



TEACHING
FOR ALL

Embedding Inclusive Education in Teacher Professional Development in South Africa

Impact evaluation report on the Teaching for All project



Basic Education
Higher Education and Training



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Foreword

South Africa is a young democracy, and as we forge ahead to collectively construct a post-apartheid national identity, whilst we have made significant progress since the demise of apartheid, the fault lines are still clear for all to see. Frequent occurrences of blatant racism, worrying incidents of xenophobia, high levels of gender-based violence and other forms of violence, provide some insight into the national psyche. Inequality is glaring, laid bare by the COVID-19 pandemic, which has had a much more devastating impact for the poor. The differently-abled continue to find themselves at the margins of society. We are still far from the ideal of an inclusive society envisioned in our Constitution, and much more intentional and focused work needs to be done.

Education is perhaps the most important terrain where this building work has to be undertaken, and teachers can be the change agents – if they are equipped with the requisite knowledge and tools. Whilst policy on teacher education in South Africa specifies the need to focus on inclusive education in teacher education programmes, there are concerns that the translation of policy expectations into practice in teacher education programmes and into practice in classrooms, is not a seamless process.

Addressing these concerns has been the focus of the Teaching for All project. The ultimate goal of the project is to ensure that meaningful attention is paid to the development of inclusive education competence for teachers, through the teacher education programmes offered by universities, as well as those offered to in-service teachers by provincial education departments. It is part of the ongoing work to strengthen teacher education in the country. The strength of the project lies in its collaborative and co-development approach, involving multiple partners in the teacher education ecosystem.

The project has resulted in research-based, tested, usable products for teacher education in the form of a module and support materials that can be offered through a range of modalities. The module is based on inclusive teaching standards that have been developed as part of the Teacher Education for Inclusive Teaching project (TEfIT), indicating the symbiosis between a range of initiatives to strengthen inclusive education in South Africa.

This independent review report highlights many benefits of the module and the materials, drawing on input from lecturers and teacher education students who have worked with the module and the materials, as well as continuing professional development for in-service teachers by provincial departments of education. The report is optimistic that the use of the module and the materials has the potential to strengthen inclusive education in teacher education programmes, and emphasises the importance of continued collaboration, critical engagement with the materials, and continued research on effectiveness and impact going forward.

The Teaching for All project is part of the broader Teaching and Learning Development Capacity Improvement Programme which is generously supported by the European Union, which the Department of Higher Education and Training gratefully acknowledges. The Department also wishes to record its appreciation for the strong leadership and passion demonstrated by the British Council in leading this project, and on the significant contribution of its implementing partners, UNISA, MIET AFRICA, the Department of Basic Education, and the ten participating universities: Cape Peninsula University of Technology, Durban University of Technology, Nelson Mandela University, Rhodes University, Tshwane University of Technology, Stellenbosch University, University of Fort Hare, University of Limpopo, University of South Africa and University of the Western Cape. Special thanks to our colleagues at DBE, for your collaboration with DHET, and commitment to the continued improvement of inclusive education in South Africa.

Dr WJ Green

Chief Director: Teaching, Learning and Research Development
Department of Higher Education and Training

List of abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
BE	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
CHE	Council for Higher Education
CITE	Centre for International Teacher Education
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
DBE	Department of Basic Education
DBST	District-based Support Team
DHET	Department of Higher Education and Training
DoE	Department of Education
DSD	Department of Social Development
DUT	Durban University of Technology
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
EU	European Union
HEI	Higher Education Institution
IE	Inclusive Education
IESA	Inclusive education South Africa
IL	Institution Leader
ITE	Initial Teacher Education
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development 2011–2025
M&E	Monitoring and Evaluation
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NMU	Nelson Mandela University
PED	Provincial Education Department
PGCE	Postgraduate Certificate of Education
PLC	Professional Learning Community
PM	Policymaker
PS	Project Stakeholder
PSET	Post-Secondary Education and Training
RU	Rhodes University
SACE	South African Council of Educators
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SIAS	Screening, Identification, Assessment and Support
SAIDE	South African Institute for Distance Education
SAQA	South African Qualifications Authority
SDG	Sustainable Development Goals
SEN	Special Educational Needs
SUN	Stellenbosch University
TEFIT	Teacher Education for Inclusive Teaching project
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
ToC	Theory of change
TUT	Tshwane University of Technology
UFH	University of Fort Hare
UKFIET	The Education and Development Forum (UK)
UL	University of Limpopo
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNISA	University of South Africa
UWC	University of the Western Cape
WCED	Western Cape Education Department
WEA	World Education Research Association
WP	White Paper
WPRPD	White Paper on the Rights of Persons with Disabilities

Executive summary

Background and overview of the project

This report, *Embedding Inclusive Education in Teacher Professional Development in South Africa: Impact evaluation report on the Teaching for All project*, provides an overview of one aspect of a larger programme funded by the European Union (EU). This programme, Teaching for All: Mainstreaming Inclusive Education in South Africa, supports teacher education through the development of quality teacher education materials, resources and partnerships.

Responsibility for the programme's implementation was awarded to the British Council and its partners MIET AFRICA, the University of South Africa (UNISA) and the Department of Basic Education (DBE). This report presents the findings of the external evaluation of the programme's impact on teacher training conducted by a team from the Centre for International Teacher Education at the Cape Peninsula University of Technology and the Institute for Social and Economic Research at Rhodes University.

Post-1994, South Africa developed a range of policies to counteract the devastating effects of the apartheid system on education. Two such policies were *Education White Paper 6: Special Needs Education* (2001) which legislates for the implementation of inclusive education across the education system, and the *Policy on Screening, Identification, Assessment and Support (SIAS)* (2014) which operationalises White Paper 6. The Department of Basic Education has committed to linking inclusive education to broader issues of social cohesion, human rights and social justice. Implementation is supported through initiatives such as the DBE's *Care and Support for Teaching and Learning (CSTL) Framework* (2010), and *Guidelines for Responding to Learner Diversity in the Classroom through CAPS* (2011).

The overall aim of the Teaching for All project is to contribute to a more inclusive education system in South Africa by facilitating the training of teachers in a social model of inclusive education and the use of inclusive education pedagogies to ensure that *every teacher becomes an inclusive education teacher*. Teaching for All seeks to achieve this through partnerships with agencies responsible for teacher training, which is essential to prepare teachers sufficiently to implement inclusive education in the classroom. This aligns with the aims of South Africa's education authorities – to implement an inclusive education system that truly supports the needs of all learners via teacher training. It is in this context that the Teaching for All project was initiated.

Teaching for All advocates that inclusive classrooms provide the best possible learning environment for *all* learners and scaffolds social and life skills that are carried into adulthood alongside academic learning. The project supports teachers to be trained and equipped with the skills needed to maximise the benefits of diverse classrooms. This capacity-building starts with initial teacher education (ITE) and continues with in-service teacher education, known as continuing professional teacher development (CPTD). Thus, Teaching for All seeks to improve the skills, knowledge and dispositions of pre-service (ITE) and in-service (CPTD) teachers towards inclusive education. To this end, Teaching for All has facilitated the integration of newly-developed inclusive education training modules, materials, workshops and activities into universities (HEIs) and provincial education departments (PEDs) of South Africa. The materials are intended to be delivered in blended mode (a mix of online and face-to-face) or purely online via distance learning (as is the case with UNISA).

Arising out of the Teaching for All aims are the following objectives:

Output 1: *The State of Inclusive Education in South Africa and the Implications for Teacher Development programmes* – a comprehensive and collaborative research report

Output 2: Course development on Inclusive Teaching and Learning for South Africa:

- A 24-credit NQF Level 6 module and supporting materials for Bachelor of Education and PGCE ITE programmes
- Four 15-credit SACE-endorsed short courses and supporting materials for CPTD

Output 3: Course implementation (at 11 HEIs across six provinces) through grant awards and co-funding

Output 4: An impact evaluation: Embedding Inclusive Education in Teacher Professional Development: Impact evaluation report on the Teaching for All project

The evaluation of the project's ITE impact tracked the implementation of the Teaching for All modules within BEd and PGCE programmes offered by participating HEIs. In total, this involved nine residential and one distance-learning institution in 2019–2020.

Key findings

i. Materials and learning resources

The Teaching for All materials were informed by research conducted with pre- and in-service teachers countrywide, and a review of existing policy and programmes. The writers of the materials included practitioners, policymakers, academics and global experts with comprehensive knowledge of inclusive education in theory and in practice, to ensure that the materials are contextually grounded. Further, the materials were appraised by peers in academia and officials from the Department of Basic Education, and piloted with lecturers and students at tertiary institutions as well as teachers.

The Teaching for All materials were favourably received by student teachers, teachers, PEDs, lecturers and researchers. The evaluation shows that the materials are contextually relevant and tailored to South African education realities. They encapsulate both a global and local understanding of the policies that impact inclusive education and equip teachers with the necessary knowledge, skills and dispositions to implement inclusive education in schools and classrooms.

Student teachers, teachers and lecturers found the materials well-designed and easy-to-use, striking an appropriate balance between theory and practice, information and reflection, practical exercises and knowledge dissemination. The supporting materials, including lecturer guides and videos, add considerably to the module's efficacy as a resource for teacher training and professional development.

Lecturers have tailored the material to suit their context, attesting to the flexibility of design intention. Further, the materials have been integrated into courses and offerings in higher education teacher education programmes in multiple and diverse ways.

The module with its four units was adapted for use as SACE-endorsed short courses for Continuing Professional Development points for in-service teachers, using the innovative, accessible Spoodle (offline Moodle) platform.

ii. Reach and impact

The Teaching for All project impact is evident in the wide reach of the project in ITE since the materials were produced. Approximately 23,000 student teachers at ten HEIs benefited from the Teaching for All project. More than 80 lecturers were involved in the delivery of the project at these universities. Assuming all +23,000 student teachers take up teaching posts, more than 766 schools would benefit from teachers trained in a social model of inclusive education. As this project is rolled out across the provinces, more schools will be influenced as more in-service teachers are trained via their CPTD.

The evaluation indicates encouraging outcomes of the Teaching for All project in terms of developing an informed approach to improve student teacher competencies and embedding inclusive education in the South African education system through:

- Building the knowledge base for evidence-informed inclusive education policymaking
- Contributing to inclusive education research in South Africa, regionally and globally
- Capacitating and incentivising lecturers at HEIs to conduct research in the field of inclusive education
- Developing tools and techniques for researchers, practitioners and policymakers to continue research and monitoring in the field of inclusive education
- Capacitating, encouraging and inducting a generation of early-career researchers located at the participating institutions into the field of inclusive education research

iii. An adaptive and responsive implementation approach

The adaptive approach adopted by the project was informed by both the project strategy and the embedded monitoring and evaluation process. Consultation and ownership, capacity building, and alignment with the EU-funded Teaching and Learning Capacity Improvement Programme were driving forces. Of particular note is the extensive and meaningful engagement and consultation in developing the curriculum and materials and in the implementation of the programme. The effectiveness of this approach depended on meaningful consultation with multiple institutions, stakeholders and organisations.

Additional positive benefits and outcomes of the adaptive implementation strategy include the translation of materials into other South African languages including South African Sign Language, and the rich research findings that are reflected in this report.

Key to the success of the approach were the extensive consultations with stakeholders and the use of catalytic grants to support HEIs and PEDs in institutionalising the project in their initial and continuing teacher education programmes, respectively. Piloting of materials, incentivising implementation through grants, holding regular workshops and seminars, and participation in academic conferences all facilitated an inclusive, adaptive implementation strategy, which secured committed buy-in by all participants in the process. Capacity development of teacher educators, as well as advocacy and effective communication by the British Council as the programme facilitator, further aided effective implementation.

The key outcome of such a process is a collective sense of ownership, as well as the emergence of a shared understanding of what inclusive education is and what implementing an inclusive education approach entails.

The thorough consultative process has resulted in a contextually relevant, flexible curriculum framework and materials, available in both print and electronic formats, for both ITE student teachers and in-service teachers for CPTD points via the innovative, easily-accessible Spoodle (offline Moodle) format.

Overall, the implementation strategy has laid a solid foundation for the long-term sustainability of this intervention in the future through well-designed modules and innovative materials owned and accepted by both HEIs and PEDs.

iv. Successful impact of materials used at residential ITE level

ITE providers and lecturers integrated the material in creative and diverse ways, facilitating the process of embedding inclusive education meaningfully within existing course and module offerings. The findings indicate that, on average, institutions used 12 of the 19 topics, with Unit 1: Inclusive Education (six programmes) and Unit 4: Inclusive Teaching and Learning (five programmes) being the most extensively adopted. The most widely used resources were the discussion activities, and the least-used were the suggested assessment tasks.

Teacher educators also benefited as the materials provided a sound conceptual and theoretical foundation to help them reach a broader understanding of diversity and inclusion in practice. Examples of content that facilitated this are the CSTL framework and the focus on gender sensitivity in the materials. Both student teachers and teacher educators reported that the diverse range of pedagogical activities and the learning-centred design supported and extended their practice.

Student teachers' views about how the materials influenced their values, beliefs and attitudes about inclusive education reflect a strong consensus (all items showed above 97% agreement) that the materials positively influenced their dispositions about inclusive education. The results reveal that 94% agree that the materials provided sufficient guidance for teaching inclusively and that 93% believed that the materials taught them how to apply human rights principles in their teaching. Additionally, 83% agree that the materials taught them how to use SIAS in the classroom.

Moreover, the following improvements in knowledge were reported among residential ITE students: knowledge about SIAS and screening (+23%); social cohesion (+15%); differentiating instruction (+15%); assessing learner performance (+13%).

Overall, the lecturers using the materials thought they were well designed, useful for teaching and learning, and most importantly, impacted positively on the development of student teachers' inclusive education competencies.

v. Observable shifts in student teacher competence for inclusive education in residential programmes

A wide range of shifts occurred for student teachers in residential programmes, including enhanced knowledge about inclusive education, changes to their dispositions and the acquisition of new skills. Interviews with lecturers and programme leaders at the institutions confirmed these shifts, which resulted in improved uptake and buy-in for an expanded notion of inclusive education. The results suggest that the project improved student teachers' inclusive education dispositions, knowledge and skills.

In particular, at the knowledge level, the student teachers reported an increase in learning about the relationship between special and mainstream schools, improved awareness of the needs of children with disabilities and intellectual impairment, how to implement curriculum differentiation strategies, and managing the effects of violence in the classroom.

The findings suggest that overall the programme improved student teachers' inclusive education skills. In particular, student teachers report they are better able to:

- Challenge exclusionary practices and policies within schools
- Teach learners about discrimination that the LGBTQI community experience
- Encourage learners to discuss sensitive topics such as racism
- Address language issues in multilingual classrooms
- Teach learners about discrimination that disabled learners experience
- Establish a safe classroom atmosphere that supports all learners
- Promote human rights in education

The overall response reported by student teachers for their preparation for inclusive education using the Teaching for All materials in residential institutions showed a positive shift across the board. That is, in all areas measured (dispositions, knowledge and skills), student teachers agreed that their programme improved their ability to teach inclusively. This trend holds across the survey, i.e. in all cases, the majority of student teachers report that their training programme covered these vital areas.

vi. Inclusive education in initial teacher education in distance teacher education programmes: UNISA

In 2020, UNISA enrolled approximately 8,000 ITE students for the core compulsory inclusive education modules within which the Teaching for All materials were embedded. In addition, about 5,000 students undertaking the inclusive education diploma were reached by the materials, as well as approximately 800 BEd Hons students who, as a subject elective, selected a module on inclusive education.

The baseline results for student teachers' competence in inclusive education were very high (with the lowest agreement at 90% in all but one instance). Thus, room for observing shifts in competence between the baseline and endline survey was limited. The strongest shift seen was in student teachers agreeing that *the programme equipped me with specific teaching approaches to teach learners with disabilities*.

The overall shifts in the development of student teacher dispositions, knowledge and skills indicate, in general, a positive outcome at UNISA. Student teachers reported that the materials used in their course and module offerings provided them with the necessary dispositions, knowledge and skills to enact inclusive education in their classrooms as future teachers.

With regard to their skill base, UNISA student teachers reported improvements by endline. In general, their responses again reflected a high-value starting point which left little room for a noticeable increase in their knowledge.

vii. Support for in-service teachers: the development of CPTD materials

Following the piloting of the CPTD materials in the Western Cape in late 2019, the materials were finalised in March 2020, after which PEDs, HEIs and other partners participated in a series of workshops to roll out the final materials and plan implementation. From the feedback, it is evident that CPTD materials are much needed and that there is a fertile and enabling policy environment at the national level for effective up-take of such materials. To this end, the effective integration of the inclusive education teacher standards and the four-unit SACE-accredited Teaching for All CPTD programme for teachers, are important contributions to improving the capacity of in-service teachers to implement inclusive education.

The responses of in-service teachers to the Teaching for All materials in pilot workshops with the Western Cape Education Department revealed important shifts in knowledge, skills and dispositions among participants. Competent facilitation and practical examples of the application of the concepts and theories discussed in the learning material increased teachers' commitment to the principles and practices of inclusive education.

viii. System coordination and partnership: breaking down silos

The Teaching for All project succeeded in impacting policies, programmes and actions by facilitating robust dialogue that has resulted in:

- Enhanced collaboration between and within government departments
- Strengthened dialogue between government departments and initial teacher education providers
- Developing stronger collaboration in support of teachers between the national government and provincial departments

ix. Institutionalising change in ITE and CPTD provision

The Teaching for All project has been instrumental in facilitating dialogue between ITE providers and enhancing the provision of CPTD for teachers resulting in:

- A common and shared understanding of what inclusive education entails and how best to support teachers (prospective and practising) to create inclusive schools and classrooms

- Building a community of practice of ITE and CPTD providers to share good practices and a common approach to inclusive education training whilst retaining flexibility and diversity in provision
- Ongoing professional dialogue among practitioners involved in the delivery of teacher professional development
- Endorsement by SACE for the use of the CPTD materials for teacher professional development

Recommendations

i. ITE and CPTD materials and learning resources

The project has succeeded in designing a suite of contextually-relevant ITE and CPTD materials rooted in the African and South African context. This evaluation has shown that these materials can capacitate teachers and allied professionals to implement inclusive education approaches in classrooms, schools, local communities and society at large. Ensuring this would require:

- Continuous monitoring to assess the use and application of the ITE and CPTD materials to inform the content-update cycle
- Ongoing monitoring of the implementation of the CPTD materials by PEDs, HEIs and other stakeholders
- Revisions to update knowledge content and information
- Distribution of complementary teaching and learning resources, where necessary

ii. System coordination and partnerships

The strengthening of dialogue and collaboration has established the foundation upon which to realise the ambitious commitment to providing meaningful and quality inclusive education for all – as per the commitment in several policy documents, beginning with White Paper 6. Sustaining the gains of this project at the system level requires investment such as:

- DBE and DHET nurturing and sustaining the mechanisms and structures for cross-departmental collaboration with providers
- Regular communication and dialogue between DBE and DHET
- Continuation of dialogue among ITE providers concerning the institutionalisation of the Teaching for All materials.
- Continuation of dialogue between the partners and practitioners, and ongoing support for the community of practice that has resulted from the project

iii. Institutionalising change in ITE and CPTD provision: embedding inclusive education in teacher professional development

To sustain the gains and momentum to create systemic change requires ongoing dialogue among ITE providers and ongoing improvements in the provision of CPTD. Several commitments are required for ITE and CPTD including:

- Commitment on the part of teacher education providers to integrate the materials into their programme offerings including institution-wide training in inclusive education of all those involved in ITE delivery
- Commitment to further implementation by PEDs of inclusive education training for in-service teachers and other staff involved in the holistic support and education of learners, such as teaching assistants, therapists, and health support specialists

iv. Teacher/lecturer capacity: developing the agency of teacher for inclusive education pedagogy

The materials developed, the training provided, and the opportunities to network and dialogue have all enhanced the understanding of how to support teachers to implement inclusive education in schools and classrooms. Sustaining this commitment to developing teachers' knowledge base about inclusive education requires:

- Ongoing professional development and support for lecturers
- Support for research that lecturers wish to conduct around the use and deployment of the materials in their teaching
- The development of structures and mechanisms to enable lecturers to sustain a community of practice
- An enabling institutional climate for lecturers to adapt the materials and integrate them meaningfully into modules and courses

v. Synergy between ITE and CPTD: creating an integrated teacher professional development approach for inclusive education

The Teaching for All project has worked across both ITE and CPTD to empower prospective and practising teachers with the competencies to facilitate inclusive education in their classrooms. As the materials and pedagogies become embedded in teacher training, this will impact the nature of the CPTD requirements. New teachers will require assistance that builds on their existing scaffold, and fewer CPTD teachers will be introduced to inclusive education pedagogies later in their careers. Sustaining the synergy between ITE and CPTD requires:

- Continued coordination and dialogue among stakeholders involved in ITE and CPT
- Rolling out of CPTD materials with appropriate monitoring and evaluation
- Alignment of the CPTD materials to the needs of newly qualified teachers

vi. Further research and M&E: institutionalising a focus on inclusive education in research and the monitoring work of government agencies

The Teaching for All project has encouraged the development of an informed approach to improving student teacher competencies. Sustaining these gains requires:

- Financial support for further research in the field of inclusive education paying particular attention to capacitating new and early career researchers in higher education to continue research in the field
- Continued support of the British Council to facilitate the monitoring and evaluation of the long-term implementation, effects, and impact of the materials for initial teacher education at the ten participating institutions and the roll-out of the CPTD-tailored materials and resources in nine provinces and their use by HEIs and other stakeholders
- Making monitoring and evaluation tools more widely available to the research community
- Embedding inclusive education monitoring in the work of the DBE. This could involve ensuring that questions about teacher needs and approaches to inclusive education are included in the annual surveys of schools, the school readiness tool, and other information-gathering exercises conducted by the DBE
- In-depth qualitative research to better understand how and why dispositions, knowledge, and skills shift; in particular, investigating the reasons for the initial/baseline high positive dispositions towards inclusive education values and beliefs and whether this translates into pedagogic practice

Concluding remarks

Considering the short time within which the participating HEIs were able to integrate the Teaching for All materials in their programmes, a key component of the evaluation was to ascertain their future plans to embed these in their offerings. The evaluation highlights several innovative ways in which HEIs intend to institutionalise the materials in their ITE, CPTD and postgraduate programmes. Such measures will ensure that the materials are used beyond 2020 for other teacher cohorts, other ITE programmes and other groups (e.g. PhD students or BEd Hons students).

This evaluation considers how the Teaching for All project lays the foundation for an inclusive education system. It highlights gains in the development of inclusive education materials for use by student teachers and teachers to equip them with the competencies needed to facilitate inclusive education in their classrooms. The project has catalysed change to ensure that the system is ready to support inclusive education system through:

- Collaborative development of the materials
- Facilitating robust and meaningful communication with stakeholders
- Incentivising ITE providers to embed the material in their courses and module offerings
- Adapting the materials based on the pilot for use by provinces to offer ongoing professional development for teachers (CPTD)

Many long-term effects and gains of the programme are likely to come to light over the coming years. It is important for the British Council, DBE and DHET, together with other stakeholders, to devise a longitudinal monitoring and evaluation strategy to track the uptake and use of the materials beyond the close of this project. This will allow the materials and their implementation strategies to evolve and improve in response to feedback.

The Teaching for All project's strategy of implementation has evolved, adapting to changing circumstances and contexts. This adaptive and responsive implementation strategy reflects an open and facilitative approach to project management by the project team. Importantly, the adaptive process is necessary to ensure successful implementation in the South African education system, which is characterised by diverse institutional and organisational histories, diverse provincial contexts, and differing capacities across the entire system.

The Teaching for All project affirms that successful education outcomes from an intervention require close attention to the policy implementation process. Consultation, dialogue, collaboration, piloting and capacity-building are key ingredients to successful education reforms. Sustaining such gains requires political will, mutual trust amongst actors, a participatory and inclusive implementation process that can adapt to various contexts, and robust dialogue between all stakeholders, particularly the front-line implementers. This project can, and will, as part of a holistic set of education reforms, create conditions for equitable and quality education for all, particularly those who have been marginalised and excluded from meaningful learning.

1 Introduction

The British Council and its partners – MIET AFRICA, the University of South Africa (UNISA) and the Department of Basic Education (DBE) – were awarded a European Union co-funded project to support the teacher education system in South Africa in the training of teachers to implement the inclusive education policy by developing materials for use in pre-and in-service teacher professional development. The project is entitled “Teaching for All: Mainstreaming Inclusive Education in South Africa”. The 1-million-Euro project is 80% co-funded by the European Union (EU), with the British Council contributing 17%, and MIET AFRICA and UNISA 3%. The project ran from September 2016 to August 2020, which included a nine-month extension and a three-month partial suspension due to Covid-19.

The Teaching for All project is part of the EU-funded Teaching and Learning Development Capacity Improvement Programme (TLDCIP – see Table 1 below) in South Africa as part of its system-wide intervention to support the Government of South Africa and specifically the Department of Higher Education and Training (DHET) and the Department of Basic Education (DBE) to strengthen the quality of teacher education for Early Childhood Development (ECD, 0–4 years), build teacher competence for inclusive education and support the skills required by special needs teachers. Specifically, the EU aimed to support quality teacher education programmes, through quality teacher education materials, resources and partnerships. The Teaching for All project was part of the Teacher Education for Inclusive Teaching project (TEfIT) and supported the training of teachers in a social model of Inclusive Education and the use of inclusive education pedagogies, while the other EU projects complemented Teaching for All by focusing on developing an articulated suite of quality teacher education programmes for ECD educators, and developing teachers who can address the specialised educational needs of children with profound visual, hearing and intellectual disabilities. The TLDCIP was designed to ensure that all the projects worked synergistically and collaboratively to support the realisation of a more inclusive, quality and equitable education system for all, particularly marginalised learners.

The Teaching and Learning Development Capacity Improvement Programme (TLDCIP)

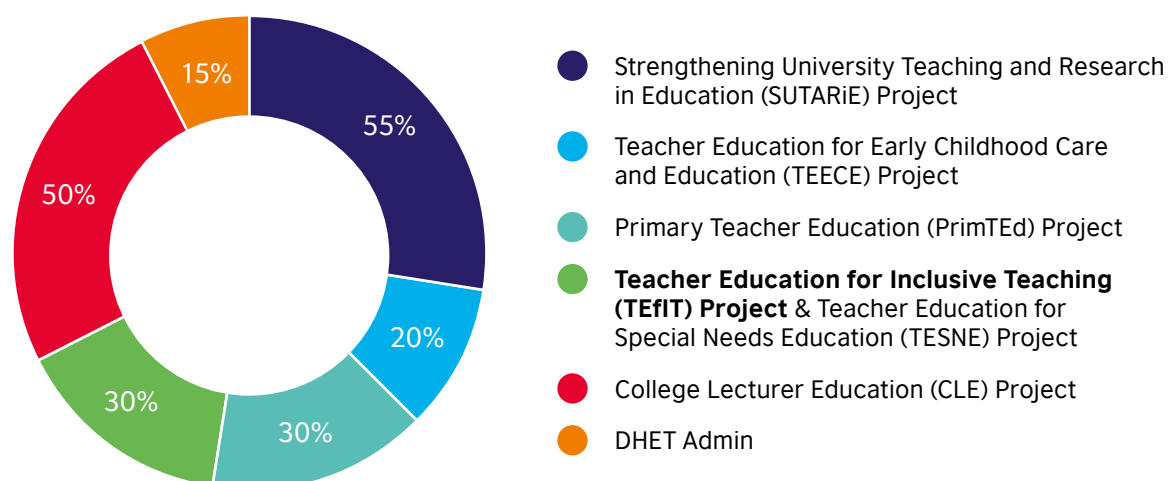


Figure 1: Teaching and Learning Development Capacity Improvement Programme (TLDCIP)

The overall objective of the Teaching for All project is to contribute to a more inclusive teacher education system in South Africa through partnerships with universities and provincial education departments (PEDs). The partners in this project – British Council, MIET AFRICA, UNISA, the Department of Higher Education (DHET) and DBE – share a commitment to inclusive education and a belief that every classroom should be an inclusive classroom to ensure quality education for all. We believe that the social model of education, which advocates for inclusive classrooms, provides the best possible learning environment for all learners, developing social and life skills that learners will carry into adulthood alongside academic learning. To deliver the full potential that inclusive education offers, it is essential that teachers are trained and equipped with the necessary skills to maximise the potential of diverse classrooms.

The main objective of this report is to provide an overview of the findings from the monitoring and evaluation of the project's impact. This report is divided into ten chapters. Chapter 2 contextualises the project, outlining the global, regional and national policy environment within which these actions are located. Chapters 3 and 4 provide an overview of the project and the monitoring and evaluation plan, including the methodology used to assess the project's impact and implementation. The findings of the evaluation study are presented in Chapters 5 to 9. Finally, Chapter 10 summarises the key findings emerging from the impact evaluation, identifying lessons and recommendations for policy and practice to deepen and institutionalise inclusive education in South Africa.

2 Context of inclusive education in South Africa

2.1 Introduction

This chapter provides an overview of the policy context to mainstream inclusive education within basic education in South Africa. It provides a summary of global and national policies and policy frameworks that are committed to realising inclusion in the education system. It then discusses the development of policies and initiatives within teacher professional development for inclusion, both within initial teacher education (ITE) and continuing professional teacher development (CPTD), to realise the goals of inclusive education.

2.2 Global development agenda

The international policy context for inclusive education is framed by various international and regional treaties, including a number of important frameworks for action and initiatives developed by international aid and development organisations, such as the United Nations (UN) Sustainable Development Goals (SDGs). This section reviews several of these initiatives.

In 2015, the UN member states adopted the 2030 Agenda for Sustainable Development (UN, 2015) which established 17 SDGs to be met by 2030. South Africa's national strategic policy frameworks are closely aligned with this strategic framework with regard to challenging the social barriers that deny people opportunities and limit their potential, including discrimination and exclusion based on gender, age, location, caste, religion, disability and sexual identity.

Inclusion is one of the fundamental principles of the SDGs. The goals seek to address inequality between and within countries and to prioritise the most vulnerable to ensure that no one is left behind. The goal of inclusion relates broadly to society and development, taking a “people-centred” approach. SDG 4 specifically aims to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. It has seven targets, three means of implementation and 11 global indicators.

A key target relating to inclusive education within SDG 4 is that of promoting equity and gender equality:

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

This is also linked with a corresponding target (4.a) as a means of implementation:

4.a Learning Environments: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Inclusion is also a principle within education goals for fostering youth employment, skills acquisition and access to post-compulsory learning. A final key target that encompasses different dimensions of inclusion and processes to sustain this principle is that of fostering sustainable development and global citizenship (SDG 4.7), which states:

This goal aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development

and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

In line with SDG 4, many bilateral aid donors have taken a strong stance on inclusion and inclusive education. For example, the Department for International Development's (DFID) Disability Framework (2015) sets out an overall approach to disability inclusion and disability-inclusive development. It advocates for planning for inclusion from the start, and acknowledges that people with disabilities are often the poorest in their community and face multiple barriers that prohibit them from realising their rights and living with dignity. DFID has taken a "twin-track" approach to disability inclusion. This means mainstreaming disability within policies and programmes, as well as supporting disability-targeted programmes.

2.2.1 Key international and regional treaties

South Africa is a signatory to several global and regional treaties, including the UN SDGs, which entrench the right to education for children with disabilities. The international and regional treaties that South Africa has ratified include the following:

Table 1: Key international and regional treaties

Treaty	Content
United Nations Convention on the Rights of the Child (UNCRC)	The first legally binding international convention to affirm human rights for all children in 1989. It was also the first international convention to be ratified by South Africa, committing itself to promote and protect the rights of children in 1995. It is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children.
African Charter on the Rights and Welfare of the Child (ACRWC)	The ACRWC (also called the Children's Charter) was adopted by the Organisation of African Unity (OAU) in 1990. Like the UNCRC, the Children's Charter is a comprehensive instrument that sets out rights and defines universal principles and norms for the status of children.
United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006)	South Africa is a party to the UNCRPD as well as the Optional Protocol to the Convention on the Rights of Persons with Disabilities, which it ratified on 30 November 2007. The UNCRPD promotes "the goal of full inclusion" (see Art. 24[2][e]).
Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994)	This document was informed by the principle of inclusion, by recognition of the need to work towards "schools for all" institutions that include everybody, celebrate differences, support learning and respond to individual needs. The Statement places educational reform firmly within a broader social agenda that includes health, social welfare, and vocational training and employment. It emphasises that mechanisms for planning, monitoring and evaluating the provision for inclusive education should be "decentralised and participatory" and should encourage the "participation of parents, communities and organisations of people with disabilities in the planning and decision making" (UNESCO, 1994:9).
International Development Organisations	International organisations have shown strong support for building a more inclusive development agenda. For example the UN Flagship Report on Disability and Development was released in December 2018.

