

**COOPERATION BETWEEN THE DEPARTMENT OF EDUCATION/
DIRECTORATE INCLUSIVE EDUCATION, SOUTH AFRICA AND
THE STOCKHOLM INSTITUTE OF EDUCATION, SWEDEN,
2005-2007.**

Second Periodic Report covering June 1, 2006 - June 30, 2007

Prepared by

**The Swedish Project Coordinator
Örjan Bäckman**

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APPENDICES

**Contract including Terms of Reference and Budget
Programme Workshop weeks I-III
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1. BACKGROUND INFORMATION

Sweden together with Finland has decided to finance the first phase of White Paper 6: Building an Inclusive Education and Training System in South Africa.

The Swedish grant amounts to 20 000 000 SEK. Within the budget there are funds set aside for cooperation with Sweden in the area of teacher education and research.

The Stockholm Institute of Education (SIE), Teacher Education University, was identified by the Swedish International Development Cooperation Agency (Sida) as a possible partner for cooperation with the Directorate for Inclusive Education in the Department of Education and Teacher Training Institutions in South Africa.

Two exploratory visits were undertaken by the SIE to South Africa in October 2003 and March 2004 respectively, and two reports were presented to the South African Department of Education, DoE, and Sida with proposals of collaboration.

A third visit took place in September 2005 in order to finalise the negotiations on areas of cooperation and to make an agreement for the period 2005-2007. The DoE and the SIE agreed on the Terms of Reference, and a Contract between Sida and the Stockholm Institute of Education was signed on October 26, 2005. A fourth visit was undertaken in December 2005, mainly for detailed planning of the cooperation.

2. PRESENT CONTRACT

2.1. Reporting

According to the contract, semi annual reports including work plans for the following six months shall be submitted to Sida, Embassy of Sweden in South Africa and to the Department of Education. The first covering the period November 2005 - May 2006 (7 months) including a work plan for the following 6 months, thereafter a period of 6 months. A draft final report shall be submitted not later than 29 February 2008. Sida and the Department of Education shall comment of the draft within two weeks of receipt of the report.

2.2. Overall objectives

The South African Constitution (Act 108 of 1996) states that all citizens of South Africa have the rights to an education system based upon equality and human dignity. White Paper 6 on Special Needs Education: "Building an Inclusive Education and Training System" is a policy guideline for achieving these goals. The cooperation is based on this policy guideline and other documents such as "Curriculum Adaptation Guidelines of the Revised National Curriculum Statement", "Human Resource Development for the First Stage of Implementing Education White Paper 6 on Inclusive Education" (SISONKE CONSORTIUM), and. "The Screening, Identification, Assessment and Support Manual". The cooperation is a mutual commitment, and the overall goal is to enable the Department of Education/Directorate for Inclusive Education to benefit from Swedish professional experience and research in the field of inclusive education and vice versa so as to further assist in developing already established programmes and new services for children facing barriers to learning. Thus, the agreed period aims at:

Consolidating and deepening the established cooperation

Promoting continuity and sustainability

Supporting the transformation process by professional input and research

Training teachers and other staff

Interchanging information on inclusive education by study visits and staff exchange

2.3. Areas of cooperation

The agreed areas of cooperation (descriptions in details to be found in the attached Contract including Terms of Reference and Budget) are:

- COORDINATION
- TRAINING
- TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES
- RESEARCH
- STUDY VISIT/STAFF EXCHANGE

3. COMMENTS ON ASSIGNMENTS TAKING PLACE DURING THE PERIOD JUNE 1, 2006 - JUNE 30, 2007

This periodic report is the second report referring to the contract and the Terms of Reference between the Department of Education of South Africa and the Stockholm Institute of Education, covering the period June 1, 2006 - June 30, 2006. The reason for irregular reporting is due to the low level of activities during certain periods. Explanations for this are given below.

Comments, findings, alterations and decisions are covered under the separate items below and also reflect discussions between the Swedish and the South African Project Coordinators.

3.1. The period June 1, 2006 - February 3, 2007

Regular communication between Project Coordinators has taken place by e-mails, regular mail and telephone. In connection with the study visit by South African professionals in Inclusive Education to Sweden, May 15-19, 2006, discussions between the Project Coordinators (Örjan Bäckman and Khathija Okeke) took place.

Under the item, TRAINING, in Terms of Reference/Budget, it was agreed that one workshop week for "Specialist training in areas of visual impairment, hearing impairment/deafness, intellectual disorders (pre-service and/or in-service)" should take place in South Africa, November 20-24, 2006. Further, under the item TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES, another two weeks workshop was to take place in South Africa, February 5-16, 2007.

It was decided that the initiated contacts with University of South Africa (UNISA) on research cooperation, included in the institutional cooperation, should continue (See 3.5). Staff exchange was also discussed.

However, due to reorganisation of the Directorate Inclusive Education and the appointment of a new Director in November 2006 (a permanent Director had been missing for a long period), the workshop week scheduled for November 2006 was postponed to February 5-9, 2007.

A couple of days before the February 5-9, 2007 workshop week were to start, the new Director of the Directorate Inclusive Education (DIE) contacted the Swedish Project coordinator. The workshop week had to be cancelled of organisational and other internal reasons. It was now suggested that the

workshop week should move to March and be joined with the second week of the three originally planned workshop weeks.

Despite the cancelling of the February workshop week, it was decided that the Swedish workshop facilitators (the Swedish Project Coordinator together with Professor Rolf Helldin) should visit South Africa the very same week for discussions and detailed planning.

3.2. Detailed planning in South Africa in February 2007

Representatives of the DoE/DIE and the SIE met in Pretoria February 5-9, 2007. The following matters were dealt with:

-A meeting on University Linkage Programme, initiated by the Director DIE, was held at University of South Africa (UNISA). Professor T.S. Maluleke, Executive Director Research, UNISA chaired it. Professor Maluleke had the same morning been briefed on the contacts established between the SIE (Professor Helldin, Ass. Professor Bäckman, Ms Helen Dwyer, doctoral student) and UNISA (Professor Anna Hugo, Dr. Norma Nel and Ms Dominique Bell, doctoral student), as part of the institutional cooperation DoE/DIE-SIE. A small comparative study on special teachers' attitudes to inclusive education in respective countries was in the pipeline.

Three officials from the DIE gave a brief account of the genesis of the University Linkage programme. The Director for Inclusive Education, Dr Pather, expressed her enthusiasm for research and being part of this research triangle with the SIE and UNISA. Among questions raised at the meeting were: What UNISA has to say with regard to conceptualization of the transformation of the role of special school educators to a more supportive role- moving beyond the special school concept? What areas of collaboration would we like to participate in? It was emphasised that it is necessary to identify areas of research that can feed into policy implementation processes.

