

## **BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM**

**Possibilities of cooperation with the Directorate for Inclusive Education of the Department of Education and Teacher Training Institutions in South Africa**

**Report from a visit to South Africa, 4-17 October 2003**

**Örjan Bäckman**

**Rolf Helldin**

**Stockholm Institute of Education, Department of Human Development,  
Learning and Special Education**

## EXECUTIVE SUMMARY

Sweden together with Finland has agreed to a three-year 2003/04-2005/06 support to the Department of Education of South Africa to implement the first phase of White Paper 6: Building an Inclusive Education and Training System. The Swedish grant amounts to SEK 20 000 000. Within the budget there are funds set aside for cooperation with Finland for capacity building and with Sweden for university linkages.

The Stockholm Institute of Education (Teacher Education University) was identified to look into the possibilities of cooperation with the Directorate for Inclusive Education in the Department of Education and Teacher Training Institutions in South Africa.

According to the **Terms of Reference** the task was focused on:

- assess the possibility of cooperation between Swedish and South African Teacher Training Institutions,
- identify possible areas of collaboration with Swedish Teacher Training Institutions,
- make a plan together with the Directorate for Inclusive Education in the Department of Education how the cooperation could be set up.

The Swedish team has consisted of Dr. Örjan Bäckman and Dr. Rolf Helldin. The assignment was carried out in three weeks, including a study visit to South Africa, October 4-17 2003.

The overall impression from findings and observations is the strong commitment and professional knowledge of the Department of Education, both at National and Provincial levels. This means to address "barriers to learning" of different kinds within the existing system, in order to promote and develop a comprehensive, democratic participation in school and society. Most professionals, decision-makers and teachers give expression to confidence in the idea of inclusive education.

The White Paper 6, the Programme Document for the First Phase of Implementation of White Paper 6, and other explanatory policy documents form a solid theoretical basis of introducing inclusive education both in short and long perspectives. It is a task that demands joint and dedicated participation of all sectors of the society.

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Building an inclusive education and training system involves a thorough transformation of the whole, traditional education system as well as a revolutionary process with reference to knowledge and changing of attitudes, parallel to the ongoing process of building a new democratic society.

However, there is also quite a lot of resistance and "fears" when it comes to practical implementation and all its consequences. Thus, it is important to observe the experienced gap between "visions" and possibilities of realisation.

**Some observation areas that include both problems and possibilities are:**

- Infrastructure (upgrading of and accessibility to schools; timing of the transformation process; design of schoolyards; safely transports to school; equipment, maintenance and staff trained to handle the equipment; vulnerability to burglary and thefts etc.)
- Utilization of Existing Resources (financial restraints and reduced subsidies; cost-effective utilization of resources; areas to be prioritised; reconstruction of the whole school: situational analysis and local curriculum development; retiring teachers at special schools and transferring of specific and unique knowledge and experience to a new generation; disability grant contra the rights of children to attend schools etc.)
- Policy contra Practice/Research contra Policy (the gap between policy and practice: interpretation of resource allocations contra time frame for transformation; "fears" of losing "old privileges"; resistance and hesitation about educational, political plans and guidelines for practical implementation; ongoing research on inclusive education at South African Universities of great interest but not being considered enough in policy documents etc.)
- Some theoretical and practical dilemmas in policy documents (the risk to use old concepts like "assessment" in new contexts; "reconstruction" of a traditional concept by staff training is a demanding task; concepts such as "diversity", "variation", "cultural dominance", "recognition" to be balanced by concepts such as "interest", "redistribution", "exploitation" and "justice", i.e. integration of the best understanding of both modern and post-modern educational philosophies etc.)
- Staff Education (the most essential part of the inclusive education process; teachers' experiences of decision-makers using a "top-down" instead of a "bottom-up" approach when introducing new concepts; teachers to be given a fair chance of reflection and influence on the process at grass root level;

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the concept of inclusive education to be a compulsory element in all basic teacher training programmes with emphasis on skills of cooperation; need for improved collaboration between "general" teacher trainers and "specialist" teacher trainers; academic credit formalisation, curriculum formalisation as well as degree requirements to be considered for inclusive education courses; action research as a tool in in-service training; special teachers, educational psychologists and therapists worried about not being utilised in the very best way in the transformation process, and their professional knowledge to be respected and recognised; old knowledge to be used in two ways: to avoid the same mistakes and to contribute to building new systems; the key-roles of Principals/Headmasters to understand and to support inclusive education etc.)

Disability-considerations (the right to a qualified education in "a school for all" referring to the learning situation of children with disabilities such as visual impairment, deafness and partially hearing, intellectual problems and combinations of disabilities (severely multi-disabled children); impossible to fully close down special schools in short perspectives according to special teachers; need for specific equipment and educational support in an inclusive classroom situation; problems of injustice and inequality to be addressed in the transformation of special schools into supporting resource centres etc.)

Cooperation at/between all levels (attitudes met: cooperation is difficult to achieve or there is no need in your professional role-"you are satisfied"; many teachers regard cooperation as a basic condition for utilising existing resources in the most effective way; competing systems with "specialists" and "expert professional claims" to be obstacles for a well functioning cooperation etc.)

Third world-First world: Poverty and Involvement (meeting the demands of two different "worlds" at the same time; "question of power", i.e. education to be used to develop a democratic society and the inclusive education project to be an attempt of joining the two very different worlds; examples given of schools to be a centre of collaboration in building and developing better housing and in promoting the quality of life in township areas etc.)

#### **Possibility of cooperation and suggested areas of collaboration:**

The Stockholm Institute of Education, Department of Human Development, Learning and Special Education together with other Swedish Teacher Training Institutions is very positive to an institutional cooperation between Swedish and South African Teacher Training Institutions. The Stockholm Institute of Education has a broad and deep knowledge that covers most aspects of inclusive education. Knowledge areas that are represented are Cultural Studies,

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Educational Management, School Organization and Organizational 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 with, for example, Botswana, Mozambique, and Tanzania (partly distance education).

It is proposed to run a pilot project on training of staff in a non-privileged area in South Africa, preferably in Eastern Cape Province, in one of the nodal Districts (White Paper 6; Programme Document for the First Phase of Implementation of White Paper 6). In focus will be Mainstream/Full-service schools/Special schools/Resource Centres, and District-Based Support Teams.

The theoretical framework of the training course is described in Chapter 5 of this report. The target group will consist of mixed professionals, selected by the Province (teachers, special teachers, educational psychologists, therapists, administrators/decision-makers, local community representatives/politicians, parent representatives, social workers, and school maintenance staff).

The main objective is to discuss basic concepts of inclusive education with emphasis on observed possibilities/problems (Chapter 4 of this report). Training will be focused on networking, cooperation, intra-team communication, flexibility, problem-solving methods and development of local curricula. The course could be designed for shorter or longer periods depending on the extent of the Swedish-South African collaboration period. A shorter course of five weeks is described in the report.

### Additional Conclusions/Recommendations:

It is necessary to further develop links between the Stockholm Institute of Education/other Swedish Universities and South African Teacher Training Institutions/Universities on staff/teacher training.

Next meeting between the Stockholm Institute of Education and the Directorate for Inclusive Education should be concentrated on detailed planning of the proposed project and other areas of possible cooperation. Enough time must be given for planning.

Thus, a follow-up meeting is suggested to take place in South Africa at the beginning of 2004 for meetings, discussions, and detailed planning with South African Teacher Training Institutions/Universities, decision/policy makers and others involved, specifically in the area where the pilot project on staff training is considered to run.