2.3 South African context

2.3.1 State of inclusive education in South Africa

Children in South Africa experience a wide range of barriers to learning stemming from the effects of poverty, the socio-economic conditions in which they live, disability, learning difficulties, and a system that fails to support their learning in school. Particular groups vulnerable to marginalisation in South Africa include the following:

- 10.1 million (54.3%) children in poor households
- 85 000 child-headed households
- 5.6 million (30.5%) children with unemployed parents
- 2.5 million (13%) hungry children – down from 30% in 2002
- 3.3 million youths (15 to 26-year-olds) not in Education, Employment or Training (NEET)
- Children with severe to profound intellectual disabilities
- Children with disabilities in Early Childhood Development (ECD) (Schoeman, 2016)

In relation to disability and non-visible differences specifically, a household survey conducted in 2009 (DSD, DWCPD & UNICEF, 2012) classified nearly 2.1 million children (11.2% of the total child population) as “disabled”. Projections from Census 2001 indicate that there may be some 474,000 children living with severe disabilities in South Africa (Cayley, 2017). Estimates of the total number of people living with disabilities in South Africa suggest this is likely to be between 12.34% and 15% (DSD, 2015a:8) and many living with disabilities are affected by poverty. Estimates also suggest that approximately 6% of children in the educational schooling system had a disability in 2010 (DSD, 2015a).

Data also suggest that disability or non-visible differences are strongly correlated with educational exclusion. Estimates show that amongst individuals with no schooling at all in South Africa, close to 20% had a disability, while for those with only preschool education, close to 29% had a disability. The percentage of individuals with only primary educational attainment who reported having a disability was 16.7%, much higher than the percentage of individuals with secondary (5.3%) and post-secondary qualifications (4.0%) (Stats SA, 2017:22). Data also suggest a high level of functional illiteracy among adults living with a disability as a consequence of the lack of educational opportunities for children with disabilities (Stats SA, 2017:38). Within the post-compulsory schooling sector, according to the Household Survey (Stats SA, 2016), the number of individuals aged 15 to 24 was roughly 10.3 million, of which 2.5% (257,782) were classified as disabled. Among these young individuals with disabilities, 48.3% were attending an educational institution, while 51.7% were not attending any educational institution (Stats SA, 2017:52).

While disability is one of many barriers to learning that can lead to exclusion in South Africa, children of all ages also experience significant levels of violence and abuse. A national school-based study of children’s experiences of violence was conducted for the *Optimus study on child abuse, violence and neglect in South Africa* (Burton et al., 2016). The report indicates that 42% of South Africa’s children overall had experienced some form of violence:

- 35.4% of children experience some form of sexual abuse
- 34.8% of children experience physical violence
- 26.1% of children experience emotional abuse
- 15.1% of children experience neglect

2.3.2 South African policies relating to inclusion

South Africa has a rich policy environment regarding transformation in general and education transformation in particular. Table 2 summarises several key policies in this regard.

Table 2: Foundational policies

Policy	Focus
National Development Plan	Chapter 9 (Improving Education, Training and Innovation) of the National Development Plan (NDP) addresses inclusive education, specifically calling on the nation to “provide inclusive education that enables everyone to participate effectively in a free society. Education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to raise a family. Ensuring that all children with disabilities have access to quality education will help South Africa meet its employment equity goals in the long run” (National Planning Commission [NPC], 2012:304).
Disability-Disaggregated National Development Plan (DSD, 2015c)	The DSD has published the Disability-Disaggregated National Development Plan (DSD, 2015c) which provides an in-depth analysis and disaggregation of NDP targets focusing on disability.
Constitution of the Republic of South Africa	Section 9(3) of the Constitution elaborates that “[t]he state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth”.
White Paper on Education and Training (Notice 196 of 1995)	The White Paper on Education and Training addresses the importance of needs of learners with special needs in both special and mainstream schools. It states that the Ministry of Education intends to explore a holistic and integrated approach to Education Support Services (ESS) and that “the inclusive, integrated approach recognises that issues of health, social, psychological, academic and vocational development, and support services for learners with special education needs in mainstream schools, are inter-related” (DoE, 1995:24–25). This policy acknowledges the importance of mainstreaming ESS and increasing awareness of these within an education system that “is committed to equal access, non-discrimination, and redress, and which needs to target those sections of the learning population which have been most neglected or are most vulnerable.” (DoE, 1995:25).

These foundation policies are supported by a range of additional enabling policies; legislative frameworks were developed to promote inclusive education in South Africa, as outlined below.

Table 3: Inclusive education enabling policies and frameworks

Policy	Focus
WP6: Special Needs Education: Building an Inclusive Education and Training System (DoE, 2001)	In South Africa, inclusive education as outlined in Education White Paper 6 (2001) is about “transforming the education system to effectively respond to and support learners, parents and communities by promoting the removal of barriers to learning and participation in that education system in an incremental manner”. While the WP6 subtitle focuses on “Special Needs Education”, the government’s policy shift was intended to move away from a special education- and disability-focused model to a system that focused primarily on securing access to education for all children and respecting the importance of inclusion. It distinguishes between mainstreaming or integration and inclusion in its framework, and places children in three types of ordinary public schools according to their level of needs. WP6 was subsequently supported by several guidelines.
Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (DoE, 2007)	This document sets out criteria for special schools across categories: admission of learners; curriculum and assessment; learning and teaching materials and resources, including alternative and augmentative communication devices and other assistive technology; staff supply and qualifications, including professional teaching staff and specialist support staff; and non-teaching and non-professional staff and management. It also outlines criteria for physical infrastructure, transport, dealing with families and communities and the responsibilities of the District Based Support Teams (DBSTs).
Policy on Screening, Identification, Assessment and Support (SIAS) (DBE, 2014)	The SIAS policy, a key strategy for the implementation of Education WP6, sets out guidelines for screening, identification, assessment and support provisioning and monitoring. The SIAS Schools Pack consists of a set of protocols and official forms, provides the toolkits required to follow the protocols, and is underpinned by the Operational Manual to the National Strategy on SIAS and the SIAS Learner Pack.
Guidelines for Full Service/ Inclusive Schools (2010)	These guidelines establish criteria for schools, districts and provinces against which to measure their progress towards inclusion.
White Paper on the Rights of Persons with Disabilities (2015) (WPRPD)	The WPRPD (DSD, 2015b) puts forward a mainstreaming trajectory for realising the rights of persons with disabilities. It clarifies operating procedures, stipulates norms and standards, and outlines the responsibilities and accountabilities of the various stakeholders. It also calls for accelerating the implementation of existing legislation and for ensuring that Universal Design is embedded within the budgeting and service delivery value chain of programmes. It is built on nine strategic pillars unpacked into an implementation matrix for purposes of monitoring and evaluation.
Strategic Disability Policy Framework for the PSET System (2018)	This policy framework creates an enabling and empowering environment across the Post-Secondary Education and Training (PSET) system, including but is not limited to, setting norms and standards for the inclusion of students and staff with disabilities in all aspects of university, college, and skills development, including academic studies, culture, social life, sport and accommodation. It aims to realise the goals of the White Paper on the Rights of Persons with Disabilities in PSET institutions to mainstream people with disabilities in the PSET system and to ensure that disability-related policies and guidelines are implemented and monitored. The Strategic Policy Framework on Disability came into full implementation in 2018/2019.
Draft Guidelines on Resourcing an Inclusive Education and Training System (2018)	The proposed National Guidelines for Resourcing an Inclusive Education and Training System (DBE, 2018) deal with resourcing as it relates to the inclusive education system as a whole. They provide guidance on the equitable and efficient provision, distribution and use of infrastructure, personnel, and non-personnel non-capital funding for an inclusive education system using the National Norms for Post Provisioning, School Funding and School Infrastructure (which includes the Policy on Scholar Transport).

2.3.3 Reflection on the policy environment for inclusive education in South Africa

South Africa has now completed 26 years as a new democracy on a long journey from colonisation to independence through decades of apartheid segregation, with the goal of achieving social justice and equality of access, and broadening support to all learners within the education system. Arguably, in some areas, not enough has changed. It has been 19 years since the introduction of White Paper 6 (DoE, 2001) and the implementation of inclusion, and significant progress has been made over two decades of freedom. However, much more remains to be done.

In a bleak assessment of the progress of the implementation of inclusive education as a transformation and human rights tool since 2001, Maguvhe (2015) highlights that fundamental misconceptions about inclusive education undermine the human rights and transformation agenda, with over three quarters of teachers being unclear about the implementation of inclusive education.

In the context of the policy review above, policymakers highlight several challenges to realising the commitment to inclusive education.

1. They note that, while there is a rich and enabling policy environment, change often occurs slowly, relying on resources and input for policy frameworks to realise their goals, as the excerpts from interviews with policymakers below indicate.
2. Policymakers note that the transformational goals of policy are often dependent on material inputs such as funding and human resources, and note the need for stronger accountability mechanisms for effective implementation. As one policymaker (PM) indicated:

"We have recently developed what we initially called the funding and human resource provisioning for an inclusive system ... We had to change from norms and standards and change to guidelines ... more for legality purposes because if you would introduce norms and standards, norms and standards are actually more binding, and you could face litigations." (PM, 2017)

In particular, Screening, Identification, Assessment and Support (SIAS) is one such policy that many suggested needed strengthening in terms of resources to assist implementation in the short term; however, more time was needed for its full realisation:

"We believe that these guidelines will be progressively realised, we need to start from a low base so that we don't bite off more than we can chew because some of these ... some of these services are actually scarce and the personnel to provide such services is actually scarce, particularly within the basic education sector ... The plan is to introduce them from 2018, they are going to take the implementation of the SIAS policy very far because the success of implementing the SIAS policy is dependent on the availability of such resources." (PM, 2017)

Nevertheless, the enabling policy environment, while lacking implementation, is considered a positive basis on which to build inclusive education:

"I think when you compare SA's inclusive education landscape to other African countries or other countries, SA has been breaking new ground, the situation in SA is not as dire ... think that the sustainable development goals have helped to focus the prioritisation of inclusive education. I think that the grant ... you know, the conditional grants that we've been able to put in place to support inclusive education are phenomenal gains. It's got to do with the fact that we've had this policy in place and we've been chipping away at what it means to implement it, and sure it's never going to be a perfect world ... but I just think it's a policy landscape that's been more enabling than sometimes we want to give it credit for." (PM, 2017)

3. Many policymakers addressed the need for political will and for negotiation of different agendas within and between government departments. One policymaker stated:

"For me, the greatest risk is losing political champions, where I think at the moment we've got political champions who really understand the importance of inclusion, and I think for the first time

in many, many years we've got political champions that are taking soft skills seriously and taking child vulnerability seriously, seeing the connections between teenage pregnancy and inclusion in the classroom ..." (PM, 2017)

4. While a progressive, inclusive education environment was acknowledged, it was noted that it had become detached from a broader focus on human rights and Care and Support for Teaching and Learning (CSTL), and that this needed strengthening. One policymaker explained:

"In 2015 we were really taken aback by the outbreak of violence in our country. The xenophobic violence ... So what that does is it forces to the foreground, you know, concerns with human rights, social justice, understanding of cohesion and what we realised, that even though the CSTL framework was a rights-based framework with all the activity areas that I've mentioned previously on rights, are rights-based informed, what we didn't have was an explicit understanding of rights in context in relation to local law. So we added, in 2015/2016, another activity area to the framework for SA and it's called the rights-based socially inclusive and cohesive school, and in doing that we want to foreground rights in terms of our constitutional reality as well as the global commitments ..." (PM, 2017)

The failure to link inclusive education to broader issues of social cohesion, human rights and social justice calls for an intersectional approach, particularly as it relates to policies and protocols such as SIAS, as the following message from a policymaker illustrates:

"SIAS at the moment as an instrument doesn't do enough work on social inclusion and economic vulnerability, and it could do, it's just literally asking a few more questions when you do the screening of that child. So that is something that we would be able to have a look at, you know, because that's, as a low-hanging fruit, in ... because what we don't want to do is for inclusion to go back into being only about special needs and disability; it's also got to be about planning social cohesion and the wellbeing of all children because our working assumption is that all children are vulnerable at some point in their life and that an experience of vulnerability is intersectional." (PM, 2017)

2.4 Teacher professional development

2.4.1 Initial teacher education

2.4.1.1 Policy landscape for initial teacher education

The provision of teacher education in South Africa reflects numerous changes since 1994, both in terms of the quality of provision and the size and shape of the system. An identifiable challenge to the landscape of Initial Teacher Education (ITE) is the piecemeal approach of post-1994 re-curriculumation. Institution-level processes have an effect on the process of curriculum review and renewal, which, when coupled with the multiple competencies and standards outlined in the *Norms and Standards for Educators* (NSE) (DoE, 2000), resulted in policy interpreted in different ways. The introduction of the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) policy (DHET, 2011; DHET, 2015) has since sought to minimally standardise the provision of ITE, while other initiatives have sought to address deficits within the system of teacher supply, such as the Funza Lushaka Bursary Programme (DBE, 2015).

Within South Africa, teacher development is separately regulated within the domains of ITE and CPTD by different stakeholders and institutions. Within ITE, the regulatory agency responsible for the quality assurance of teacher education programmes is the Council for Higher Education (CHE), while the lead role in ITE is held by the DHET, working collaboratively with providers and stakeholders. Within CPTD, the regulatory agency is the South African Council for Educators (SACE), which plays an important role in approving courses and, currently, in developing standards for teaching practice. However, South Africa's institutions function within an integrated vision for the development of teachers that sets out how many different parts of the system should contribute to teacher development.

Relevant ITE education policies are summarised in Table 4.

Table 4: Policy frameworks for ITE and teacher development

Policy	Focus
Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) 2011–2025 (2011)	The ISPFTED was developed from recommendations of various stakeholders ¹ at the Teacher Development Summit in 2009. In relation to inclusive education, the ISPFTED identifies the development of special needs teachers as one of five important categories of educators to be prioritised for professional development in the immediate to short term, prioritising multi-level, inclusive teaching and curriculum differentiation, and areas of specialisation for teaching blind, deaf and autistic learners. The ISPFTED, however, leaves providers with significant autonomy in this area, stating: “While the process of developing these standards will be led by the DHET, the actual development will be done by the field of teacher education and by subject experts.”
Minimum Requirements for Teacher Education Qualifications (MRTEQ) (2011) (revised in 2015)	In relation to inclusive education, the MRTEQ states specifically that “[i]nclusive education forms an important aspect of both general pedagogical knowledge and specialised pedagogical content knowledge” (DHET, 2015:10), and that all graduates of teacher education courses “must be knowledgeable about inclusive education and skilled in identifying and addressing barriers to learning, as well as in curriculum differentiation to address the needs of individual learners within a grade” (DHET, 2015:23).
Standards for inclusive education	Between 2016 and 2018, a number of stakeholders have been involved in the development of professional teaching standards (PTSs) through a consultative facilitated process, with several National Advisory Group and consultation meetings across the country.

2.4.1.2 Reflections on the policy context of ITE

A number of policymakers and senior government officials were interviewed in relation to the existing context for ITE and inclusive education in the country. Several insights about ITE as it relates to inclusive education emerged from these interviews. There was a strong sense that the idea of inclusive education was wanting in many ITE programmes. As a policymaker put it:

“The principle of inclusivity and how inclusivity can be ensured, we believe that it is lacking in the current teacher education programmes ... We need that understanding from our future teachers, and then secondly, we believe that the SIAS policy should be built into teacher education programmes and thirdly, and equally important, is the issue of curriculum differentiation as a methodology or as an approach to differentiated teaching or teaching at different levels, especially capturing the learners in the spectrum of cognitive ability because there will be those operating at lower levels of cognition, average and above average, gifted learners, how do you deal with a gifted learner in a classroom.” (PM, 2017)

For many policymakers, the critical gap in provision is related to the way it is conceptualised and the unevenness across different programmes:

“My observation is that, you know, some provinces are still trapped within the special needs paradigm, in their approach to implementing inclusive education and even some levels within the basic education sector, you know, we still haven’t quite found each other, because if inclusion to me means special needs or dealing with disabilities, and that’s one criticism actually that I’ve been having against some

¹ Stakeholders at the Summit included teacher unions; SACE; the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA); the Education Labour Relations Council (ELRC); the national DoE; and the Higher Education South Africa-Education Deans’ Forum (HESA-EDF).

universities, if you look at the Inclusive Education Department, and you look at most of the research work from, you know ... We are trapped in the special needs paradigm, and to me, that's really worrying.

When it comes to teacher development, because if each university offers its own programme, ja, the product will be so different, this is what happened actually, even at the time when we still had colleges of education ... We need to standardise the programme, the teacher education programme.” (PM, 2017)

Embedding inclusive education within ITE was considered an appropriate and cost-effective approach to implementing inclusive education. As one policymaker indicated:

“If we could introduce curriculum differentiation from initial teacher education level, we believe that we won't have to do this large scale in-service training of teachers which is usually rushed and we have only got about a day or two, and you can't do justice in such a comprehensive approach to teaching and assessment ... We believe that if it's built-in initial teacher education, for instance with curriculum differentiation, then student teachers would be focusing on their specialisation or their measures in terms of subject choices, a teacher could be measuring in mathematics and physical science, therefore when it comes to differentiation, it's going to be more focused, and it's going to be deepened into that subject level specific.” (PM, 2017)

As policymakers pointed out, effectively embedding inclusive education within ITE programmes would likely be subject to two interrelated concerns about ownership and competition for space in the curriculum. As one higher education policymaker explained in relation to efforts to develop draft DHET standards for inclusive teacher education:

“If those are in place and if those are defined by the people that need to implement them and if they are owned by those people, and it gets consensus around what they are, then there is a much better chance of them being taken up and implemented in initial teacher education programmes ... If we don't ensure participation of the range of players including all universities right along, it is very difficult to impose something on them at the end they must own it right in the beginning ... There are a number of demands that we run initial teacher education programmes in terms of time and credit allocation that is competed for, so for example, the emphasis on language development and reading on mathematics.” (PM, May, 2018)

2.4.2 Continuing professional teacher development

2.4.2.1 CPTD policy landscape

Research has shown that teacher attitudes towards inclusive education govern their commitment to inclusive practices and influence the outcomes of their practice (Baguwemu & Nabirye, 2002; Burstein et al., 2004; Rose, 2001; UNESCO, 1999). It has become progressively clearer from research studies that emphasis on inclusive education in South African teacher education programmes tends to be fragmented and short-term, lacking depth of content knowledge (Engelbrecht et al., 2016; Oswald, 2007). This fragmentation can also be observed in the Continuing Professional Teacher Development (CPTD) programmes, where most teachers feel that their needs and circumstances are not catered for. Echoing this, various South African scholars attribute the non-implementation of inclusive education to insufficient professional development opportunities (Eloff & Kgwele, 2007; Engelbrecht et al., 2016).

SACE is the professional council for educators whose objectives are to enhance the status of the teaching profession through appropriate registration, management of professional development and inculcation of a code of ethics for all educators. SACE has been mandated through the South African Council for Educators Act (No. 31 of 2000) to register all educators, to ensure that all educators conduct themselves professionally and to manage a system for the promotion of CPTD of all teachers in South Africa. South African educators are required to be registered with SACE as a condition for professional practice.

SACE introduced the CPTD system to recognise and endorse teacher professional development. SACE screens external providers of professional development activities and approves those that meet SACE's quality criteria (SACE, 2013:5). The CPTD system promotes activities that carry points in three key areas:

1. Teachers' individual efforts to improve themselves as professionals
2. Teachers' school-based professional development
3. Teachers' participation in SACE-endorsed learning programmes and activities offered by accredited institutions of learning

Teachers must accumulate a minimum of 150 points over a three-year period, after which the accumulated points will reset to zero. Teachers must accumulate points in all three types of professional development activities, as described in the table below:

Table 5: Types of SACE professional development activities for teachers

Type	Description
Type 1: Activities initiated by the teacher	Activities such as reading and attending meetings must add value to the teaching practice. For self-selected activities teachers pay for themselves, but provincial bursaries are available in priority fields of study
Type 2: Activities initiated by the school	Workshops and projects must contribute to the professional development of a teacher
Type 3: Activities initiated externally	Courses and workshops must contribute to the knowledge and professional development of teachers. These activities are provided by tertiary institutions, NGOs, government departments, unions and private providers

The SACE professional development points system signifies a move away from the general CPTD points system by introducing a qualitative element into the quantitative requirements. Points are not allocated in terms of hours spent on development (quantitative), but rather, in principle, on the improvement of the quality of teaching (qualitative).

SACE manages the CPTD system, which monitors the professional development endeavours of educators. The CPTD management system, part of the *Integrated Strategic Planning Framework for Teacher Education and Development*, operates across several contexts and plays an important role in the coordination of in-service teacher professional development. The national education department, provincial education authorities, and in-service providers such as universities, district-based subject advisors, school-based teams and unions, all play essential roles within the integrated system in terms of enabling changes to practice for in-service teachers. Reports suggest, however, that the landscape of CPTD and in-service support is uneven, and that there is currently a low level of baseline functionality in schools to deal with inclusive education and support it effectively.

The CPTD Management System collects, organises, and thereby recognises teacher professional development activities, registering the data into its system. SACE monitors the CPTD Management System through the disbursement of authorised SACE representatives to a sample of schools each year who engage with teachers and generate information on teachers' professional development successes and challenges (SACE, 2013:8). SACE then analyses the trends of teacher involvement in professional development activities through its CPTD information system.

2.4.2.2 Reflections on the CPTD policy context

A number of policymakers and senior government officials were interviewed in relation to the existing context for CPTD and inclusive education in the country. Their responses revealed several features of the CPTD policy context. The primary findings show that, firstly, policymakers see a need for intervention to link ITE with CPTD and to standardise both around common standards for inclusive education. According to one policymaker:

“We’re probably also still caught up very much in a medical model paradigm, you know, a kind of pathologising of learning disability and so on. So, I just say getting us all in line with international best practice in terms of teacher education, this is a very important injection ... But it will also extend into what happens in provincial training. I think this is also critical because we have been finding it difficult to monitor and ensure that there’s a consistent high quality in provincial training, it’s been too loose, and provinces have been doing what they see fit and not necessarily meeting the national priorities.” (PM, 2017)

Secondly, it was argued that provincial authorities, subject advisors and unions have an important role in terms of enabling changes to practice for in-service teachers, of moving practitioners from an individualised psychological model towards making inclusive education a shared professional responsibility for all stakeholders.

“I think that even within provincial education departments, how they’re structured and how they take on board in terms of how they monitor, how teachers teach, subject advisors, all of those people must have core knowledge on inclusivity so that they can, when they monitor education, they need to see where teachers go wrong and don’t do things appropriately. So, there needs to be several such layers of change right from lecturers to teachers, to officials, to people who even do the itinerant services as your experts in the field.” (PM, 2017)

Interviewees asserted a strong view that the landscape of CPTD and in-service support is uneven, with a low level of baseline functionality in schools to deal with inclusive education and support it. While there are pockets of excellence, these are often driven by individuals rather than by effective coordination. Problems are accentuated when stakeholders do not support one another’s roles in policies like SIAS, and when policies act in contradictory ways. One inclusive education stakeholder explained it this way:

“We have done a lot of work in CPTD working in schools in the system, and I think it is not very good, with current status is that things are bad. There are obviously pockets of excellence everywhere, but I mean often so many of these things are driven by individuals, but I think the frustration is ... think a lack of skills as I am saying, a lack of understanding, a lack of will, a lack of passion, and I am widely generalising obviously to make these things real. There is really a lot of dysfunctionality within the system. If you think about, if you think about Education White Paper 6 on the policy on screening and identification.” (PS, 2018)

The two key underlying challenges emphasised by inclusive education policymakers at a national level were the need for better coordination and monitoring systems, linked to an increase in funding to improve the consistency and quality of in-service delivery. The roadmap forward outlined by these policymakers envisaged the development of a stronger system of school-based support. A key policymaker described this as a proposal to redirect more support directly to schools in a more targeted way.

Figure 2 below sums up key highlights from the review of the policy context.

Governance

An overview of South African policies for inclusion points to the complex governance relationship required to institutionalise inclusive teaching and learning in school. In particular, it points to the need for effective coordination between the national departments, provincial educational authorities, local schools and districts assuming important coordinated roles within the inclusive education system. The model of governance renders the national departments responsible for normative frameworks whilst the provincial departments implement ongoing, engaging dialogue and support between the two levels of federal polity, predominantly implementing these policies, paying teachers and provisioning schools with staff and capital expenditure, adapting national policies to fit specific contexts and creating an enabling environment of implementation of national policies.

In the current structure, the Department of Basic Education and provincial education departments are directly responsible for the professional development of teachers under the auspices of SACE. In contrast, initial teacher education is a function of the Department of Higher Education and Training, and inclusive education, as a policy priority, is implemented by higher education institutions (HEIs). Greater coordination between the various branches of government and statutory bodies and providers challenges the realisation of an inclusive education system.

Resourcing

A key policy challenge is adequate resourcing of policy priorities, in this case, inclusive education. Ensuring that the policy commitments of White Paper 6 are realised requires adequate funding of this priority, and in particular, teacher professional development. Policies are unlikely to be realised if they exist as unfunded policy mandates.

Policy web

South African inclusive education is framed by a thicket of policies, regulations, guidelines, and pronouncements. It is evident that the system would benefit from a root and branch technical review of all such frameworks to identify overlap and contradictions. Such a review will likely lead to a simplified and streamlined inclusive education policy framework focused on building an inclusive education system in schools and institutions in which teachers are key agents.

Overall, the inclusive education policy environment, is strong and builds on the constitutional values of human rights and inclusion. The governance and resourcing of the system require strengthening to ensure effective realisation, and a policy review is necessary to identify key priority actions. These are important starting points.

Figure 2: Key highlights from the review of the policy context

3 Overview of Teaching for All: Mainstreaming Inclusive Education in South Africa project

The Teaching for All: Mainstreaming Inclusive Education in South Africa project is based on a social model of inclusive education which advocates that inclusive classrooms provide the best possible learning environment for *all* learners, and support the learning of social and life skills that learners carry into adulthood alongside academic learning. The project supports teachers to be trained and equipped with the necessary skills to maximise the benefits of diverse classrooms; it also seeks to improve the skills, knowledge and dispositions of pre-service (PRESET) and in-service (INSET) teachers towards inclusive education. It does so through the integration of a newly developed four-unit inclusive education training module into existing programmes, modules, workshops and activities of universities and provincial education departments (PEDs).

3.1 Project partners

The Teaching for All team comprises the following partners:

British Council provides its project management expertise and international experience in education to ensure that the activities of the project are delivered professionally, on schedule, within budget, and meeting the objectives. In addition, the British Council – being responsible for reporting, monitoring and evaluation – works closely with the other partners to ensure the most effective team delivery. Finally, the British Council is responsible for overseeing commissioned research, for advocacy, and for general oversight of all activities.

MIET AFRICA has a strong track record in the development of course materials, using innovative approaches and technology, including the development of national and provincial materials that support inclusive education and overcome barriers to learning. Moreover, MIET AFRICA has a strong background working in rural and disadvantaged areas and responding to challenges related to disability, learning difficulties, poverty and gender. With experience in material development, MIET AFRICA is ideally placed to lead the material development.

UNISA has experience in research for gathering baseline and research data. During the material development, UNISA supported MIET AFRICA, offering insight from within a higher education institution (HEI). In addition, UNISA assumed an active role in the academic review and project stages. The reach of UNISA to students from poor and rural communities is significant, enabling the action to more readily reach its target audiences.

As the managing agent within the consortium, the **British Council** had a broad remit to lead the project, to maintain strategic oversight, to provide guidance and support to other leads from other organisations, to manage relationships between internal (British Council, MIET AFRICA, the University of South Africa [UNISA], the Department of Basic Education [DBE]) and external partners such as HEIs, and for overall project management and delivery.

The **Department of Basic Education** (DBE) is also an associate partner within the Teaching for All intervention. The DBE and MIET AFRICA have a strong track record of developing specific tools in

response to diverse learning needs at various phases. Project documents underscore the vital role of the DBE in supporting the integration of the Teaching for All materials into CPTD programmes for in-service teachers via PEDs, and in the validation and dissemination of materials to PEDs and professional learning communities (PLCs) by advocating for their use. Similarly, DBE is also expected to assist in identifying mechanisms to harmonise local university CPTD programmes and those of the PEDs.

The Teaching for All project is overseen by a strategic advisory body, a Project Advisory Committee (PAC) comprising senior representatives with high levels of specialist expertise from each of the co-applicant and associate organisations, including DHET and the Department of Social Development (DSD) and observer representatives from the EU Delegation in South Africa.

3.2 Theory of change

The theory of change (ToC) for this project is captured in Figure 3 below.

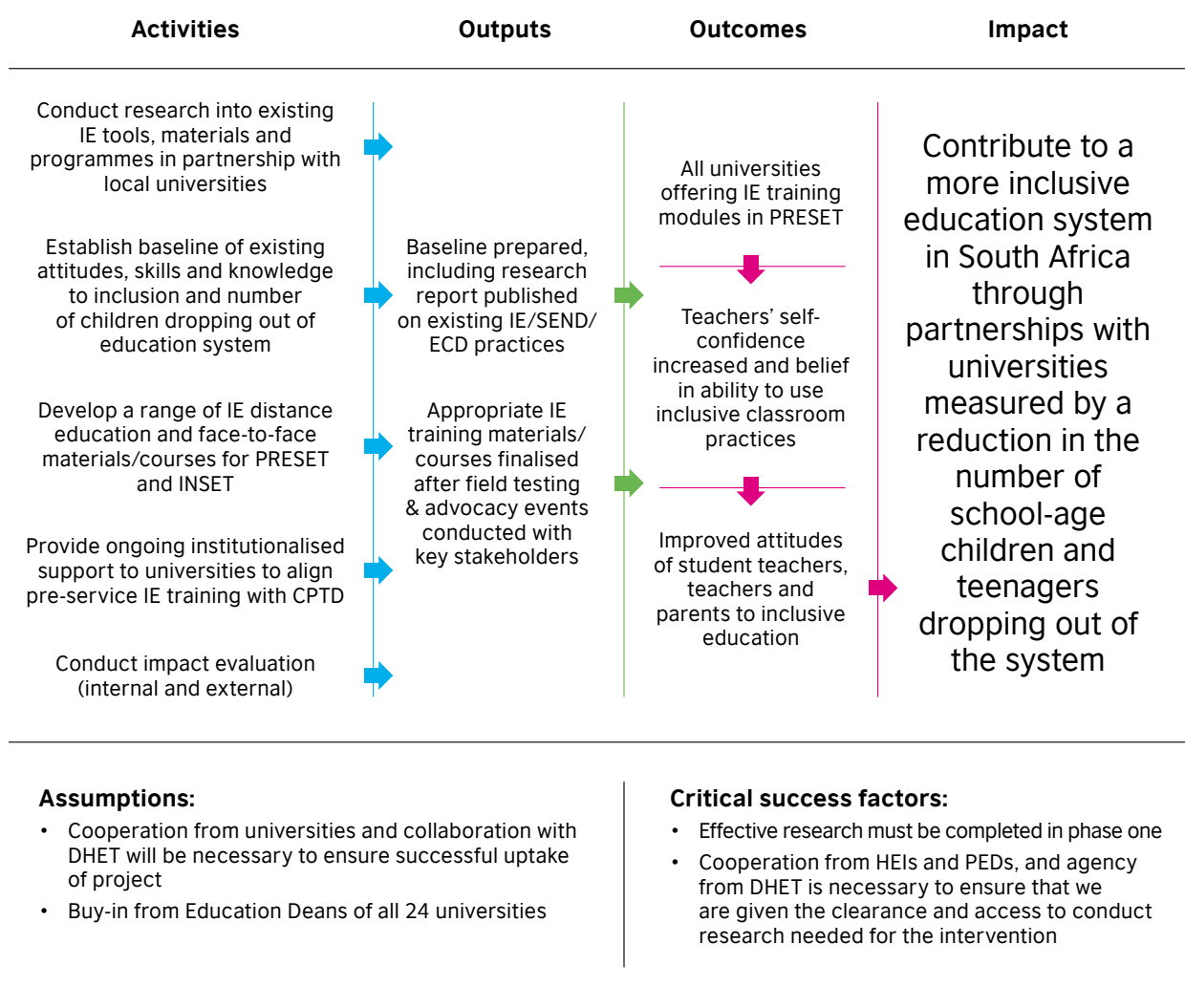


Figure 3: Teaching for All theory of change

The figure below illustrates the Teaching for All conceptual framework.