In conclusion, Professor Maluleke indicated that he would be seeking how to formalise a Memorandum of Understanding between the three parties and draft a proposal. The parties would clearly articulate, "what they are bringing to the table". The research policy proposal agreed between the SIE and DoE/DIE was given to UNISA as a starting point for developing this Memorandum of Understanding. The Memorandum of Understanding should be drawn up in order to support the interest in entering into a tri-lateral research partnership. The Draft proposal should be sent to respective partners for comments and considerations.

-A meeting was held at DoE on request of the Embassy of Sweden and the SIE, chaired by the Chief Director: International Relations and Unesco, Mr G. Jeppie. The main objectives of the meeting were to resolve some delicate matters regarding the institutional collaboration with the SIE and to get clarifications for the many postponements of planned workshops week. A written confirmation was also requested by the SIE giving a guarantee for holding the three workshop weeks in March (two weeks) and in May (one week). Discussions involving Mr Anders Rönquist, First Secretary Embassy of Sweden, Dr Pather and other staff members of the DIE, and Ass. Professor Örjan Bäckman and Professor Rolf Helldin of the SIE, were held in a spirit of understanding. Problems were sorted out, and two "guarantee and explanation letters" were issued to the SIE, one from the Director- General, Mr D. Hindle, and another one from Mr. G Jeppie.

-A final and fruitful planning meeting for the workshop weeks took place between the DIE and the SIE. Contents and design of the workshop weeks were discussed. It should be noted that representatives of stakeholders (DEAFSA; SLED, Sign Language, Education and Development, SANCB, South African National Council for the Blind; Orientation and Mobility College (Guide Dogs Association) were invited to the meeting in order to influence on the programme.

It was decided that the first week (March 19-23) should be a joint workshop for both educators of the Visually Impaired and the Deaf/Hard of Hearing on inclusion and the counselling role of the special teacher. The second workshop week (March 26-30) should mainly concentrate on visual impairment only and the third week in April/May on deaf education only. A preliminary programme for the weeks was agreed upon.

3.3. Workshop weeks I-II, March 19 - 30, 2007

As mentioned above **the first workshop week, March 19-23**, (reference to attachment: Programme Workshop weeks I-III) was a common workshop for both educators of the Visually Impaired and the Deaf/Hard of Hearing on inclusion and the counselling role of the special teacher.

The venue was Burgers Park Hotel in Pretoria. Approximately 55 persons (special teachers from special schools all over South Africa in majority and some Provincial/District officials) participated. Main responsible SIE persons for the workshop were Ass. Professor Birgitta Sahlin and Senior lecturer Désirée von Ahlefeldt-Nisser with assistance from Professor Rolf Helldin and Ass. Professor Örjan Bäckman. The participants were on the first day exposed to an "Open Space" activity. This is a procedure aiming at promoting structural

communication and developing a democratic way of understanding and respecting one another when focusing on a specific question. Three questions in one were given, discussed in mixed groups and finally presented and summarised (Why/How/When could/should we work for inclusive education in everyday school life?). Other topics treated were "a critical view on special education", "the historical processes of separation", "historical arguments for division", "the inclusion model in Sweden and Europe", "the democratic society", "the growth of a school for all" etc.

The week had "teachers' role as counsellors" in focus from theoretical and practical perspectives. Lectures, group discussions and practical exercises were mixed. Topics such as "supervision of individuals and groups", "the special teacher as an agent of change", "professional cooperation, empowerment and communication" were dealt with. The design and approach of the week became a real challenge for the participants. They were somewhat hesitating in the beginning but some turned into "enthusiastic counsellors" at the end of the week with a good understanding of the counselling concept. However, some participants advertised for a more strictly organised time-table with clear outcomes. Finally, participants were given an assignment with questions related to the workshop to reflect on individually (reference to attachment: Assignments Workshop weeks I-III). The assignment should be sent to the DIE before a fixed date. This is part of an agreement between the DoE/DIE and the SIE to award a certificate to participants fulfilling all requirements. Compendia on the contents of the week and materials used were compiled by assistance of the DoE/DIE.

The evaluations of the week were 90 % positive. Some quotations from participants follow:

"We realise that our job requires us to act as counsellors either educationally or to change the mindset of the family to accept the barriers that a child has".

"Introduction of counselling was magnifique. Facilitators showed empathy and enthusiasm. Created relaxed atmosphere which made it easier for people to share thoughts".

"The workshop was inspiring and thought provoking".

"Much more confident to go back to school and implement new ideas".

"The hows, the whys and the whats of going about the counselling role have been dealt with extremely well and the practicality has been listed".

Bentley's Country Lodge, outside Pretoria, was the venue for **the second workshop week, March 26-30**. The number of participants from the first week had been reduced to approximately 35 persons with specialisation mainly on visual impairment. A more outcome -based timetable for the week was distributed to the participants, (reference to attachment: Programme Workshop weeks I-III).

Professor Rolf Helldin and Ass. Professor Örjan Bäckman (specialist in visual impairment/low vision) ran the workshop week jointly. Thus, it was always possible to relate visual impairment to inclusion, democracy and human rights, international laws and policy documents in general and for visually impaired in particular. During the week topics such as "the development of inclusion or not for pupils with visual impairment in Sweden", "comprehensive low vision services", "an ethical problem with reference to a pupil with low vision and behaviour problems", "transformation of special schools of the visually impaired into Resource Centres" and "the function of the Resource Centre for Visually impaired in Sweden" were on the agenda. Facilitators from SANCB, South African National Council for the Blind, contributed to the workshop by giving valuable inputs from stakeholders on the specific situation of visually impaired in South Africa.

There was a specific interest for the concept of low vision that was introduced to the participants. There is very little knowledge among special teachers in South Africa how to treat "low vision cases", e.g. pupils not being blind but with reduced vision-low vision-that could be utilised in combination with assistive optical devices and pedagogical training. Another area of interest was the training of special pedagogues/teachers of the Visually impaired in Sweden. At present there is no existing pre-service training of special teachers of the Visually impaired at University level in South Africa. Participants in this workshop week were also given a specific assignment related to the workshop to deal with individually (reference to attachment: Assignments Workshop weeks I-III) and to be forwarded to the DoE/DIE before a certain date. Compendia on the contents of the week and materials used were compiled by assistance of the DoE/DIE.

The evaluations from the week were extremely positive. It was difficult to find any negative opinions when reading the participants' reflections. Some quotations follow:

"Yes. All the outcomes were achieved. I was impressed with all the presentations. You are experts in your field/subjects".

"The outcomes of this week were so fruitful to us. It was possible for us to analyse problems of implementations of inclusive education in special schools and also the challenges. All the problems and strength were identified and discussed at length and everybody was clear about it. This week I learnt!"