Training of staff/teacher training in inclusive education must be considered at least within four areas: basic teacher training programmes, specialised training programmes, in-service teacher training, and in-service training of decision-makers/administrators.

Training should focus on how to transfer theories into practical implementation. Training in inclusive education should be parallel to training in cooperation, in planning, in respecting different opinions, and in compromise solution, i.e. in democratic processes.

"Meeting places" for different professionals should be established. Time enough must be allocated to discussions and exchange of ideas and local experiences. Seminars could be arranged to "bridge" the gap between "visions" and "reality", and between "theory" and "practice". A multi-disciplinary approach facilitates changing of attitudes and encourages coordination and cooperation.

Professionals must also feel comfortable and recognised in their respective roles. Special teachers and other "experts" will continue to play an important role. The "resistance", noted among "specialists", is possible to overcome by considering their new roles in a positive way. Too much criticism from top decision-makers abates the motivation and interest of special teachers and "experts" from involving themselves in the transformation process. The conversion of "old" special schools into resource centres is a sensitive issue to be treated with flexibility, respect and encouragement.

A compromise solution between "the disability perspective" and "the inclusion perspective" is possible and needed in the first phase, in order to meet the demands of quality education for children with heavy disabilities. "The disability perspective" could under certain circumstances also be regarded as "an inclusive perspective" if the "new" roles and working perspectives of "specialists" - through training- are consolidated and accepted.

South African research in inclusive education must attract greater attention. White Paper 6 and other policy documents mainly make a few references to international research. Much valuable research on inclusive education is going on at other universities besides the two visited. It is important to undertake a

thorough survey of knowledge in the inclusive education research area, both in national and international perspectives.

Research in inclusive education and connected areas should be a preferential area of prospective Swedish-South African cooperation both in short and long perspectives. Some examples are given in the report.

**ACKNOWLEDGEMENT**

We wish to express our deep gratitude to all those (officials in the Directorate of Inclusive Education of the Department of Education in Pretoria and in Provinces visited, management staff and teachers of primary schools and special schools, university staff etc.) who have assisted us in sharing with us their knowledge, experiences and ideas, in advising us and in giving us a lot of valuable information and suggestions which highly facilitated our work. We have met a lot of interest, dedication, kindness and generosity throughout our work. It is our hope that the main target group of this study: children who face barriers to learning in different aspects and the teaching staff who are going to support them will benefit from the conclusions and recommendations.

Special thanks to Dr. Sigamoney M. Naicker, Director Inclusive Education, who welcomed us and made arrangements for our visit and his staff member Mrs Eva Mahlangu, the excellent guide, discussion partner and introducer during our trip!



**ABBREVIATIONS**

DANIDA	Danish International Development Agency
DBST	District Based Support Team
DCES	Deputy Chief Education Specialist
DDG	Deputy Director General
DOE	Department of Education
EC	Eastern Cape Province
EDO	Education Development Officer
EMDC	Education Management & Development Centre
FES	First Education Specialist
IE	Inclusive Education
NGO	Non-Governmental Organisation
SA	South Africa
DSESS.	Directorate Specialised Education Support Services
SG	Superintendent General
Sida	Swedish International Development Cooperation Agency
SMT	School Management Team
SNE	Special Needs in Education
WC	Western Cape Province
WP 6	White Paper 6

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## **APPENDICES**

- 1. Terms of reference**
- 2. Programme, Itinerary, Meetings, and Study Visits**
- 3. List of persons met**
- 4. A sketch of a "Pilot Project" in Eastern Cape**
- 5. Document studied, and references**

## 1. INTRODUCTION

A white minority has ruled South Africa for a lot of years. In 1994 a great political shift took place. The apartheid regime was finally abolished, and a new democratic era started.

This shift had deep consequences for all sectors of the society, not to forget education. In the old system many children, especially black and poor children, were excluded from school. Access to special education services was a priority for white children (Naicker, 1999).

In the report: Programme Document for the First Phase of Implementation of White Paper 6 (November 2002) it is estimated

"that up to 400 000 learners might be disabled whereas a conservative estimate would give 280 000 learners with moderate to heavy disabilities not receiving education through the special school system. No reliable statistics are yet available" (p. 7).

It should, however, be emphasised that the regular school system must be adapted in order to provide for most learners with heavy disabilities.

"Education Statistics in South Africa at Glance in 2001"(2003), released by the Department of Education, shows that the number of learners in ordinary public and independent school sector varies a lot between different provinces. Also the learner: educator ratio and learner: school ratio differ in such a way that figures in more wealthy areas are more favourable.

In Eastern Cape Province you find the largest number of ordinary schools (22.2 per cent of the national total). The Northern Cape Province has only 1.7per cent of the ordinary schools (p.8, Table 1). In White Paper 6 the per learner expenditure in Gauteng is indicated to be R 11 049, while in Western Cape the per learner expenditure is R 28 635.

## 2. THE CONCEPT OF INCLUSIVE EDUCATION IN THEORY AND PRACTICE

The concept of inclusive education was introduced in the Salamanca (Spain) World conference 1994. The discussions underlined the necessity of establishing a democratic "education for all". The educational, political vision for schools and societies was to reform school systems, to make it possible to *include* all children in regular schools. Children, regardless of individual special needs, should participate on equal terms in schoolwork and learning activities. This, of course, lays a lot of pressure and demands for a change of school systems all over the world, with specific emphasis on special schools that contribute to segregation traditionally.

Mittler (2000) says that:

"Inclusion implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates the diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability" (p. 10).

The Salamanca Statement (1994) urged all governments to:

"give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties,

adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise" (p. ix).

The idea of inclusive practice is to promote and develop a comprehensive, democratic participation in school and society. A school that accepts all children and youth could according to Naicker (1999) be a good example and preparation "for later more complex social realities" (p. 21).

The statistics above indicate that the education system during the apartheid regime maintained the racist, political system. Naicker (1999) states that

"an important contributing factor to oppression and alienation was a lack of

participation by blacks in the policy development process. Numerous other practices relegated blacks to second-class citizenship. Some of these practices were:



- disparate fiscal allocations
- segregated schooling and the prohibition from attending the neighbourhood school if one happened to be black,
- and
- the imposition of inappropriate language policies" (p. 21).

The main idea of the concept of inclusive education is to use the education system for strongly addressing and changing inequalities described above. The political, educational vision is to develop a radical, democratic school system in a long perspective. In a short perspective, it is necessary to design models at different levels of the education system, in order to promote knowledge for a holistic transformation of the South African school system.

In White Paper 6 it is suggested that an inclusive school system acknowledge:

- "- that *all* (our emphasis) children and youth can learn
  - enable education structures, systems and learning methodologies to meet the needs of all learners
  - respect differences in learners
- and that:
- learning also occurs in the home and community, and within formal and informal settings and structures" (p. 6).

According to our opinions the most essential part of the educational, political vision, as expressed in the White Paper 6, will be to address "learning barriers" of different kinds within the existing system. The old, traditional support system focused on the problems *within* the individual him/herself which is said to be stigmatising negatively.

The White Paper gives examples of barriers to learning:

- Negative attitudes to and stereotyping of difference.
- An inflexible curriculum.
- Inappropriate languages of learning and teaching.
- Inappropriate communication.
- Inaccessible and unsafe built environments.
- Inappropriate and inadequate support services.

- Inadequate policies and legislation.
- The non-recognition and non-involvement of parents.
- Inadequately and inappropriately trained education managers and educators. (p. 18).