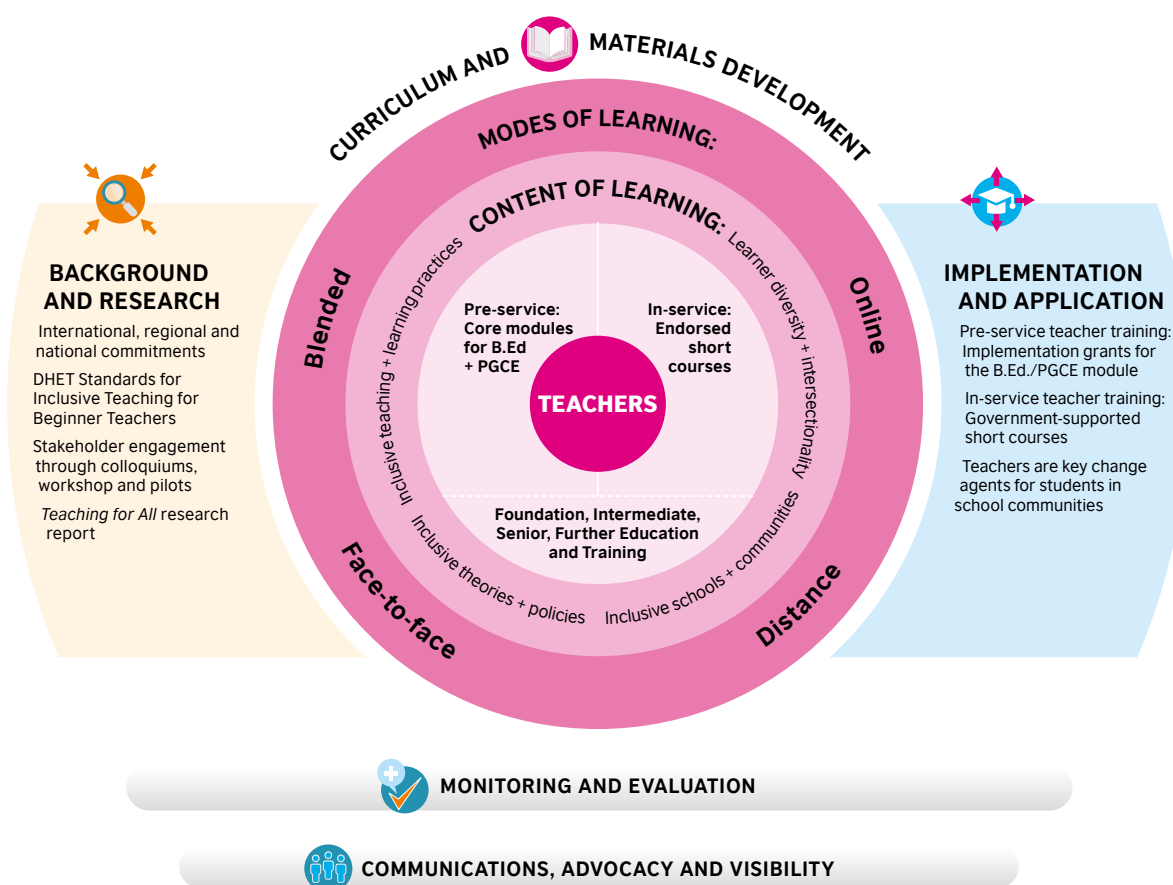


Figure 4: Teaching for All conceptual framework

3.3 Project objectives

The objective of the EU's budget support programme is to strengthen South African policy, government systems and delivery systems. Specifically, the funds were allocated under a sector budget support programme (SBS), now termed Sector Reform Contracts (SRC) under the 2012 EU guidelines. This is directly managed through a sector reform contract (SRC), under which complementary support was allocated in grants to support the government of South Africa and DHET in strengthening the quality of teacher education for early childhood development (0–4 years), inclusive education and special needs through the development of quality teacher education programmes, teacher education materials and partnerships to support work-integrated learning strategies as part of the EU-supported Teaching and Learning Development Capacity Improvement Programme (TLDCIP) (see Chapter 1).

The overall objective (impact) of the Teaching for All project is to contribute to a more effective system for the development of teachers to specifically address inclusive education in South Africa through partnerships with universities and provincial departments. The specific objective (outcome) of the action is to improve the attitudes and capacity of pre-service and in-service teachers toward inclusive education (IE) through the integration of newly developed inclusive education training modules and courses into universities and provincial education departments (PEDs) of South Africa.

The key deliverables for the project are:

A comprehensive and collaborative research report on The state of inclusive education in South Africa and the implications for teacher training programmes

A 24-credit module and materials for Bachelor of Education (Bed) and Postgraduate Certificate in Education (PGCE) programmes

Support materials for continuing professional teacher development (CPTD) to be used by provinces, HEIs and other stakeholders, which may be endorsed by the South African Council for Educators (SACE) and aligned to the CPTD point system for educators

Supporting inclusive education policy development, such as the development of inclusive education teaching standards

Figure 5: Key project deliverables

The key project activities are captured in Table 6 below.

Table 6: Project activities

Phase	Activity
Research and planning	<p>Ac1.1 Gather statistics on number of children excluded from the system based on learning difficulties, special educational needs and disabilities (SEND), and other barriers to learning such as poverty and gender</p> <p>Ac1.2 Conduct research on existing inclusive education (IE) policy, tools, materials and programmes in partnership with local universities</p> <p>Ac1.3 Conduct research on pre- and in-service teacher attitudes and needs towards IE in partnership with local universities</p> <p>Ac1.4 Convene IE colloquium to advocate, build relationships and gather information for intervention with DHET, DBE, DSD, SACE, CHE, teacher unions, university education departments, PEDs, NGOs and teachers</p> <p>Ac1.5 Confirm baseline and targets (including target universities) for M&E purposes</p> <p>Ac1.6 Publish a comprehensive research report to inform planning/design of materials/courses</p>
Development of courses and materials	<p>Ac2.1 Develop IE face-to-face and distance education materials/courses (including a focus on early identification) for pre-service and CPTD training</p> <p>Ac2.2 Conduct ongoing critical reading and piloting of newly developed IE materials/courses in partnership with local universities and PEDs/DBE</p> <p>Ac2.3 Finalise and publish materials in print and online</p>
Roll-out of courses and materials	<p>Ac3.1 Roll out courses and materials to target universities and districts</p> <p>Ac3.2 Share and advocate use of OER courses/materials broadly with all universities (through CHE, EDF, DHET) and other stakeholders (e.g., DSD, NGOs, teacher unions, TVETs)</p> <p>Ac3.3 Provide ongoing institutionalised support to universities to ensure integration into pre-service and CPTD IE training</p> <p>Ac3.4 Provide ongoing support to PEDs (i.e. provincial officials, district subject advisers, school leaders, teachers) through DBE partnership, PLCs, and university CPTD programmes</p>
Impact evaluation	<p>Ac4.1 Impact and process evaluation conducted by an external evaluator</p> <p>Ac4.2 Dissemination of impact evaluation to all stakeholders</p>

3.4 Project log frame and beneficiaries

The project outputs, as summarised within the log frame matrix and project documents, together with the indicators that will be used to assess them, are indicated in the table below.

Table 7: Log frame outputs, intervention logic and indicators

	Intervention logic	Indicators
Overall objective: Impact	Contribute to a more inclusive education system in South Africa through partnerships with universities	Number of female and male school-age children and teenagers being excluded from the system
Specific objective(s): Outcome(s)	To improve the attitude and capacity of pre-service and in-service teachers towards IE through the integration of newly developed IE training modules and materials into universities and provincial education departments (PEDs) of South Africa	% of pre-service and in-service teachers that report an improvement in their capacity and attitude (knowledge, skills and dispositions) after completing the IE modules
		% of pre-service teachers taking at least one semester module (120-hour course) of effective IE training on BEd and PGCE courses with support from the EU project
Outputs	Op1: Research report published on existing IE/ SEND/ECD practices in RSA after colloquiums, literature reviews, and a needs analysis	% of stakeholders that report having a better understanding of IE policy, its implementation, and the existing IE materials and courses as a result of the activities EU funded project
	Op2: Training materials/courses produced after field testing: 2000 240-hour study guides for university education students to be produced and used in online PDF or print 100 sets of accompanying notes for lecturers, including phase-specific materials to be produced and used in online PDF or print 400 sets of continuing professional teacher development (CPTD) workshops to be produced and used in online PDF or print	% of lecturers/trainers involved in field testing approved the training materials produced with support from the EU- funded project
	Op3: Training materials/courses integrated into universities' pre-service and CPTD courses and PEDs' IE training strategy	Number of universities and PEDs which integrate course/materials in pre-service and CPTD courses
	Op4: Impact evaluation report of pilot against overall and specific objectives published and disseminated	% of stakeholders that report having a clear understanding of the intervention after reading the impact evaluation.

The project documents outline the key beneficiaries and target groups for actions within Teaching for All overall, as per the table below.

Table 8: Project beneficiaries and target groups

Target group/ beneficiary	Roles/benefits
Policymakers	To achieve the overall objective of a more inclusive teacher education system, it is necessary to encourage a collaborative approach across the system. Three government departments will be engaged throughout the process, including participation in the steering committee.
HEIs: lecturers and student teachers	Higher education institution (HEI) Education deans and lecturers will work with the material developers to ensure the best fit for delivery within their institutions. The action will target institutions for the inclusion of materials into their courses. Ultimately, student teachers will be targeted as beneficiaries to receive quality training to equip them with practical tools for delivering IE policy in classrooms.
Teachers, school leaders	Teachers are an important piece of the chain in the delivery of IE and in the ongoing support of pre-service teachers as they move into professional teaching. They will be engaged throughout the action, with particular attention paid to their needs and perceptions through research and advocacy in recognition of their importance in the delivery of the overall objectives of the action.
Accreditation bodies	Accreditation bodies SACE and SAQA will be important for the accreditation of materials produced but may also provide useful information about what courses already exist (including online resources) and what is needed.
Learners	Teachers who are better equipped to recognise and respond to special learning needs and barriers to learning in the classroom are better able to support learners. This gives learners a positive learning experience and a better chance of reaching their potential, while minimising the likelihood of student dropout or exclusion from the school system.
Parents	The buy-in of parents is crucial to supporting the implementation of inclusive education. It is important to communicate to parents the numerous benefits IE affords all learners.
NGOs	NGOs participate in supporting the development of materials and in using these for professional development and advocacy.
Society	An IE system is, by nature, one of inclusion, promoting from an early age the value of a diverse society and providing people with the social skills to engage positively with different kinds of people. IE strongly advocates for a learning environment which enables learners of all abilities, backgrounds and gender to access education.

3.5 Implementation strategy: engaging stakeholders in an evidence-informed, contextualised and participatory process

The evidence-informed, contextualised and participatory stakeholder-driven implementation strategy of the project was carefully designed to ensure a systemic impact, providing for equitable teaching and learning for all children. The materials produced have become a core part of pre-service teacher education programmes. Further, the materials have been adapted for CPTD to make possible short courses for professional development, including face-to-face and self-study, aligned to the needs of PEDs and the SACE CPTD teacher professional development point system.

3.5.1 Theoretical underpinning of collaborative implementation strategy

The implementation strategy is predicated on effective engagement with key stakeholders to produce effective research prior to engaging in material development, and then to guide institutions to implement these materials within their own programmes. Essentially, this is a research and stakeholder-driven process, where the initial research and material development stage prepares stakeholders to roll out high-quality teacher-development materials to strengthen capacity for inclusive education training across various contexts. Project documents outline several implementation methods, each summarised in the table below.

Table 9: Project implementation

Governance	All the partners are actively supporting the delivery of education policy in South Africa in different ways and have a long-term commitment to the effective delivery of IE policy across South African schools. Working with partners with similar organisational objectives which align with the objectives of the action helps the consortium to work well together, avoiding clashes of organisational values and purpose. The action is able to draw on the vast collective knowledge and networks of all partner organisations.
Relevance	The action was focused on ensuring that the materials produced are relevant and fit for purpose. It considered macro and micro influences on delivery of IE for teachers so that materials designed respond to the multitude of factors teachers face in their working environment. The project built upon work to develop inclusive policies and practices at HEIs by UNISA, drawing on lessons learnt.
Stakeholder engagement	The project provided opportunities for sector practitioners to shape elements of the project: Overseeing the action as a whole was a steering committee including DHET, DBE, representatives of NGOs, and higher education institutions. Stakeholders were engaged through activities such as a colloquium, and a working group of educators from universities, NGOs and government officials was formed to develop a set of standards for inclusive teaching.
Quality material development	The materials developed were informed by research conducted and led by experienced material development specialists at MIET AFRICA, with input from some of the leading academics in IE from South Africa and Europe; once developed, materials were rigorously piloted.
Monitoring and evaluation	Evaluation played a vital role throughout the material development process, including academic review and evaluation of the module during the pilot. Project monitoring and internal evaluations were undertaken in accordance with international standards and the requirements of the contracting authority. These included action progress reports, mid-term financial and narrative reports, and project closure reports. A final external evaluation was conducted at the end of the project to assess the impact and to provide lessons learnt for future actions.

Several key features of the implementation approach are noteworthy.

1. The strategy was adapted and evolved in response to stakeholder input and feedback. In particular, as noted above, much emphasis was placed on consulting with the relevant role-players in the Inclusive education sector from government departments, universities and civil society organisations. The writers of the materials included practitioners, policymakers, academics and global experts with comprehensive knowledge of inclusive education in theory and in practice, to ensure that the materials are contextually grounded. An outcome of this implementation approach is that the resources developed are grounded in the human rights movement with a strengths-based approach and the philosophy of ubuntu at its core. The teaching strategies and multi-media supporting materials are tailored to the specific needs of teachers teaching in diverse South African classrooms.
2. The implementation strategy placed much emphasis on research and ongoing review to guide the strategy. The materials developed were informed by research conducted with pre- and in-service teachers countrywide, and a review of existing policy and programmes. Further, the materials were appraised by peers in academia and officials from the Department of Basic Education, and piloted with lecturers and students at tertiary institutions as well as teachers, as discussed later in the report. Ongoing monitoring and evaluation conducted by an external technical team supported the process of developing the materials and implementing the project. In particular, ongoing monitoring and evaluation supported the institutionalisation of the materials in HEIs and their adaptation for CPTD.
3. The implementation strategy of the project placed great store on supporting institutions (HEIs and PEDs) in preparing for utilising such resources in their support programmes for teachers. HEIs, as discussed below, were provided with catalytic implementation grants that enabled them to integrate the materials into their initial teacher education programmes. These grants enabled them to provide training for their staff, and translate the materials into multiple languages, as well as participating in the monitoring and evaluation activities. PEDs, as discussed later, participated in the development and piloting of the materials and were provided with training in the use of the materials transferred into Spoodle (offline Moodle) format.

3.5.2 Collaborative engagement across the project

The adaptive and collaborative approach adopted by the project evolved over time, informed by the project strategy which included the embedded M&E process. Consultation and ownership, capacity building, and alignment with the EU-funded Teaching and Learning Capacity Improvement Programme (TLCIP), were the driving forces behind the project.

Developing and piloting the materials, incentivising implementation through grants, holding regular workshops and seminars, and participation in academic conferences, all facilitated the inclusive adaptive implementation strategy, which secured committed buy-in by all participants in the process. Capacity development of teacher educators, as well as advocacy and effective communication by the British Council as the programme facilitator, further aided effective implementation.

Table 10 below gives a list of key stakeholder engagement events that the Teaching for All project team engaged in. This collaborative approach of consulting, informing and involving the sector is seen as playing a significant role in developing a successful intervention in inclusive education. The list is not exhaustive and does not include multiple engagements through important government forums such as the Education Dean's Forum, the Inter-provincial Inclusive Education Roundtable, the Teacher Development and Curriculum Management meeting and the Provincial Teacher Educational Development Committee meeting.

Table 10: Key project dissemination and stakeholder dialogue events

Date	Details
7 Sep 2016	DHET /DBE Strengthening Initial Teacher Education to Enable Inclusive Teaching Workshop, DBE, Pretoria
6 Oct 2016	EU Teaching and Learning for Early Learning and Inclusive Education Ministerial Project Launch, DBE, Pretoria
27–30 Oct 2016	CSTL Writing Retreat, SAHRC, Johannesburg
23–25 Nov 2016	SADC Regional CSTL Meeting, Durban Presentation by DBE & British Council
29 Nov–2 Dec 2016	Teaching for All Curriculum Planning Workshop, UNISA, Pretoria
15–16 Feb 2017	DHET / Teaching for All Colloquium on Standards for Inclusive Teaching in South Africa, DBE, Pretoria
19–23 Jun 2017	Teaching for All HEI Curriculum Development Workshop, Durban
7–8 Jun 2017	NWU-VVOB Symposium on Teacher Education for Inclusion, Vanderbijl Park Presentation by DBE
31 Aug 2017	Teaching for All Workshop to Develop Guidelines for Material Developers; DBE, Pretoria
Jan 2018	Teaching for All Pilot 1: HEI lecturers piloting material
17–20 Apr 2018	Teaching for All Material Development Review Workshop with Stakeholders
24 May 2018	TLDCIP Collaboration Meeting Presentation by UNISA & British Council
16 Jun 2018	SADC Care and Support for Teaching and Learning (CSTL) Conference, Pretoria Presentation by UNISA & British Council
18 Jul 2018	Wits-VVOB Symposium on Teacher Education for Inclusion, Vanderbijl Park Presentation by British Council & MIET AFRICA
3–5 Aug 2018	World Education Research Association (WERA), Cape Town Presentation by CITE
27–28 Sep 2018	Pilot 2: Student teachers, Edgewood, UKZN
17–18 Oct 2018	Teaching for All Workshop with HEI partners, Johannesburg
20 Oct 2018	CITE Workshop on CPTD, Cape Town Presentation by British Council
22–24 Oct 2018	South African Educational Research Association (SAERA), Pretoria Presentation by CITE & British Council
18 Nov 2018	International Association of Teachers of English as a Foreign Language (IATEFL) Young Learner Web Conference Presentation by British Council
5 Dec 2018	EU / Teaching for All Launch of UNISA research report: Celebrating Inclusivity in Education, Pretoria
29–30 May 2019	CITE / Teaching for All Workshop for HEI Partners, Cape Town (CPUT)
7 Jun 2019	Teaching for All CPTD Planning Meeting, Durban
3–4 Jul 2019	UFS-VVOB Symposium on Teacher Education for Inclusion, Vanderbijl Park Presentation by British Council & MIET AFRICA

17 Jul 2019	Teaching for All Workshop for Continuing Professional Teacher Development Partners, Johannesburg
29 Jul–2 Aug 2019	Teaching for All CPTD pilot with WCED
5–6 Sep 2019	Teaching for All CPTD Curriculum Development Workshop
17–19 Sep 2019	UKFIET – Inclusive Education Systems: Futures, Fallacies and Finance Presentation by CITE
24–26 Sep 2019	UNESCO / British Council Language and Development Conference Presentation by British Council
22 Oct 2019	South African Educational Research Association (SAERA), Durban Presentation by DUT, UNISA, UFH, UWC, NMU, SUN, UL, CPUT, CITE & British Council
4, 5, 11 Aug 2020	Teaching for All CPTD Handover Workshops for PEDs and HEIs

3.5.3 Advocacy at HEIs (how they spent grants)

Stakeholder engagement and advocacy within universities, schools and communities was incentivised through the grants to participating universities, and took various forms. Several institutions organised events with the student body and faculty, in some cases including graduates as speakers alongside district officials and mentor teachers. The DUT programme lead explained the benefits for their institution:

“Staff have been using certain aspects from the modules...and when they are able to realise exactly what inclusive education is about. Because they may, we do have students in the class who come to us with very different barriers to learning, and these students sometimes are left aside because the lecturers can’t cope with them. Now, once we do the advocacy with the staff, I think they will be in a better position to handle these students.” (IL, DUT, 2019)

Other institutions conducted a range of campus-based advocacy activities, including interviews on local campus radio stations, or through the school-based learning community of practice (NMU), or by working alongside local NGOs and the community development office (RU). These advocacy activities also occurred within higher education institutions such as at Fort Hare who ran a seminar entitled ‘Social exclusion and negative stereotypes as a limiting factor to teaching and learning’ in 2019, an initiative involving presentations by the Dean, several faculty members, the UFH Disability Unit and students.

In addition, the HEI grants were used to campaign via news articles, TV and radio, reaching about 2 million people.

These advocacy activities raised the profile of inclusive education and empowered lecturers to lead change through dialogue and engagement.

Figure 6 highlights key insights emerging from the review of the project's implementation strategy.

The adaptive, participatory, inclusive and facilitative process of implementation resulted in positive outcomes, developing a sense of ownership of the materials and the project, and empowering front-line implementers such as lecturers, by providing them with the autonomy to adapt the materials to their context.

Of particular note is the extensive and meaningful engagement and consultation in developing the materials and in the implementation of the project. The key aspects of the strategy were the extensive consultations with stakeholders and the use of catalytic grants to support HEIs and PEDs in institutionalising the project in their initial and continuing teacher education programmes. This allowed for a shared understanding of inclusive education for teachers. Piloting the materials, incentivising implementation through grants, holding regular workshops and seminars, and participation in academic conferences all facilitated an inclusive, adaptive implementation strategy that secured committed buy-in. Capacity development of lecturers as well as advocacy and effective communication by the British Council as the project facilitator further aided effective implementation. Additional positive benefits and outcomes of the adaptive implementation strategy included the translation of materials and research.

Key gaps and challenges concerned the alignment between the production of the final materials with the planning and curriculum development processes at institutional level. Further, the lecturers admitted to time pressure in universities to adequately and meaningfully cover the full range of materials. However, this was partly mitigated by the flexible and modular design of the materials.

Overall, the implementation strategy has laid a solid foundation for the long-term sustainability of this intervention in the future.

Figure 6: Key highlights of implementation strategy

3.6 Teaching for All materials

The core output of the project is a 24-credit (approximately 240 hours) module providing a curriculum framework for inclusive education with learning materials for a Bachelor of Education (BEd) and Postgraduate Certificate of Education (PGCE) programme, as well as for in-service teacher education professional development. The module with its four units has also been adapted for use as CPTD training materials using the innovative Spoodle (offline Moodle) platform. The materials are designed to be relevant and applicable within any South African classroom, and flexible enough to be integrated into different types of professional development programmes from initial to continuing professional development. The Teaching for All project literature describes the approach of the materials like this:

Teaching for All is uniquely South African – grounded in the human rights movement with a strength-based approach and the ubuntu philosophy at its core. The teaching strategies and multi-media supporting materials are developed for real teachers in real South African classrooms. Teaching for All materials will be freely available as open educational resources hosted on an online platform and available in a range of modes, including distance and face-to-face learning. The materials model the inclusive practices they teach, ensuring they accommodate the diversity of pre- and in-service teacher needs across the country.

The curriculum framework (see Table 7 below) is intended to be delivered in blended mode (a mix of online and face-to-face) or purely online via distance learning. The materials are designed to be adapted for use at Foundation, Intermediate, and Senior and FET Phases, and for continuing professional development.

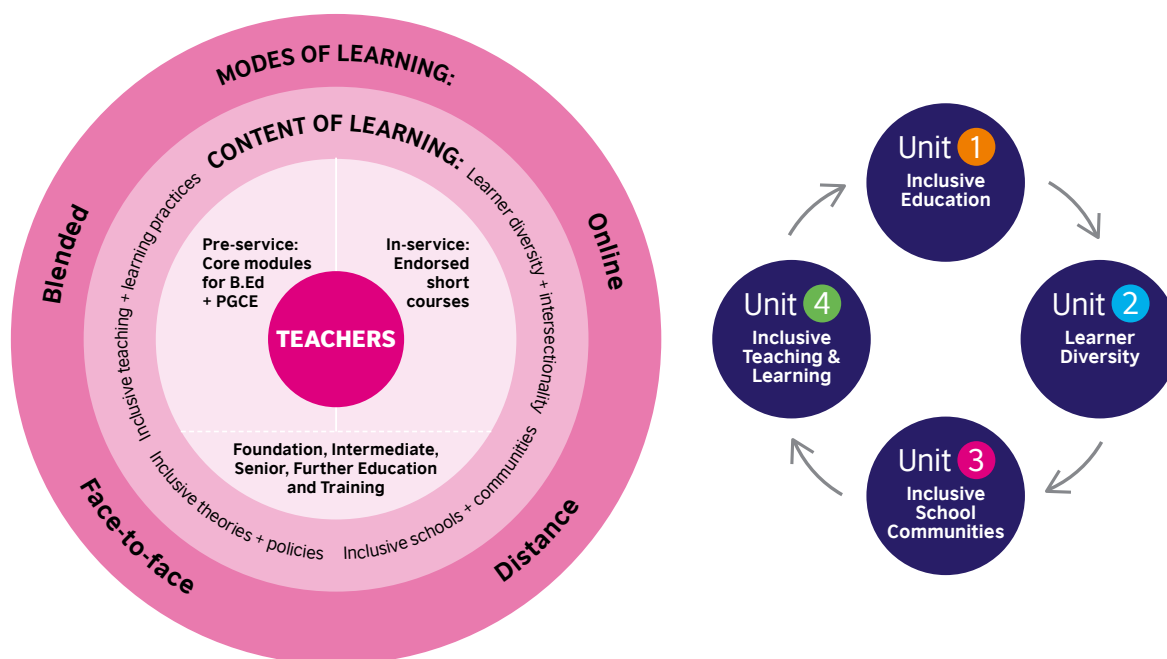


Figure 7: Teaching for All curriculum framework

Overall module outcomes:

- To demonstrate knowledge and understanding of the principles of inclusion, diversity and social cohesion and their importance in the South African context
- To demonstrate the application of effective strategies to reduce the exclusion of individual learners and groups from classrooms and to engage in mainstream classroom practices that facilitate learning for all in South African classrooms
- To demonstrate a positive attitude and high expectations for all learners, and high regard for the role of teachers, in transforming the South African classroom into an enabling and safe learning environment

The units making up the module are described in Table 11 below.

Table 11: Units within Teaching for All module**Unit 1: Inclusive Education****Credits:** 60 hours (6 credits)**Main Topics:**

- The context of exclusion in education
- Inclusive education policies, laws and agreements: South Africa and beyond
- Societal values underpinning inclusive education
- Academic theories and models of inclusive education
- Inclusive education in the South African context

Specific Outcomes:

- Describe historical and current exclusion in education in South Africa, the region and globally
- Discuss the development of international, regional and South African policies of inclusion and how they inform inclusivity in education
- Critically examine the following relevant policy and guideline documents against the background of the South African Bill of Rights: Revised Schools Act; Education White Paper 6 on Inclusive Education; Curriculum
- Policy and Assessment Statement; Policy on Screening, Identification Assessment and Support
- Identify human rights principles and values of inclusion and link these to the philosophy of ubuntu
- Reflect on your own principles and values and how they can inform your practice as an inclusive teacher
- Critically analyse the relevance of at least three theories applicable to inclusive education in a range of other relevant school contexts (e.g. rural, urban, peri-urban, informal, mainstream schools, full-service schools, special schools, academic/technical/schools of skill)
- Evaluate the relevance of at least three models of inclusive education for different contexts
- Explain how differences in the classroom can be prioritised as the result of power relations and, as a result, positions of privilege and oppression can be reproduced
- Critically analyse key inclusive teacher attributes that promote teacher and learner agency and social justice in the development of inclusive school communities

Unit 2: Learner Diversity**Credits:** 60 hours (6 credits)**Main Topics:**

- Learner diversity, intersectionality, and equity
- Responding to learner differences
- Language, culture and learning

Specific Outcomes:

- Explain the concepts of learner diversity, intersectionality and equity for different relevant school contexts (with specific reference to disability, language, race, socio-economic status, gender identity, sexual orientation, religion, cognition, communication and interaction and psychosocial differences).
- Demonstrate how these concepts will enable quality teaching and learning for all in your own teaching context.
- Demonstrate how understanding language and cultural diversity contributes to access, acceptance and participation in inclusive classrooms.
- Demonstrate how understanding cognitive, communication and interaction, physical and sensory, psychosocial and societal differences contribute to access, respect and participation in inclusive classrooms

Unit 3: Inclusive School Communities

Credits: 60 hours (6 credits)

Main Topics:

- Building inclusive school communities
 - The South African framework and tool for building inclusive schools
 - Practices that promote collaboration in inclusive school communities
-

Specific Outcomes:

- Explain the concept of an inclusive school community and how it contributes to providing a quality inclusive education for all South African learners
 - Examine the role of the CSTL framework and SIAS policy in promoting inclusive classrooms
 - Explore how you could implement the SIAS policy in your classroom
 - Critically analyse different ways for stakeholders to work together, including collaboration, consultation and involvement in various contexts
 - Evaluate, using specific examples, ways to develop effective school-based, district-based, and community-based collaborative partnerships to support inclusion in your context
-

Unit 4: Inclusive Teaching and Learning

Credits: 60 hours (6 credits)

Main Topics:

- Understanding inclusive pedagogy
 - Using diversity as an asset: practical strategies that support learning for all
-

Specific Outcomes:

- Explain why all learners are capable of learning and how difficulties in learning are a dilemma in teaching rather than a problem within learners
 - Demonstrate how replacing deterministic views of ability with transformative views enables quality teaching and learning for all
 - Apply inclusive teaching and learning strategies flexibly in lesson planning and delivery in your own context, demonstrating an understanding of a range of inclusive pedagogy strategies
 - Reflect on the use of inclusive teaching and learning strategies in your own context and a range of other relevant school contexts
-

Within the framework of the EU-funded Teacher Education for Inclusive Teaching project (TEfIT), the DHET hosted a colloquium and called for a working group of educators from universities, NGOs and government officials to develop a set of standards for inclusive teaching listed in Table 12 below. The module has been designed in alignment with these standards.