"Thanks for the various causes of eye problems. The importance of low vision and early intervention of children with eye problems".

"Sharing ideas was a very good thing. It really made me to understand international historical arguments and policy documents for inclusion".

"We would wish that our visitors interact with our universities in particular UNISA for us to enrol for a degree in visual pedagogic and low vision".

3.4. Workshop week III, May 21-25, 2007

The third workshop week, May 21-25, was earmarked for deaf education and hard of hearing (reference to attachment: Programme Workshop weeks I-III). It took place at Manhattan Hotel in Pretoria with 25 participants. A team of specialists in deaf education/hard of hearing/sign language from the SIE ran the workshop: Ass. Professor Margareta Ahlström, Senior lecturers (and doctoral students) Emelie Cramér-Wolrath and Louise Danielsson (herself being totally deaf and using sign language as her medium of communication). Two professional interpreters, Ms Helena Uvebrant and Mr Joakim Blomkvist, assisted them.

The workshop week was structured in the same way as the week on visual impairment with an outcome-based timetable. Theoretical and practical aspects were mixed with group discussions, presentations by the participants and practical experiences. It was also very useful to have representatives from DEAFSA and SLED, Sign Language, Education and Development, both as facilitators and participants.

"Historical arguments for and against inclusion of Deaf and Hard of Hearing learners" were discussed from Swedish and international perspectives. Specific emphasis was given to "the understanding of communication and sharing as the key to development of skills", "sign language as the medium of communication for the deaf" with reference to the development in Sweden, "bilingual education" "the implications of hearing impaired from early ages", and "life long learning, higher education and inclusion". A practical exercise: "a moment of having mild, moderate- or severe Hard of Hearing" was very appreciated by the participants.

Areas getting most interest and attention of the participants were the concept of bilingual education and sign language as the first language of the deaf society. This is also underlined in many evaluations. As well as in the area of visual impairment there is at the moment no existing pre-service training of special teachers of the Deaf/Hard of Hearing at University level in South Africa. Training facilities for sign language is also almost non-existing. There is a great demand from special teachers to (re)-establish training in both areas. As in the previous workshop weeks the participants were given an assignment for reflection individually on how to implement deaf education at their respective special schools (reference to attachment: Assignments Workshop weeks I-III). The assignment should be sent to the DoE/DIE before a certain date. Compendia on the contents of the week and materials used were compiled by assistance of the DoE/DIE.

Workshop week evaluations were very positive. Some quotations follow:

"Yes, we covered all of the topics i.e. we discussed most of the possible strategies to implement inclusive education and also what could slow down its implementation".

"As it was my first time attending, the workshop was well organised and I also felt enthusiastic giving out points to my colleagues".

"Sign language is a vehicle through which reading and writing can be acquired by the deaf and hard of hearing children".

"I have learnt a lot regarding deaf education. Strategies for introducing bilingualism as well as when to introduce parents to sign language".

"Through group discussions, slide shows and booklets given we were able to understand inclusion from Swedish perspective which in my opinion will make it easier for us to implement inclusive education in South African schools, bearing in mind though that Swedish population is small, their government subsidises their schools fully. When I get back to my school I will be able to effectively implement bilingualism and organise SL classes for parents of learners with hearing impairment and deafness".

"Teachers from different schools were able to talk + share their frustrations + experiences + learn from each other".

3.5. Research

As described in paragraph 3.2, a meeting on University Linkage Programme was held at University of South Africa (UNISA) on February 5, 2007, initiated by the DoE/DIE.

During the workshop week I (March 19-23, 2007), Professor Rolf Helldin and Ass. Professor Orjan Bäckman were invited by Dr Norma Nel to an informal meeting at UNISA, mainly to discuss issues referring to the initiated research cooperation on a small comparative study of special teachers' attitudes to inclusive education in respective countries. A planned study visit tour to Sweden in September 2007 for Professor Anna Hugo, Dr Norma Nel and the doctoral student, Ms Dominique Bell from UNISA (all present at the meeting) was also discussed, all covered under the institutional cooperation between the SIE and the DoE/DIE.

The proposed Memorandum of Understanding, discussed at the February 5 meeting with regard to tri-partite agreement: UNISA, SIE and DoE/DIE, was further discussed (corrections made in the text). Professor Maluleke (present at the meeting) intended to send the Draft Memorandum of Understanding later on to the parties for inputs and consideration. It should be noted that no official representative of the DoE/DIE was present at the meeting.

However, Professor Maluleke sent a letter to the Director-General, DoE, Mr D. Hindle including the Draft Memorandum of Understanding. In this letter, Professor Maluleke proposed a fixed date for prospective inputs from the DoE by May 15 as well as a goal to reach a final agreement to be signed in a public ceremony by June 30, 2007. Neither any date for inputs nor a date for a new meeting or the goal to reach an agreement by June 30 were discussed or decided upon with the representatives of the SIE at the informal meeting. The letter caused some turbulence in the DoE that was sorted out in consultation between the Swedish Project Coordinator, Örjan Bäckman and Dr Pather, Director DIE.

In a meeting between Mr Anders Rönquist, First Secretary Embassy of Sweden, Dr Pather DoE/DIE, and the SIE Project Coordinator Örjan Bäckman at the Embassy of Sweden in Pretoria on May 22, 2007, research was further discussed in consideration of the institutional cooperation.

Dr Pather had indicated by e-mail that the DoE/DIE would like to discuss "implications for research with focus on areas of priority, and how such research might support the developments further". Dr Pather also said: "I am hoping at this meeting, we might be able to reach some agreement on how you might

support these areas, drawing in your current involvement with UNISA, and perhaps ideas on expanding linkages with other institutions and with other topics of research in Inclusive Education".

It came out that "attitudes and resistance to inclusive education", was not given the highest priority by the DoE/DIE. Other areas suggested for research were:

- "governance in inclusive education"
- "conversion of special schools to resource centres"
- "learners ´outcome and destination"

Dr Bäckman had discussed alternative areas of research with Professor Helldin before his departure from Sweden, such as "inclusive education overall policy questions", "cooperation between different categories of professionals in an inclusive education system", "the counselling role of the special teacher", "socio-economic barriers-immigrants problems", democratisation, communication, interaction".

Dr Bäckman declared that the SIE could not see any problems of expanding areas of research. For example, "inclusive education overall policy questions" as well as "democratisation, communication, interaction" could easily be linked to "governance in inclusive education". "Cooperation between different categories of professionals in an inclusive education system", and "the counselling role of the special teacher" fit very well into the DoE/DIE proposal "conversion of special schools to resource centres". "Socio-economic barriers-immigrants problems" indeed touches the area of "learners ´outcome and destination".