The short summary of the concept of inclusive education and its educational, social and political consequences described in this paragraph, will be followed by discussions on the proposed plans of implementation of inclusive education in South Africa.

### **3. INTRODUCTION OF INCLUSIVE EDUCATION IN SOUTH AFRICA: IMPLEMENTATION PLANS**

The Minister of Education, Professor Kader Asmal, acknowledge the difficult task of establishing an inclusive education system. It is a task that demands joint and committed participation of all sectors of the society.

Our discussions will first be concentrated on a short explanation of some important "key concepts", described in policy documents (I. White Paper 6; II. Conceptual and Operational Guidelines for the Implementation of Inclusive Education (August 2003); III. Management Plan for Roll Out of Education White Paper 6 on Special Needs Education: Building and Inclusive Education and Training System; IV. Programme Document for the First Phase of Implementation of White Paper 6), that are crucial for the implementation of inclusive education in South Africa. These are: Support Services, District-Based Support Teams, Full-Service Schools, and Special Schools/Resource Centres.

#### **3.1 Support Services**

Essential in the discussion of support services is to establish a comprehensive and intensive support of high quality. One corner stone is the ability to assess the support given at different levels. Connected to the concepts of support mentioned in the documents above, is a graded differentiation into 5 levels, where 5 requiring the most and 1 the least intervention. It is important to mention that it is strongly indicated that the support is not a question of "grading" students' skills but the support levels themselves. This is closely connected to the ideology of inclusive education: the focus is not on the evaluation of the student but of the flaws of the system and this means to move "from category of disability towards determining level of support needed into action"(II, p. 24).

### **3.2 District-Based Support Teams**

According to the documents, "District-Based Support Teams" at an overarching level should give support. These teams will be composed of different professionals, mainly drawn from the existing special/resource schools. "Educators, therapists and support staff will benefit through extending their professional skills and by interacting more closely with the educational system as a whole" (IV, p.15).

The first stage of implementation means, according to this strategy, cooperation between Special/Resource Schools/Centres and mainstream schools. Training processes, of course, must be well designed and focused on assessment, participation and cooperation skills among personnel.

### **3.3 Full -Service Schools**

These are in the first implementation phase selected mainstreams schools expected to be converted into Full-Service schools, where the guiding process for inclusion is meant to be a model for the whole country. These schools will be given full support in order to be able to take the lead. It means that they will be "provided with the necessary physical material and human resources and professional development of staff so that they can accommodate the diverse range of learning needs" (I, p. 48).

An "inclusive education manager" will be appointed in every district to be responsible of the inclusive process. "His responsibilities will include the management of situational analyses, monitoring and evaluation, human resource development, physical and material resource development as well as advocacy...in making decisions around the conversion" (III, Introduction).

Special classes in the traditional concept will "be reduced to the minimum and the focus should be on supporting all teachers in curriculum adaptation and class room management to support diversity" (II, p. 26). In the long perspective all special classes will be converted into learning support services. Special class teachers "will become part of a pool of posts that will be allocated to the district as part of the District-Based Support Teams. These teachers will predominantly work with ordinary classroom teachers" (II, p. 27, 28).

### **3.4 Special Schools/Resource Centres**

Special schools will in the long run be converted into Resource Centres. Enrolment by the degree of support rather than the type of disability will be the guiding principle for the work of the Resource Centres. Transformed special schools will in the future cater for students in need of high-intensity support. The Resource Centres must be upgraded with additional knowledge and skills to provide for a wider spectrum of learning barriers. With reference to the White Paper 6:

"the new resource centres will provide an improved educational service to their targeted learner populations. Secondly, they will be integrated into district support teams so that they can provide specialised professional support in curriculum, assessment and instruction to designated full-service and other neighbourhood schools" (I, p 47).

## **4. OBSERVATIONS AND FINDINGS (Reference to Appendix 4)**

### **4.1 Possibilities/Problems**

The main observation from our study visits and meetings with officials indicates a broad range of both possibilities and problems referring to "Building an Inclusive Education and Training System". It can be characterised as a thorough transformation of the whole, traditional education system as well as a revolutionary process with reference to knowledge and changing of attitudes, parallel to the ongoing process of building a new democratic society.

We are positive about the future development, based upon the strong commitment and professional knowledge of the Department of Education, both at national and provincial levels. This optimism is also grounded on the dedicated and interested staff that we have met at different levels out in the country. Most professionals, decision-makers and teachers give expression to confidence in the idea of inclusive education.

On the other hand we have also met resistance and "fears" when coming to practical considerations and consequences. Thus, it is important to emphasise the experienced gap between "visions" and possibilities of realization.

The following observations were made:

### 4.1.1 Infrastructure

During our visits to different schools, earmarked to be upgraded, to Full-Service Schools and Special Schools/Resource Centres, we have noted that a lot has to be done with reference to accessibility. Many of the infrastructure problems could easily be solved with minimum extra cost, i.e. increased accessibility for children in wheelchairs by building simple ramps, rails and handles and adjustment of toilets. Upgrading of lighting conditions in schools is also essential specifically in consideration of children with low vision.

This also refers to schoolyards that often are rough, full of holes and other obstacles. For future planning it is necessary to consider the importance of schoolyards as places for stimulating play activities and social contacts between children, youth, teachers and other school staff.

In one of the schools visited we observed an initiative, which could be an encouraging example for other schools: parents engaged themselves in schools by providing light meals for children during breaks or by running their own soup kitchen etc. This might be a good and informal start for more involvement, participation and responsibility of parents in daily school activities. Activities like this could also have a positive influence, for example, on the severe trends of violence in and outside some schools.

Generally speaking, you need school environments involving the whole society. This means to break the isolation of the school in relation to the surrounding society. Children must develop full participation in the society by the help of the school. Parents could play an important role in the transformation into an inclusive school and society.

When coming to equipment, we noted remarkable delays in completing renovations and new constructions of buildings. We saw fully equipped computer and other resource rooms not in use due to lack of staff to handle the equipment or lack of maintenance. This is also a timing problem of the whole transformation process that has to be seriously addressed. The distribution of "hardware" must go hand in hand with "software", i.e. training of staff. Schools are also very vulnerable to burglary and thefts both during days and nights despite many protective measures.

Safely transports to schools are, of course, a basic condition for attending schools. School staff often complained about "unsafe roads" to schools with a great risk of abuse or violence. This refers to children and youth, specifically girls.

#### 4.1.2 Utilization of Existing Resources

Due to financial restraints and subsidies to special schools being reduced, the success of implementing inclusive education will depend on cost-effective utilization of already existing resources. During the First phase it is necessary to evaluate the needs and experiences in order to develop "financial models" for the future implementation of inclusive education. Administrative and teaching staff is one of the most important resources to build upon. The shift to inclusive education involves new and additional roles of all staff. A wholehearted commitment of all staff, as noticed in some places, could mean that resources will be utilised in a broader and complementary way.

Another approach to cost-effectiveness is to decide areas to be prioritised. Administrative and managing staff must be able to understand the prevailing financial status of the school. Sometimes we learnt from visits that it is not enough to limit this knowledge to a few decision-makers. It must be transferred to and discussed with all staff members of the school in a democratic way.

Reconstructing the whole school is a difficult task. It demands bringing people together to interact in a positive and developing manner. Key concepts in this process could be "situational analysis", "local curriculum development" and "reflection". Well-informed staff implies democratic problem solving that in a long perspective promotes dedication and more effective utilization of financial resources.