Table 12: Standards for Inclusive Teaching

Dimension of inclusive teaching	Sub-dimension of inclusive teaching	Standards at the beginner teacher level
1. Agency for social justice and inclusion	1.1 Understanding exclusion	1.1.1 Beginner teachers are able to identify attitudes and practices that exclude or marginalise learners
		1.1.2 Beginner teachers understand the global and local history and development of inclusive education as a response to exclusionary practices
	1.2 Foundational theories and concepts in inclusive education	1.2.1 Beginner teachers have a theoretical foundation for their inclusive pedagogical practices
		1.2.2 Beginner teachers understand concepts critical to inclusive education, such as social justice, redress, equity, democracy and human rights
2. Valuing and understanding learner diversity	2.1 Diversity literacy for transformation	2.1.1 Beginner teachers understand the complexities, multiplicity and intersectionality of diversity within the Southern African context
		2.1.2 Beginner teachers demonstrate an awareness of how diversity hierarchies and institutionalised oppression are constructed and sustained
	2.2 Diversity as a strength and resource for teaching and learning	2.2.1 Beginner teachers recognise, respect and value the individual strengths of diverse learners
		2.2.2 Beginner teachers recognise and understand diverse educational needs
		2.2.3 Beginner teachers make teaching and learning accessible, relevant and appropriate for diverse learners.
3. Classroom practices that promote and support collaborative and individual learning	3.1 Classroom strategies that are pedagogically designed to be responsive to diverse learner diversity	3.1.1 Beginner teachers plan and use a variety of instructional strategies
		3.1.2 Beginner teachers know how to differentiate curriculum, instruction and assessment
		3.1.3 Beginner teachers create a safe, well-managed and enabling learning environment
		3.1.4 Beginner teachers integrate ICT to meet diverse learning needs
	3.2 Individual asset-based support	3.2.1 Beginner teachers use an asset-based approach to plan to meet individual learning needs
		3.2.2 Beginner teachers understand the purpose and process of developing, implementing and reviewing Individual Support Plans

Table 12: Standards for Inclusive Teaching (continued)

4. Collaboration to enable inclusive teaching and learning	4.1 Collaboration with school-based colleagues	4.1.1 Beginner teachers understand the value of collaborative planning, teaching and reflection to develop inclusive practices
		4.1.2 Beginner teachers know and implement the skills and dispositions required for effective collaboration
		4.1.3 Beginner teachers are able to implement these skills to collaborate with colleagues and school-based support structures
	4.2 Partnering with parents, caregivers and families	4.2.1 Beginner teachers understand the role and responsibilities of parents, caregivers and families in their child's education
		4.2.2 Beginner teachers value and respect the unique knowledge and skills of parents, caregivers and families
		4.2.3 Beginner teachers have the knowledge essential to build parent, caregiver, family/teacher collaborative partnerships
	4.3 Accessing external support	4.3.1 Beginner teachers know and understand the roles and responsibilities of various professional, community-based, NGO and other support partners
		4.3.2 Beginner teachers are able to identify suitable collaborative partners in meeting the support needs of individual learners as well as teachers
5. Developing professionally as an inclusive teacher	5.1 Becoming an ethical and inclusive teacher	5.1.1 Beginner teachers recognise the learning potential of all learners and take responsibility in enabling learners to reach this potential
		5.1.2 Beginner teachers recognise and respond to ethical dilemmas in the inclusive classroom
		5.1.3 Beginner teachers respect the dignity and confidentiality of learners and their families
	5.2 Becoming a reflective, inclusive teacher	5.2.1 Beginner teachers understand the importance of a reflection- action-reflection process
		5.2.2 Beginner teachers critically reflect on how teaching practices enable and constrain learning
		5.2.3 Beginning teachers reflect on personal wellness and recognise its impact on teaching
	5.3 Ongoing professional learning for inclusive teaching	5.3.1 Beginner teachers know and value the importance of ongoing professional learning
		5.3.2 Beginners teachers identify opportunities for ongoing professional development and take responsibility for participating in these opportunities

4 Monitoring and evaluation approach

This chapter provides a detailed account of the monitoring and evaluation approach of the Teaching for All project. It begins with an account of the evaluation theory framing the external evaluation, followed by an explanation of the internal monitoring and evaluation log frame. It then provides a conceptual account of the notion of inclusive education that frames the monitoring and evaluation approach and the development of the instruments and tools used for this evaluation report. This is followed by a detailed discussion of the monitoring and evaluation approach for the two components of the project: ITE/pre-service and CPTD/in-service teacher education.

4.1 The monitoring and evaluation framework underpinning the external evaluation

Figure 8 reflects the conceptual orientation for the monitoring and evaluation of the Teaching for All project, identifying the knowledge sets that ITE programmes seek to develop for student teachers (Sayed et al., 2018). As the figure indicates, the development of inclusive education knowledge, skills and dispositions is a key component of a successful ITE programme.

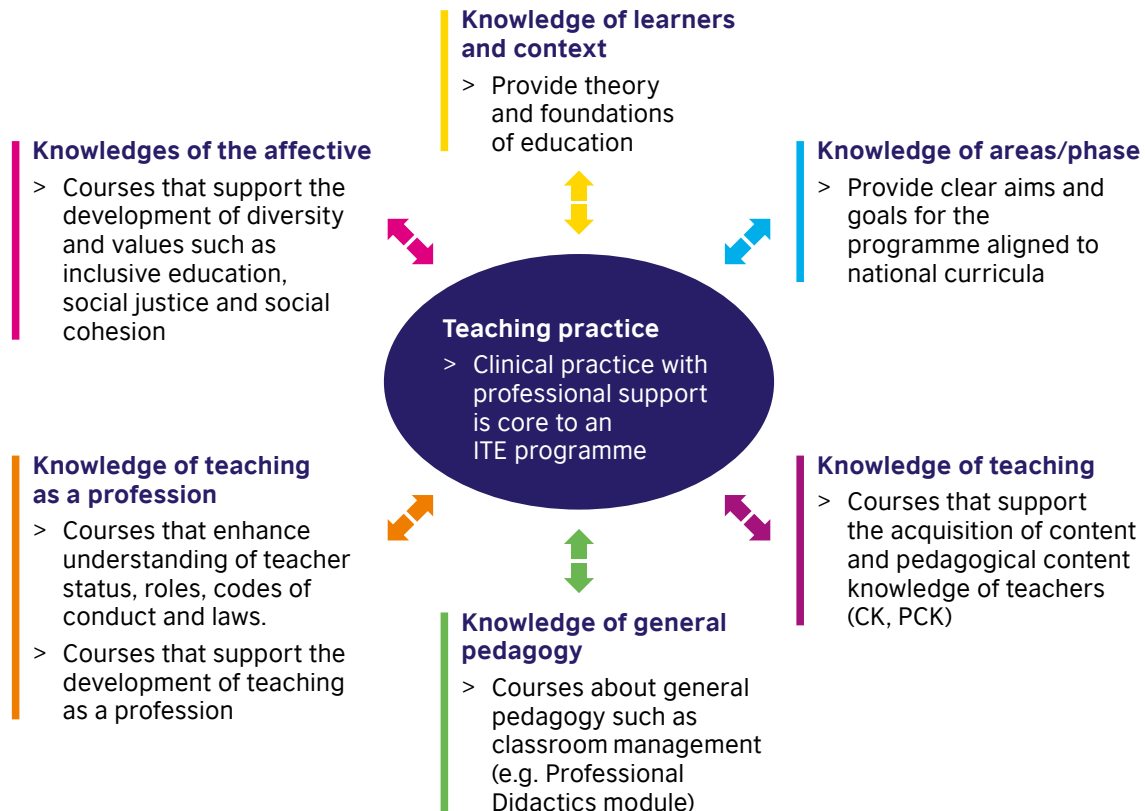


Figure 8: ITE knowledge sets

Based on the conception of knowledge that teachers are expected to possess, Figure 9 outlines the operationalisation of the knowledge, skills and dispositions that teachers are expected to possess to teach inclusively. Figure 9 also suggests specific competencies of effective inclusive education teachers, recognising that teaching is shaped by the context in which teachers teach, the materials used and the ways in which teachers use such materials. These aspects are considered later, in Chapters 5–8.

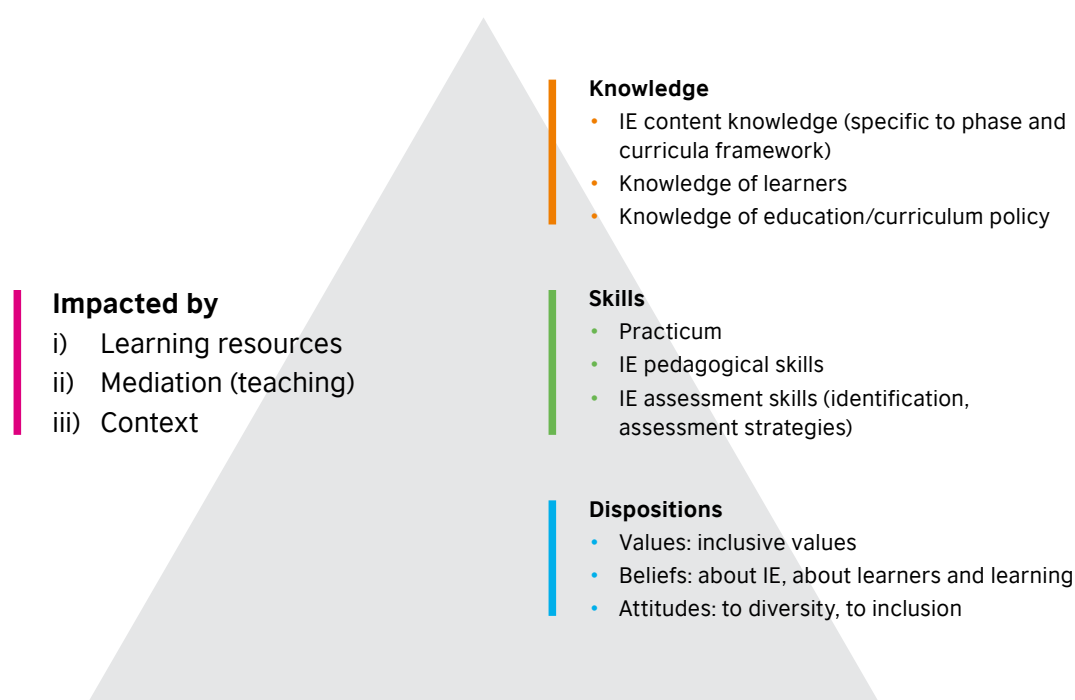


Figure 9: Operationalisation of teacher knowledge, skills and dispositions for inclusive education

The monitoring and evaluation process draws upon Pawson’s (2006) realist approach to evaluation, which views evaluation as a process that both identifies how the evaluated project works and how it expects to achieve its objectives by (re)constructing the theory of change behind the project. Such an evaluation considers the efficacy of interventions as a way of drawing lessons that will contribute to improvements in future interventions. This approach focuses on understanding how the project has worked, and in this case, where appropriate, it considers why it has done so in this manner (Pawson, 2006). This requires an analysis of the internal processes that allowed the achievement of the goals to be included in the evaluation framework. In this sense, it sees policies and programmes as embedded in and impacted by complex social systems.

4.2 Evaluation timeline

The impact evaluation, as noted above, analysed two interrelated components of the project. The first is the implementation approach and the ways in which it was contextualised and adapted to the diverse context of teacher education in South Africa. The second was an initial assessment of the effects on student teacher knowledge, skills and dispositions.

Embedding inclusive education in teacher professional development in the South African context in general, and ITE specifically, requires the negotiation of multiple relationships to ensure that the process of material development is inclusive, participatory and reflective of South African realities. As the first major national initiative of its kind, the process of ensuring that the materials and

institutions were ready, required a considerable investment of time and energy which, as noted in this report, lays the groundwork for the project's institutionalisation.

Time and attention were devoted to ensuring that higher education institutions were prepared to implement the project. As such, the evaluation of the effects of knowledge, skills and dispositions on student teachers took place over a short time period.

4.3 Evaluation approach for ITE

The monitoring and evaluation process took the form of an impact evaluation on baseline data collected from implementing partners in 2018–19 compared against endline data at the close of 2019–20. The external monitoring and evaluation process served to evaluate the project's overall impact, effectiveness and sustainability by tracking processes and outcomes.

4.3.1 Techniques and sample

The external evaluation for ITE tracked the implementation of the Teaching for All module in 2019 within an array of BEd and PGCE programmes offered by institutions. In total, ten institutions adopted the materials in 2019, but one, the University of Fort Hare, implemented it in their programmes in late 2020/early 2021 (see Table 13 below). Thus, the data on which this report is based included nine universities: eight face-to-face and one a distance education provider.

Table 13: Project partner institutions for materials and evaluation

	Province	Institution	Programme
1	Eastern Cape	Rhodes University (RU)	BEd 3rd year
2		Nelson Mandela University (NMU)	BEd 3rd year
3		University of Fort Hare (UFH) in late 2020/2021 **	BEd 3rd year
4	Gauteng	University of South Africa (UNISA)	BEd 1st and 2nd year
5		Tshwane University of Technology (TUT)	BEd 3rd year
6	Western Cape	Cape Peninsula University of Technology (CPUT)	BEd 3rd year
7		Stellenbosch University (SUN)	BEd 3rd year
8		University of the Western Cape (UWC)	BEd 1st year
9	KwaZulu-Natal	Durban University of Technology (DUT)	BEd 2nd year
10	Limpopo	University of Limpopo (UL)	BEd 4th year

**** No data collected for UFH due to the late implementation of the materials**

In each case, the evaluation captured the impact of the intervention across BEd programmes with a specific cohort. In most cases, this is the BEd third-year cohort, but in some cases, the Teaching for All modules were rolled out with a different year cohort in 2019.

Table 14 below presents the instruments, the focus and the sample. For the sample, please note the use of the term “race”. In this report, the term “Black” refers to people who were classified as “African”, “Coloured” or “Indian” under apartheid, while the term “White” is used to refer to people who were thus classified under apartheid. These terms are used because they capture important social and economic differences among South Africans as a consequence of the history of colonialism, slavery and apartheid. The use of these terms in this report explicitly excludes any biological interpretation of race, and does not reflect the acceptance of race as a category of privilege and differentiation as under the system of apartheid.

Table 14: Evaluation techniques and sample

Instrument	Focus	Sample
Baseline survey	A quantitative baseline survey administered to a selected group of students with regard to their understanding approaches to teaching and promotion of inclusive education	See below
Interview with lecturers	Teacher trainers interviewed to examine how inclusive education materials are employed by teachers in lecture halls	See below
Interview with university programme leaders and convenors	Programme leaders and convenors for the programme within which inclusive education is embedded interviewed to better understand their perceptions of the implementation of the programme and the possible effects on lecturers and student teachers	See below
Focus groups with students	Focus groups with selected student teachers to explore how the intervention influences their understanding of teacher roles and teaching to promote inclusive education	See below
University programme document review	Course outlines and programme documents reviewed to understand how IE teaching and learning is configured within the programme overall	See below
Materials review	Lecturers, students and programme leaders completed a materials evaluation form to assess the quality of the Teaching for All materials embedded within the programme. In addition, an independent review of materials will be conducted	See below
Endline survey	A quantitative endline survey administered to a selected group of students with regard to their understanding of approaches to teaching and promotion of inclusive education	See below

4.3.2 Data cleaning and processing

Data for the baseline and endline teacher surveys and for the Materials Evaluation Form were obtained from two different sources:

- Filling in printed out tests which were captured by a third party
- Filling in a Google form online

The baseline and endline survey results were consolidated into one clean data set for each survey. The data for the analyses (Chapters 5, 6 and 8) were filtered for those students who were part of the BEd programme, removing those in the PGCE programme that are not reported on in this report. The midline data for CPUT were also excluded (the only institution to do the survey at midline), as well as student teachers from TUT who were studying towards the FET phase.

Missing data

Missing data were initially encoded as “99” where a student teacher did not select an option for the question. The missing data on a question-by-question basis was sporadic across the data set when teachers opted not to answer a question, with questions towards the end of the survey having a higher percentage of missing data.

Removing observations with any missing data would have resulted in a large loss of data overall. Therefore, the only observations removed were those that did not have a SERIAL number. As the SERIAL number gives information about the student teacher and test, without which the result of the test is meaningless. Overall, 16 observations with missing SERIAL numbers were removed.

Encoding

The SERIAL number was decoded to give information on each observation, namely the institution, test type (i.e. baseline, endline and midline) and programme type (i.e. BEd or PGCE).

The demographic and profile information was decoded according to the options provided so that they were more meaningful.

Race/gender variable

A new, combined race and gender variable was created for disaggregation in the analyses. The initial options for Race – namely, Black, Coloured, Indian, White or Other – were simplified to Black (including Black, Coloured, and Indian) and White (with Other treated as NA). This, combined with specified gender, listed the following options for the race/gender variable:

- Black Female
- White Female
- Black Male
- White Male

If either race or gender was missing for the observation, the race/gender variable was treated as missing as well (NA).

Implausible or inconsistent data

In some specific questions, the answers were inconsistent; for example, in the first section, one student teacher selected that an aspect had not been covered, but then in the second section, indicated that the particular aspect had been useful.

For such inconsistencies, the data were corrected so that the parts of the section were plausible; for example, if a student teacher selected that an aspect was not covered and then indicated the aspect was useful, the second part of the question was encoded as NA.

Several other variables, not yet used in the report, were cleaned and processed; the final result is a tidy, labelled data set, available in various formats, that can easily be used again for future analyses.

4.3.3 Data analysis

After cleaning and processing the data, sample sizes overall were as follows (for BEd programmes):

- 1,010 observations for baseline residential HEI teacher survey
- 687 observations for endline residential HEI teacher survey
- 1,353 observations for baseline UNISA survey
- 875 observations for endline UNISA survey
- 700 observations for the Materials Evaluation Form at residential institutions only

Broken down by the two key disaggregation variables, the following sample sizes in Tables 15, 16 and 17 below were used in the analyses.

Table 15: ITE survey sample size by institution: BEd programmes

Institution	Baseline	Endline
RU	32	25
NMU	193	145
CPUT	69	48
TUT	194	113
UWC	130	45
UL	295	65
SUN	49	47
DUT	48	199
UNISA	1353	875
Total	2331	1537

Table 16: ITE survey sample size by race/gender: BEd programmes

Race and Gender	Baseline Residential	Endline Residential	Baseline UNISA	Endline UNISA
Black Female	561	358	883	554
White Female	73	77	140	134
Black Male	344	215	147	68
White Male	17	15	12	7
NA	15	20	171	112
Total	1010	687	1353	875

Table 17: Sample size for the materials evaluation survey: BEd programmes

Institution*	Sample Size
RU	23
NMU	155
CPUT	66
TUT	131
UWC	70
UL	37
SUN	52
DUT	166
Total	700

* UNISA students not surveyed

According to design, those student teachers who were present in class on the day the surveys were administered were all tested. Therefore, the data is not a random sample, but the entire population present on the day. These sample sizes are, therefore, representative of the actual cohort (population) size.

Due to this, although 95% confidence intervals for all analyses were calculated, the error bars are not shown on the graphs. The reason for this is that the confidence interval at the 95% level shows a plausible range the true population parameter would fall into, based on the random sample tested. However, since the sample sizes in this study are the population sizes (or very nearly), not randomly selected, we assume that these represent the true population values, and are not an estimate of the value of an unknown population size.

The project impact is evident in the wide reach of the project that was achieved in ITE since the materials were produced. Table 18 shows that about 23,000 student teachers at ten universities benefited from the Teaching for All project. More than 80 lecturers were involved in the delivery of the project at these universities.²

Table 18: Reach of the Teaching for All project

Institution	Student teachers (2019–2020)	Lecturers, HODs	Other (Outreach)
UFH	450 ITE + 48 BEd Hons *** + 500 other students	17	610
UNISA	9815	11	Unknown
RU	503	2	Unknown
SUN	999	17	Unknown
UWC	700	4	Unknown
NMU	960	5	100
CPUT	5047 ITE + 111 BEd Honours + 15	11	200
UL	925 ****	6	100
DUT	650	3	115
TUT	2030	10	Unknown
TOTALS	22 079 + 159 + 515 other	86	1125

* Numbers i) include all BEd and PGCE students; ii) include students for both 2019 and 2020; iii) include all semesters each year; IV) **** only to be implemented late 2020/early 2021

4.3.4 Data type

Question types

The approach for the analyses varied according to question type and style. The questions in the Teacher Survey and the Materials Evaluation Form fell into two types:

- Likert scale questions
- Tick or checkbox-style questions

²

Assuming all ±23 000 student teachers take a position as a teacher, more than 766 schools would benefit from teachers trained in a social model of inclusive education. When this project is rolled out across the provinces, more school learners will be reached as more qualified teachers are trained.

Each analysis was done at the overall level, which combined all results to compare the baseline and endline, where relevant. Each analysis was also done at the level of the institution (eight categories) and then the race/gender level (four categories).

Likert scale questions

The majority of survey questions applied a Likert scale with the following options, of which the teacher had to select one:

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

For each section of Likert scale questions (i.e. beliefs, values and dispositions), the individual items were first analysed at the overall level to compare baseline versus endline. These results were displayed as percentages for each of the four levels, centred on the breakpoint between positive and negative options.

At the disaggregation level across each of the two key variables (by institution and by race/gender), the Likert scale questions were first pre-processed to turn a 4-level scale into a 2-level scale to obtain a binary classification, namely:

- Agree = Agree + Strongly agree
- Disagree = Disagree + Strongly disagree

The percentage for each was then calculated and displayed as stack bar graphs per question item in each section. The stacked bar graphs for the face-to-face institution analyses include the missing respondents. This means they do not necessarily sum to 100%, with the difference accounted for by missing values where a student teacher did not select any option for that particular question item. The UNISA data (distance learning institution) presents stacked bar graphs that do sum to 100%.

Tick box-style questions

For the questions where student teachers had to tick whether they had covered something or not, or found something useful or not, these were encoded as binary. For each analysis, the percentage of the sample size that ticked for the question item was then calculated. These results were presented in tabular format with visual elements for the percentages to compare baseline and endline, where relevant.

4.4 Evaluation approach for CPTD

The evaluation approach focused primarily on an evaluation of the process. This includes the piloting of the materials in the Western Cape by the Western Cape Education Department (WCED) and the British Council in 2019, the adaptation and development of the materials, and implementation of the roll-out strategy. It is anticipated that the full implementation of materials will occur from 2020 onwards.

The evaluation utilised a variety of techniques to understand the implementation process, including learning assessments, semi-structured interviews, focus groups and observation schedules with the participants (including those who attended the training workshops in the Western Cape). The process evaluation also utilised semi-structured interviews with representatives from the organisations involved in implementing the CPTD component of the Teaching for All project.

4.5 Limitations

The data collected is vulnerable to selection bias. This potentially occurs because there is a difference in the population between the baseline and endline samples. The endline data was drawn from the same student teacher cohort as the baseline. However, it is possible that the characteristics and responses of those who dropped out or were not present for the second survey (i.e. lost at endline) may be different when compared to those who were still able to answer the questionnaires during the endline survey.

The material development process involved extensive consultation, dialogue and piloting. As a result, the final set of ITE materials was only released to HEIs in April 2019. The result of this was, as noted in this report, the varying ways in which they were integrated into existing programmes, with some institutions such as UFH using the materials much later in 2020/2021 and thus falling outside the evaluation timeframe. Hence UFH was not formally part of the impact evaluation, though it was part of the review of the implementation process.

Further, institutional priorities and rules differed, making it difficult for some institutions, such as UL, to fully integrate and adopt the materials into their teacher education programmes. These challenges point to the need to align interventions with institutional priorities and for institutions to create the necessary enabling conditions for innovation.

Finally, the evaluation was unable to ascertain the reasons for the responses of the student teachers to the surveys, in particular the pattern of responses to questions about values, beliefs and attitudes. As noted in Chapter 10, future research should consider investigation of the reasons for responses to the survey in greater detail and depth.

5 Inclusive education in residential initial teacher education institutions: review of materials developed and used

5.1 Introduction

This chapter reports on the review of the teaching materials, drawing on the views of student teachers and lecturers.

5.2 Review of materials: findings from the survey

This section reports on the results of the survey of the student teachers regarding the benefits of the materials provided to them as part of the Teaching for All project.

5.2.1 Use of materials

This section reports on the evaluation of the project materials. Figure 10 reports on whether or not, and how, student teachers accessed the materials. The findings indicate that, overall, more than 60% of student teachers accessed the materials in print or electronic format. Further, 73% of the student teachers were able to access the materials on their own electronic devices, whilst 59% of the student teachers were able to access the multimedia materials. The institutional breakdown reveals some interesting observations:

- The majority of student teachers accessed the materials in an electronic format; at some institutions (CPUT), nearly all (97%) used this mode of access.
- Student teachers at CPUT, UWC and SUN accessed the materials in electronic format the most.
- NMU student teachers accessed the materials in electronic format the least (20%), probably because they received printed copies.

Access to materials - Overall

	Format of accessing materials (% Yes)		Ability to access materials (% Yes)	
	Have you accessed the Teaching for All (T4All) materials in an electronic format?	Have you accessed the Teaching for All (T4All) materials in a printed format?	I was able to access the learning materials on my own digital devices (phone, computer)	I was able to directly access multimedia material such as videos with links embedded in the materials
Overall	62	66	73	59
RU	52	61	70	48
NMU	20	89	39	46
CPUT	97	30	95	56
TUT	62	63	76	53
UWC	84	33	91	70
UL	78	59	89	73
SUN	83	81	94	77
DUT	72	75	78	67

Figure 10: Student teacher access to the project materials

Figure 11 presents the analysis of student-teacher-rated usefulness of the learning activities. The results indicate that, overall, more than 60% of student teachers found all the activities useful, specifically:

- Student teachers found the discussion activities as most useful (90%), followed closely by reading activities (89%) and writing activities (86%).
- 68% of student teachers rated audio-visual activities as useful, with 10% rating these as not very useful/not at all useful.
- 73% of student teachers rated journal activities as useful, whilst 9% rated these as not very useful/not at all useful.

Usefulness of various learning activities - Overall

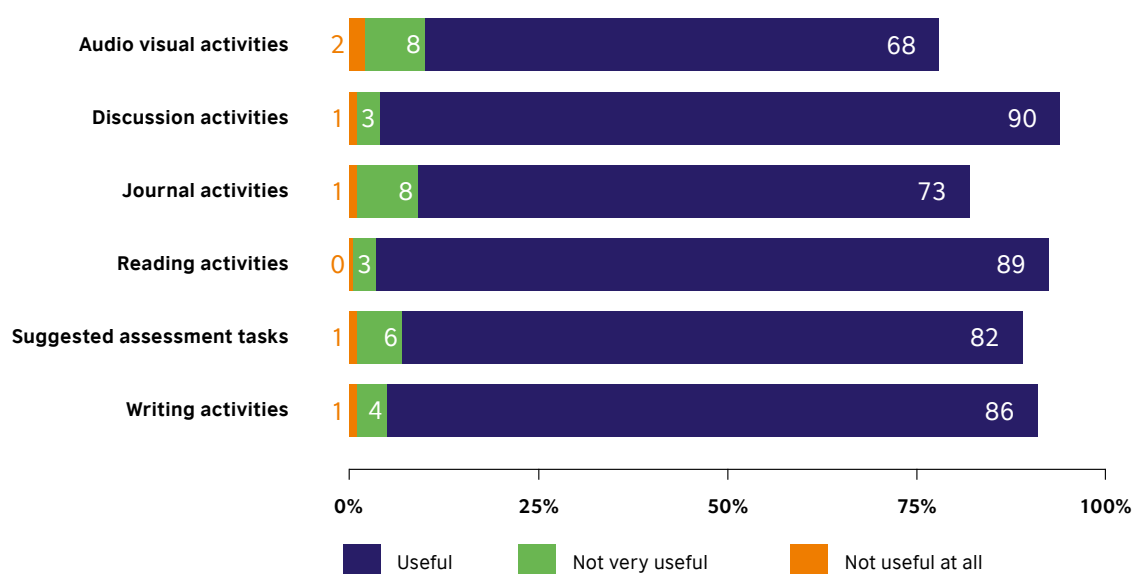


Figure 11: Student teacher ratings of the usefulness of the project materials

5.2.2 Dispositions, knowledge and skills developed from the materials

The materials evaluation survey assessed the dispositions, knowledge and skills student teachers reported developing as a result of reviewing and using the materials. This section presents these results.

Figure 12 reports on student teacher views about how the materials influenced their values, beliefs and attitudes about inclusive education. As the figure shows, there is strong consensus (all items above 97% strongly agree/agree) that the materials positively influenced student teacher dispositions about inclusive education. This picture does not differ across institutions, with the only difference being RU, where a smaller number of student teachers were positive (averaging about 65%) (Sayed, Salmon & Balie, 2020: Section 1).

Views about materials - Dispositions

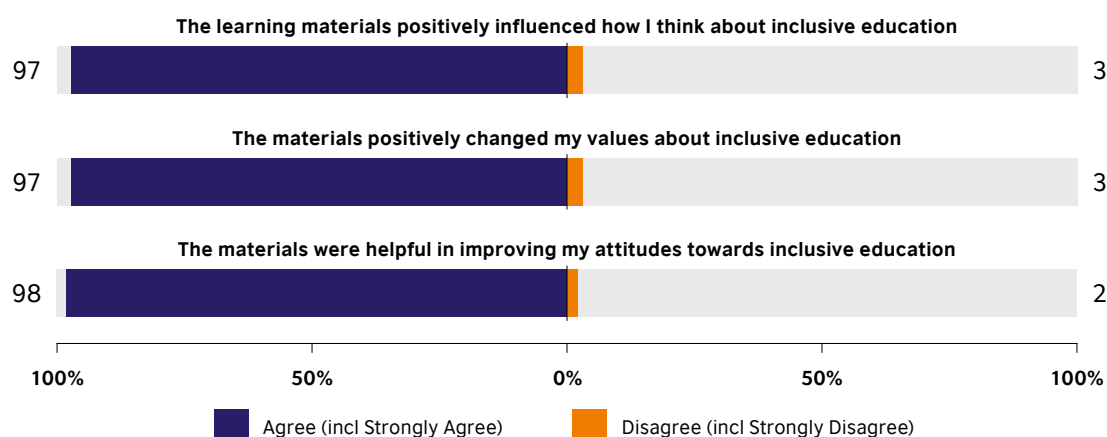


Figure 12: Student teacher views of the project materials in developing their dispositions for inclusive education

Figure 13 shows that the materials positively influenced their knowledge about inclusive education (97% strongly agree/agree) and informed them through relevant global, regional and local South African knowledge about inclusive education policy contexts (95% strongly agree/disagree). Further, the figure shows that student teachers believe that the materials are relevant to the South African context (95% strongly agree/agree) and that they include a strong equity focus (95% strongly agree/agree).

Views about materials - Knowledge

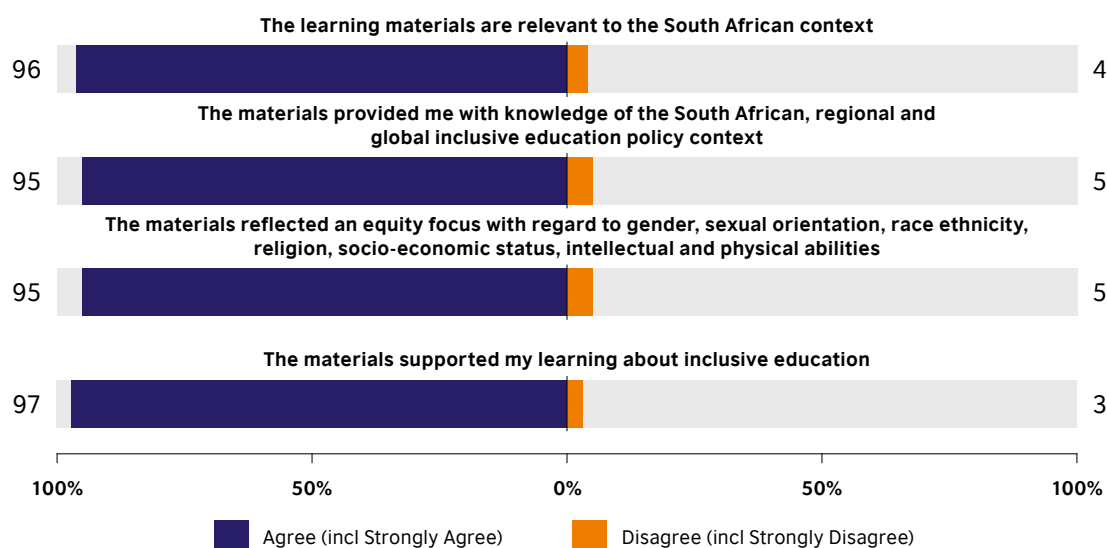


Figure 13: Student teacher views of the project materials in developing their knowledge of inclusive education

Figure 14 reports on student teacher views about how the materials support the development of their ability to teach inclusively. The results reveal that 94% strongly agree/agree that the materials provided sufficient guidance for teaching inclusively, and that 93% believed that the materials taught them how to apply human rights principles in their teaching, while 83% strongly agree/agree that the materials taught them how to use SIAS in the classroom.

