskom Holdings & Eskom Expo for Young Scientists Het Jan Marais Nasionale Fonds Stellenbosch University (SU) Toyota SA
Olifants River Region	Grades 7-9	Science Road Show	1 648	<ul style="list-style-type: none"> Tronox Namakwa Sands 2B Smart Trust
	Grades 4-12	National Science Week	approx 2 000	
	Grades 7-12	Women's Science Day	300	
	Grade 9	Mathematics 2bSmart initiative	200	
	Grades 7-12	Vredendal area learners who participated in the West Coast regional Eskom Expo for Young Scientists	18	
Total			5 004	

Some statistics regarding the Stellenbosch Eskom Expo for Young Scientists Regional Exhibition:

- four workshops offered, enhancing teachers' and learners' research skills;
- 300 learners from 27 schools exhibited 211 research projects;
- 136 medals and 40 special prizes were awarded;
- 77 judges (Stellenbosch University lecturers and school teachers) assessed the projects;
- 15 participants from 13 schools represented this region at the International Science Fair (ISF);
- these 15 learners won one gold, nine silver and three bronze medals, two certificates for highly commended work, a category prize, a special prize and two nominations for possible further international participation.



Liam Hamer-Nel

Key role players in the success of the SBI component were the 5000 keen and hard-working learners, actively involved parents, dedicated officials and more than 35 enthusiastic, high calibre tutors of the Departments of Education in the Northern and Western Cape, as well as supportive funders.

UNIVERSITY PREPARATION PROGRAMMES (UPP)



UNIVERSITY PREPARATION PROGRAMMES (UPP)

To improve the access of students to higher education, SU (through SUNCEP) offers two university preparation programmes.

Hope@Maties is a first opportunity UPP; SciMathUS is a second opportunity UPP.

These programmes form the final stage of the pipeline approach to assist learners to access higher education.

	Grade 12 Hope@Maties first opportunity programme	Post Grade 12 SciMathUS second opportunity programme
Who was the target group?	Learners with an average of more than 70% at the end of Grade 11 qualified to participate in this holiday school or Saturday programme during their Grade 12 year.	Students who have already passed Grade 12 with an average of at least 60%, 45% in Mathematics and Physical Sciences or 80% in Mathematical Literacy qualified to apply for this yearlong programme.
How many participated in 2015?	245 learners from the Western and 110 learners from the Northern Cape attended this programme in six different centres.	91 students from SA's nine provinces were selected from more than 600 applications received to attend this programme in Stellenbosch.
What did the programme entail?	Learners attended formal classes and tutorials aimed at improving their National Senior Curriculum (NSC) Mathematics, Physical Sciences and Accounting results to increase their chances of being accepted into main stream higher education programmes. Experienced tutors, identified by the different departments of Education, were responsible for the tuition.	<p>The programme included formal tuition and tutorials in one of two streams at SU's campus between 08:00 and 16:30:</p> <ul style="list-style-type: none"> • Mathematics and Physical Sciences; or • Mathematics and Accounting and Introduction to Economics. <p>All students followed courses in Academic Literacy, Thinking, Life and Study skills as well as in Computer Literacy.</p> <p>The programme followed an active learning approach where students learned to become actively involved in their own learning process. Experienced tutors facilitated the learning process.</p>
	<p>Participating learners and students in both these programmes were offered:</p> <ul style="list-style-type: none"> • career guidance in collaboration with SU's Centre for Prospective Students – to make informed career choices; • assistance to apply for entry to SU and financial assistance; and • psycho-social support where necessary. <p>Parents and families were encouraged to support these learners and students.</p>	



What were the results of the participants at the end of 2015?