Another observation is the many retiring teachers at special schools. There is a fear that "old knowledge" in specific areas might disappear. It is an important task with cost-effective consequences of transferring this knowledge and experience to a new generation.

One special school underlined a connection between utilization of resources and financial restraints. Due to reduced subsidies to special schools the number of staff had to be heavily decreased. This affected the possibility to give external support enough according to the inclusive model. This is an example of how practice undermines the policy of inclusion.

The disability grant also causes problems for reaching all children in need of schooling. We were told from schools that many parents prefer to keep their disabled children at home. The main reason mentioned for this is that the grant might be the only source of income for the survival of poor families. This is an unfortunate polarisation of poverty and the rights of children to attend schools.

### **4.1.3 Policy contra Practice/ Research contra Policy**

Our main impression is that- in practice- schools are still in the fixed system of the old paradigm of special schools and categorisation of disabilities. Special schools are looked upon as a "parallel school system". However, at the rhetorical level, professionals express a strong belief in the policy of inclusive education. We found it rather difficult to analyse this gap between policy and practice. To some degree the reason might be the interpretation of resource allocations contra the proposed time frame for implementation.

On the other hand we consider it to be fears of losing "old privileges", especially in traditionally more wealthy areas. The broad acceptance of the policy of inclusive education could be interpreted as "acceptance without obligations". With reference to practical implementation, we experienced in some places considerable resistance and hesitation, both explicitly and implicitly, about the educational, political plans and guidelines.

From our university visits we noted ongoing research of great interest in the field of inclusive education. Quite a lot of research introduced to us had the character of action research. One researcher said to us: "We run models in schools and even in classrooms connected to in-service training". Another example is research concentrating on methods for implementation of education legislation. In one university, courses in inclusive education combined with disabilities were designed at Master's level.

This research is very valuable in supporting the first phase of implementation of the "paradigm shift". A few examples of relevant research topics are: Developing support programmes for teachers; The role of Special Schools; Attitudes towards inclusive education; Discourses in White Paper 6; Children with Down's syndrome; Curriculum evaluation with focus on inclusive education (Engelbrecht et al, 1999, 2001; Van Rooyen et al, 2003; Kachelhoffer & Newmark, 1997; Basson, 2002)

When reading policy papers like White Paper 6 and accompanying, elaborating guidelines etc., we found few references to the ongoing South African research in inclusive education. On the whole, our opinion is that the White Paper refers to international research but to a less extent to South African research.

#### 4.1.4 Some theoretical and practical dilemmas in policy documents

Some theoretical, epistemological and structural dilemmas have to be mentioned with reference to our reading of different documents, central for inclusive education.

One dilemma is attached to the use of the concept "assessment". In the old "segregation paradigm", the concept is closely related to the knowledge or lack of knowledge of the individual pupil/student. It promotes a more "medical" view on the pupil/student. Research shows (Helldin, 1997) that the traditional special education thinking is difficult to change. Thus, there are considerable risks to use old concepts like "assessment" in new contexts.

Old patterns and structures have a tendency to penetrate also new methodological recommendations. Neither are we convinced that the use of the concept "assessment" is to move away from the "categorisation ideology". There is a great constructivistic and individualistic valence inherited in the word "assessment", a valence that is difficult to escape from.

The main solution, appearing in the documents, to address this problem is a massive emphasis on staff training, specifically of teachers. To be able to "reconstruct" such a traditional concept by the help of staff training at different levels is a demanding task, at least in a short perspective. The task is also complicated by the present limited allocations of resources in South Africa.

In the document, Department of Education, Directorate: Inclusive Education. (2003). *The Human Resource Development Plan for the Nodal Areas as Part of the Implementation of Education White Paper 6*. Pretoria: Department of Education, there is a redefinition of the concept "support". It is defined as "activities which increase the capacity of a school to respond to diversity. Providing support to individuals is only one way of attempting to make lessons accessible to all learners" (paragraph 2.3).

In our discussions with University researchers the same opinion was declared by using the concept "celebrate diversity". Post-modern education ideology is often based upon concepts such as "diversity", "variation", "cultural dominance", "recognition" etc. When approaching education, it is important that the concept of "diversity" is balanced by concepts like "interest", "redistribution", "exploitation", "justice" etc.



This means a polarisation between two political philosophies, one related to the modern age and the other one related to the post-modern age. In the ongoing transformation of the South African education system, we find it crucial to integrate the best understanding of both philosophies with reference to " a broader and more comprehensive understanding of social justice" (Fraser, 2003, p.19, our translation). Thus, "inclusion" itself will not be enough for the implementation of a democratic school system. As important in a long perspective is *participation on equal terms for all* in school and society.

At this stage with reference to what is discussed above, it will be possible for us to develop a relevant sketch of a necessary, theoretical framework as a basis of designing and introducing training courses and research with relevance to staff training at different levels (See further below, Chapter 5).

#### **4.1.5 Staff Education**

Training of staff at all levels, involved in education, is perhaps the most essential part of the transformation process according to our discussions with different categories of staff. The policy of inclusive education must be accepted and put into practice at all stages of the school system, especially at grass root level.

Teachers in schools visited, often experienced that decision-makers used a "top-down" instead of a "bottom-up" model when introducing new concepts. Teachers also questioned if the transformation process of inclusion was run "in a democratic way", giving them a fair chance of reflection, in order to influence on the process and to increase better understanding of new ideas. It is contradictory to introduce an inclusive model in schools by using an authoritative approach. Time is needed to consolidate complex transformations.

Teacher trainers emphasised the importance of including the concept of inclusive education and all the consequences into all basic teacher training programmes as a compulsory element. To be able to identify "barriers to learning" in the classroom as early as possible and in a wider context should be prioritised in the training. Skills of cooperation should be an emphasised content of these courses.

When we discussed planning and realisation of the Curriculum for basic teacher training programmes, there was a claim for a close cooperation between

"general" teacher trainers and "specialist" teacher trainers with both theoretical and practical knowledge and experiences in the field of inclusive education.

Teacher trainers raised questions of appraisal, academic credit formalisation, and curriculum formalisation as well as degree requirements. Courses in inclusive education should to a certain extent be an essential part of these requirements. Teacher trainers also proposed small-scale field research assignments as a tool to increase students' knowledge of inclusion.

Teacher trainers and researchers at Witwatersrand University used action research as a tool in in-service training. They had the opinion that in-service training could be used, for example, to change attitudes, to overcome and to handle fears of "full classrooms", fears that are parallel to the introduction of democracy and human rights education.

Special teachers were worried about not being utilised in the very best way in the transformation. This applies as well to educational psychologists, speech therapists, occupational therapists etc. We noted their deep knowledge and experiences in respective professional areas, a knowledge that must be highly respected and recognised. They are important "bridge builders" from the past to the future. In a historic perspective, it should be remembered that old knowledge could be used in two ways: to avoid making the same mistakes and to contribute to building new systems.

We observed the key-roles of Principals/Headmasters for success in inclusive education. They must be very familiar with the concepts in order to support, encourage, and understand the extra burden laid upon the staff. There were demands for regular and repeated discussions on inclusive education. Teachers saw principals/headmasters as one of many initiators and as important discussion partners. This refers once more to the "top-down" contra "bottom-up" models approach.