Views about materials - Dispositions

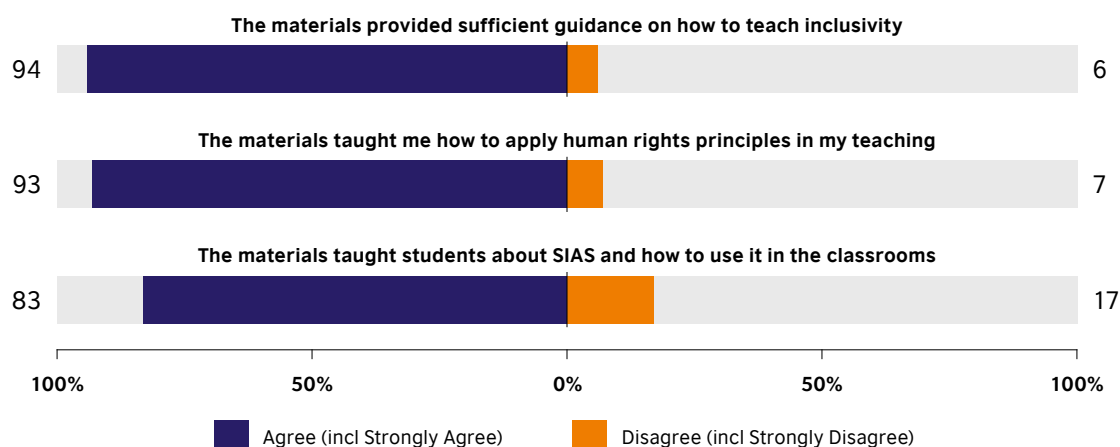


Figure 14: Student teacher views of the project materials in developing their skills for teaching inclusively

Student teacher assessment of the value of the materials for their future teaching was overwhelmingly positive, as data in Figure 15 show:

- 95% of student teachers strongly agree/agree that they will use the materials in their teaching.
- 97% of student teachers report that the materials develop their competency to teach inclusively.
- 94% of student teachers report that the materials are innovative.
- 96% of student teachers report that the materials are useful for the advocacy of inclusive education

Views about materials - Overall

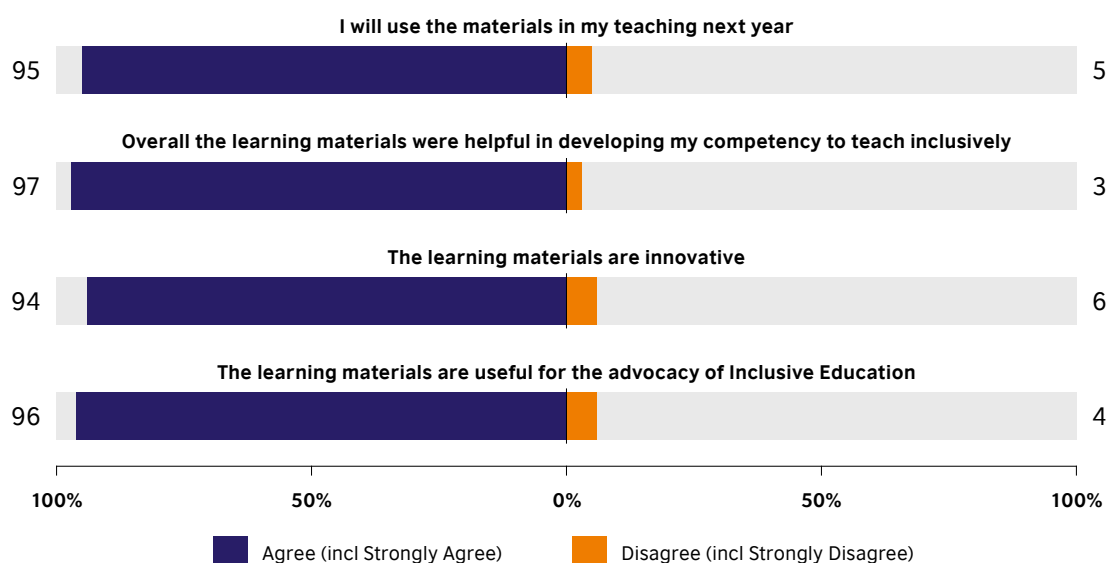


Figure 15: Student teacher views of the overall benefits of the project materials in developing competence for inclusive education

5.2.3 Design of materials

Figure 16 indicates that student teachers view the materials as well-designed and easy-to-use:

- 90% of student teachers strongly agree/agree that the illustrations and images are accurate and well-integrated in the materials.
- 92% of student teachers strongly agree/agree that chapters and units are logically arranged.
- 92% of student teachers strongly agree/agree that the materials are useful and easy to use by themselves.
- 93% of student teachers strongly agree/agree that the summaries of key messages are helpful.
- 93% of student teachers strongly agree/agree that the terminology and language used are well-explained.

Views about materials - Design

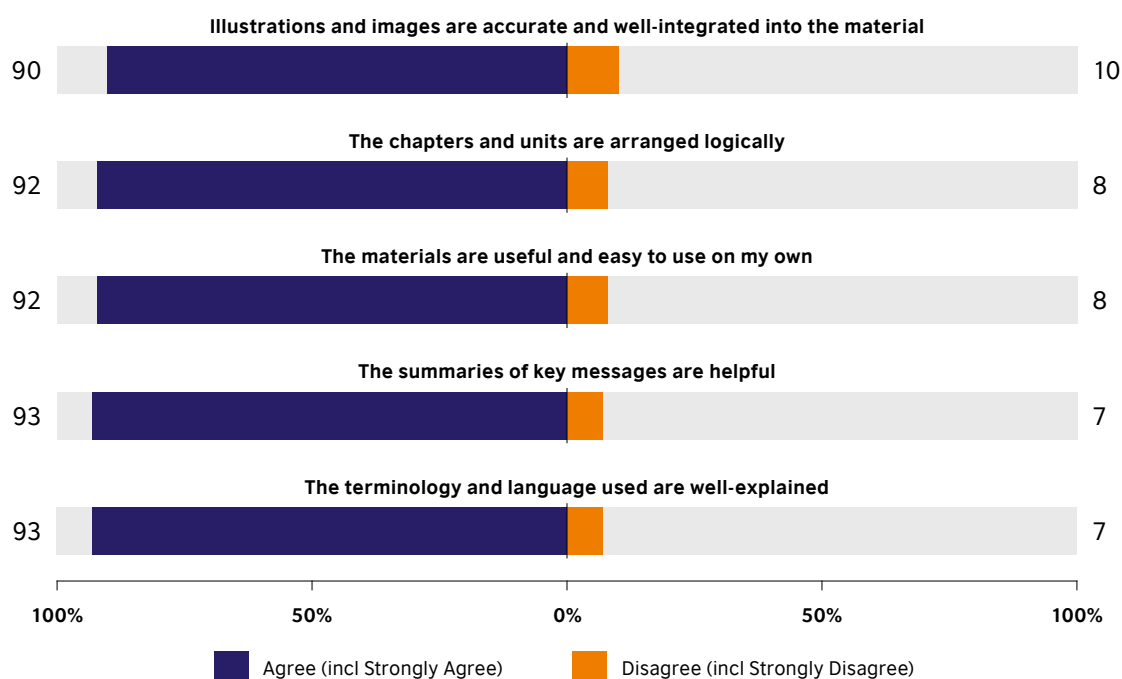


Figure 16: Student teacher views of the design of the project materials

5.2.4 Teaching for All materials: findings from interviews and focus groups

This section reports on the qualitative data regarding the use of the materials from the perspectives of lecturers and students, and the material development process.

5.2.4.1 Material development implementation

The development of materials was based on extensive engagement with a range of diverse stakeholders in the Inclusive Education sector. The materials produced involved a diverse team of South African writers from different organisations, including universities and NGOs, and supported by international experts where appropriate. The material development process was led by MIET AFRICA. The material development team at MIET AFRICA worked with a number of material writers based at universities and with several academic experts. A range of end-users were recruited to provide feedback at various points during the material development process. In 2017 and 2018, draft materials were piloted with a range of lecturers and students at universities, and with colloquium and workshop attendees. An early version of the modules within the Teaching for All

curriculum framework was developed in 2017 and initially confirmed in April of 2018. This early draft version was revised later in 2018 to fit within a four-unit modular framework with each unit bearing six credits. This final version became the framework that was finally adopted by student teachers at eight partner HEIs with student teachers in 2019. A key issue was securing consensus among diverse stakeholders, as one key stakeholder (PS) explained:

“In the beginning, everyone had their camps, but in the end, you have to negotiate and choose what is most important, so we have achieved that, but it took a lot. It was much more time-consuming, and it involved much more kind of diplomacy than we could ever imagine.” (PS, 2018)

As such, the material development process ensured that at each stage, feedback was given in a timely fashion and reviewed extensively by a broad selection of stakeholders. The material development team was also aware that lecturer buy-in was crucial, and that, to achieve this, the materials must resonate with the lecturers. For this reason, MIET AFRICA deemed it essential that the material writers be brought in from the universities themselves.

The material development team was careful to ensure that the selected writers were diverse in terms of race and gender, and represented both well-resourced institutions and disadvantaged rural institutions. This was achieved by putting out a call to tender following a procurement process.

Overall, the material development team emphasised the importance of finding common ground at all stages of the material development process.

5.2.4.2 Integration of materials

Institutions were able to select from 19 topics from the four units that make up the Teaching for All module. Most topics were concentrated within Unit 1: Inclusive Education. On average, institutions addressed 12 of these topics. The units covered most extensively overall were Unit 1 (six programmes) and Unit 4 (five programmes). The three programmes that integrated the greatest number of topics were at two institutions – CPUT (both within the BEd and PGCE) and SUN (within the BEd). Comparatively fewer topics were integrated by UL, RU (BEd programme) and NMU.

Overall, the majority (six) of the integrating modules carried between 12 and 15 credits. Since integration and use of the new materials could only be rolled out in Semester 2 (Term 3) of 2019 and from 2020 onwards, the timeframe was the same for all institutions, i.e. they were able to start using the materials with students in July 2019 at the earliest.

At many institutions, re-curriculating their ITE programmes offered an opportunity to extend the materials across multiple programmes or spread across a wider range of stakeholders within their university. As one lecturer put it, they had hoped to enhance their programme overall and not just the specific module on inclusive education:

“This is also going to be important for us in the new curriculum. Because when I look at the content, you know the titles of those modules, I’m thinking of the other modules that we have which might not be inclusive education modules. I see they need a home language there, and I’m thinking actually, we can use that for the other module.” (IL, NMU, 2019)

In each unit, the lecturers, after making use of several resources provided by the Teaching for All project, were asked to complete a survey to evaluate the use of materials. Figure 17 below shows how these resources were used by lecturers.

Use of resources

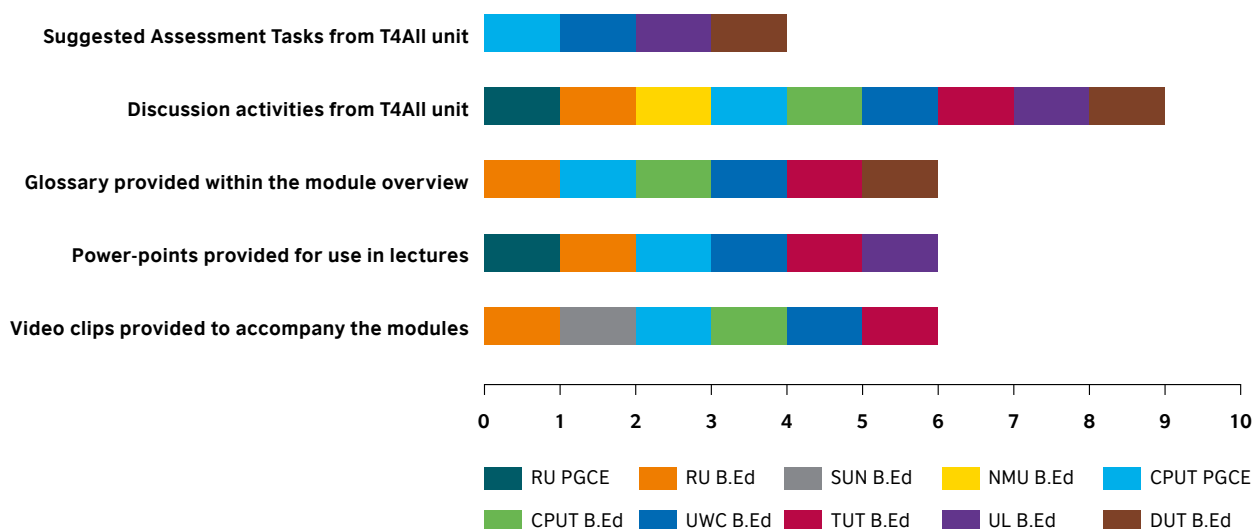


Figure 17: Lecturer use of project resources

The most widely-used resources were the discussion activities embedded within the units, which were used within all programmes except for SUN. However, SUN did, in fact, make use of an online discussion forum with their students which may explain why these were not conducted in face-to-face sessions. The other resources were nearly all equally used (six programmes each), with the least widely used resource being the suggested assessment tasks. The comparatively lower use of assessment tasks may be due in part to the limited time available for integration, given the prior existence of similar tasks. But it is equally likely that institutions created their own assessment tasks modelled on those provided but adapted to suit the specific needs of their programme. This was the case at SUN where the lecturer did, in fact, make the online discussion forum activities an assessed component for the course, with good results.

The Teaching for All units also introduced nine cross-cutting themes woven throughout all the units. Overall, the themes that were addressed most extensively overall were those of values and human rights, and inclusion, diversity and power. Less well-addressed were the themes of Indigenous Knowledge Systems (IKS), and sustaining wellness and social cohesion.

The variation in the integration of themes was likely impacted by time and capacity constraints. It was probably easier, for example, for institutions to use new materials to cover themes they were already prepared to cover. It is also likely that the new themes that were easiest to integrate were the more conventional ones. For example, one lecturer who addressed the theme of IKS still felt they faced certain constraints in terms of bringing this theme into their module:

"We did touch on indigenous knowledge, but these [students] are first year ... So we didn't really go deeper ... It just came in as part of the historical background that I told you I gave them at the beginning of the module." (Lecturer, UWC, 2019)

Other lecturers noted gaps within their existing modules, pointing out that integrating these new aspects would be something they would work towards progressively, over time:

"I could see gaps in our module, you understand, so I could see things that I would really love to include things like the critical diversity, literacy ... So there are definitely things, and more about indigenous knowledge systems ... So there are definitely things in the Teaching for All material that I'm definitely going to include in our new modules ... I think that would be an ongoing process." (Lecturer, NMU, 2019)

Overall, the integration of new materials within existing modules in nearly all cases was less of a challenge if attempted over a longer timeframe. For this reason, in most cases, the materials were integrated into year-long rather than semester modules, as one lecturer admitted:

"I think perhaps the biggest challenge is that the Teaching for All materials you know, it's got its own credits, number of credits for which it's you know purposed and ... that doesn't fit into what happens in our education. You know, when a programme is registered x number of credits are assigned per module. Fortunately, in the addressing learner diversity module, it's currently a year module and its currently 20 credits worth, but it's, you know, this is the last year in which that module is being offered." (Lecturer, SUN, 2019)

Conversely, those institutions that had received early versions of the materials, or already had well-established modules in place, found it easier to extend their current modules to address gaps or to map the new materials into them, as one lecturer explained:

"What we picked up strongly now with the Afrocentric approach, I know it's just a small part there, but we did allow them to focus on that. We just, I used it just in that way because it covers supplementary reading because it covers a lot of the topics that we do already." (Lecturer, SUN, December 2019)

The most obvious binding constraint within most programmes for effective integration of the new materials was a lack of time and capacity, or lack of staff at some HEIs (e.g. UL) to contend with large cohorts of students. Programmes with an already well-established module that were not crowded appeared to have an advantage, whereas those running for a shorter timeframe with an already crowded curriculum faced difficulty integrating the materials.

5.2.4.3 Lecturers and student teacher views on the use of the materials

Lecturers and student teachers offered thoughtful insights on the use of the materials in their teaching and their impact on their own development. For many of the lecturers, the new materials also presented them with an important opportunity to engage students and staff in their department and across the university around the issue of inclusive education. The materials were an important driver for advocacy and consensus-building, as one lecturer put it:

"At the end of the day if you look at the classrooms that we are preparing our student teachers for, they are common in the sense that they are diverse. And then it's the same everywhere, but the way we prepare student teachers is different for that diversity. But then through this particular project, then we were able to say together in one voice these are the important issues."

In one instance, there was also some resistance to the new materials and the direction that the lecturer was attempting to take them, which was noted in starkly racialised terms by this lecturer:

"I think currently, there is also a feeling, especially with the students that I have been teaching ... Here, inclusivity being presented as something that is, it's, it's a new type of inclusivity. For example, this material, they received it well, but there were a few students, and who would also not say it in class. So they would come to your, to you, into your office or they would like to take that, the lesson further, express their views ... that it looks as if this material it's now positively biased towards Blacks." (Lecturer, UWC, 2019)

Many student teachers, however, pointed out that the new materials were significantly more engaging and helpful. As one lecturer put it:

"I think the way in which it's set out was actually so nice because it was not as boring as I had been before ... Where I simply just said here's the SIAS document, and this is what SIAS means ... And let's look at the forms and so on. ... I might have made one case study, but I think the kind of way in which it was presented through the activities and case studies was very interesting. ... I would say very, very effective." (Lecturer, CPUT, 2019)

Overall, most of the lecturers spoke about successful experiences of overcoming challenges during the integration of the new materials. In particular, teaching scenarios from the units and from their own students were regarded as helpful. These scenarios would allow lecturers to embed discussions within a situation that was directly relevant and would enhance student learning and reflection:

“The scenarios that they discuss in class that comes up naturally from the students, you know the questions they ask coming from the socio-context that they grow up in really shows that the inclusive education that they are taught did make an impact on them. And it encouraged raising more other concerns that they actually experience as such.” (IL, TUT, 2019)

In other ways, the materials also contributed to enabling specific changes in pedagogy within some modules in 2019. At DUT, the lecturer developed a successful bilingual approach based on the units:

“I teach them in English, and then, so then those concepts in English ... They discuss in isiZulu and then when they write the report, they will write the report in English ... Then, they discuss and then translate back to English again ... There is a big language barrier.” (Lecturer, DUT, 2019)

Other lecturers reported that the new materials opened up pedagogical opportunities for technology with their students. At SUN, the lecturers successfully leveraged the activities and materials in digital format, incorporating them into online forum discussion activities, described this way by a lecturer:

“You know, when I looked at students report back on a forum activity where they had to just give me some of their ideas of what they experience around learner diversity in their classrooms when they were out practice teaching. For the first time in all the years that I have been working here, 18 years, actually got them seeing the broader, having a broader view of diversity. And having a broader view of diversity outside of just disabilities, which has been very much the case in the past.” (Lecturer, SUN, 2019)

Similarly, a number of lecturers found that the use of the audio-visual materials, the videos in particular, were helpful for teaching large classes:

“What has been particularly useful is some of the easy links to you know, videos, the conceptual tools that they use, the gay studies. So, you know all of those things have collectively contributed to making the lecture a little bit better.” (Lecturer, SUN, 2019)

Overall, a significant number of lecturers and student teachers felt that the new materials augmented their existing practice, strengthening it by integrating new frameworks and expanding the notion of inclusive education and thereby enriching the teaching of inclusive education.

Figure 18 summarises key highlights emerging from the review of the materials from the materials survey, and interviews with lecturers and student teachers.

Overall, those using the materials deemed them well-designed, useful for teaching and learning and importantly, positively impacting student teacher development of inclusive education competencies. ITE providers and lecturers integrated the materials in creative and diverse ways, facilitating the process of embedding inclusive education meaningfully within course and module offerings. The results indicate that, on average, institutions used 12 of the 19 topics, with Unit 1 (six programmes) and Unit 4 (five programmes) covered most extensively. The most widely used resources were the discussion activities, and the least used were the suggested assessment tasks. Cross-cutting themes IKS and sustaining wellness were the least addressed in the teaching and learning, whilst human rights, and inclusion, diversity and power were quite prominent.

Student teachers were able to access the materials in electronic and print form, benefiting from the engaging design of the materials including discussion activities, summaries, definitions of concepts, accessibility of language, and arrangement of units and topic discussion activities. They noted that the materials shifted their views about inclusive education and laid a useful foundation for their future work as teachers.

Lecturers benefited as the materials provided a sound conceptual and theoretical foundation for engaging with a broader understanding of diversity and inclusion. In particular, the CSTL framework and the focus on gender enabled them to better understand what a more holistic framework of inclusive education means for their teaching. Like the student teachers, lecturers found that the diverse range of pedagogical activities and the learning-centred design supported them in their lectures.

Institutional uptake of the materials was more fruitful at those institutions that had already established modules on inclusive education, enabling them to address gaps and expand their offerings. For others, the materials served as a useful tool to shape and revise new offerings as they are developed. Time and capacity were both issues challenging the commitment to the effective integration of the materials in courses and module offerings.

Figure 18: Key highlights arising from the materials survey

6 Inclusive education in residential initial teacher education institutions: development of student teacher knowledge, skills and dispositions

6.1 Introduction

This chapter reports on the effects of the Teaching for All project at the selected HEIs that integrated the developed materials into their ITE programmes. It presents the data obtained from the baseline and endline surveys administered to students enrolled in the BEd programme in which the materials were integrated. This is supported by a discussion of the development of the student teachers' inclusive education dispositions, knowledge and skills.

The results for each of these dimensions are presented here at the aggregate level. The data is also separated and presented by HEI and by race and gender in the Technical Report – in this report differences are noted below as appropriate. It is important to note that percentage proportions, as reported in the data below, make it very convenient for comparisons. The percentage “shift” reported here compares the percentage of respondents from the baseline group with the endline group, i.e. it is an absolute shift. However, as the sample sizes differ, caution must be exercised when undertaking data interpretation.

6.2 Overall shifts in student teacher competence for inclusive education

A wide range of shifts occurred for student teachers that included enhanced knowledge, changes to their dispositions and the acquisition of new skills, as reported below. Interviews with stakeholders at different institutions also pointed to these shifts resulting in improved uptake and buy-in for an expanded notion of inclusive education. For example, regarding issues such as gender orientation and gender violence, one lecturer said:

“What I like about the Teaching for All is inclusion of the stuff on gender orientation ... And intersexuality, which I might have alluded to in my teaching but never, taught in any grade teacher. ... what I found fascinating ... is that the whole thing around gender orientation ... was a big topic with the second years. ... I found it fascinating that during that time when we had the focus on the gender-based violence how especially the men in the class were very quiet ... and I would say that's not a helpful attitude at all. We should both; we should all talk together ... To be able to be honest and open with each other and find the ... solution. Because I think the gender-based violence is, especially on campus ... Oh, it's a big thing.” (Lecturer, 2019)

The survey asked student teachers to report on their competence to teach inclusively in the classroom as a result of exposure to the Teaching for All material.

Overall statements about inclusive education - Overall

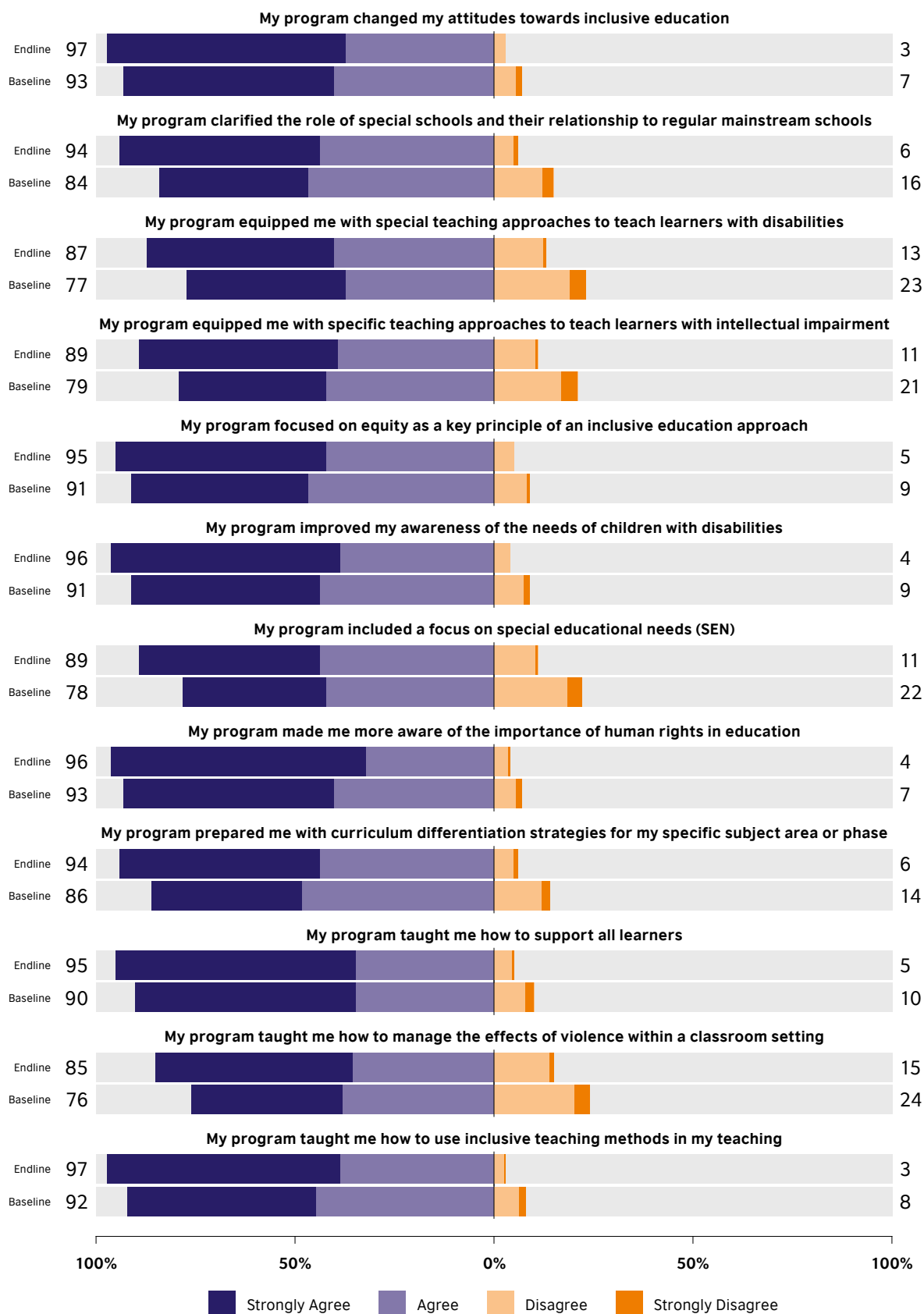


Figure 19: Overall results for student teacher competence

Figure 19 above indicates the overall shifts reported by student teachers for their preparation for inclusive education as future teachers. The overall response showed a trend in positive shift across the board. That is, in all areas measured (dispositions, knowledge and skills), student teachers agreed that their programme improved their ability to teach inclusively. The results suggest that the project improved student teachers' inclusive education competence. The trend holds across the survey, i.e. in all cases, the majority of student teachers report that their training programme covered these vital areas.

Shifts show, for example, an increase in learning about the relationship between special and mainstream schools (+10%), teaching approaches for learners with disabilities (+10%) and with intellectual impairment (+10%), curriculum differentiation strategies (+8%), and managing the effects of violence within a classroom (+9%).

The overall competence to teach inclusively held across for the majority of the institutions (see Figure 20 below) and by race and gender (Sayed, Salmon & Balie, 2020: Section 1).

Overall statements about inclusive education - By institution

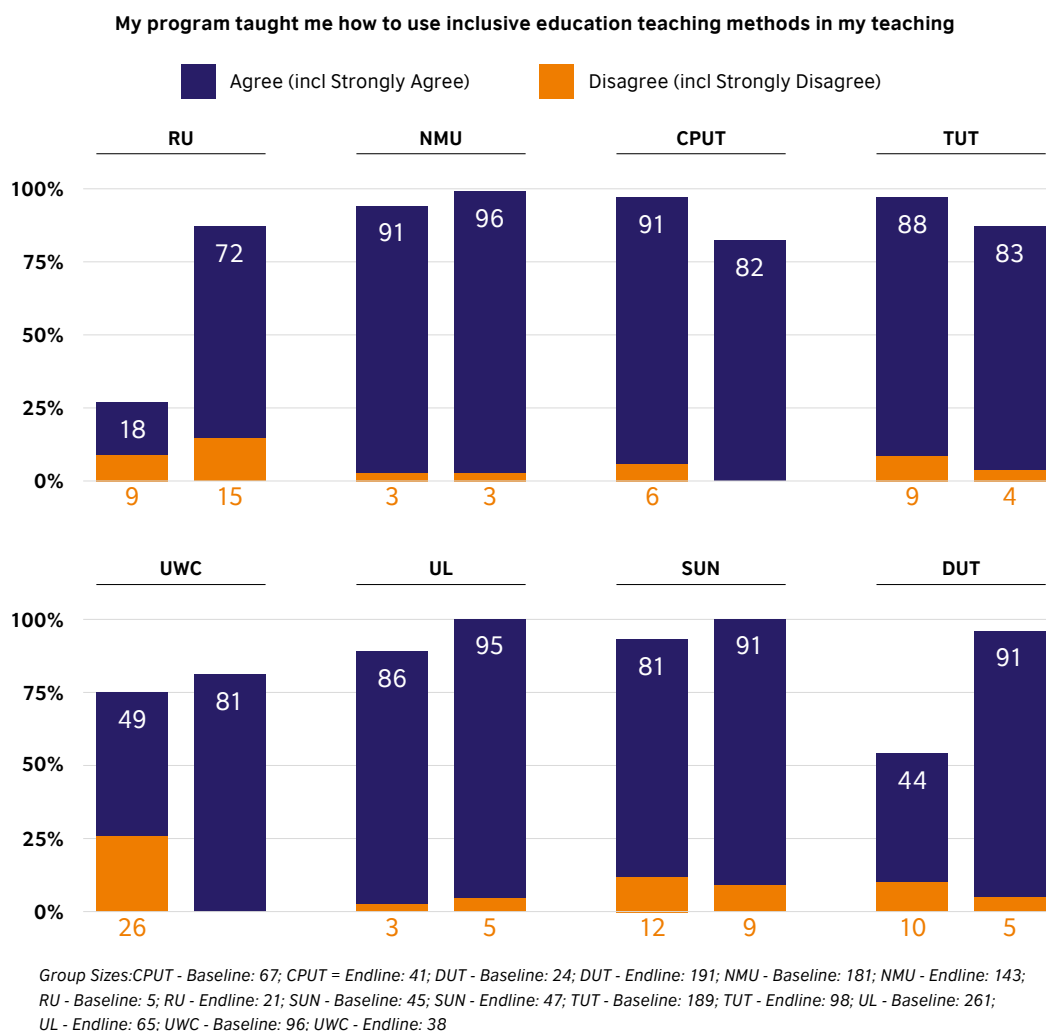


Figure 20: Pedagogies to support inclusivity by institution: My programme taught me how to use inclusive teaching methods in my teaching

6.3 Development of dispositions, knowledge and skills

This section reports on student teacher disposition, knowledge and skill preparedness for teaching inclusively in the classroom and promoting inclusivity in professional roles and practices.

6.3.1 Dispositions: beliefs, values and attitudes

The survey administered to students assessed their dispositions as outlined in the conceptual framework in Chapter 4 with respect to three interrelated dimensions: beliefs, values and attitudes. This section reports on these findings at largely an aggregate summary level.

The belief section of the survey focused on student teacher beliefs around including learners with disabilities and those who experience learning barriers in the mainstream classroom, and about their broader attitudes such as respect for diverse sexual orientations. The findings indicate variance in student teachers' beliefs about including learners with disabilities and learners who experience barriers to learning in mainstream classrooms (Figure 21). Of all the inclusive viewpoints, the one commonly held by nearly all participants is that respecting the sexual orientation of learners promotes inclusive education.