Hope@Maties

- Eight learners made the Western Cape Education Department's merit list for 2015;
- Five learners made the top 20 list of the Northern Cape Department of Education's (NCDoE), including the top performer in that province;
- 130 learners (107 from the WC and 23 from the NC) obtained A aggregates in the NSC exams;
- 107 of the total number of 355 learners obtained A aggregates in Mathematics; 82 of the 296 learners wrote the Physical Sciences paper and obtained A aggregates; and 98 of the 185 learners wrote the Accounting paper and obtained A aggregates.

SciMathUS

- On average the students improved their Mathematics and Physical Sciences marks by 17 percentage points;
- 16 students obtained A symbols in Mathematics with the top performer scoring 93%;
- 20 students obtained A symbols in Physical Sciences with the top performer scoring 92%.



Enrollments at SU in 2016?	<ul style="list-style-type: none"> A total of 166 of the 355 learners (143 from Western and 22 from Northern Cape) (46% of the total number of 355) enrolled at SU in 2016. Data concerning the students registered at other institutions not verified. 	<ul style="list-style-type: none"> 83 of the 91 students (91%) enrolled at SU in 2016. Data concerning the students registered at other institutions not verified.
When was this programme offered for the first time?	2012	2001
Number of former student graduates at the end of the 2015 academic year?	15	43
Funders involved?	<ul style="list-style-type: none"> DIRO Resources Albert Wessels Trust Stellenbosch University 	<ul style="list-style-type: none"> Andrew and Mercia le Roux Eskom Development Foundation ETDP SETA FASSET Het Jan Marais Nationale Fonds JB Marks Trust Nedbank: Eyethu Community Trust Nordex Private funders Rand Merchant Bank Fund Remgro Stellenbosch University Tronox Namakwa Sands

Negotiations with partner divisions at SU led to positive developments for SciMathUS and repositioning of the programme for 2016.

- In bridging the gap between high school and university Mathematics – and as a pilot initiative – the Natural Science Faculty offered students an additional Mathematics course after they had completed the NSC examination in November 2015. The positive feedback from both the lecturer and the students resulted in this having become part of the programme permanently.
- Since 2016, SciMathUS students attend Accounting and Introduction to Economics with the extended degree programme students in the Faculty of Economic and Management Sciences. These students will still rewrite NSC Mathematics to obtain the minimum required marks needed for entry into higher education or selection programmes such as BAcc.

RESEARCH



RESEARCH

Research informs all SUNCEP interventions and is integrated within all its interventions. The research results are shared in the form of theses and articles as well as at conferences as presentations and proceedings papers. Below is a list of completed and ongoing projects in this regard the past year.

- Congratulations to Prof Ndlovu who was promoted to Associate Professor in September 2015.

Journal articles

- Ndlovu M. 2015. Learners' perceptions of inquiry in science fair projects: A case study of a regional science fair in South Africa. *International Journal of Educational Sciences*, 10(2):347-358.
- Gachago D, Strydom S, Hanekom PW, Simons S, & Walters S. 2015. Crossing boundaries: Lecturers' perspectives on the use of WhatsApp to support teaching and learning in Higher Education. *Progressio: South African Journal for Open and Distance Learning Practice*, 2015, 37(1): 172-187
- Ndlovu M & Mostert I. (In press). Teacher perceptions of Moodle and throughput in a blended learning in-service programme for secondary mathematics. Accepted in *Africa Education Review*.
- Du Plessis H, Ndlovu M & Fourie-Malherbe M. The potential of advanced programme mathematics to bridge the gap between school and university mathematics. Under revision in *Pythagoras* (being revised).
- Lourens E, Fourie-Malherbe M & Ndlovu M. Using Bronfenbrenner's ecological model to understand the experiences of educationally disadvantaged students. Under review in *Perspectives in Education*.
- Ndlovu M. Challenges for Olympiads and competitions in the country: Experiences from a regional expo for young scientists. Under review in the *Journal for New Generation Sciences*.