#### **4.1.6 Disability-considerations**

The principle of "a school for all", of course, also applies to children with disabilities such as visual impairment, deafness and partially hearing, intellectual problems and combinations of disabilities (severely multi-disabled children). The Deputy Headmaster of a special school for blind and partially sighted expressed his opinions as follows: in a short perspective it will be impossible to fully close down special schools regarding the needs of certain children. They have the right to a relevant education. That means access to

necessary and specialised equipment and transformation of learning tools into media such as Braille, large print etc. If these children should be able to work on equal terms like "normal" children in a classroom situation, they must be provided with the necessary equipment and educational support if you talk of inclusive education. There will always be severely handicapped children who are impossible to include in ordinary schools due to lack of resources and specific knowledge.

We have noted the heavy criticism in the White Paper 6 of special schools. These schools were during the apartheid period, and still are, mainly earmarked for and utilised by privileged groups of the society. Some provinces have better resources for learners with disabilities than others, for example, Limpopo: 0.23 percent of total enrolment and Gauteng: 1.62 percent of total enrolment (Department of Education, Directorate: Inclusive Education. (2002). *Programme Document for the First Phase of Implementation of White Paper 6*. Pretoria: Department of Education, p 7). It is also estimated that 280.000 learners "with moderate to heavy disabilities" are not receiving services from special schools (Ibid, p. 7). It should, however, be emphasised that the goal must be to adapt the regular school system in order to provide for most learners with heavy disabilities.

This is an example of a problem of injustice and inequality that must be addressed in the transformation of special schools into supporting resource centres.

#### **4.1.7 Cooperation at/between all levels**

Different aspects on "cooperation" permeate all documents studied and is clearly indicated both in our discussions and observations of the present situation. We have met this at all levels and observed at least two reasons for this. Either you find it difficult to achieve or you do not need closer cooperation in your specific professional role-"you are satisfied".

Our first impression is that the first aspect of cooperation is the most common. Cooperation is looked upon as positive in many ways. When a positive atmosphere is prevailing in the school, this might be a possible sign of cooperation. Such a positive atmosphere has a tendency to "infect" the whole staff and pupils/students. Cooperation is also a basic condition for utilising existing resources in the most effective way according to teachers we met. Some teachers find it necessary to discuss and plan the educational activities together in consideration of financial resources being more and more reduced.

Discussions in the field also indicated that competing systems with "specialists" in specific professional areas might work against a well functioning cooperation. "Expert professional claims" appear to be striking in the special education field that could be an obstacle for a smooth cooperation.

#### **4.1.8 Third world-First world: Poverty and Involvement**

When facing the situation in which South Africa is today, the approach to education is a question of meeting the demands of two different "worlds" at the same time: "the third world" and "the first world". This observation could be considered from two perspectives. Firstly, it is an important "question of power", i.e. how education in a long perspective could be used in order to develop a democratic society. Secondly, another aspect of power is that the inclusive education project could be an attempt of joining two very different worlds by the help of a reformed educational system.

We noted that in several townships the school was placed centrally and could thus be an incentive for positive influence on the poverty situation by extended cooperation with the society around. From one Special School/Resource Centre we observed a positive school and society integration. The school was used almost all around the clock as a course and a meeting centre, not only for students but also for youth from the surrounding township. Instructors at the school supported production of different, necessary objects/articles of practical use for the township. The initiative often came from parents and other adult members of the township.

A school, working in such an integrated manner, could also have a positive effect on the "out of school children" problem. It supports the ideal liaison between theory and practice. This might be looked upon as a "redefinition" of the concept of "school activities" in a broader sense. Parents and children with low interest in schooling will probably change their attitudes towards schoolwork. The school has a chance to be a real "centre" of collaboration in building and developing better housing and in promoting the quality of life of all citizens. At the very end it is a question of thorough involvement and along the lines of inclusive education.

## 5. THEORETICAL FRAMEWORK

### (Reference to Appendix 4)

A relevant, well thought out and developed theoretical framework is of utmost importance according to our opinions for at least four reasons. Firstly, a theoretical framework is needed in order to develop training programmes in support of the ongoing, educational transformation process in South Africa. Secondly, the theoretical framework is needed for establishing a "strong and coherent basis of argumentation" applicable to the newly, introduced, educational policy. In other words, this framework is central for the attitudinal changes, very frequently discussed in the policy documents. To develop a theoretical framework means working with comprehensive changes. Thirdly, the theoretical framework must be part of curriculum development at all levels. Fourthly, a theoretical framework must also support the historical reconstruction of a traditional special education system. This is a reconstruction that takes place at the same time as introducing new professional roles.

Of course it is not possible in this report to go to the bottom of the conceivable theoretical frames. Development must occur in close cooperation with South African professionals and others engaged in the transformation. We have chosen to point out certain principles, and we will also come up with some short suggestions with reference to contents of the theoretical framework. Firstly, we will briefly discuss some principles.

If you would like to understand educational concepts, the understanding has to be based on *different theoretical interpretations*. These interpretations could supplement and stimulate each other. In such a way, a holistic view of the problems could be achieved, e.g. in an educational situation.

This might make it possible for staff participating in training to analyse and investigate problems from different perspectives. This promotes a dynamic process among students, a process that could be exemplified through practical fieldwork, group work, discussions, debates, and analyses etc. Such a multidisciplinary approach might also facilitate "dynamic meetings" between old and new paradigms. Participants in training will thus be given opportunities to evaluate advantages and disadvantages of different paradigms. To draw conclusions from an educational model like this could be a guideline for future considerations referring to inclusion.

If you would like to change things, *the historical perspective* must always be in focus. Critical analyses of the special education history must be undertaken in order to learn from the past and to better understand the future. Critical analyses

might include continuous considerations of the past, dominating knowledge forms, methods used, and knowledge of human nature etc. To understand special educational traditions, we think that the following principles should be observed:

- an understanding of the present situation and future possibilities always demands parallel analyses of the development and status of the general, compulsory education;
- changes and status of special education is to a great extent a result of the development of the regular school system and its educational ideology;
- the solution of the problem of schools indicates the motivation of societies to adopt full democracy and equality in all aspects. A basic analysis of school problems affects the understanding of the democratic will of the society during different periods.

*Comparative studies* of the development of special education in other countries is a valuable tool for the better understanding both of the past and of the future. Countries have faced similar problems as mentioned in the South African policy documents, and experiences from other countries are important to consider. Such a critical analysis could include studies of different school systems and basic educational views with regard to segregation and background factors influencing transformation of school systems. What causes a school system to change and how to keep sustainability?

*The right to education* is a fundamental element in all democracies. A discussion of rights in training seminars could be a method to assimilate a critical view on "dominance" and understanding of own and other teachers' concept of rights. We propose this kind of reflection as a valuable tool to develop the moral dimension that focuses on the best educational support for school children. Human rights and democracy are two separate but mutually reinforcing concepts. A basic condition for democratisation is the respect for human rights. A deliberative decision-making process reinforces the protection of human rights of which access to education is a corner stone.

Researchers and educators often look upon school problems from either a "top-down" or a "bottom-up" perspective. A "top-down" approach applied mostly by educators starts from a strategic level, decided by top decision-makers with less influence of "the treated". However, a "bottom-up" perspective guarantees empowerment of staff that also strongly considers influence from "grass root levels". Thus, it is important in a training situation to consider the democratic

influence of the trainees in order to increase motivation, interest, and active participation.

"Changing attitudes" is a very demanding concept with reference to education. Some teacher trainers underlined the difficulty to sustain attitudes, and that the process of changing attitudes must be "school driven".