Involvement of other South African Universities in research was also discussed. The SIE is open for proposals from the DoE/DIE on involvement of other South African Universities together with UNISA. Both parties should consider networking and the establishment of reference groups. Dr Bäckman informed about the SIE contacts with Makerere University in Kampala, Uganda. A tripartite cooperation (South Africa, Sweden, Uganda) might be of interest.

It was also decided that the initiated research cooperation between the SIE and UNISA including the Staff exchange/Study visit to Sweden should be fulfilled within the frame of the institutional cooperation.

Dr Bäckman emphasised the interest of the SIE to assist in the reestablishment of pre-service training at University level of South African special teachers in areas of Visual Impairment/Low Vision and Deaf Education/Hearing Impairment.

Dr Pather discussed the possibility for Swedish support to publish a book on inclusive education. Mr Rönquist was positive to this. Content is almost ready (contributions from different authors), but the book needs to be completed, edited and printed. It was proposed that a summary paper on the results from the SIE-UNISA comparative study on attitudes could be included. This might also be a good way of documenting the institutional cooperation.

A short (one-day) Study visit to Sweden for Dr Pather in connection with a trip to Finland in September was also on the agenda. Dr Pather will find out if it could be possible.

A meeting took also place between Dr Bäckman and Professor Hugo, UNISA on May 24, 2007. Ms Khathija Okeke, DOE/DIE attended the meeting.

The programme and practical details for the Study visit to Sweden were discussed. The UNISA team (Professor Anna Hugo, Dr Norma Nel, Ms Dominique Bell) will depart from South Africa on September 14, 2007 to arrive in Sweden on September 15. They will leave Sweden on September 30, 2007 to return to South Africa on October 1.

The programme includes running seminars, giving presentations and lectures to staff and students at the SIE, visiting schools and resource centres and discussing the ongoing comparative South African-Swedish study on special teachers' attitudes to inclusive education with involved SIE researchers. The doctoral student, Ms Dominique Bell, will liaise, plan and work together with the Swedish doctoral student, Ms Helen Dwyer, compiling results so far of the comparative study.

Official invitation letters will be sent from the SIE to all participants in the Study visit.

4. WORK PLAN AND ACTIVITIES WITHIN THE TIME FRAME OF THE EXISTING INSTITUTIONAL COOPERATION UP TO JUNE 2008

Reference is made to the Headlines in Terms of Reference/Budget.

TRAINING

TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

On request of the DoE/DIE it would be possible for the SIE to follow up the March/May workshop weeks by additional weeks.

or to run another workshop for other groups of teachers/special teachers/professional staff. Periods, topics and contents to be suggested by the DoE/DIE and discussed with the SIE.

RESEARCH

Project: Comparative study between South Africa (UNISA) and Sweden (SIE) on special teachers' attitudes and resistance to inclusive education.

First result analysis of questionnaires distributed to target groups in South Africa and Sweden.

Starting comparison analysis.

Presentation of preliminary results.

Visit to Sweden by three South African researchers (two weeks in September 2007).

Visit to South Africa by three Swedish Researchers (two weeks in November 2007).

Preparation of paper for publication.

Paper to be published in book on inclusive education planned by the DoE/DIE.

Expanding linkages with other institutions and with other topics of research in Inclusive Education. Networking and establishing of core groups (reference to paragraph 3.5).

STUDY VISITS/STAFF EXCHANGE

Proposed visit to the SIE for Dr Pather, DoE/DIE (suitable time to be decided)

Planning of additional staff exchange together with DoE/DIE.

5. CONSIDERATIONS FOR CONTINUED COOPERATION

In the meeting between Mr Anders Rönquist, First Secretary Embassy of Sweden, Dr Pather DoE/DIE, and the SIE Project Coordinator Örjan Bäckman at the Embassy of Sweden in Pretoria on May 22, 2007 alternatives for continuing/extending the cooperation was also discussed. Both parties have expressed interest in future links. The present institutional cooperation remains in force until June 30, 2008.

There are three options:

- Contract Financed Technical Cooperation (KTS)
- Research Links Programme
- Tripartite cooperation

Contract Financed Technical Cooperation is very similar to the present institutional cooperation. It paves the way for more opportunities, e.g. training of different professionals in different areas, research projects, study visits and staff exchange etc.

Research Links Programme means that the two parties suggest and design a joint research project and applies for funds from both the Swedish Science Research Council and its equivalent South African body, the National Research Foundation. The emphasis is on research solely. This could be an interesting approach in consideration of what is said about expanding linkages with other institutions and with other topics of research in Inclusive Education and networking and establishing of core groups (reference to paragraph 3.5).

Tripartite cooperation is an agreement involving three parties. Since the SIE has established links in education and teacher training with other African countries (Tanzania, Uganda, Kenya), and the DoE/DIE probably has several contacts with neighbouring countries, this could be an alternative. The SIE involvement with Makerere University in Kampala, Uganda was mentioned in paragraph 3.5. However, this kind of cooperation is more demanding for all parties and the keyword for a successful result is coordination.

The parties have to further discuss the alternatives in order to come to a conclusion before the present institutional cooperation comes to an end on June 30, 2008. The fact that the Stockholm Institute of Education will merge with the Stockholm University as from January 1, 2008 and its consequences must also be taken in consideration.

6. FINAL REMARKS

To achieve inclusive education and to ensure individuals with barriers to learning the same rights- in all aspects- as other individuals of the society is a policy statement shared by both South Africa and Sweden. In practice and in reality it is a long way to go to achieve this goal and a lot of obstacles to overcome. A mutual cooperation is one way for involved parties to support each other in striving for reaching this difficult goal.

APPENDICES

Contract no.

[Contract no.](#)

Reg. no.

[U.11 4.3](#)

Decision no.

[Decision no.](#)

CONTRACT FOR SHORT-TERM CONSULTING SERVICES

PARTIES

- a) The Swedish International Development Cooperation Agency
(hereinafter referred to as Sida)

Org nr: 202100-4789
Attention: [Helen Nordenson](#)
Division: [Embassy of Sweden, Pretoria](#)
Address: P O Box 13477
Hatfield 0028, South Africa
VAT no.: SE 202100-478901
Telephone: [+27 \(0\)12 4266454](#)
Fax: [+27 \(0\)12 4266464](#)
E-mail: helen.nordenson@sida.se

- b) [Stockholm Institute of Education, SIE](#) (hereinafter referred to as the Consultant)

Org.nr: [SE 2021003005](#)
Attention: [Örjan Bäckman](#)
[Stockholm Institute of Education](#)
Address: [P O Box 34103](#)
[SE-100 26 Stockholm, SWEDEN](#)
VAT no.: [SE 2021003005](#)
Telephone: [+46 \(0\)8 737 96 21](#)
Fax: [+46 \(0\)8 737 59 00](#)
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Tax: F Tax

ARTICLE 1 DOCUMENT ORDER AND DEFINITION OF THE CONTRACT

The following documents constitute the entire agreement between the parties on all issues to which this Contract relates and shall supersede all previous written and oral commitments and undertakings. The documents shall be regarded as complementary, but in case of ambiguities or discrepancies, they shall, unless it is obviously contrary to the purpose of this contract, take precedence in the order set out below.