Popular opinion articles

- Müller, A. (2015). Closing the gap between secondary school and higher education: The story of a Mathematics and Science university preparation programme in South Africa. *The GAPS Think Piece, Issue 7 (1-6)*. Electronically available at http://www.gaps-education.org/wp-content/uploads/2015/10/TheGAPSThinkPiece_Issue7.pdf

Ongoing component research projects

- SBI project 1: An analysis of practice-based learning in a case study involving teachers and learners – Project Leader: Andrew Fair.
- SBI project 2: Case studies of successful participation in the Expo for Young Scientists science fairs – Project Leaders: Andrew Fair & Erika Hoffman.
- TPL project 1: Initial reflections on the use of tablets in a SUNCEP teacher professional learning programme – Project Leaders: Ramesh Jeram & Pauline Hanekom.
- UPP project: Exploring the experiences of students during project-based learning – Project Leader: Nokwanda Siyengo.
- Team research project: Strengthening school leadership-teacher-parent relationship to achieve positive education outcomes for learners – Project Team: Mdu Ndlovu, Trevor van Louw, Andrew Fair, Ramesh Jeram, Erika Hoffman, Pauline Hanekom, Danelda van Graan, Anneke Müller.
- TPL project 2 Teacher self-reflection and mentor observation as flip sides of practice-based professional learning and mentoring – initial findings. Project leader: Erika Hoffman.
- FINLO-UPP project 2: Understanding the problem-based learning approach in a foundation programme at a South African university. Project leader: Mdu Ndlovu.

Completed research degree studies by SUNCEP staff members

- Siyengo N. 2015. MEd in Educational Psychology (support). The educational and psychosocial experiences of first generation students in higher education.

International conferences

- Ndlovu, M. 31 January – 4 February 2015. International Mathematics Education Conference (MEC2015), Shanghai, China. Prof Ndlovu was also a member of the conference's Technical Programme Committee.
- Lourens, E. 8 – 10 March, 2015. From graduate to employee: exploring the journeys of first-time entrants into the labour market. Second 21st Century Academic Forum Conference at Harvard University, Boston, USA.
- Van Louw, T. 21 – 22 April 2015. Keynote speaker at the Continuous Professional Development Conference for Educators. Windhoek, Namibia.
- Müller, A. 7 – 9 June 2015. SciMathUS: A South African university preparation programme advocating for access, equity, inclusion and diversity in higher education. European Access Network Conference, Oslo, Norway.
- Ndlovu, M. 27 – 29 June 2015. Appointed member of the Scientific Committee of the international conference on Education and New Developments (END2015), Porto, Portugal.
- Jeram, R & Van Louw, T. 7 – 11 September 2015. The impact of mentoring on a practice-based professional learning teacher training project: An Exploratory Analysis. European Educational Research Association (EERA)'s European Conference on Educational Research (ECER2015), Budapest, Hungary.

National conferences

- Ndlovu, M. 25 – 27 March 2015. Challenges for Olympiads and Competitions in the country: Experiences from a Regional Expo for Young Scientists. Keynote speaker at the DST/NRF organised Science Technology, Engineering, Mathematics and Innovation (STEMI2015) conference on Olympiads and Competitions. Johannesburg.
- Du Plessis H, Ndlovu, M & Fourie-Malherbe, M. 28 June – 3 July 2015. The role of Advanced Programme Mathematics in bridging the gap between school and university mathematics. 21st Association of Mathematics Education of South Africa (AMESA) 2015 Congress at the University of Limpopo, Polokwane.
- Ndlovu, M., Jeram, R & Fair, A. 31 August – 1 September 2015. Annual Mathematics Education Research Chairs' Community of Practice Forum, Port Elizabeth.