The sustainability is dependent on support from province and district offices. Possible changes are also dependent on parallel changes at all levels of the society. A "top-down" approach is not possible in a democratic process of attitudinal changes. Teachers feel intuitively fears of being "changed" by decision-makers.

Finally, we would like to summarize the proposed, theoretical framework, discussed above, by listing some important areas and key concepts. Areas and key concepts are not presented in any priority order. This is meant to form the basis of training courses and prospective research in our prospective Swedish-South African agreed cooperation with emphasis on teacher training:

#### *Political/Moral Philosophy*

(values in education, de/reconstruction, power, constructivism, deliberation, democracy etc.)

#### *Disability Theory*

(individualisation, variations, categorisation, specialised knowledge, "experts", equipment, adjustment, environment, school/classroom inclusion, counselling, special schools, special classes, resource centres etc.)

#### *Curriculum Theory*

(education for citizenship, educational policy, theory contra practice, education as a political problem, socialisation etc.)

#### *Sociology of Education*

(experts, professional knowledge, positivism/hermeneutics, normalisation, empowerment etc.)

### *History of Special Education*

(separation, "keeping", rehabilitation, integration/segregation, inclusion, social approach, medical approach, paradigm shifts, grounding assumptions, human sciences etc.)

### *Critical Theory*

(suppression, hegemony, dominance, discrimination, interpretation, redistribution, interest etc.)

### *Multicultural Education*

(identity, ethnicity, culture, beliefs, religion, tradition, life experience, social conditions, family ties etc.)

## **6. PROPOSED COLLABORATION**

### **(Reference to Appendix 4)**

We propose a pilot project on training of staff to be run in a non-privileged area in South Africa, preferably in Eastern Cape Province, in one of the nodal Districts (White Paper 6; Programme Document for the First Phase of Implementation of White Paper 6). In focus will be Mainstream/ Full-service schools/Special Schools/Resource centres, District-Based Support Teams. The maximum number of participants should be 30. The pilot project is structured and designed as follows:

#### **Target group**

The target group will be formed of mixed professionals with different backgrounds, selected by the Province (teachers, special teachers, educational psychologists, therapists, administrators/decision-makers, local community representatives/politicians, parent representatives, social workers, and school maintenance staff).

#### **Objectives**

To discuss basic concepts of inclusive education by considering different theoretical and practical perspectives with emphasis on observed possibilities/problems (Chapter 4 above). Training will be focused on networking, cooperation, intra-team communication, flexibility, problem-solving methods and development of local curricula.



## **Content**

Infrastructure (paragraph 4.1.1)

Utilization of existing resources (paragraph 4.1.2)

Policy contra Practice. Research contra Policy (paragraph 4.1.3)

Some theoretical and practical dilemmas in policy documents (paragraph 4.1.4)

Disability-considerations (paragraph 4.1.6)

Cooperation at/between all levels (paragraph 4.1.7)

Third world-First world: Poverty and Involvement (paragraph 4.1.8)

Theoretical Framework will be treated in the course (Chapter 5)

Action research in theory and practice

## **Teaching and instructional methods**

Knowledge will be supplied by using the following methods:

Collaborative methods (participants communicate with each others; get in touch with authorities and key persons in their respective communities, e.g. to find out about the "inclusive education situation" etc).

Classroom teaching (lectures, seminar, discussions etc).

Supervision and guidance: Action research will be used as the main instructional method. Participants will be divided into collaboration-groups. Each group will be responsible for investigating selected aspects of inclusive educational problems, possibilities and solutions in respective community.

## **Duration**

The course could be designed for shorter or longer periods depending on the extent of the Swedish-South African collaboration period. One alternative is a course that covers a period of five weeks of full-time studies (Introduction three weeks and Follow-up two weeks. Between the two study periods participants are expected to carry out prescribed action research). Other alternatives must be decided upon later on during the first implementation phase.

## **Examination**

Participants are expected to play active roles in all parts of the course and classroom attendance is compulsory. A final seminar presentation of papers with reference to each perspective of inclusive education and policy documents will constitute the examination. A certificate will be issued to participants who pass the course.

## **Prescribed texts**

Compulsory prescribed texts will be listed separately.

The proposed course should be evaluated jointly in order to revise, improve and further develop the contents. The evaluation should specifically consider the impact of the course at different levels, i.e. on the individual, both the trainees involved and children facing barriers to learning, on the organisation/administration, and on the respective community/decision-makers.

The course might be regarded as a first model of staff training to be modified and extended to other non-privileged areas. The pilot project should also function as an opportunity for the Stockholm Institute of Education to gain more experiences of the South African local situation with regard to inclusive education. This mutual approach is crucial for quality assurance and sustainability of the proposed project.

## **7. CONCLUSIONS AND RECOMMENDATIONS**

- The Stockholm Institute of Education, Department of Human Development, Learning and Special Education together with other Swedish Teacher Training Institutions is positive to an institutional cooperation between Swedish and South African Teacher Training Institutions. The Stockholm Institute of Education has a broad and deep knowledge that covers most aspects of inclusive education.

Some knowledge areas that are represented among the staff are: Cultural Studies, Educational Management, School Organization and Organizational Development, Educational Philosophy, Sociology of Education, History of Special Education, Behavioural Science, Social Science, Medical/Biological Science, Ethics, Disabilities (visual impairment, deafness and partially hearing, intellectual problems etc). 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 with, for example, Botswana, Mozambique, and Tanzania (partly distance education). Evaluation studies of Swedish support to special needs education in some African countries have also been performed.

- However, it is necessary to further develop links between the Stockholm Institute of Education/other Swedish Universities and South African Universities on teacher training. Only two Universities (Stellenbosch and Witwatersrand University in Johannesburg) were possible to visit. Visits to some more universities, followed by supplementary discussions and joint planning of staff training/teacher training must take place. This refers especially to Eastern Cape Province that is suggested to be the agenda for the pilot project on training of staff.

- The next meeting between the Stockholm Institute of Education and the Directorate for Inclusive Education of the Department of Education should be concentrated on detailed planning of the proposed pilot project and other areas of possible cooperation. Enough time must be given for planning. There was hardly any time for joint planning at National and/or Provincial Departments during the two weeks visit. However, plenty of time was allocated to meet different professionals in schools and some decision-makers in provinces visited.

- Thus, a follow-up meeting is suggested to take place in South Africa at the beginning of 2004 for meetings, discussions, and detailed planning with South African Teacher Training Institutions/Universities, decision/policy makers and others involved, specifically in the area where the pilot project on staff training is considered to run.

- The training of staff/teacher training in inclusive education must be considered at least within four areas:

basic teacher training programmes

specialised training programmes

in-service teacher training

in-service training of decision-makers/administrators

- Training of different categories of staff should focus on the connection between theory and practice, i.e. how to transfer theories into practical implementation. An important complementary approach could be "the other way around," i.e. how to develop teachers' theories from practical experience.

- Training in inclusive education should always be parallel to training in cooperation, in planning, in respecting different opinions and values, and in compromise solution, i.e. in democratic processes where "all voices" could be heard.

- When introducing inclusive education, an organisation and atmosphere should be maintained that establish "meeting places" for different professionals. Time enough must be allocated to discussions and exchange of ideas. Seminars could be arranged to "bridge" the gap between "visions" and "reality", and between "theory" and "practice". The contents of seminars should follow a "comparative model" that gives opportunities to penetrate different local situations, learn from each other and discuss how to deal with segregation problems. A multi-disciplinary approach facilitates changing of attitudes and encourages coordination and cooperation.