The findings suggest that student teachers are divided about including learners who experience barriers to learning. They are also divided over whether inclusion benefits either the individual or student community. However, caution is advised with regard to interpreting this data as half of the questions' ideal responses require phrasing a double negative.

Beliefs about inclusive education - Overall

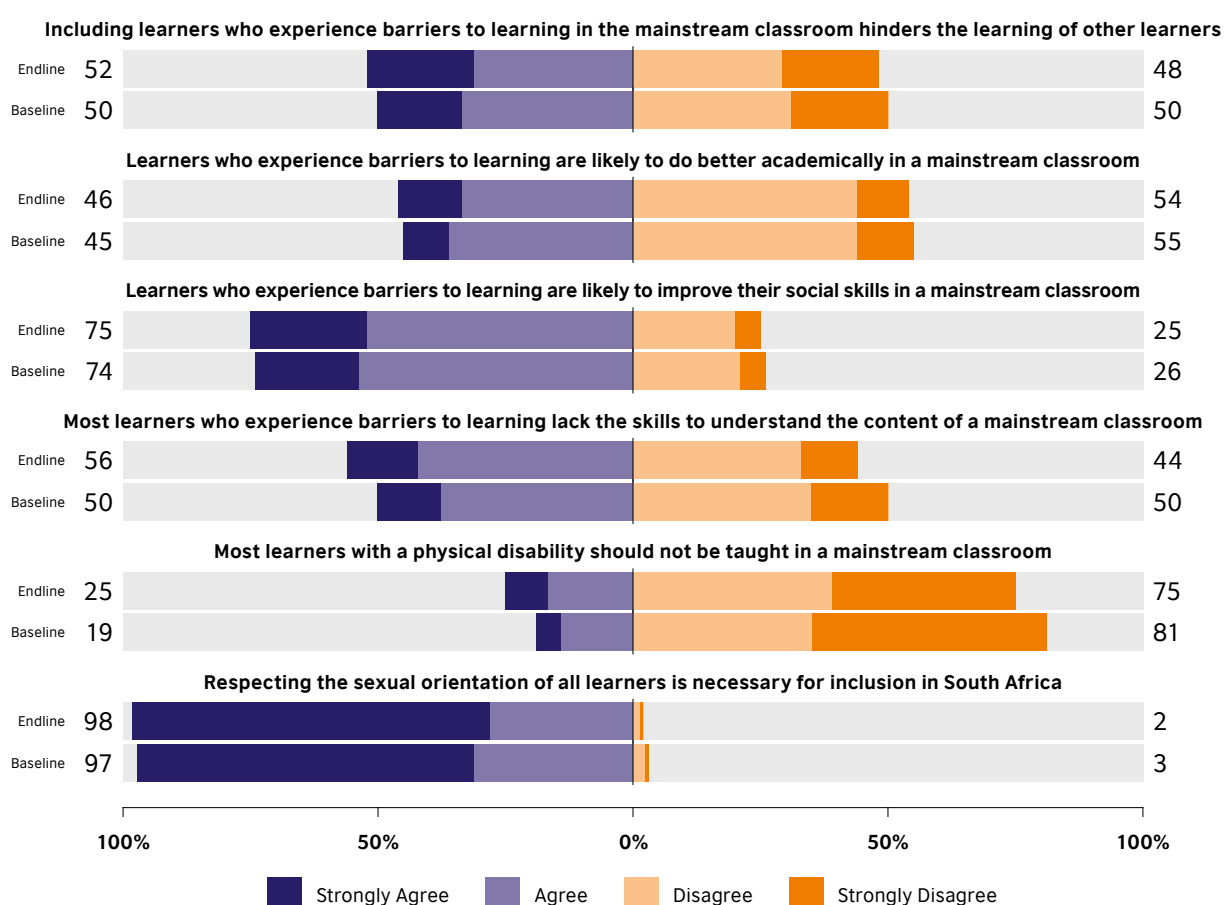


Figure 21: Overall results for student teacher beliefs about inclusive education

A key aspect of student teacher dispositions stems from their values about inclusive education. Figure 22 reports on the changes in values of student teachers between the administration of the baseline and endline surveys. The results show some shift in values about inclusive education; however, with such a strong starting compliance, no such shift would be expected. The figure shows strong values towards inclusive education in general suggesting a positive predisposition. It could also be a function of student teachers providing socially desirable answers.

Values about inclusive education - Overall

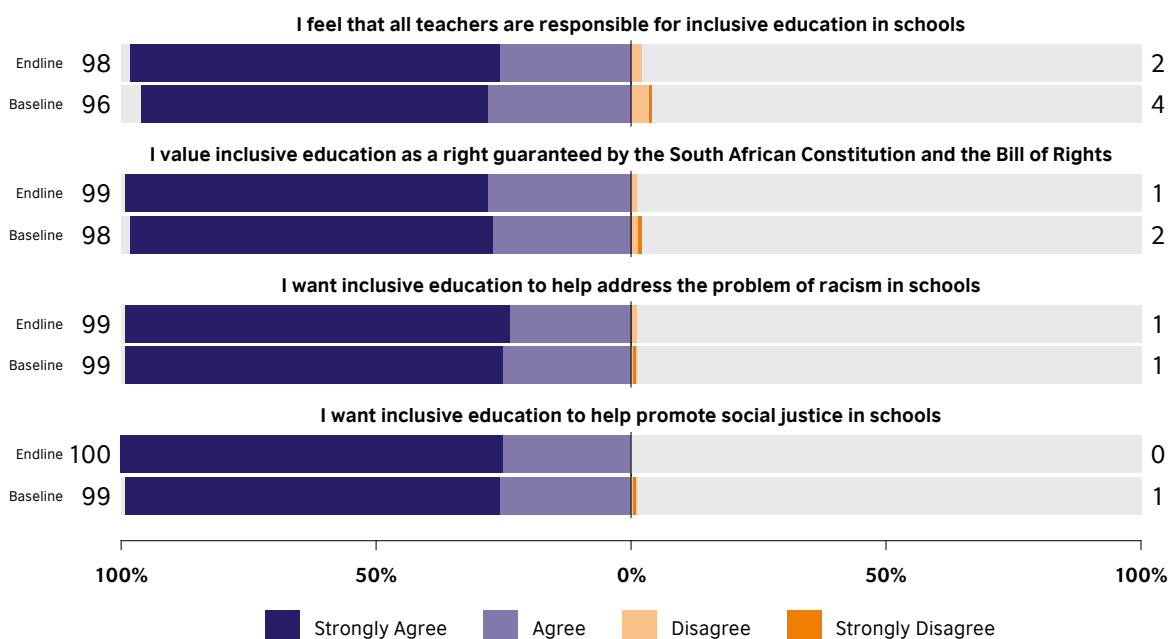


Figure 22: Overall results for student teacher values about inclusive education

Figure 23 below reports on student teachers' espoused attitudes towards inclusive education. The figure shows a strong positive towards inclusive education in general, suggesting a positive predisposition towards such attitudes. It could also be a function of student teachers providing socially desirable answers.

Attitudes about inclusive education - Overall

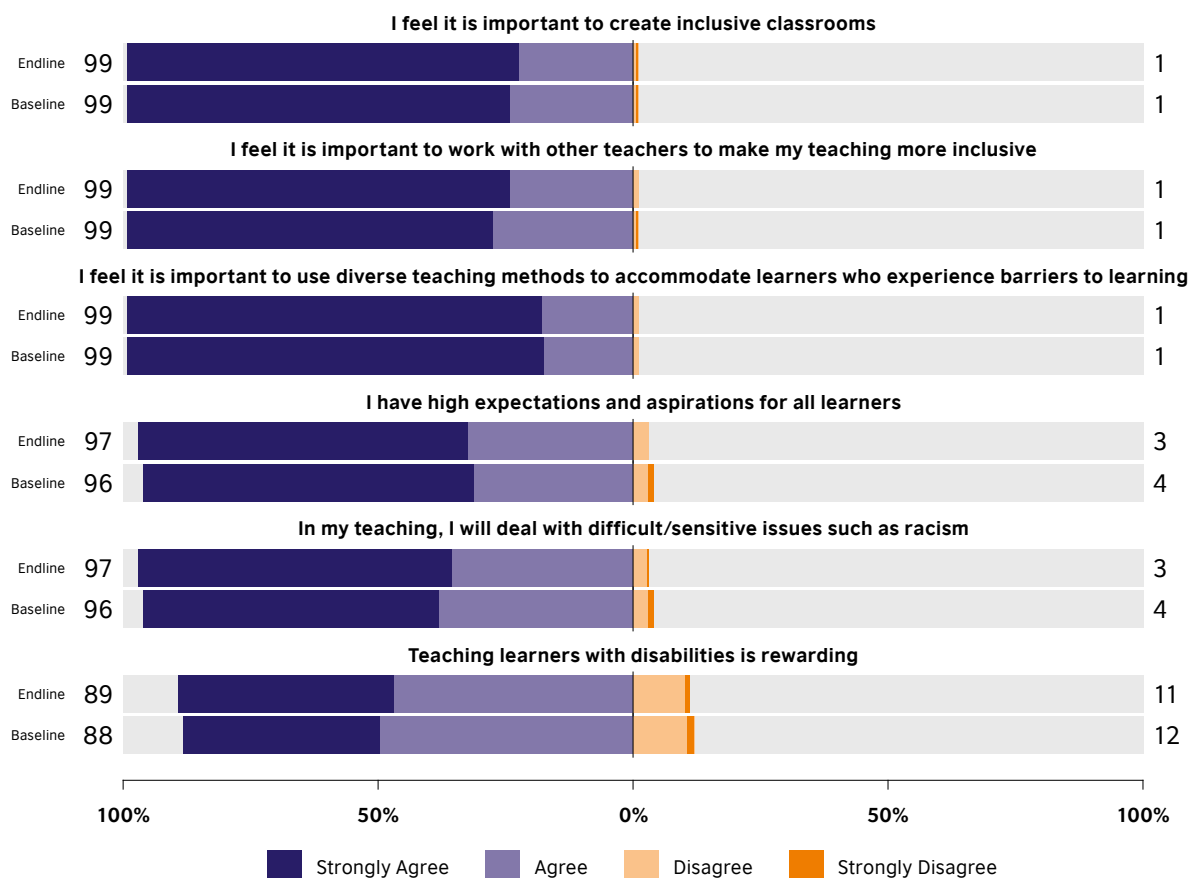


Figure 23: Overall results for student teacher attitudes about inclusive education

6.3.2 Development of knowledge

Overall, the reported increase in knowledge between the baseline and endline surveys holds across the full question set. The survey respondents provided the strongest trend in positive shift seen in this study when asked about their knowledge development.

Figure 24 below summarises respondents' answers to questions about the coverage of areas of inclusive education knowledge and their usefulness by ranking.

Self-assessment of knowledge is an area fraught with potential subjective issues. It is with caution, therefore, that we interpret such results in Figure 24. The majority (80% or more) reported that they gained knowledge about dealing with learner behavioural problems, dealing with learning difficulties, their duty to report abuse, differentiating instruction, knowledge about Curriculum and Assessment Policy Statement (CAPS) and knowledge about assessing learner performance. The largest percentage of student teachers asserted their possession of knowledge about dealing with learning difficulties, behavioural problems and CAPS.

The reported increase in knowledge between the baseline and endline surveys holds across the full question set and across the majority of HEIs. The largest reported shifts in knowledge were:

- Knowledge about SIAS and screening processes (+23%) with a positive shift at all HEIs (Sayed, Salmon & Balie, 2020: Section 1)
- Knowledge about social cohesion (+15%)
- Knowledge about differentiating instruction (+15%)
- Knowledge about assessing learner performance (+13%)

It is interesting to note that dealing with learner's behaviour problems in the classroom ranked highest across the survey. Classroom behaviour is very likely a generic concern for a student teacher; therefore, it is not unexpected for knowledge to support this to be highly valued.

Skills

The survey asked student teachers to report on which specific pedagogies they believe they have acquired to teach inclusively in the classroom as a result of the HEI's module in which these materials were used.

Knowledge about inclusive education - Overall

Knowledge aspect	Covered in programme (% ticked)		Rank by usefulness (Endline)
	Baseline	Endline	
Knowledge about how to deal with learners' behavioural problems in your classroom	76.9	86.2	1
Knowledge about how to deal with learning difficulties	81.9	87.5	2
Knowledge about my duty as a teacher to report any abuse (incl sexual and physical)	70.3	80.9	3
Knowledge about how to differentiate instruction for learners	64.9	79.6	4
Knowledge of the Curriculum and Assessment Policy Statement (CAPS)	73.9	84.1	5
Knowledge about teaching in a multilingual setting	64.3	75.3	6
Knowledge of screening and assessment (SIAS) and referral processes	48.9	71.5	7
Knowledge about assessing learner performance	70.5	83.4	8
Knowledge about what social cohesion means for your teaching	55.5	70.9	9

Figure 24: Overall results for student teacher knowledge about inclusive education

Across all items in Figure 25 below, student teachers report that their skills improved, with the largest shifts reported as knowledge of how to use SIAS (+21%) and work with a SEN (Special Educational Needs) support assistant in the classroom (+21%). Student teachers report a positive shift at the aggregate summary level in their skills to teach learners about the discrimination that gay people experience (+7% increase from baseline to endline). At the institutional level, student teachers at all eight institutions report a positive shift in their ability to teach learners about such discrimination (Sayed, Salmon & Balie, 2020: Section 1).

Pedagogies acquired for inclusive education - Overall

Skills	Taught in programme (% ticked)	
	Baseline	Endline
I was taught how to use active learning strategies	79.9	87.2
I was taught to scaffold tasks to cater for different learners' abilities	77.2	86.8
I was taught how to differentiate tasks for learners	73.9	84.9
I was taught how how to manage conflict in the classroom	72.1	83.7
I was taught how how to differentiate learning outcomes for learners	71.7	82.8
I was taught how how to involve parents, families and guardians in my teaching	71.3	82.0
I was taught how to use screening, identification, assessment and support (SIAS)	51.6	72.6
I was taught how to work with a SEN support assistant in the classroom	45.0	65.6

Figure 25: Overall results for student teacher pedagogies acquired for inclusive education

The evaluation asked student teachers to report on the specific skills obtained in their training to promote inclusive education as future teachers. The shift was positive or neutral across this set, as per Figure 26. Student teachers report a positive shift at the aggregate summary level in their skills to teach learners about the discrimination that gay people experience (+7% increase from baseline to endline). At the institutional level, student teachers at all eight institutions report a positive shift in their ability to teach learners about such discrimination (Sayed, Salmon & Balie, 2020: Section 1).

When examined at the level of the institution (Sayed, Salmon & Balie, 2020: Section 1), three factors showed a trend, in that the majority of HEIs experienced a positive shift. Student teachers reported improvements in their ability to:

- Teach learners about the discrimination that homosexual people experience
- Challenge learners to discuss difficult/sensitive topics in the classroom, such as racism
- Challenge exclusionary policies and practices within their school

Skills to teach about inclusive education - Overall

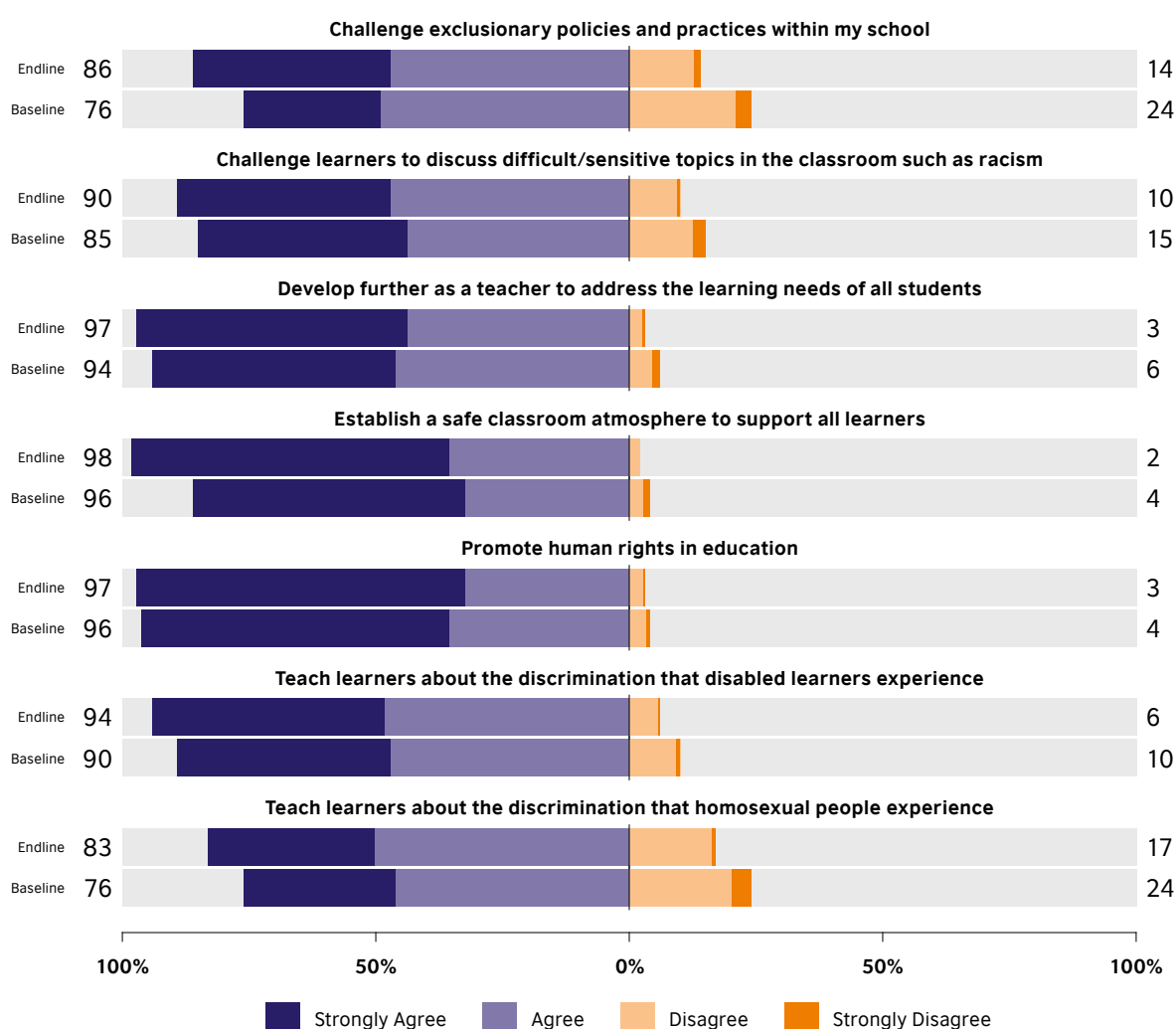


Figure 26: Overall results for student teacher training to teach inclusively

Figure 27 summarises the key findings emerging from the impact evaluation of student teacher shifts in dispositions, knowledge and skills around inclusive education as a result of the project.

The overall shifts in the development of student teacher dispositions, knowledge and skills indicate, in general, a positive outcome across course and module offerings. In general, student teachers noted that the materials used in their course and module offerings provided them with the necessary dispositions, knowledge and skills to enact inclusive education in their classrooms as future teachers.

Generally, student teachers reported positive shifts in their dispositions (values and attitudes). The shift confirmed a trend that, in general, at the level of values and attitudes, most student teachers held positive dispositions prior to entering teaching. This suggests that student teachers came to the course and module offerings in inclusive education already expressing positive views.

In general, student teachers reported an increase in their knowledge about inclusive education as a result of the project. The findings suggest that the best knowledge acquisition may have been around key tools such as SIAS and the differentiation of instruction. It may be noteworthy that student teachers feel that knowledge of social cohesion, human rights and teaching in multilingual settings improved, suggesting an expanded view of inclusive education.

Across all items, student teachers reported that their skills improved, with the most noticeable gains in their knowledge of how to use SIAS, how to work with a SEN support assistant in the classroom, and how to use differentiated instruction. Generally, student teachers reported being better able to address a broad range of issues, including challenging exclusionary practices in schools and teaching learners about the discrimination homosexual learners face.

Student teachers report some important knowledge gaps, such as the duty of teachers to report abuse, and knowledge of teaching in a multilingual setting.

The data reported here must be interpreted with caution. As noted in the concluding chapter, further research in this area is necessary to better understand how and why dispositions, knowledge and skills shift.

While there is some variance, there are no apparent trends at the institutional level for all factors or in race/gender differences in dispositions, knowledge and skills (Sayed, Salmon & Balie, 2020: Section 1). DUT and RU demonstrated the strongest shifts across several items in the survey.

Figure 27: Key highlights and notes about student teacher shifts in dispositions, knowledge and skills

7 Inclusive education in residential initial teacher education institutions: implementation approach

7.1 Introduction

This chapter reports on the flexible, responsive and adaptive approach to the implementation of the Teaching for All project at the selected universities in their initial teacher education (ITE) programmes.

The overall implementation strategy is outlined in the diagram below, broadly summarising the four phases of the project:



Figure 28: Implementation strategy for ITE

The project adopted an adaptive theory of implementation which evolved over time. This adaptive implementation strategy was driven by

- **Consultation & ownership:** The British Council, as shown below, invested significant time and energy in working with the HEIs involved in implementing the materials in their ITE programme. As noted below, there were many meetings and workshops to build capacity and develop a sense of shared ownership of the project. And importantly, the catalytic grants given to each HEI enabled them to develop collaborative networks and partnerships with each other and within their institutions. The grants also helped to support HEIs to be actively involved in the monitoring and evaluation (M&E) process, enabling them to undertake research about their own practices, as well as disseminating their experiences of developing inclusive education teacher education programmes.
- **Capacity building:** Part of the process of meaningful and robust consultation with HEIs was supporting their capacity development. This was made possible through the catalytic grants. For example, TUT used the grant to workshop a common approach to inclusive education with the entire team using the materials developed. Further, the grants enabled HEIs to undertake research and add to the knowledge base of inclusive education supported by the M&E team.
- **Alignment:** The project was aligned with and supported various interventions in higher education and education generally to embed inclusive education. In this respect, this project was aligned to a portfolio of projects supported by the EU that fall under the Teaching and Learning Development Capacity Improvement Programme (TLDCIP), managed by the Chief Directorate for Teaching and Learning Development at DHET. As part of this work, the project was involved in supporting the development of Inclusive Education Teaching Standards, as discussed in Chapter 3.

- *Evidence-informed implementation:* Beginning with the research report on the state of inclusive education in South Africa by UNISA (Majoko & Phasha, 2018), the implementation of the project was guided at all stages by the evidence collected from the M&E process and the consultations with partners and stakeholders.

The following sections provide a more in-depth overview of the material development process, the processes supporting the integration of materials by institutions and how the approach above was institutionalised in HEIs.

7.2 Motivation to participate in the project

HEIs became involved in the project for various reasons. Some chose to be involved in rolling out the materials: in many cases, institutions referred to the need for quality of the materials as another intrinsic motivation. They expressed approval of the direction and relevance of sample materials, pointing out that they were seeking ways to introduce new pedagogies and content into their programmes. As one programme lead (IL) put it:

"You know, when we did a pilot, I really liked it, the activities. Like they were really, you know, tapping into the pedagogy of discomfort ... That was so real, you know, and the students could actually engage with the real stuff." (IL, NMU, 2019)

The opportunity to take an active part in the monitoring and evaluation research was also an incentive. For these lecturers, the opportunity to integrate the research agenda into their existing work with students was welcome:

"We are looking for; I've already spoken to two students who are interested in being our research assistants. So the same students that are working in the programme with us are also our research participants." (Lecturer, CPUT, 2019)

Another important incentive for lecturers at partner institutions was the opportunity to develop a shared set of ideas for addressing the issue of diversity and inclusion. As one programme lead put it:

"I really believe that it was important for us to be part of this programme. First of all, what attracted me to the programme was the fact that different universities would have an opportunity to explore and, you know, interrogate the same context ... Same content of the module which is not common in higher education these days. Because I remember when we were in Joburg, it was interesting to see everybody talking about the same thing. You know, criticising the same thing that is being offered to them and how different people have different views about what we are doing and how they were thinking about it ... So that, for me, was very important." (IL, NMU, 2019)

Lecturers at some institutions pointed out that involvement in the project will enable them to focus on inclusive education:

"It will enhance our attention on inclusive education, because to date it has been treated as an appendix, as an add-on and we want to bring it into the centre, and I think the materials from Teaching for All will assist us in that project." (Lecturer, UL, 2019)

7.3 Use of grants for implementation

The grants provided to universities supported them in developing and integrating the materials within their own institutional frameworks. In total, ten institutions were provided with support of up to 10,000 Euros. All of them integrated the Teaching for All materials within their teacher education programmes in 2019–2020, with UFH and UNISA implementing later than the rest. A proportion of the grant (10%) was reserved to support institutions with the monitoring and evaluation process.

The grants enabled institutions to integrate the Teaching for All materials in diverse ways. At some institutions, grants were used for printing the materials for students, as according to one Stellenbosch lecturer:

"I think the grant has been very useful ... I mean, even in a technological age like the think we live in, students still do, like to have a hard copy of something. So you know I could print out for them ... I've actually printed out all four-unit books for them. I'm going to do it again for the PGCEs next year." (Lecturer, SUN, 2019)

Supporting the institutions has raised the profile of inclusive education within institutions, as, according to a CPUT lecturer:

"Without that kind of support from British Council, we would never have pulled it off. Because you know we had money to be over and above just phoning, travelling to the schools to buy this. You know, it's made life much easier. And the fact that now, interestingly, the teachers themselves, because we told them a bit about this programme, they want the materials. They also want to be ... to understand what all this material is about. So, it has opened that space for us in terms of collaborating beyond what we are doing here as lecturers alone ... So, it has stretched my networks in that sense." (Lecturer, CPUT, 2019)

This use of grants empowered lecturer collaboration, as the NMU programme lead pointed out:

"[The lecturer] was able to go to the ... conference because of the grant... [The lecturers] will be able to go to Rhodes, you know, Fort Hare, because of the grant. They will be able to have the workshops with the staff members and the students because of the grant. We will be able to translate the study material because of the grant. So it's very helpful." (IL, NMU, 2019)

Overall, lecturers successfully used the grants to raise the profile of inclusive education at their institutions. The grants worked in catalytic ways to support advocacy and engagement in bringing about wider shifts in attitudes in students, staff and school-based mentors.

7.4 Developing collaborative networks and partnerships

The collaborative networks formed included university-based local networks, provincial and regional partner networks, and national and inter-organisational networks.

7.4.1 University-based local networks

The first example of a local network held an event at NMU in September 2019, bringing the school-based learning community together to discuss matters surrounding particular themes affecting student teaching practice. The colloquium, to inform stakeholders about how to teach in an inclusive classroom, provided an overview of the work done to strengthen inclusive education at NMU with Teaching for All, playing several of the videos produced by the project. The event also featured innovative work by several NMU graduate teachers in Eastern Cape communities who also presented videos and talks. This network shows an important way that shifts in practice and the materials from Teaching for All could be transferred into the network of school mentors and into communities of teachers working outside the university.

A second example is a proposed collaboration between Rhodes Education Department and the Community Engagement Centre for Social Development to conduct workshops with volunteer members working in township communities. In an effort to make inclusive education available to a wider community of teachers, the lecturer also teaches in the Centre of Social Development in-service programmes and collaborates with GADRA Education (NGO) in their in-service teacher support initiatives.

A third example is part of a wider set of initiatives led by CPUT, which sought to engage with schools in Athlone, Guguletu and locally. One of the aims was to provide a space for teaching practice mentors to engage with the materials and objectives of the project. As one of the lecturers at CPUT expressed, this was a necessary way to extend their work:

"I think that's the big thing, is this juncture between what we're teaching and what we expect our students to take out there and the practice ... of what's happening in the schools ... We've actually used Teaching for All as a means of addressing that ... We've had this big workshop where we

invited the mentor teachers of our students ... Both in the mainstream schools and the special schools and we started that conversation ... And we also had our students speaking and saying and talking about just that, that they have expectations and they expect that this is the way it's going to be, but yet ... schools aren't really picking up on inclusive education the way they should ... We offered to run workshops and programmes, and so on.” (Lecturer, CPUT, 2019)

7.4.2 Provincial and regional partner networks

The first example of an event developed by this kind of network was a proposal to run a multi-day workshop for PGCE students as a collaboration between the PGCE programmes at CPUT, SUN and UWC in the Western Cape. The institutions considered this mode of delivery for a three-day intensive workshop to offer PGCE students at their institutions an opportunity to engage with the materials, bringing in school-based practitioners and other stakeholders from various kinds of schools.

The second example is a collaboration between the Eastern Cape institutions established through the project. Lecturers from NMU, UFH and RU travelled to attend a seminar at RU, a school-based learning community of practice network meeting at NMU, and were invited to attend an advocacy event held at UFH in 2019.

The third example builds upon an existing relationship between UL and the provincial department of education. The university partner had already worked with provincial authorities to assist in the delivery of CPTD in the form of a short certificate course in inclusive education. The partner was supported by the provincial authorities to incorporate the Teaching for All materials for use within this short course.

7.4.3 National partner collaboration networks

The first example of a national network is between the institutions involved. All the institutions agreed to collaborate around the translation of the materials into other official South African languages. The development of alternative language versions of the materials was widely perceived as an important initiative by several institutions. At CPUT, for example, the lecturers at the sister campus in Wellington had requested an Afrikaans version of the materials.

A second example of a national collaboration is at CPUT, who engaged at a provincial level with the WCED and also with Inclusive Education South Africa (IESA) to investigate ways to collaborate around advocacy work for inclusive education.

A final example of a national network is that created by partner institutions collaborating around the monitoring and evaluation research agenda as part of the monitoring and evaluation workshops beginning in 2017 with a kick-off meeting at the Birchwood Conference Centre in Tshwane.

7.5 Support and capacity development

Developing the capacity of institutions was integral to the process of embedding the materials within programmes. All the institutions ran induction or “train the trainer” workshops with lecturers to support this adaptation process. Importantly, the lecturers themselves are required to embody the changes they advocate for and teach with the new materials.

Capacity development was critical to ensuring that initial teacher education stakeholders took ownership of the intervention. A diverse range of HEIs was selected and supported to ensure effective take-up and embedding of the Teaching for All resources into their initial teacher education programmes.

The capacity development occurred in different ways. Many lecturers were cognisant of the project as an opportunity to extend the process of reviewing and enhancing their own programmes, particularly as many were already in the process of re-curriculation with their existing programmes. As one senior lecturer put it:

"I've been doing the addressing learner diversity module for that time (18 years), and the module has evolved over that time with me, from one that was heavily disability-focused, to one that now includes a range of diversities and ways of addressing a range of diversities so I have been doing that for the past 18 years, and now through this involvement in this programme looking at renewing and improving, that's my aim." (Lecturer, SUN, 2019)

Different institutions used different approaches to build the capacity of lecturers. TUT provided training workshops for 12 staff members to study the material. These training sessions were also attended by an external facilitator from the British Council, who gave feedback and further support. As the programme lead at TUT described it, the training process was a necessary step:

"I think the workshops were very, very, very important because many of our lecturers are actually not clued up ... We're not really clued up completely on, you know, what inclusive education entails. And during the workshops we had like collaborative, interactive discussions, you know, and then they started asking questions and things, the lecturers themselves. So, we saw this also as a training session, which was excellent as when they started teaching, they were prepared... So these workshops were important for me so that I can see what each one knows and whatnot." (IL, TUT, 2019)

According to the programme lead at TUT, this effective approach to support and guide the lecturers, as a process of induction, was evident when the materials were delivered with students:

"And then, when they implemented that in class, it came out from the focus group interviews, it was very positive. The students said sure it was now for the first time that they actually are, they are actually inquisitive. They want to learn more about inclusive education ... Our students really did benefit major from this." (IL, TUT, 2019)

8 Inclusive education in initial teacher education in distance teacher education programmes: the case of UNISA

8.1 Introduction

This chapter reports on the effects of the Teaching for All project at the largest provider of teacher education in South Africa, UNISA. It begins with an overview of how UNISA has integrated the developed materials into their ITE programmes. It then presents the data obtained from the baseline and endline surveys administered to students enrolled in the BEd programmes at UNISA, in which the materials were integrated. This is followed by a discussion of the development of their inclusive education dispositions, knowledge and skills.