- Hoffman, E. 21 – 23 September 2015. Teacher self-reflection and mentor observation as flip sides of a practice-based, professional learning and mentoring coin. 9th Annual Teaching & Learning in Higher Education Conference UKZN, Durban.
- Hanekom, PW. 21 – 23 September 2015. Piloting the use of PC Tablets in a Teacher Professional Learning initiative: Initial learnings. 9th Annual Teaching & Learning in Higher Education Conference UKZN, Durban.
- Van Graan, D. 21 – 23 September 2015. Exploring Inquiry-based Education in a Professional Learning Programme for Science Teachers. 9th Annual Teaching & Learning in Higher Education Conference UKZN, Durban.
- Siyengo, N. 25 – 29 October 2015. The educational and psychosocial experiences of first generation students in higher education. SAERA 2015 Conference, Bloemfontein.

Ongoing individual practice-based research projects

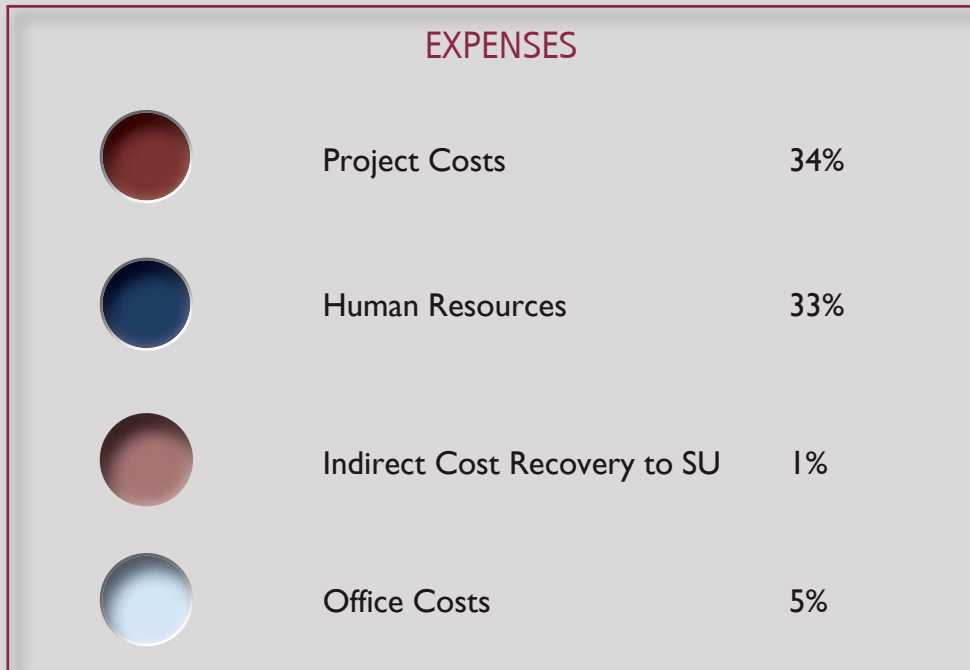
- Hanekom PW. PhD project: Enhancing the effectiveness of in-service Natural Sciences teacher professional development by means of WhatsApp support.
- Jeram R. PhD project: On bridging the gap between theory and practice: a conceptual analysis of practice in relation to a teacher professional learning programme at Stellenbosch University.
- Lourens E. PhD project: From graduate to employee: exploring the journeys of first-time entrants into the labour market.
- Pfeiffer C. PhD project: The role of Geogebra in creating a learning environment in which students can construct mathematical knowledge.
- Philander C. PhD project: The effect of a cluster teacher professional development programme in addressing the underutilisation of practical work in the teaching of Natural Sciences in the Vredendal District of the Western Cape Province.
- Van Graan, D. MPhil project: Adopting inquiry based education in the professional development of Science teachers.

Postgraduate research supervision

- Ndlovu M: Supervising one Master's student and promotor of four PhD students in the Department of Curriculum Studies. One of the PhD students graduated in March 2016.

FINANCES

SUNCEP's income in 2015 to support the various interventions in Teacher Professional Learning, School Based Interventions, University Preparation Programmes, Research and the general management of the Centre was applied as follows:





SUNSEP • SUNCEP

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