- Professionals must also feel comfortable and recognised in their respective roles, in order to try another line of approach to a problem. Special teachers, educational psychologists, occupational therapists, physiotherapists and speech therapists will continue to play an important role in an inclusive education system. However, their tasks and activities will be of a more "mobile" and "outreaching" nature in the future. The "resistance", noted among "specialists", is possible to overcome by considering their new roles in a positive and constructive way.

Too much criticism from top decision-makers of, for example, special schools, abates the motivation and interest of special teachers and "experts" from involving themselves in the transformation process. The conversion of "old" special schools into resource centres is a sensitive issue to be treated with flexibility, respect and encouragement.

-It should be possible to find a compromise solution between "the disability perspective" and "the inclusion perspective" to meet the demands of quality education for children with heavy disabilities. "The disability perspective" could under certain circumstances also be regarded as "an inclusive perspective" if the "new" roles and working perspectives of "specialists"- through training- are consolidated and accepted. Staff training and reorganisation are the right tools to achieve this transformation. In such a way "specialists" will in the long run contribute to maximal inclusion of children with heavy disabilities.

- South African research in inclusive education must attract greater attention. As mentioned before, both the White Paper 6 and other policy documents mainly make a few references to international research in the field. In this report there are some examples of and references to South African research on inclusive education of both relevance and great interest for the "paradigm shift". Much valuable research on inclusive education is going on at other universities besides the two visited. It is important to undertake a thorough survey of knowledge in the inclusive education research area, both in national and international perspectives. A survey of knowledge could be a useful tool when designing and developing qualitative training programmes.

- Research in inclusive education and connected areas should be a preferential area of prospective Swedish-South African cooperation both in short and long perspectives. Some proposals of joint research are:

the historical development of Special Education in South Africa compared to the development in Sweden

This is an important research area that could assist South Africa in grasping the possibilities and in avoiding mistakes and learning from positive and negative experiences made in Sweden.

research related to the realization of the proposed pilot project on training of staff

The pilot project and all its activities must be documented as a guideline for further development of staff training. Participants in the staff training could be interviewed some time after the completion of the course. By such interviews, it would be possible to investigate the impact and sustainability of the course intervention on different sectors of the community. Another aspect of the realization of the pilot course is to study support strategies for inclusive education discussed in the course, and their influences on educational methods in the local society.

curriculum design, implementation and evaluation

Studies are recommended of the situational interpretation of policy documents at National (Curriculum 2005), Provincial and District levels and dealings with practical implementation.

teacher education and training of teacher trainers

Studies of "the teacher inclusive role"- possibilities and difficulties of performance in practice are important. Analysis of resistance towards inclusive education is of interest as well as analysis of decision models for inclusion/exclusion of children/students in regular schools. With regard to studies on teacher trainers, attitudes towards policy documents like White Paper 6 could be studied and compared between Teacher Training Institutions located to different regions.

comparative studies of visual impairment and social problems from an inclusive perspective

The proposed study relates to the "paradigm shift" taking place in South Africa. Relationships between different perspectives must be studied. What are the common components of both perspectives with positive effects on inclusive education? Such an analysis could be undertaken both at practical and theoretical levels. This "dialectic approach" might give examples of an "inclusive solution" that integrates the best knowledge of both areas.

## **Appendix no. 1**

### **TERMS OF REFERENCE FOR VISIT BY STOCKHOLM INSTITUTE OF EDUCATION (TEACHER EDUCATION UNIVERSITY), TO SOUTH AFRICA**

#### **1 BACKGROUND**

Sweden together with Finland has agreed to a three-year 2003/4-2005/6 support to the Department of Education to implement the first phase of White paper 6 - Building an Inclusive Education and Training System.

The Swedish grant amounts to SEK 20 000 000. Within the budget there are funds set aside for cooperation with Finland for capacity building and with Sweden for university linkages.

#### **2 PURPOSE AND SCOPE OF THE VISIT**

The Stockholm Institute of Education (Teacher Education University) has been identified to look into the possibilities of cooperation with the Department of Education and training institutions in South Africa.

#### **3 TASKS**

The task of the Stockholm Institute of Education

- assess the possibility of cooperation between Swedish and South African teacher training institutions,
- identify possible areas of collaboration with Swedish teacher training institutions,
- make a plan together with the Directorate for Inclusive Education in the Department of Education how the cooperation could be set up.

-

#### **4 METHODOLOGY, TEAM AND TIME SCHEDULE**

The work shall be carried out through

- reading relevant background documents such as South African policy documents, Programme Document for the First Phase of Implementation of White paper 6,
- visiting, interviewing, discussing with the Directorate of Inclusive Education, Department of Education and relevant Provincial Departments of Education, Department of Education at universities,
- visiting schools in rural and urban areas.

The team shall consist of two people with a deep knowledge of inclusive education and experience from working in development cooperation.

The work is planned for three weeks, two weeks in South Africa, 4-17 October 2003.

## **5 REPORTING**

The team will prepare a report in English of their main findings and recommendations. The report shall be submitted to Sida and Department of Education in South Africa, electronically and in 3 hardcopies no later than 10 November 2003.



## **Appendix no. 2**

### **PROGRAMME, ITINERARY, MEETINGS, AND STUDY VISITS**

**6 October 2003** - Meeting with colleagues in the **Directorate for Inclusive Education of the National Department of Education, Pretoria**, (10.00 - 12.00). Travel to East London by air (14.45).

**7-8 October 2003** - Meeting with **Provincial Department of Education and District Office: Eastern Cape**. School visits: **Vukuhambe Special School (physically disabled), Ebhotwe Junior Primary School, and Fanti Gaqa Senior Primary School**. "Informal" meeting with representatives of the **Danida-funded project** (educator development, capacity building in the management of inclusive education, action research, and sub-regional cooperation) run, in the Eastern Cape Province (and two other provinces). Travel to Cape Town by air (8 October, 14.40).

**9-10 October 2003** - Meeting with **Provincial Department of Education: Western Cape**. Visits to **EMDCs South and East**. School visits: **Cascade Primary School, Agape Special School (cerebral palsied learners), and Soyisile Primary School**. Visit to **University of Stellenbosch**, Department of Educational Psychology and Specialised Education.

**13 October 2003** - Western Cape Province. School visit: **Noluthando Special School (for the Deaf)**. Summary meeting. Travel back to Pretoria by air (15.10).

**14 October 2003** - Visit to **University of Witwatersrand, Johannesburg**, Department of Education/School of Education/School of Human and Community Development.

**15 October 2003** - School visit: **Prinshof Special School, Pretoria (blind, partially sighted, severely mentally handicapped)**. Meeting with representative for the **Deaf Federation of South Africa/NGOs**.

**16 October 2003** - Final meeting with colleagues in the **Directorate for Inclusive Education of the National Department of Education, Pretoria** (10.00 - 11.00). **Preliminary report** on findings/conclusions/possible areas of cooperation.