Note that the same limitations exist in the survey data, as discussed in Chapter 6 (6.2). The results for each of the dimensions are presented here at the aggregate level. Further analyses are available in Sayed, Salmon & Balie, 2020: Section 2, where the three dimensions of dispositions, knowledge and skills are disaggregated by institution and race/gender. Unlike the data for the face-to-face HEIs, the UNISA data collates two years of surveys: 2019 and 2020.

8.2 Implementation of inclusive education in initial teacher education at UNISA and views of materials developed

UNISA provides distance education in South Africa. Of all the HEIs, UNISA registers the largest numbers of ITE students, with approximately 20,000 ITE student registered at the institution in 2020. As such, embedding inclusive education and the Teaching for All materials within UNISA programmes has the widest potential reach and impact.

In 2020, the information obtained from UNISA suggests that an estimated 20,000 ITE students were registered at all levels and for all BEd and PGCE programmes. Of these, approximately 8,000 students were enrolled for the core compulsory inclusive education modules within which the materials were embedded. In addition, 5,000 students undertaking the inclusive education diploma were also potentially reached by the materials, as well as about 800 BEd Hons students, who, for their subject elective, may have selected a module on IE, which is also based on the Teaching for All materials.

For the purposes of this evaluation, attention was focused on two compulsory inclusive education modules that all first year ITE students must undertake. These are integrated into two modules in the re-curriculated BEd and BEd Foundation Phase programmes: Inclusive Education (INC 3701) and the BEd Inclusive Education Foundation Phase module (IFP 3701).

The modules were developed by the UNISA team in 2019, working in tandem with the development of the inclusive education modules of the British-Council-managed project. There was, as one interviewee noted, “an iterative, synergistic and complementary process” in the developing of the

UNISA inclusive education as “we fed the materials being developing in the British Council project into our work” (UNISA Interviewee 2020).

The general BEd Inclusive Education module (INC 3701) covers six learning units that map on to the four units of the British Council Teaching for All material. These six units are: the philosophy of inclusive education, inclusive education policies, principles of inclusive education, learner diversity, assessment, and inclusive learning environment. Similarly, the BEd Foundation Phase Inclusive Education modules (IFP) 3701 map on to the four units of the British Council Teaching for All module.

For both UNISA modules, all student teachers were also given all four units of the Teaching for All module. All the lecturers at UNISA involved in the project and teaching these modules noted that they found the materials useful for future teachers. The materials evaluation review completed by the lecturers teaching these modules pointed to how their existing materials covered all the main topics of the Teaching for All project and address, to a large extent, the cross-cutting themes of the project material, and, crucially, how useful they found the materials for the student teachers and for themselves as lecturers. In their materials evaluation review, the lectures specifically pointed to the following benefits of the materials:

- Practical and useful examples which are relevant to the SA context
- The use of ubuntu demystifies perceptions that inclusive education is a foreign idea
- Inclusive teaching
- The African perspective on inclusive education
- Students could easily relate the materials to their lived experiences

The value of the Teaching for All materials for their future teachers was underscored by all the lecturers involved in the teaching of the above modules. As one of the lecturers noted:

“They find it so useful, even to me as a lecturer, because you know there are some of the aspects that we were not emphasising in our [work] ... so some of the things that we have covered in the Teaching for All that they did not have. You know things like [audio break] theory, you would know, we did not have that at site. You know the good thing with the reach care, it, you know it shows that we need psychology of education in as much as they need us. There’s no way in which we can say “no”, they are for the medical models, we are for the social. No, no, no. We just need one another to work together. So, I can say it’s something that’s helping us a lot. Ja, the material is helping us a lot. You know things like the power, the [unclear], then we never test on that. Now things like issues of intersexuality, we never, though we were talking about that but we’re not emphasising them. So, it’s quite something that’s helping a lot.” (Lecturer, UNISA, 2020)

As noted in the quote above, lecturers at UNISA, in both their evaluation of the material and the interviews, commended the Teaching for All materials in terms of its articulation of a broader notion of inclusion as encompassing human rights. This extends to a comprehensive, holistic and expanded social model of inclusive education, which transcends the medical model, and incorporates the crucial dimensions of human rights and social justice, as captured in the following two quotes by UNISA lecturers:

“Okay, firstly I say they understand what inclusive education is, they understand the concept of diversity, and they understand that every individual has got his or her own needs, therefore they have to address, or they have to respond to those learners or to every person’s needs, because they themselves, they have got their own needs as well. So the most interesting thing, or the thing that I most like about them, is they understood the concept of diversity, learner diversity, and then they start to understand because also in their assignments.” (Lecturer, UNISA, 2020)

“I find the material to be very informative in terms of inclusive education. It’s actually trying to help us understand what teachers need to know and also their attitude. It’s actually broader. Let me just say it’s broader than what we used to cover in our inclusive education [module before] because

when I compare it with the previous information ... previously, we used to just focus on the policies and the barriers to learning ... But right now, it's much more than that. It has got a lot of information about the skills, how the teachers should go about teaching and also, it brought knowledge actually our understanding was quite narrow. So now it is broader, and also with the type of theories we were using to understand inclusive education, most of them were more on psychology like the ecosystem, all those psychological theories. But we did not use like human rights approach, and we did not even see inclusive education as something that is actually the African way of life." (Lecturer, UNISA, 2020)

The above quotes illustrate how the materials developed as the project shifted the knowledge, dispositions and skills of UNISA lecturers themselves. In particular, lecturers note the expansion of their knowledge base and the practical exercises and examples which support their teaching, as the following quotes make clear:

"It does help a lot. It is helping, but especially with ... the type of questions, or maybe the activities ... I would say the materials explain in detail the social aspect or the social justice aspect. It entails in detail also in terms of the equity, what equity is, and then what integration is, what inclusion is. So, ja, it has got more information. So, I think I just assume that because we, in my modules, I refer students mostly to their teaching for all study materials." (Lecturer, UNISA, 2020)

"Ja. I think there are things that, like I was telling you about the Swartz theory, I was never into it. You know I was just ... So, I was, you know it's something that to me was a wow. I love this! Every day in your game you learn something new, and you know, it gives you another perspective of it, and it makes this thing very interesting. Of course, it means it's developing, it's an area, an area mustn't be [unclear] just develop." (Lecturer, UNISA, 2020)

The above quote speaks to how the Teaching for All materials impact, not only the future teachers but the lecturers, indicating a mutual impact. It also speaks to how learning is relational as student teachers and lecturers learn and broaden their knowledge base, their dispositions and their skills in realising inclusive education in the South African context.

Lecturers at UNISA also pointed to the potential reach and impact of the materials beyond the institutions. One lecturer noted the impact of the collaborations when working in partnership in the Teaching for All project, indicating:

"... that we worked with ... [inaudible 15.21.5] in making these decisions, who are passionate about inclusive education and also education in South Africa. And then we brought quite a number of expertise on those partners ... So ja, I think that is what is, that is what was beneficial, and we were able to involve quite a number of people who are working there. Like in the schools, Department of Education, and all that in developing the material. So, it was very collaborative and involved a lot of people." (Lecturer, UNISA, 2020)

Lecturers pointed out that in the long term, this project can contribute to "... working together. Identifying problems together and coming up with solutions" (UNISA interviewee, 2020). And that materials such as those used in the UNISA ITE programmes will contribute to student teachers deepening "their understanding of inclusive education. And also to give them confidence to practice that when they go to teaching practice and also when they complete this whole thing" to make the education system inclusive, which is part of the "social justice principles of UNISA" (Lecturer, UNISA, 2020).

Lecturers at UNISA identified several possible strategies for institutionalising and sustaining the gains of the Teaching for All project. They all spoke to how they will utilise the Teaching for All materials in their study guides more effectively in the future in their engagement with students. But they also spoke to institutional and microsystem issues, which they will deal with in embedding the gains of this project, including:

"And then with time if, as a department, as I've indicated, we need to continue working very closely with other departments, helping other colleagues who do not understand the link between what

they are doing and inclusive education, just to deepen their understanding of the link between inclusive education and their areas of specialisation. If we can continue to do that, I think we can come up with a school of education which actually enshrines principles of inclusive education and social justice.

Invite other colleagues from the different universities, [to] work together. We give them the material that we have, and they come up with papers, come up with not [only] scholarly books, [but] even textbooks that can be used at schools. Even teacher manuals. Come up with teacher manuals, learner manuals, so that's how we can be able to sustain our programmes.

I also had another idea that if we can go out of South Africa maybe, and introduce our material to universities ... [in, for example] Mozambique, Zambia ...” (Lecturer, UNISA, 2020)

Affirming the implementation of the Teaching for All approach as responsive and flexible, adaptive to context and placing ownership in the institutions, a lecturer noted that, in the long term:

“... we also need to continue doing research in this area to see whether our materials are making an impact and also coming with other ways of how we can improve these materials to ensure that they are relevant. So, I think it is a matter of working collaboratively – continue to work collaboratively, planning together, doing research together, and coming up with solutions together.” (Lecturer, UNISA, 2020)

This quote suggests a need to sustain the long-term gain through research and evidence-informed development and refinement of material, and collaboration and partnership among institutions, government and other actors, to seek a feasible and implementable solution.

8.3 Overall shifts in student teacher competence for inclusive education

Figure 29 below indicates the overall shifts in competence between the baseline and endline survey reported by student teachers for their preparation for inclusive education as future teachers. The baseline results were very high (with the lowest agreement at 90% in all except one instance). This leaves little room for a positive shift (i.e. improved rates of agreement). The strongest shift seen was in the +5% more student teachers agreeing that the programme equipped me with specific teaching approaches to teach learners with disabilities. In so far as a trend may be observed with such small changes, there is a small positive (or neutral) shift in all elements of the programme's impact.

Overall shifts in student teacher competence for Inclusive Education

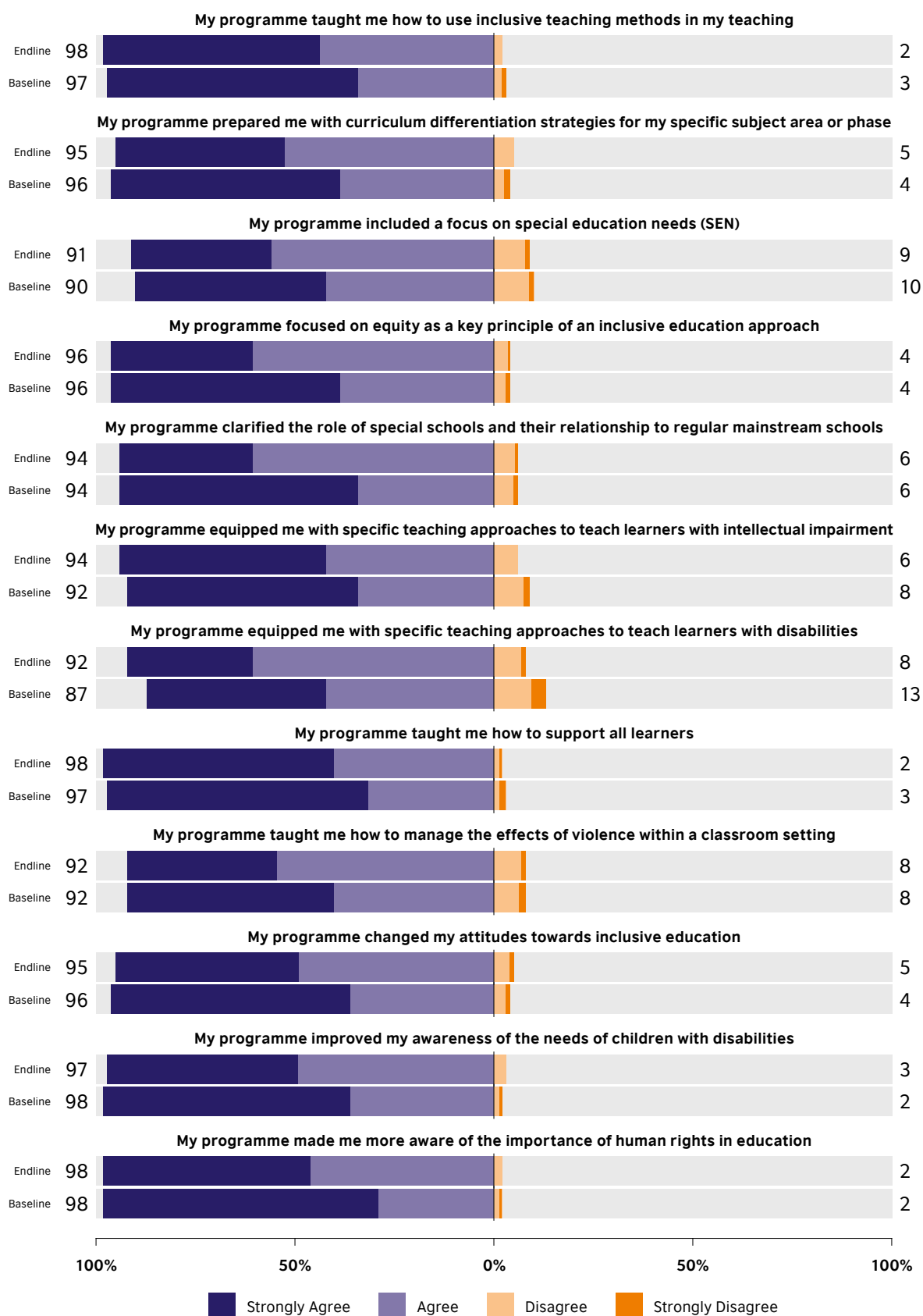


Figure 29: Overall results for student teacher competencies

The high initial agreement makes it difficult to examine shifts, as these are harder to achieve or measure with high initial compliance. Further, the data suggest that student teachers exhibit social desirability in their responses.

8.4 Development of dispositions, knowledge and skills

The belief section of the survey focused on student teacher beliefs around including learners with disabilities, including those who experience learning barriers in the mainstream classroom, and about their broader attitudes such as respect for diverse sexual orientations. The findings indicate variance in student teachers' beliefs (Figure 30). Overall, the findings show a positive trend in the shift in student teachers' beliefs (improvements occurred for four of six items), in terms of expressing beliefs in inclusive education principles.

Of all the inclusive viewpoints, the one commonly held by nearly all participants (95% at baseline and endline) is that respecting the sexual orientation of learners promotes inclusive education. This stands out in contrast to the support shown for other issues around inclusion. For example, student teachers were split over the statement that learners who experience barriers to learning are likely to do better academically in a mainstream classroom. The findings show that this statement achieved the greatest shift with +7% improvement (i.e. more students agreeing with the statement at endline).

Shifts in student teacher beliefs about Inclusive Education overall

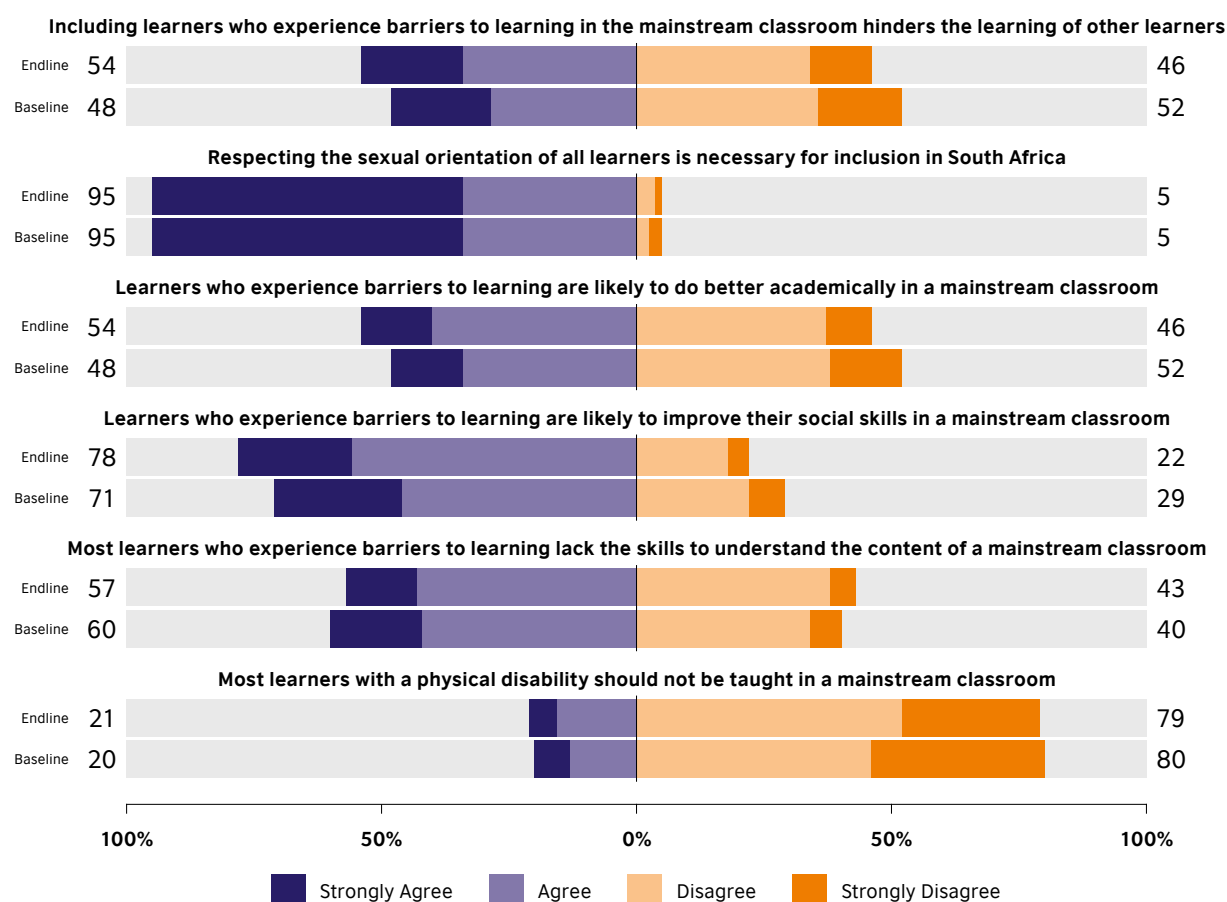


Figure 30: Shifts in student teacher beliefs about inclusive education overall

A key aspect of student teacher dispositions stems from their values about inclusive education. Figure 32 reports on the shifts in values of student teachers between the administration of the baseline and endline surveys. The results show some shift in values around inclusive education (+1% in all instances); however, with such a strong starting compliance (96% agreement being the lowest endline value) no big shift would be expected. This may be a function of student teachers providing socially desirable answers.

Shifts in student teacher values about Inclusive Education overall

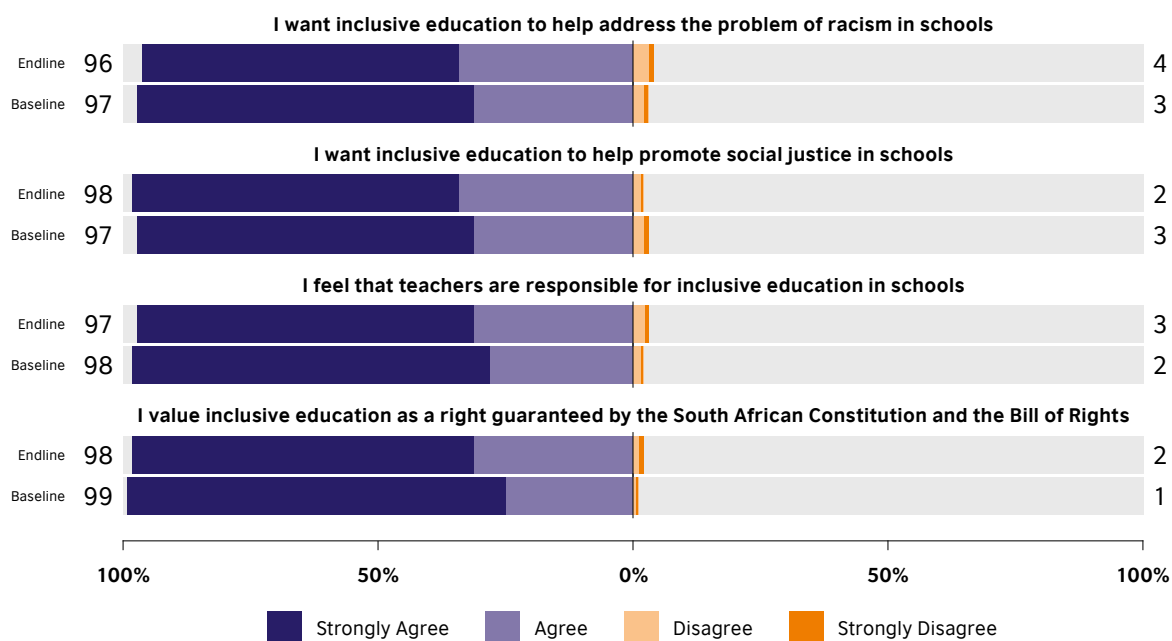


Figure 31: Shifts in student teacher values about inclusive education overall

A component of student teacher dispositions arises from their attitudes towards inclusive education. Figure 32 reports on the shifts in attitudes of student teachers between the administration of the baseline and endline surveys. The results show some shift in values around inclusive education (+2% in two instances); however, with such a strong starting compliance (90% agreement being the lowest endline value) such shifts are difficult to assess.

Student teachers espoused positive attitudes toward inclusive education prior to their covering the course modules. Again, this may be a function of student teachers providing socially desirable answers.

Shifts in student teacher attitudes about Inclusive Education overall

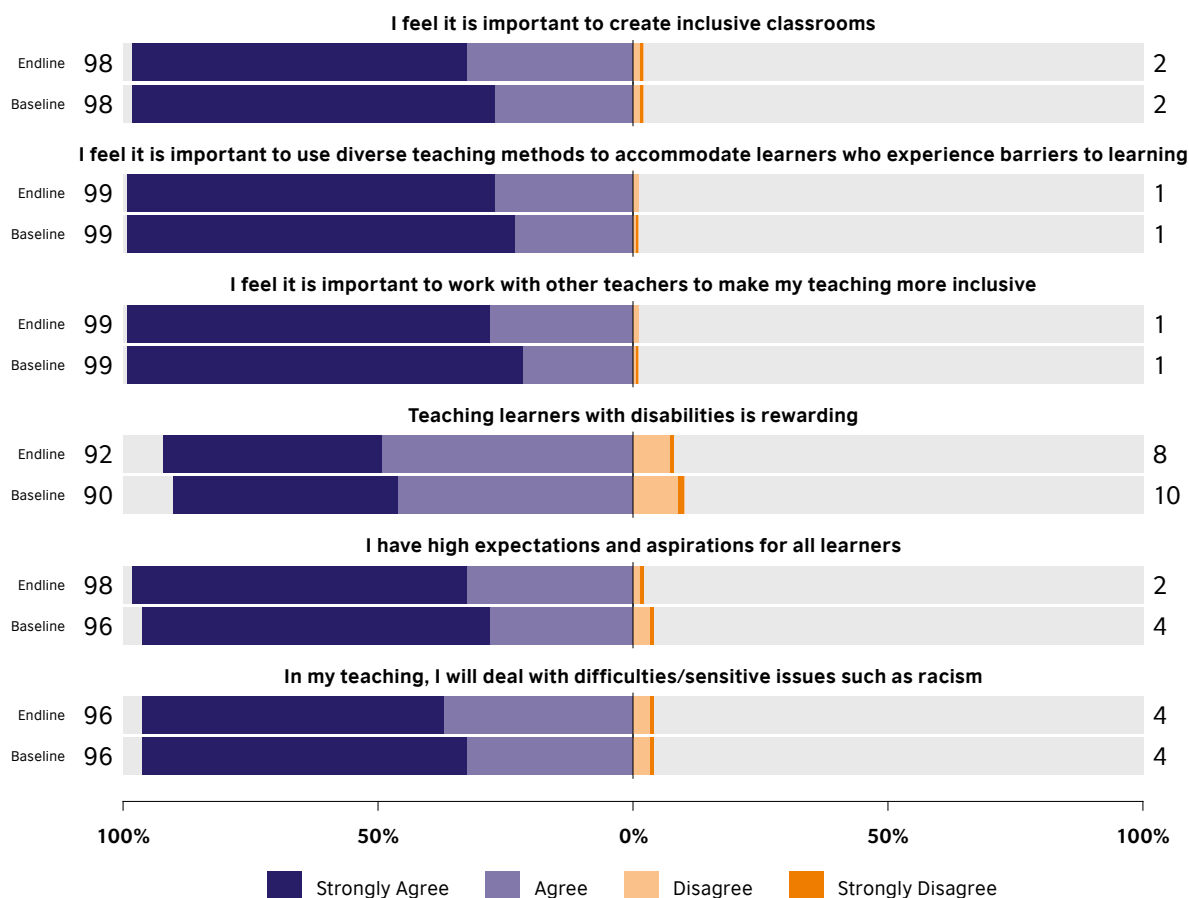


Figure 32: Shifts in student teacher attitudes about inclusive education overall

8.4.1 Development of knowledge

Figure 33 summarises respondents' answers to questions about the coverage of areas of inclusive education knowledge and their usefulness by ranking.

As discussed in Chapter 6, self-assessment of knowledge is an area fraught with potential subjective issues. Moreover, survey tools are vulnerable to respondents' understanding of often complex concepts; for example, what the respondents understand by the term "social cohesion". It is with caution, therefore, that we interpret such results.

As shown in Figure 33, overall there is some shift in the reported increase in knowledge between the baseline and endline surveys across the full question set. This is in stark contrast to the face-to-face respondents who provided the strongest trend in positive shift seen in this study when asked about their knowledge development. The poorest-performing item may show a minor decline (with a -6% shift) between baseline and endline. This same item ranked highest by usefulness.

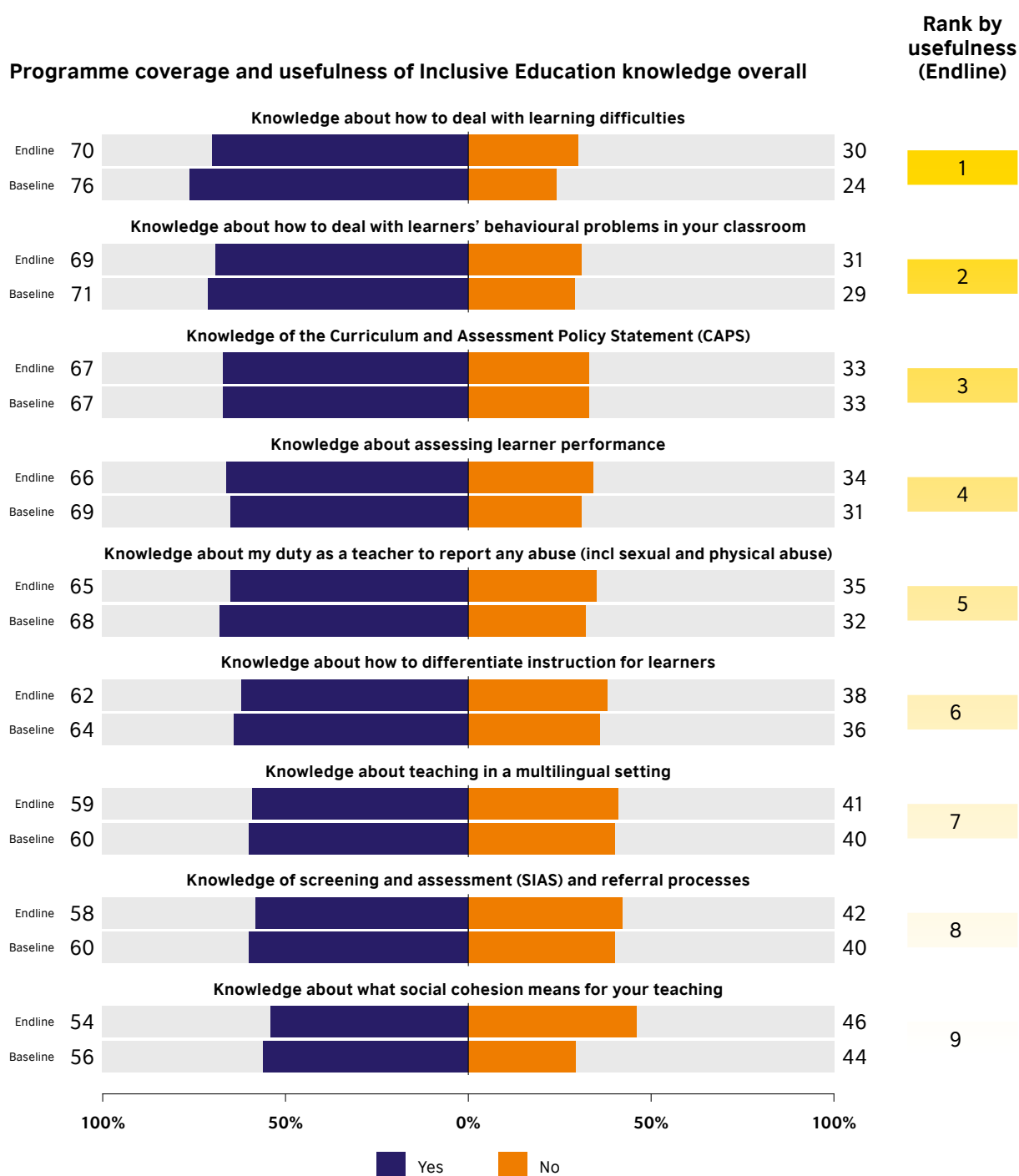


Figure 33: Shifts in knowledge overall

In terms of acquiring knowledge, the UNISA cohorts were split over agreeing and not, that the following knowledge areas had been covered:

- Knowledge about SIAS and screening processes (58%)
- Knowledge about social cohesion (54%)
- Knowledge around teaching in multilingual settings (59%)

In tune with the residential HEIs, UNISA students rated knowledge about *how to deal with learners' behavioural problems in your classroom* highly when ranking by usefulness (position 2). Interestingly, the UNISA cohorts valued knowledge about how to deal with learning difficulties the highest, which speaks well to the impact of the materials.

8.4.2 Development of skills

The survey asked student teachers to report on which specific pedagogies they believe they have acquired to teach inclusively in the classroom as a result of exposure to the materials (Figure 34). Across all items, student teachers report that their knowledge improved, with the greatest shifts (+30%) reported as knowledge of how to use active learning strategies, how to differentiate tasks, and how to differentiate outcomes.