- 1) Any written amendment to this contract
- 2) This Contract
- 3) Sida's Standard Conditions for Short and Long-Term Consulting Services,
2002, Appendix A
- 4) Terms of Reference, Appendix B
- 5) Budget, Appendix C

This contract, including the enclosures stated above, shall hereinafter be referred to as the Contract.

ARTICLE 2 BACKGROUND

Sweden together with Finland has decided to finance the first phase of [White Paper 6: Building an Inclusive Education and Training System](#) (hereinafter referred to as the Project) in [South Africa](#) (hereinafter referred to as the Country).

The Swedish grant amounts to 20 000 000 SEK. Within the budget there are funds set aside for cooperation with Sweden in the area of teacher education and research.

The SIE (Teacher Education University) was identified as a partner for cooperation with the Directorate for Inclusive Education in the Department of Education and Teacher Training Institutions in South Africa. Two visits were undertaken to South Africa in October 2003 and March 2004 respectively, and two reports were presented to the South African Department of Education, DoE. A third visit took place in September 2005 in order to finalise the negotiations on areas of cooperation and to make an agreement for the period 2005-2007.

ARTICLE 3 STANDARD CONDITIONS

Sida's Standard Conditions for Short and Long-Term Consulting Services, 2002 (hereinafter referred to as Standard Conditions) Appendix A, shall apply to the Contract.

ARTICLE 4 THE SERVICES

a) Scope of Services

The Consultant shall carry out services as specified in the Terms of Reference (hereinafter referred to as the Services), Appendix B.

b) Time Schedule

The Services shall be completed no later than [31 December 2007](#).

c) Reporting and follow-up meetings

Semi annual reports shall be submitted to Sida, Swedish Embassy in South Africa and to the Department of Education. The first covering the period November 2005- June 2006 (8 months) thereafter a period of 6 months. A draft final report shall be submitted not later than 29 February 2008. Sida and the Department of Education shall comment of the draft within two weeks of receipt of the report.

The Consultant shall meet with Sida and the Embassy of Sweden at least twice a year to discuss the progress of the work.

ARTICLE 5 LIMITATION OF LIABILITY

The Consultant's liability according to sub-section 9.1 of the Standard Conditions is limited to [the amount of fees](#).

ARTICLE 6 REMUNERATION, INVOICING AND PAYMENT

The Services shall be performed by the persons stated below in this Article.

a) Fees

The Consultant is entitled to fees in Swedish Kronor (SEK) as stipulated in the Standard Conditions Section 6, and in accordance with the following:

<i>Name of Person</i>	<i>Type of Service</i>	<i>Fee SEK/hour</i>
Örjan Bäckman	Technical expertise	497
Rolf Helldin		563
Teachers/Researchers		500

Compensation due to vacation (semesterersättning) is included in the fee stated above. If the Consultant shall receive remuneration under tax category F (F-skattesedel) the following shall apply. The fee stated above does not include VAT.

b) Reimbursable Costs

The Consultant is entitled to reimbursement for costs as stipulated in the Standard Conditions Section 7.

In addition to what is stated in the Standard Conditions, the Consultant is entitled to reimbursement for the following costs: [Study visits and staff exchange](#).

c) Budget and Ceiling Amounts

A Budget is enclosed in Appendix C.

Total payments under the Contract shall not exceed the aggregate sums of 1 771 500 SEK for fees and 728 500 SEK for reimbursable costs (hereinafter referred to as Ceiling Amounts).

d) Invoicing and Payment

Invoicing and payment shall be made as stipulated in the Standard Conditions Section 8. Invoices shall be to the Embassy of Sweden in Pretoria.

The Consultant shall also send a copy of the invoices to the Recipient for approval. Regarding the fee, the Consultant shall send invoices to Sida quarterly in arrears, covering fees and costs during that quarter.

ARTICLE 7 REPRESENTATIVES AND AMENDMENTS OF THE CONTRACT

a) Sida's Representative

For communications and amendments regarding the Contract, the following person, or his/her designated representative, shall represent Sida: [the Counsellor responsible for development cooperation](#).

b) The Consultant's Representative

For communications regarding the Contract, the following person, or his/her designated representative, shall represent the Consultant: For amendments of the Contract, the following person, or his/her designated representative, shall represent the Consultant: [Eskil Frank, Vice Chancellor](#).

c) Amendments

Amendments of the Contract shall be made in writing and signed by the parties.

ARTICLE 8 NOTICES AND LANGUAGE

Notices, requests or other communication shall be in the English language, state the Contract number, and sent to the following addresses:

Sida: as stated above under PARTIES

The Consultant: as stated above under PARTIES

The Recipient: The Director Inclusive Education,
Department of Education,
Pretoria 0001, South Africa

ARTICLE 9 REFERENCE TO OTHER AGREEMENTS

Reference is made to the following agreements which are relevant to the Project:

- Agreement on General Terms and Conditions for Development Cooperation, between Sweden and the Country for the period [September 1st 2001 – December 31st 2005](#)..
- The Specific Agreement on [education support to the implementation of White Paper 6 on special needs education](#) between Sweden and the Country signed on [6th June 2003](#).
- Any agreement that may replace or amend the above said agreements.

ARTICLE 11 SETTLEMENT OF DISPUTES

a) Dispute Settlement Procedure

Any dispute, controversy or claim arising out of or in connection with the Contract, or the breach, termination or invalidity thereof, which can not be settled amicably, shall be finally settled by the Swedish Court of Law.

b) Applicable Law

The Contract shall be governed by the substantive laws of Sweden without regard to its conflict of laws rules.

ARTICLE 12 EFFECTIVENESS

The Contract shall enter into force on the date of signing and remain in force until [30 June 2008](#).

Stockholm Oct, 26, 2005

Place and date
For and on behalf of Sida

Place and date
For and on behalf of the Consultant

Signature
Lars Liljesson, Counsellor

Name clarification and title

Signature
Eskil Franck, Vice Chancellor

Name clarification and title

Terms of Reference

Cooperation between the Department of Education, South Africa and the Stockholm Institute of Education, Sweden, 2005-2007.