## **Appendix no. 3**

### **LIST OF PERSONS MET**

(This list does not claim to be complete and correct. We did not manage to record all names, we might have left out some persons, misspell names or given wrong professional titles for which we make apologies)

#### **Embassy of Sweden/Sida, Pretoria**

Mr Lars Liljesson, Counsellor  
Mrs Helen Nordenson, Senior Programme Officer

#### **Directorate for Inclusive Education of the Department of Education, Pretoria**

Mrs Eva Mahlangu, DCES IE/SNE  
Dr Sigamoney Manicka Naicker, Director Inclusive Education  
additional staff in the Directorate

#### **EC**

Ms Blanche Bolosha, FES SNE/IE  
Ms Faniso, SMT member, Vukuhambe Special School  
Mr Gobingca, Deputy Principal of Vukuhambe Special School  
Mr Siphon Lunyawo, Principal of Fanti Gaqa Senior Primary School  
Mr Luxomo, EDO, Ebhotwe Designated Full Service School  
Mrs Judy Mckenzie, Danida Pilot Project Co-ordinator: Teacher Development  
Rev. Lulamile Mbete, SG  
Mr K. Mjila, Principal of Vukuhambe Special School  
Ms Thoko Momwa, EDO, Vukuhambe Special School/Resource Centre  
Ms Mpangeva, SMT member, Ebhotwe Junior Primary School  
Mr Thembani Mtyida, Head SNE  
Mrs N. Ncedo., SMT member, Vukuhambe Special School  
Mrs Ndema, SMT member, Vukuhambe Special School  
Mrs Bukelwa Ndlovu, DCES SNE/IE, Danida Pilot Project Co-ordinator  
Mr Phillip G. Qokweni, DDG  
Mrs Sam, SMT member, Ebhotwe Junior Primary School  
Mrs Carol Schaefer, District Manager, East London  
Mrs Mercy Tunzelana, DCES SNE/IE  
Mr Tyhali, SMT member, Ebhotwe Junior Primary School  
Mr Ray Tywakadi, Chief Director Curriculum

## WC

Mrs Abdol, Psychologist, Agape Special School  
Mr Louis Barnard, Principal of Noluthando Special School  
Dr Frans Booyse, SG, DSSE  
Dr Renate Bouma, DCES/IE  
Dr Mark Bunding, EMDC East  
Miss Carelse, Head of Department, Agape Special School  
Dr Charles Coetzee, Deputy Director, DSSE  
Mrs Berenice Daniels, DCES/Learner and Educator Support  
Mrs Freeman, Head of Department, Agape Special School  
Ms Gorridon, Head of Department, Agape Special School  
Mrs Bernice Lambert, Principal of Agape Special School  
Ms Fiona Lewis, DCES/Therapeutic Services+ HIV/AIDS  
Mrs Meisie Mafu, Deputy Principal of Soyisile Primary School  
Mrs Xoliswa Manzezulu, Principal of Soyisile Primary School  
Mrs Thandeka Mavuka, Deputy Principal of Noluthando Special School Mrs  
Lunette Rossonn, DCES/Social Work  
Mr Phillip Saunders, Director EMDC East  
Mrs Cheryl Snyders, Principal of Cascade Primary School  
Mr D. Stevens, Chairperson of School Governing Body, Agape Special School  
Dr M.J. Theron, Director, DSSE  
Mr M. Tshikila, Deputy Principal of Soyisile Primary School  
Mrs Villette, Head of Department, Agape Special School  
Ms Liezl Worship, Senior Therapist, Agape Special School

### **Stellenbosch University**

Department of Educational Psychology and Specialised Education.

Dr Rona Newmark

Mrs Marietjie Oswald

### **University of Witwatersrand, Johannesburg**

Department of Education/School of Education/School of Human and  
Community Development.

Z. Amud, Discipline of Specialised Education

Dr Ray Basson, Professor, School of Education

Aneen Dauber, Catholic Institute of Education

Dr Phathiswa Dyasi, School of Education, Project Manager IE-project

Hermanean Laauwen, Deputy Head: Discipline of Specialised Education

Dr Shirley Pendlebury, Professor, Head: School of Education

**Prinshof Special School, Pretoria (blind, partially sighted, severely mentally handicapped).**

Ms Stefanie Halling, Teacher Braille/Computer skills

Mrs Leanie Joubert, Deputy Headmaster

Ms Erica Opperman, Teacher Braille

Mr Francois Prinsloo, Teacher Mathematics

Mrs Persephone van Rensburg, Teacher Partially Sighted

Mr Richard Schultz, Deputy Headmaster

Ms Elza Veldsman, Occupational Therapist/Mobility Instructor

**Meeting with representative for the Deaf Federation of South Africa/NGOs.**

Dr E. Smuts, Clinical and Educational Psychologist (Deaf Federation of SA and other NGOs)

## Appendix no 4

### A SKETCH OF A "PILOT PROJECT" IN EASTERN CAPE

Stockholm Institute of Education, Ö. Bäckman PhD, Rolf Helldin PhD  
Department of Education, Directorate of Inclusive Education, Pretoria, South Africa,  
2003-10-16 (Revised version according to the Report, 2003-11-10)

#### **BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM Possibilities of cooperation with the Directorate for Inclusive Education of the Department of Education and Teacher Training Institutions in South Africa**

<b>THEORETICAL FRAMEWORK (Chapter 5)</b>	<b>PROPOSED COLLABORATION (Chapter 6)</b>	<b>OBSERVATIONS AND FINDINGS Possibilities/Problems (Chapter 4)</b>
<i>Political/Moral Philosophy</i>  (values in education, de/ reconstruction, power, constructivism, deliberation, democracy etc.)	<i>Target group</i>  (teachers, special teachers, educational psychologists, therapists, administrators/decision-makers, local community representatives/politicians, parent representatives, social workers, and school maintenance staff)	<i>Infrastructure</i>
<i>Disability Theory</i>  (individualisation, variations, categorisation, specialised knowledge, "experts", equipment, adjustment, environment, school/classroom inclusion, counselling, special schools, special classes, resource centres etc.)	<i>Objectives</i>  (networking, cooperation, intra- team communication, flexibility, problem-solving methods and development of local curricula)	<i>Utilization of Existing Resources</i>

<p><i>Curriculum Theory</i></p> <p>(education for citizenship, educational policy, theory contra practice, education as a political problem, socialisation etc.)</p>	<p><i>Content</i></p> <p>Infrastructure Utilization of existing resources Policy contra Practice/Research contra Policy Some theoretical and practical dilemmas in policy documents Disability-considerations Cooperation at/between all levels</p>	<p><i>Policy contra Practice/Research contra Policy</i></p>
<p><i>Sociology of Education</i></p> <p>(experts, professional knowledge, positivism/hermeneutics, normalisation, empowerment etc.)</p>	<p><b><i>Teaching and instructional methods</i></b></p> <p>Collaborative methods Classroom teaching Supervision and guidance: Action research</p>	<p><i>Some theoretical and practical dilemmas in policy documents</i></p>
<p><i>History of Special Education</i></p> <p>(separation, "keeping", rehabilitation, integration/segregation, inclusion, social approach, medical approach, paradigm shifts, grounding assumptions, human sciences etc.)</p>	<p><i>Duration</i></p> <p>Five weeks of full-time studies</p>	<p><i>Staff Education</i></p>
<p><i>Critical Theory</i></p> <p>(suppression, hegemony, dominance, discrimination, interpretation, redistribution, interest etc.)</p>	<p><i>Examination</i></p> <p>Papers with reference to each perspective of inclusive education</p>	<p><i>Disability-considerations</i></p>

*Multicultural Education*

(identity, ethnicity,  
culture, beliefs, religion,  
tradition, life  
experience, social  
conditions, family ties  
etc.)

*Prescribed texts*

Will be listed separately

*Cooperation at/between all  
levels*

*Third world-First world: Poverty  
and Involvement*

**Practical  
elaborations →**



**Practical  
← elaborations**

## Appendix no. 5

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