Introduction

It is important to emphasise that the main focus of the Terms of Reference should be on cooperation in relation to the Operational Plan (Tender Number RTI665 CP) submitted by the SISONKE CONSORTIUM. The overall objective is to suggest areas of “supplementary knowledge” and thus avoiding “competition” between the parties involved. The overall focus will be closely related to the goals of Swedish development assistance in education, such as the promotion of democracy and the eradication of poverty. With reservation for available funds, priority might be given to certain areas proposed, in discussions with SISONKE CONSORTIUM, the DoE and Sida. Detailed plans, time frames, and budget estimate remain to work out. The Terms of Reference, proposed for the period 2005-2007, is considered as the beginning of a cooperation that might be extended.

Proposed areas of cooperation:

COORDINATION

For planning, coordination, cooperation, documentation and follow-ups together with Department of Education, South Africa working hours will be allocated during the cooperation period.

TRAINING

- General Teacher Training (pre-service and/or in-service)

the concept of inclusive education

The training will concentrate on comparison of different perspectives of inclusive education. The historical development of (special) education/inclusive education/disabilities will be analysed with reference to the development in Sweden, in South Africa and in the international society as large. The theoretical framework of the training will be linked to development work on site in connection with training in research methods. The theoretical parts of the training are treated at different levels (individual, group, organisation, society). As an in-service training approach, the training could be linked to SISONKE training of key personnel in one or more under-resourced provinces.

- Special Teacher Training (pre-service and/or in-service)

the concept of professional cooperation and responsibility

The training will focus on the special teacher as an “agent of change”. The special teacher should be trained in order to act as “the main resource person”, responsible for promoting the development of the process towards “a school for all”. Knowledge of adaptation of the environment to individual needs of pupils/students will be an essential part of the training. Theoretically, the training will focus on concepts, such as professional cooperation, empowerment, communication and solidarity. The special teacher should also have enough general knowledge to pay attention to pupils with specific and urgent needs (visual impairment, hearing impairment/deafness, intellectual disorders, social problems), in order to refer these children for specialised education when necessary. Parts of the theoretical framework described in the previous paragraph also apply to this training. The theoretical framework of the training will be linked to development work on site in connection with training in research methods. As an in-service approach the training could be linked to SISONKE training of support teams in Full-Service Schools.

- Specialist training in areas of visual impairment, hearing impairment/deafness, intellectual disorders (pre-service and/or in-service).

the concept of disability

In South Africa there is an urgent need for establishing regular pre-and in-service specialist training in visual impairment, hearing impairment/deafness and intellectual disorders. The training in respective areas should first of all cover knowledge necessary to facilitate inclusion whenever possible for pupils/students with disabilities. Training should include the handling of specific and technical equipment, computerised technology etc. The specialist teacher must be trained both for overall collaboration and support to other teachers as well as in skills to teach pupils/students with different disabilities. Parts of the theoretical framework described in the previous paragraph also apply to this training. The theoretical framework of the training will be linked to development work on site in connection with training in research methods. However, the training must also deal with disability theories and give specific medical, technical and subject-related knowledge with reference to different disabilities. Priority should be given to re-establish pre-service specialist training in respective areas at least at one or two Universities/Teacher Training Institutions in South Africa. As an in-service training approach, the training could be linked to SISONKE training of specialist teachers at special schools/resource centres.

- Counselling

the concept of “training the trainers”

The training should both from theoretical and practical perspectives train participants to supervise individuals and groups with reference to the educational practise in consideration of inclusion. The training will be based on educational and other problems in the communities experienced by the participants. Counselling will be regarded as an “umbrella concept”

referring to the different levels of training proposed.

TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

the concepts of transformation and professionalism

Training will focus on comparison of the transformation process of special schools into Resource centres that has taken place in Sweden and what is expected to take place in South Africa. The organisation of the new educational provision system under the guidance of the Swedish National Agency for Special Education will be used as an example of advantages and disadvantages of the transformation. The theoretical training will contain: the historical development of special education; research on professionalisation, cooperation and democratic communication. The international change of the special teacher “old” role into the role of a consultative, supporting special teacher will be analysed.

A first phase of this training could primarily consider special schools/Resource centres for hearing impairment/deafness, intellectual disabilities and visual impairment in South Africa.

RESEARCH

The Stockholm Institute of Education has a broad and deep knowledge that covers most aspects of inclusive education. Research areas that are represented are Cultural Studies, Educational Management, School Organisation and Organisational Development, Educational Philosophy, Sociology of Education, History of Special Education, Behavioural Science, Social Science, Medical/Biological Science, Ethics, and Disabilities. Many teacher-training programmes, and other educational assignments are run through distance education. Experience from working in development cooperation is documented by institutional cooperation for shorter and longer periods, for example, with Botswana, Mozambique, and Tanzania (partly distance education).

SIE would like to be actively involved with two members in the SISONKE “Action Research Team”. Areas for involvement of the SIE could be discussed with reference to the SISONKE CONSORTIUM suggestions (pp.16-17, Operational Plan). The SIE participation will be monitored mainly through distance communication using IT- technology, including working visits on site. In addition, SIE proposes the establishment of an Internet-based website for common analyses of data collected.

Discussions have started with University of South Africa (UNISA) on future research cooperation.

STUDY VISIT/STAFF EXCHANGE

- Study visit

A Study visit for selected pedagogical personnel with connection to DoE, SISONKE CONSORTIUM and Universities/Teacher Training Institutions and Teacher Unions will be planned at the SIE for one week, preliminary in February/March 2006. A detailed programme will be worked out. Examples of topics that will be covered during the study visit are:

- The concept of inclusive education
- The concepts of human rights and democracy
- Gender discrimination in schools
- Statutory instruments, laws, policy documents
- Curriculum theory
- Disability theory

Relevant study visits will take place in connection to topics listed above.

- Staff exchange

SIE considers prospective staff exchange at different levels: teachers in Full-Service Schools, Special schools/Resource Centres, Reform Schools and members of District Based Support Teams. Staff exchange could also include university professionals from doctoral students to professors (one doctoral student, one lecturer, one senior/lecturer)

PREL. BUDGET

Cooperation between the Department of Education, South Africa and the Stockholm Institute of Education, Sweden, 2005-2007.

COORDINATION

Fees

Örjan Bäckman (20% of annual working hours, 340 hs x SEK 497 x 2)	337.960
Two weeks in SA for Örjan Bäckman (7 days x 8 hours x SEK 497 x 2 = 55.664) and Rolf Helldin (7 days x 8 hours x SEK 563 x 2 = 63.056)	118.720

Reimbursable costs

Ticket Stockholm- Johannesburg return 2 x 8.500 x 2 (Örjan Bäckman and Rolf Helldin)	34.000
Accommodation 14 nights à SEK 830 x 2	23.240
Per diem 15 days à SEK 404 x 2	12.120
Local travel (transport to and from airports in Sweden and South Africa)	6.000
Others	3.940
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COORDINATION TOTAL COST	535.980
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TRAINING

Five weeks in SA for 2 Teacher trainers per week

- General Teacher Training (pre-service and/or in-service)
- Special Teacher Training (pre-service and/or in-service)
- Specialist training in areas of visual impairment, hearing impairment/deafness, intellectual disorders (pre-service and/or in-service).
- Counselling

Fees

Preparation for all training in South Africa 120 hours à SEK 500 x 5 weeks	300.000
One week (7 days x 8 hours x SEK 500 x 2 = SEK 56.000) x 5 weeks	280.000

Reimbursable costs

Ticket Stockholm- Johannesburg return 2 x SEK 8.500 = SEK 17.000) x 5 weeks	85.000
One week (accommodation 7 nights à SEK 830 x 2 = SEK 11.620) x 5 weeks	58.100
One week (per diem 8 days à SEK 404 x 2 = SEK 6.464) x 5 weeks	32.320
Local travel (transport to and from airports in Sweden and South Africa)	9.000
Others	2.580

TRAINING TOTAL COST	767.000
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TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

Two weeks in SA for 2 Specialist Teacher Trainers

Fees

Preparation for all training in South Africa 168 hours à SEK 500 x 2 weeks	168.000
One week (7 days x 8 hours x SEK 500 x 2 = SEK 56.000) x 2	112.000

Reimbursable costs

Ticket Stockholm- Johannesburg return 2 x SEK 8.500 = SEK 17.000)	17.000
One week (accommodation 7 nights à SEK 830 x 2 = SEK 11.620) x 2 weeks	23.240
One week (per diem 8 days à SEK 404 x 2 = SEK 6.464) x 2 weeks	12.928
Local travel (transport to and from airports in Sweden and South Africa)	7.000
Others	2.832

TRAINING TOTAL COST	343.000
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RESEARCH

Fees

Planning, research contacts, documentation and presentations in scientific journals (Swedish and South African researchers)	100.000
Two weeks in SA for two Swedish researchers (14 days x 8 hours x SEK 500 x 2= 112.000)	112.000
Two weeks in Sweden for three SA researchers (14 days x 8 hours x SEK 300 x 3 =100.800)	100.800

Reimbursable costs

Ticket Stockholm- Johannesburg return 2 x 8.500 x 2	34.000
Accommodation 14 nights à SEK 830 x 2	23.240
Per diem 15 days à SEK 404 x 2	12.120
Local travel (transport to and from airports in Sweden and South Africa)	6.000
Others	2.840

Ticket Johannesburg- Stockholm return 3 x SEK 8.500	25.500
Accommodation 14 nights à SEK 830 x 3 = SEK 34.860)	34.860

Local travel (transport to and from airports in Sweden and South Africa)	3.000
Others	1.640
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RESEARCH TOTAL COST	456.000
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STUDY VISIT/STAFF EXCHANGE

- Study visit
(one week for 20 participants from South Africa)

(Travel SA-Sweden air tickets return, accommodation and per diem NOT paid within this budget)

Meals	30.000
Lecturing, seminars and workshops, including preparation	24.020
Transport	20.000

- Staff exchange:

Three persons to South Africa for 2 weeks

Fees

One week (7 days x 8 hours x SEK 500 x 3 = SEK 84.000) x 2 weeks	168.000
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Reimbursable costs

Ticket Stockholm- Johannesburg return 3 x SEK 8.500	25 500
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One week (accommodation 7 nights à SEK 830 x 3 = SEK 17.430) x 2 weeks	34.860
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Local travel (transport to and from airports in Sweden and South Africa)	7.000
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Others	3.640
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Four persons to Sweden for 2 weeks

Reimbursable costs

Ticket Johannesburg- Stockholm return 4 x SEK 8.500 **34 000**

One week (accommodation 7 nights à SEK 830 x 4 = SEK 23.240)
x 2 weeks **46.480**

Local travel (transport to and from airports in
Sweden and South Africa) **3.000**

Others **1.520**

STUDY VISIT/STAFF EXCHANGE **398.020**

GRAND TOTAL **2.500.000**

WORKSHOP IN SOUTH AFRICA MARCH 19-23, 2007

Program suggestions WEEK ONE

Welcome (DoE/DIE/SIE)

Topics to be treated during the week

OPEN SPACE (Group Work)

Why/How/When could/should we work for inclusive education in everyday school life?).

GENERAL INTRODUCTION TO INCLUSIVE EDUCATION

Learning problems in Sweden and Europe-concepts and questions.

Examples of content:

- a critical view on Special Education**
- historical processes of separation**

- the inclusion model in Europe**
- the democratic society**
- the growth of "a school for all"**
- historical arguments for division**
- the new Special Education in Sweden: Goals**

TEACHERS' ROLE AS COUNSELLORS:

- the concept of counselling**
- theoretical and practical perspectives**
- supervision of individuals and groups**
- reference to educational practise**
- the special teacher as an "agent of change"**
- professional cooperation, empowerment and communication**
- changing old roles**
- the consultative, supporting specialist teacher**
- practical exercises**
- assignments for individual reflection**

**Örjan Bäckman
Rolf Helldin**

WORKSHOP IN SOUTH AFRICA MARCH 26-30 2007

(Preliminary program. Modifications might be made depending on desires of the participants)

Overall outcome of the week:

Participants will increase their knowledge and understanding of transformation of special schools of the visually impaired into Resource centres. Theoretical and practical aspects.

Participants will be able to analyse possibilities and problems of implementation of inclusive education in their respective special schools and to meet and challenge reflections and comments from other participants

Monday, March 26 (10.00-16.00)

Outcome of the day:

to be able to understand international historical arguments, laws and policy documents for inclusion in general and for visually impaired in particular;
to be able to make a comparison with the international scene and the South African situation

Topics:

- Historical arguments for and against inclusion in Sweden and other European countries- a general view.
- Reference to the development of inclusion or not for pupils/students with visual impairment in Sweden.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- “A school for all”. International laws and policy documents.
- Reference to laws and policy documents specifically for individuals with visual impairment.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Tuesday, March 27 (09.00-16.00)

Outcome of the day:

to be familiar with the concept of low vision;
to be able to understand the importance of human rights and democracy in early ages.

Topics:

- Follow up of Monday's work
- Comprehensive low vision services, part I.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Human rights and democracy in early ages. Gender discrimination.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Wednesday, March 28 (09.00-16.00)

Outcome of the day:

to be able to consider an ethical problem with reference to a pupil with low vision and behaviour problems

Topics:

- Follow up of Tuesday's work
- An ethical dilemma- practical example.

FOLLOWED BY GROUP WORK AND DISCUSSIONS

- Three students facing barriers to learning tell about their experiences from school and what kind of support they got.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Assignment for tomorrow: Read the paper: "The Implementation and Challenges to Inclusive Education Policy and Practice in South Africa", paper delivered at a Conference of the International Council on Education of Visually Impaired Persons, held from 16-21 July 2006, Kuala Lumpur, Malaysia, by Praveena Sukhraj, Doctoral student at the Department of Public Policy, University of KwaZulu Natal
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Thursday, March 29 (09.00-16.00)

Outcome of the day:

to further understand the concept of low vision and the importance of low vision training;
to be able to analyse the transformation process from a South African perspective.

Topics:

- Follow up of Wednesday's work
- Comprehensive low vision services, part II

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- The function of the Resource Centre for Visual impairment in Sweden.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Seminar based on distributed paper.

Friday, March 30 (09.00-12.00)

Outcome of the day:

to gain additional knowledge about support to pupils/students with barriers to learning

Topics:

- Follow up of Thursday's work
- The Swedish Institute for Special Needs Education: an overview

FOLLOWED BY DISCUSSION AND QUESTIONS

- Presentation of assignment to be sent to the DoE/DIE
- Summary and evaluation of the week

WORKSHOP IN SOUTH AFRICA, MAY 21st -25th , 2007

Preliminary schedule and Outcomes of the Week:

The participant will increase their knowledge and understanding of transformation of Special Schools and education for Deaf and Hard of Hearing pupils/students/learners and the concept of Resource centres. Theoretical and practical aspects.

Monday, 21st of May (10.00-16.00)

Outcomes of the day:

- to be able to understand the historical policy documents and the situation today for inclusion in Special school for Deaf and Hard of Hearing pupils/students/learners in Sweden.
- to make a comparison with the Swedish outlook and the South African situation.

Topics:

- Historical arguments for and against inclusion of Deaf and Hard of Hearing pupils/students/learners in Sweden.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Reference to the situation of inclusion for Deaf and Hard of Hearing pupils/students/learners in Sweden.

- Bilingual Education – “Education for all”.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Tuesday, 22nd of May (09.00-16.00)

Outcomes of the day:

- to be able to understand the situation today for inclusion for Deaf and Hard of Hearing pupils/students/learners in Sweden.
- to be able to understand communication and sharing as the key to development.

Topics:

- Follow up of Monday's work

- The Aspects of Deafness in communication and learning

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Pedagogical issues

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Wednesday, 23rd of May (09.00-16.00)

Outcomes of the day:

- to be able to understand the implications of Hearing Impairment from early ages.
- to be able to understand the importance of choices.

Topics:

- Follow up of Tuesday's work

- The Habilitation services in Sweden

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Group activity: A moment of having a mild-, moderate- or severe Hard of Hearing.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Thursday, 24th of May (09.00-16.00)

Outcome of the day:

- to be able to understand Language as the key to learning

Topics:

- Follow up of Wednesday's work

- Bilingual Education

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Educational aspects – “life long learning”.

FOLLOWED BY DISCUSSIONS AND QUESTIONS

Friday 25th of May (09.00-16.00)

Outcome of the day:

- Inclusive education for South African Deaf learners - a possibility and a challenge or?

Topics:

- Follow up of Thursday's work

- Life long Learning, Higher Education and Inclusion

FOLLOWED BY DISCUSSIONS AND QUESTIONS

- Presentation of assignment to be sent to the DoE/DIE
- Summary and evaluation of the week

TRAINING WORKSHOP: 19-23 MARCH 2007

Individual Counselling Assignment: Teachers as Counsellors

Following this workshop, it is necessary for each person to reflect on how they might relate the process of counselling within their own real- life educational situation. So, each person should think about their own work situation and consider how they might establish and implement counselling opportunities within the structures that exist at the school/institution level and at district level.

Please, write a **2 A4 page assignment** describing your implementation plan. Make sure that all your suggestions are possible to implement within your specific situation.

To guide your writing you can consider the following questions:

- What can possibly be done in your school and/or district?
- How can you use the counselling process?
- Suggest concrete, practical ways of incorporating counselling into your routine practice.

To construct your implementation plan, make sure you include the following:

- What is to be done?
- Who would be involved?
- Why is it to be done?
- How shall it be done?
- Who has the responsibility?
- When should it begin?

**Please submit to the National DoE Inclusive Education Directorate
by the Wed, 2 May.**

You can submit the assignment by email, by fax or by post.

Email: pather.s@doe.gov.za *and* mahlangu.b@doe.gov.za

Fax number: 012 312 5029

Postal address:

Dr S Pather

National Department of Education

Directorate: Inclusive Education

Private Bag X895

Pretoria, 001

TRAINING WORKSHOP: 26-30 MARCH 2007

Individual Assignment: Visual impairment. Transformation of Special schools into Resource Centres

Following this workshop, it is necessary for each person to reflect on the transformation process to take place.

So, each person should think about their own work situation/special school, the local environment and how they might contribute.

Please, write a **2 A4 page assignment** describing/proposing a transformation plan for your school into a Resource Centre. Make sure that all your suggestions are possible and realistic to implement.

To guide your writing you can consider the following questions:

- Resources available? (e.g. infrastructure and accessibility, funding, training of staff, teaching/ learning materials, equipment etc.)
- Implementation plan? (What has to be done? Who would be involved? How shall it be done? Who has the responsibility? Realistic time frame?)

**Please submit to the National DoE Inclusive Education Directorate
by the Wed, 2 May.**

You can submit the assignment by email, by fax or by post.

Email: pather.s@doe.gov.za and mahlangu.b@doe.gov.za

Fax number: 012 312 5029

Postal address:

Dr S Pather
National Department of Education
Directorate: Inclusive Education
Private Bag X895
Pretoria, 001

TRAINING WORKSHOP: 21-25 MAY, 2007

Individual Assignment: Deaf and Hard of Hearing Education. Bilingual Education for Deaf and Hard of Hearing Learners

Following this workshop, it is necessary for each person to reflect on the situation in Deaf and Hard of Hearing Education.

So, each person should think about their own work situation/special school, the local environment and how they might contribute.

Please, write a **2 A4 page assignment** describing/proposing an educational plan for your school. Make sure that all your suggestions are possible and realistic to implement.

To guide your writing you can consider the following questions:

- Resources available? (e.g. infrastructure and accessibility, funding, training of staff, teaching/learning materials, equipment etc.)
- Implementation plan? (What has to be done? Who would be involved? How shall it be done? Who has the responsibility? Realistic time frame?)

Please submit to the National DoE Inclusive Education Directorate

by the end of June.

You can submit the assignment by email, by fax or by post.

Email: pather.s@doe.gov.za *and* okeke.k@doe.gov.za

Fax number: **012 312 5029**

Postal address:

**Dr S Pather
National Department of Education
Directorate: Inclusive Education
Private Bag X895
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