Shifts in pedagogy overall

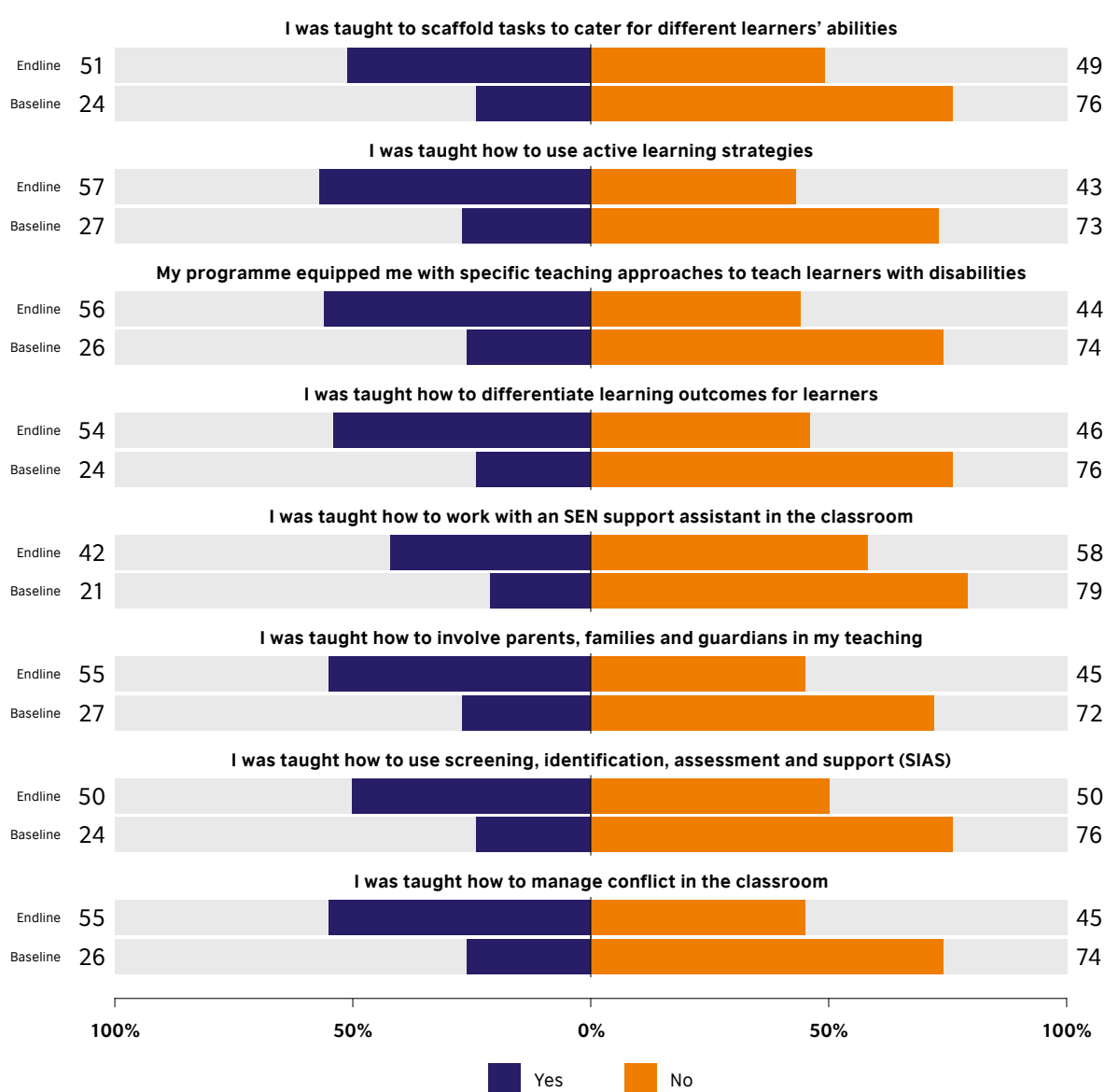


Figure 34: Shifts in pedagogy overall

It is notable that the shifts observed here are among the largest improvements reported by student teachers. The three factors that saw the greatest improvement were:

- I was taught how to use active learning strategies
- I was taught how to differentiate tasks for learners
- I was taught how to differentiate learning outcomes for learners

The three factors that saw the least improvement were:

- I was taught how to use screening, identification, assessment and support (SIAS)
- I was taught how to work with a SEN support assistant in the classroom
- I was taught to scaffold tasks to cater to different learners' abilities

However, the range in difference is not large enough to suggest that the differences are significant.

The survey asked student teachers to report on which specific skills they believe they have acquired to teach about inclusivity in the classroom as a result of exposure to the materials (Figure 35). The baseline survey shows high initial compliance.

Shifts in skills acquired by student teachers during programme overall

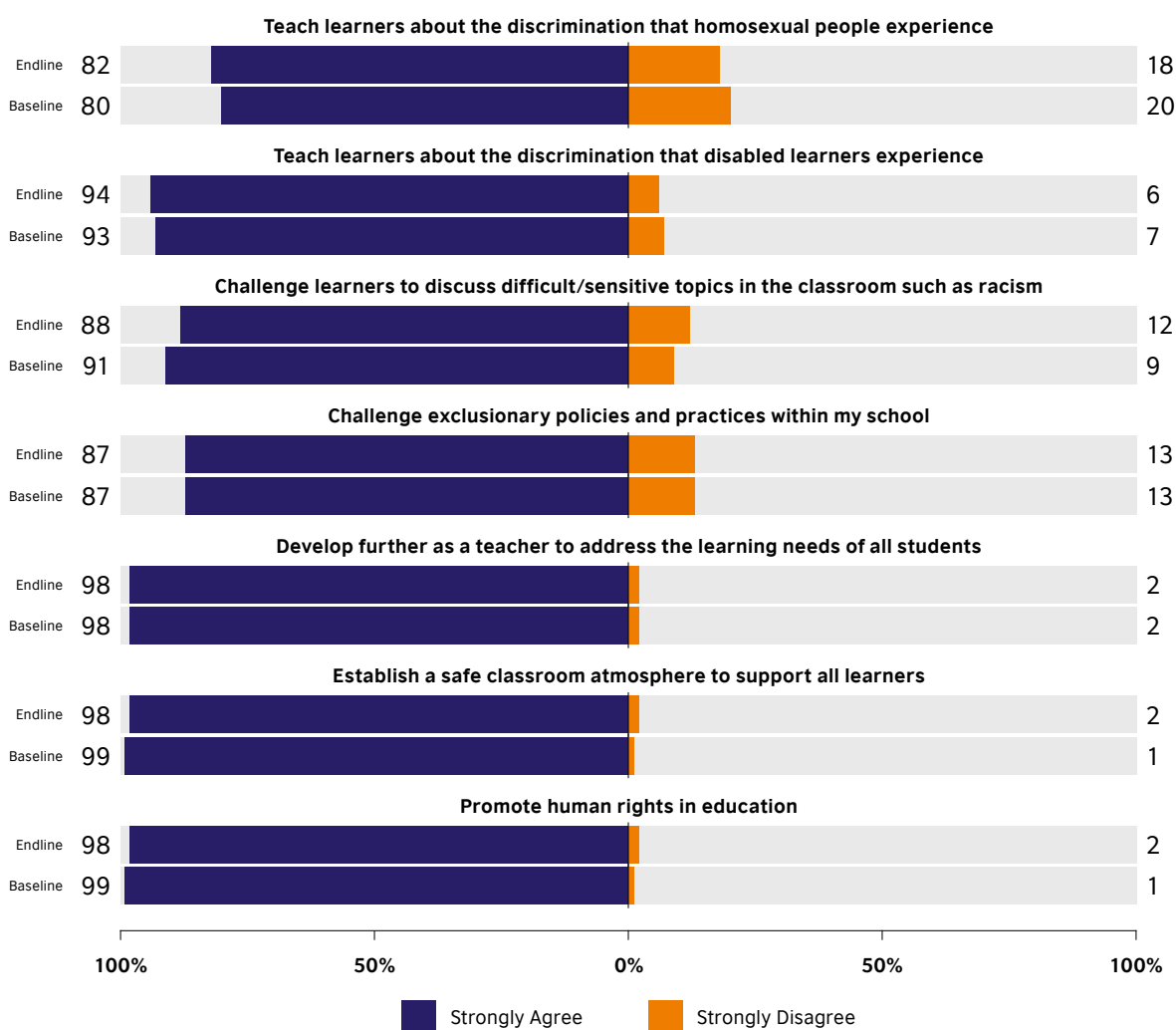
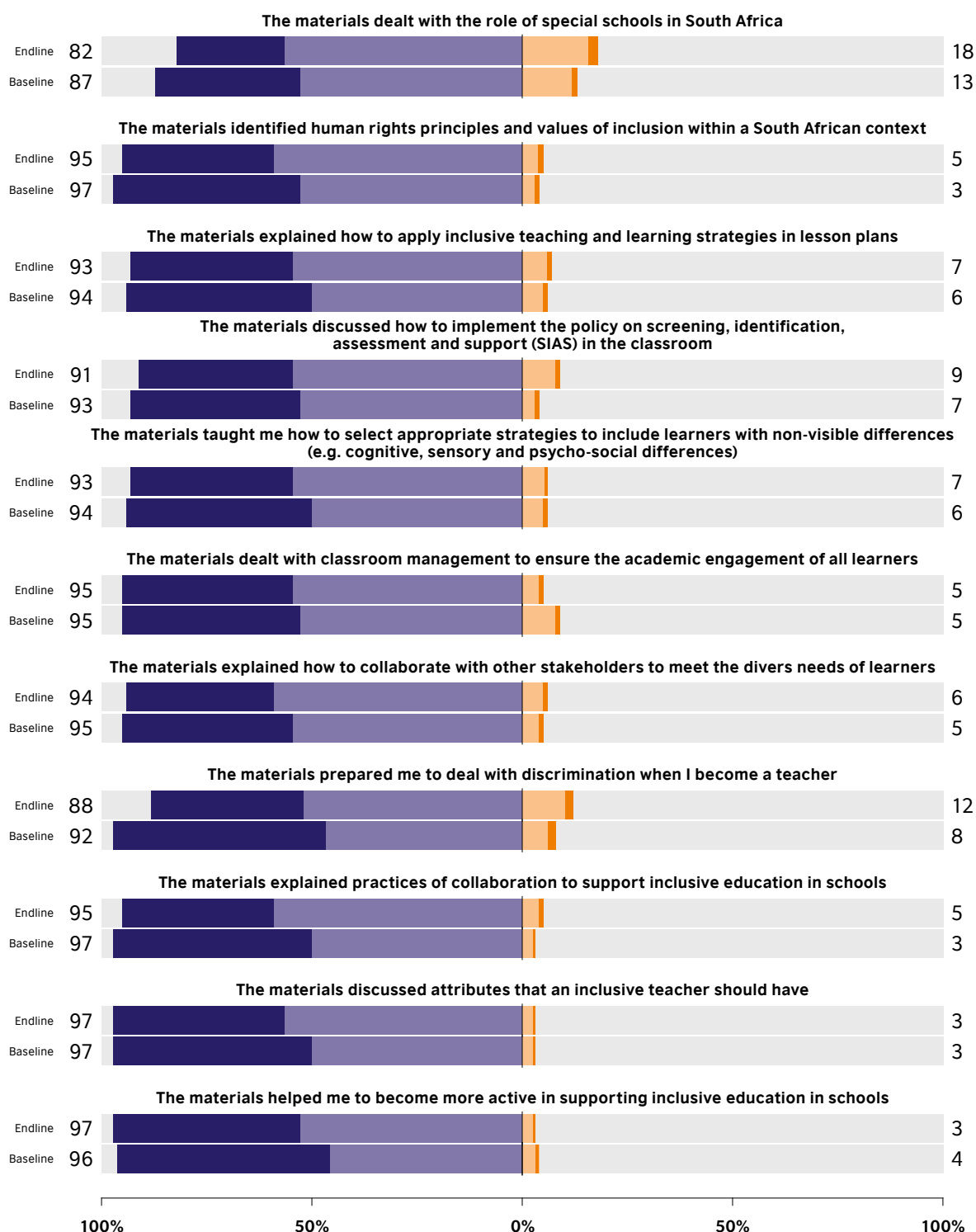


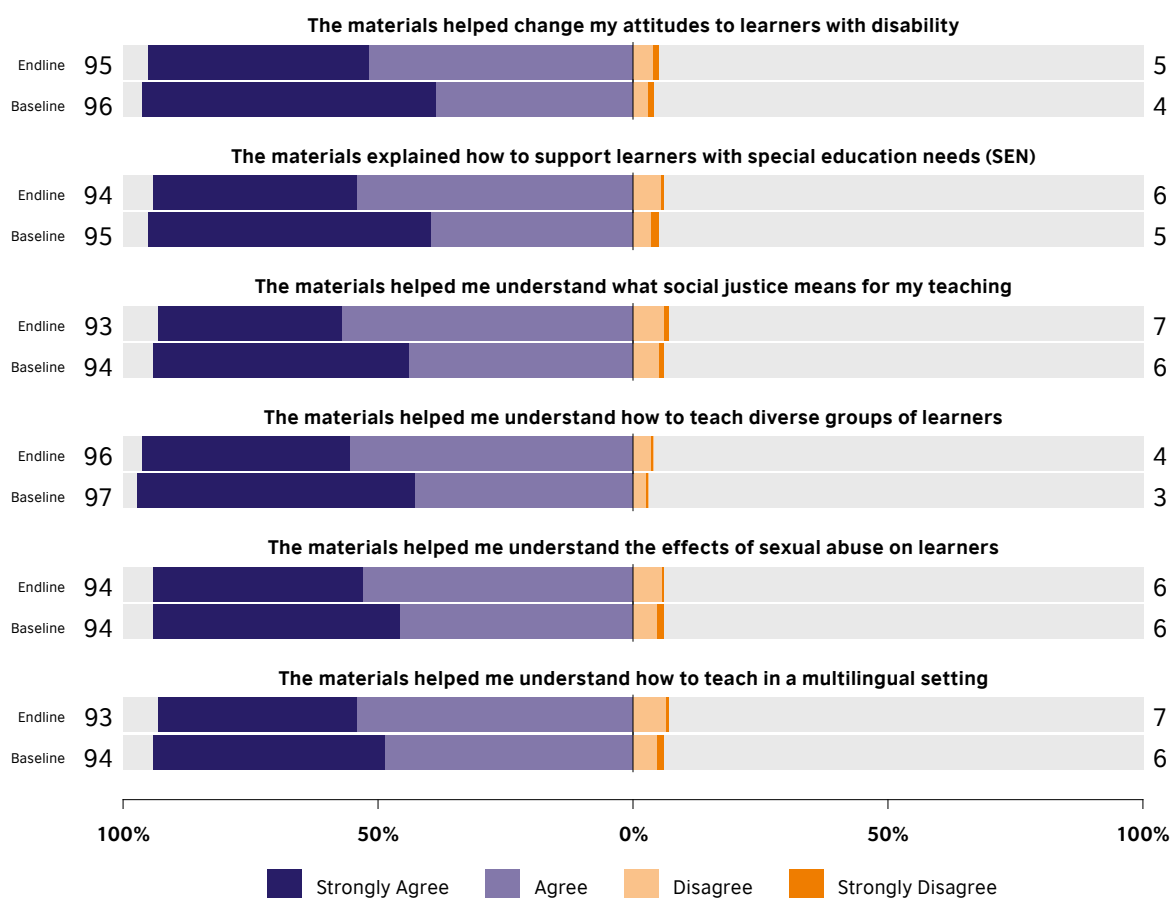
Figure 35: Overall results for student teacher training to teach inclusively

8.5 Materials

Figure 36 summarises the effect of the materials on student teachers. The findings indicate that, overall, more than 80% of student teachers agree that the materials covered the various aspects of inclusive education discussed. However, the outcome of the survey is unexpected, in that the agreement was high at baseline. Further, in most instances, the agreement dropped (trivial amounts). This drop-off may be an effect of sampling error.

Effects of materials on student teachers' dispositions, knowledge and skills overall



Effects of materials on student teachers' dispositions, knowledge and skills overall (continued)**Figure 36: Effects of materials on student teachers' dispositions, knowledge and skills overall****Summary and research highlights**

The overall shifts in the development of student teacher dispositions, knowledge and skills indicate, in general, a positive outcome at UNISA. Student teachers noted that the materials used in their course and module offerings provided them with the necessary dispositions, knowledge and skills to enact inclusive education in their classrooms as future teachers.

Generally, student teachers reported neutral or positive shifts in their dispositions (values and attitudes). Most student teachers expressed positive dispositions prior to entering teaching. This suggests that student teachers may come to the course and module offerings in inclusive education already expressing positive views. It also makes it harder to measure positive shifts.

With regard to their skill base, UNISA student teachers reported improvement by endline. In general, student teachers reported a high-value starting point and little increase in their knowledge about inclusive education as a result of UNISA's courses – this may be a by-product of the survey's timing. The findings suggest that the key areas of knowledge acquisition that may need further investment are in: knowledge about SIAS and screening processes; knowledge about social cohesion; and knowledge around teaching in multilingual settings.

There are no apparent trends in race/gender sub-populations in terms of dispositions, knowledge, and skills (Sayed, Salmon & Balie, 2020: Section 2).

Figure 37: Highlights of the embedding of the Teaching for All project in UNISA ITE Programme

9 Inclusive education in continuing professional teacher development: adaptive and responsive implementation process

9.1 Introduction

The Teaching for All project aims to equip teachers with the knowledge, skills and dispositions to teach inclusively through training teachers in the newly developed Teaching for All learning material. At the point of evaluation, the project has not been rolled out to all teachers. This chapter focuses on the process of developing and adapting the Teaching for All learning materials for use by PEDs to train teachers. In addition, this chapter presents an overview of the piloting of the materials for in-service teachers as part of the process to ensure that the project meets the needs of teachers and is suitably adapted to the provincial context.

9.2 Engaging key stakeholders in the delivery of inclusive education continuing professional teacher development

The role-players for implementing the CPTD component of the Teaching for All project include the British Council, DBE, MIET AFRICA, SACE, the PEDs (but to date only the WCED has actively participated in the implementation process), and SAIDE (the South African Institute for Distance Education) who were contracted to adapt the materials into a digital format. Eventually, the HEIs will also be rolling out CPTD programmes, but for now, the focus has been on the PEDs. A representative from each organisation involved in the project was interviewed.

British Council

The British Council was the lead applicant and the managing coordinator for the Teaching for All project, and held the contract with the EU. All other contracts held by the role-players mentioned above flowed from this contract. The British Council worked in partnership with the DBE (specifically, the Directorate of Inclusive Education), and consulted SACE for the accreditation process. In addition, the British Council contracted consultants such as CITE, CPUT and SAIDE for different functions. The PEDs were the main implementing agents and service providers, along with the HEIs who were responsible for in-service training of teachers. The British Council representative stated, “We have commitment from DHET and DBE to approach the [ETDP] SETA for funding for certain universities that we think are eligible for SETA funding. This is beyond the completion of the project. So the British Council will continue to support Teaching for All and embed it into the provinces for a further two years to see that it’s sustainable.” The British Council will therefore continue to support the implementation of inclusive education in South Africa beyond the expiration date of the project.

DBE – Directorate of Inclusive Education

The DBE's Directorate of Inclusive Education is responsible for full-service schools, special schools and learners with disabilities to ensure the access of education for learners with disabilities. The DBE is responsible for ensuring that these schools are fully functional, resourced and capacitated. Their main role in the project was to infuse aspects of the inclusive education department's vision into the learning materials so that teachers are well-equipped to provide access to education for all children in the classroom regardless of any barrier to learning and to address any diversity challenges. The vision also promotes the implementation of White Paper 6 to ensure that all schools eventually become inclusive schools.

MIET AFRICA

MIET AFRICA was responsible for developing the learning materials and ensuring its accessibility to teachers and relevant stakeholders. They have worked with teachers from various regions and with various types of schools. Drawing from this experience, they were able to develop examples and case studies that were embedded in the learning material alongside extensive research in collaboration with many South African experts, academics and practitioners. The learning materials were initially developed for the training of pre-service teachers, having the view that some changes were necessary to suit the needs of in-service teachers. MIET AFRICA was involved in the development and editing of the learning materials for both groups of teachers, as well as developing lecturer notes, as well as facilitator notes for facilitators presenting the training for in-service teachers.

Provincial Education Departments

In the initial roll-out of this project, only six provinces were targeted with the idea that all provinces would eventually implement this training. The WCED – the Directorate of Inclusive and Specialised Education – was the first province to come on board and implement the training. Part of their role in the province is to provide training for teachers in inclusive education, addressing barriers to learning and special needs as this is not adequately addressed in pre-service training. The WCED representative stated that “Most teachers are not exposed, or have little exposure to this area. It [the training they provide] is, however, not CPTD accredited. The directorate is actively seeking accredited courses in this subject to train up staff and teachers.” The Teaching for All training aims to train teachers, district officials, support personnel and classroom assistants.

SAIDE – South African Institute for Distance Education

SAIDE was contracted to adapt the Teaching for All learning materials for various modes of delivery – workshops, PLCs and self-study – using the Spoodle (offline Moodle) platform, which can be stored on a flash drive, to provide teachers and facilitators with a flexible learning management system to develop their own training course suitable for their needs and context. After piloting the print materials in August 2019, British Council, UNISA, MIET AFRICA and DBE had conceptualised the idea of an offline Moodle course to increase quality and reduce print costs, that did not require data and was flexible enough to cater for various modes of delivery (face-to-face and self-study).

SACE – South African Council for Educators

All the learning materials have been SACE-endorsed, as per the project plans. The British Council worked with SACE to clarify the alignment of points to the learning material. SAIDE was contracted to adapt the CPTD materials for the Spoodle platform, and DBE and British Council rolled out the materials to PEDs, HEIs and others, to ensure that all teachers are eventually exposed to these materials and training.

9.3 Building ownership of the materials through consultation and participation

A key component of the groundwork for the implementation of the CPTD component of the Teaching for All project was securing provincial ownership and building consensus about providing teachers with training. In this respect, implementation options for the project were initially presented in a meeting in July 2019 with the relevant stakeholders (mentioned above) to discuss the plans for the CPTD component. The British Council reinforced that it was always part of the plan to adapt the pre-service learning materials to the needs of in-service teachers.

The understanding of what in the learning materials needed to be adapted and how they would be delivered were interdependent and became clearer as a result of this meeting, as explained by a MIET AFRICA representative. She also stated that the initial conceptualisation was that the training needed to be practically orientated and so it was envisaged that there would be 12 one-day workshops, with district officials presenting as they do for SIAS [Screening, Identification, Assessment and Support policy]. “But the message that came across [in the workshop] is that there is no one-size-fits-all [method], and they [DBE] did not want the content of the materials watered down: they wanted teachers to have access to all of it.” This afforded various service providers the flexibility to use the materials according to the needs of their teachers. The MIET AFRICA representative also stated that “It became clear that it should be a combination of self-study and coming for sessions where they can talk to colleagues about it. It’s not one or the other. There also needs to be an element of assessment. SACE requires that the courses need to be assessed. That is the reasoning behind developing each unit as a booklet which gives users the flexibility.” This is similar to the view of the WCED representative discussed below.

Each province is expected to follow a unique implementation plan depending on their context and needs. The British Council representative explained:

“There are different options [for implementation] such as short courses. They have a lot of choice in the materials to support professional learning, self-study, and it will also depend on their budgets and needs ... PEDs will have lots of options and it’s up to them to build their programme. They’ll have a massive amount of autonomy in selecting what they’ll use. As far as the HEI implementation process is concerned, the universities are autonomous and thus have the flexibility to adapt the materials in the way they see fit, similar to how the training of pre-service teachers was conducted. Eventually, they will be offering the accredited course once ready, but the accredited course will offer no flexibility.”

DBE will also support the implementation process and uptake by provinces and teachers by ensuring that this course is on the provincial list of CPTD training options. DBE will also work on advocacy and maintain relationships with all the provinces to promote this training.

9.4 Piloting the materials and facilitation approach through workshops in the Western Cape

The WCED was the first province to implement the training as a pilot. The WCED representative explained that they always start by training teachers working in full-service schools when rolling out training, and gradually expand to include teachers from mainstream schools, similar to how they trained teachers in SIAS and curriculum differentiation. The rationale for starting with full-service school teachers is that these teachers will be a resource for their surrounding schools. They also train the teachers from the district schools, the full-service schools and the special schools, and expect the district to replicate the training for the ordinary schools that make up the majority of schools.

In July-August 2019, two pilot workshops were organised by the Western Cape Education Department’s Directorate of Inclusive and Specialised Education Support. These workshops were the first to officially train in-service teachers and education support services as trainers and inclusive teachers in the Teaching for All learning materials. The British Council and MIET AFRICA

facilitated the initial pilot workshop, from 29 July to 2 August 2019, alongside the WCED, to model the training approach. The purpose of this workshop was to train the education support service staff (such as inclusive education outreach teams) and district officials as trainers who would then train teachers the following week (5–8 August). This cascade model would then be replicated depending on how well the trainers performed.

The WCED was satisfied with the outcomes of these workshops, and intends to roll out this model to train teachers in inclusive education. The training would take place off-site for four to five consecutive days, requiring teachers to be absent from schools during that time. The WCED is looking into options for replacing the teachers, such as employing substitute teachers. The WCED is also open to an online platform for training teachers, and the representative stated that “an accredited online course with face-to-face interaction is first prize” – a similar view to that of MIET AFRICA’s representative.

During the pilot workshops, booklets were used that had been adapted from the pre-service study units (see Sayed, Salmon & Balie, 2020: Section 3, for a full report on the evaluation and assessment of the two workshops in the Western Cape). One of the outcomes of the workshops was to ascertain what changes were needed to make the materials suitable for in-service teachers, and the feedback received was valuable in adapting the materials for the Spoodle platform.

Figure 38 highlights the learning from the pilot workshops, underscoring the potential benefits of the project for building an inclusive education system in South Africa.

- Teachers found learning about learner differences and learning styles extremely useful for their practice, especially for accommodating learners with different learning needs. Teachers felt better able to help their learners practically.
- A lot of group work and group presentations occurred. Each group presented on various parts of the learning material, adding their own knowledge and practical examples. Teachers deemed it useful to learn about good practices from colleagues in other full-service schools.
- According to participants, teachers need creativity and a willingness to apply the knowledge they have. At present, however, many do not know how to apply this knowledge and lack the specialised skills.
- After the workshop, a teacher realised the harm she was doing by not including all her learners in the learning process and that this may have detrimental effects on their future. She recognised the importance of changing her approach as she puts her learners’ future at risk if she doesn’t.
- One of the trainers commented on how the various participants, including teachers, came to the workshop holding certain views at the start, but gradually changed their views, perceptions and attitudes. There is a clear identifiable shift by the end of the workshop.

Figure 38: Highlights from CPTD inclusive education pilot workshops in the Western Cape

These two workshops also provided lessons for effective implementation, a highlighted need for ensuring that the materials developed the learning, as articulated by participants: “Training takes place onsite [at schools] by district officials so that it’s practical [DBE Official]” and complemented by workshops.

The Teaching for All learning materials and training workshops were crucial in informing how the project can be institutionalised once the materials are fully developed. The outcomes suggest that the project has the potential to support important shifts in teacher knowledge, skills and dispositions. Competent facilitation and practical application of the concepts and theories discussed in the learning materials are likely to produce significant changes in building an inclusive education system.

9.5 Rolling out and finalisation of the material

The lessons learnt from the WCED workshops were integrated into the conceptual design of the Spoodle by the project partners, and SAIDE was contracted towards the end of 2019 to adapt the CPTD materials onto a portable digital platform (Spoodle) for use in different ways by various service providers.

Four online workshops were held during August 2020, co-hosted by DBE and the British Council, to introduce and hand over Spoodle and ensure that PEDs and HEIs were ready to implement the CPTD component of the project. The workshops were attended by a total of 115 participants, including officials from eight provinces and representatives from nine universities.

The figure below gives the highlights of the workshops.

In their feedback participants expressed their appreciation for the following:

- The value and need for such materials for CPTD
- The Spoodle format makes it possible to use the materials as part of the CPTD point system for teachers
- The materials meet the diverse contexts in which teachers teach.
- The materials can be used in multiple ways, including using all four units as part of a holistic training project in Inclusive Education, combining face-to-face sessions, and self-study.
- All participants from PEDs to HEIs indicated that they had every intention of rolling out the CPTD materials now that they are finalised and available.

Generally, the roll-out and implementation workshops of the final CPTD activity were well received. They reflect the evolving and adapted process of the implementation of the CPTD component of the project. There is clear evidence of a strong commitment, willingness and motivation on the part of DBE, PEDs and HEIs to implement the final set of Teaching for All materials for practising teachers.

Figure 39: Highlights from May 2020 roll-out implementation workshops

The Teaching for All CPTD course attained SACE endorsement in September, receiving 60 SACE points – 15 per unit.

9.6 Aligning inclusive education CPTD: adaptive model of implementation

The evaluation highlights the need to ensure an enabling environment for change to strengthen the provision of CPTD. Coordination between providers and key stakeholders has been an important part of the groundwork for rolling out CPTD inclusive education to all teachers. Thus, the project has worked to develop inclusive education teaching standards and to ensure that the offering, when fully developed, is aligned to the CPTD points system. As noted by a DBE representative:

“The general consensus is that teachers can obtain CPTD points per section and trainers could use it flexibly and it should [also] eventually be accredited.”

The figure below highlights the lessons learnt from the adaptive model of implementation and explains how it lays the foundation for the roll-out of CPTD inclusive education for all teachers.

Following the piloting of the CPTD materials in the Western Cape in late 2019, the materials were finalised in March 2020 after which each PEDs, HEIs and other partners participated in a series of workshop to roll out the final materials and plan their implementation. From the review, it is evident that CPTD materials are much needed and that there is a fertile and enabling policy environment at the national level for effective up-take of such materials.

Further, the effective integration of the inclusive education teacher standards and the evolving SACE CPTD points system with the CPTD providers will be important in effectively training teachers for inclusive education. A long-term strategy is to integrate inclusive education within the evolving frameworks to link the whole continuum of educator preparation and development from student selection, pre-service education, provisional registration of newly qualified teachers, induction, full registration, educator evaluation, professional development and career advancement.

The Teaching for All learning materials used with in-service teachers in the pilot workshop and in the final developed form reveal important shifts in knowledge, skills and dispositions among in-service teachers. Competent facilitation and practical application of the concepts and theories discussed in the learning materials seemed to produce the most significant changes. Furthermore, effective facilitation and use of the learning materials impacts the extent to which teachers buy into the philosophy of inclusion.

Overall, there are two ways for service providers to train teachers: first, by developing their own course determined by their specific needs and unique context by using Spoodle; and second, by adhering to the accredited course.

The value of the CPTD component of the project is best captured in the following quote from the Department of Education (DBE):

"To Jo and the team, I think this has been a very long-awaited project, and it's finally at the phase where we've all been waiting for ... I'm very excited, and I really hope provinces really latch onto this because this is going to be your first inclusive but very diverse course that is going to be introduced into the system. And when I say diverse, I mean it's accommodating to a lot of our disabilities if you realise that ... From the onset, we made sure the input was there for everyone to be able to feel accommodated when they're taking this course. ... you've got such a variety to use it, PLC, self-studies, etc. And like we want to make it very more accommodating in terms of our therapists or our health care professionals in the system so that they also learn about inclusive education while they are in the education system as well." (DBE Official at the workshop, 2020)

Figure 40: Key highlights from the CPTD materials implementation

10 Conclusion: Embedding inclusive education in teacher professional development

10.1 Introduction

To conclude the report, this chapter gives a summative overview of the effects and impact of the Teaching for All project. It then summarises the findings emerging from the monitoring and evaluation work, drawing from them the lessons learnt and key recommendations for institutionalising the project. This is followed by a discussion of the sustainability of the project, focusing on how the HEIs that integrated the materials in their ITE programmes in 2019–2020 intend to institutionalise them in their future offerings. But first a caveat about the inferences and cautions drawn from the monitoring and evaluation work of the project.

As noted in the report, the materials were finalised for use by HEIs in initial teacher education in April 2019 and for use by PEDs for training teachers in February 2020. The evaluation focused on the impact of the materials on the competencies of student teachers in a short timeframe. We would not predict significant shifts, given the timeframe for the material implementation. However, as presented in Chapter 6, there were shifts and trends that are important to acknowledge. Further, lecturers and student teachers reported their positive reception of the materials, as presented in Chapter 5. Also, the process of developing and implementing the project, as discussed in Chapter 7, is noteworthy. In the case of UNISA, Chapter 8 reports on changes in student teacher competencies and views of the implementation approach. Collectively, Chapters 5 to 8 – focusing on residential and distance teacher education provision – narrate the collaborative, responsive and flexible implementation strategy and the positive reception of the materials by HEIs. This affirms the need for such materials in initial teacher education programmes as a strategy for building a more inclusive education system in South Africa.

The evaluation of the CPTD materials focused primarily on the processes involved in developing the materials and the plans for the roll-out and implementation of such material, as reported in Chapter 9. This chapter underscores the need for such materials for qualified teachers, reflecting the adaptive and responsive process of developing contextualised materials to support inclusive education. This analysis of the CPTD material development process highlights an implementation strategy that prepares PEDs and other stakeholders to support teachers to teach inclusively in schools and classrooms.

10.2 Overview of impact

The Teaching for All project set out to embed a social model of inclusive education within ITE and CPTD through the production of high-quality, contextually relevant and locally produced materials. This was accompanied by strong networking and by facilitating dialogue between the stakeholders involved in the professional development of teachers, and between government and civil society organisations.

As described in Chapter 4, about 23,000 student teachers and more than 80 lecturers at ten universities benefited from the Teaching for All project.

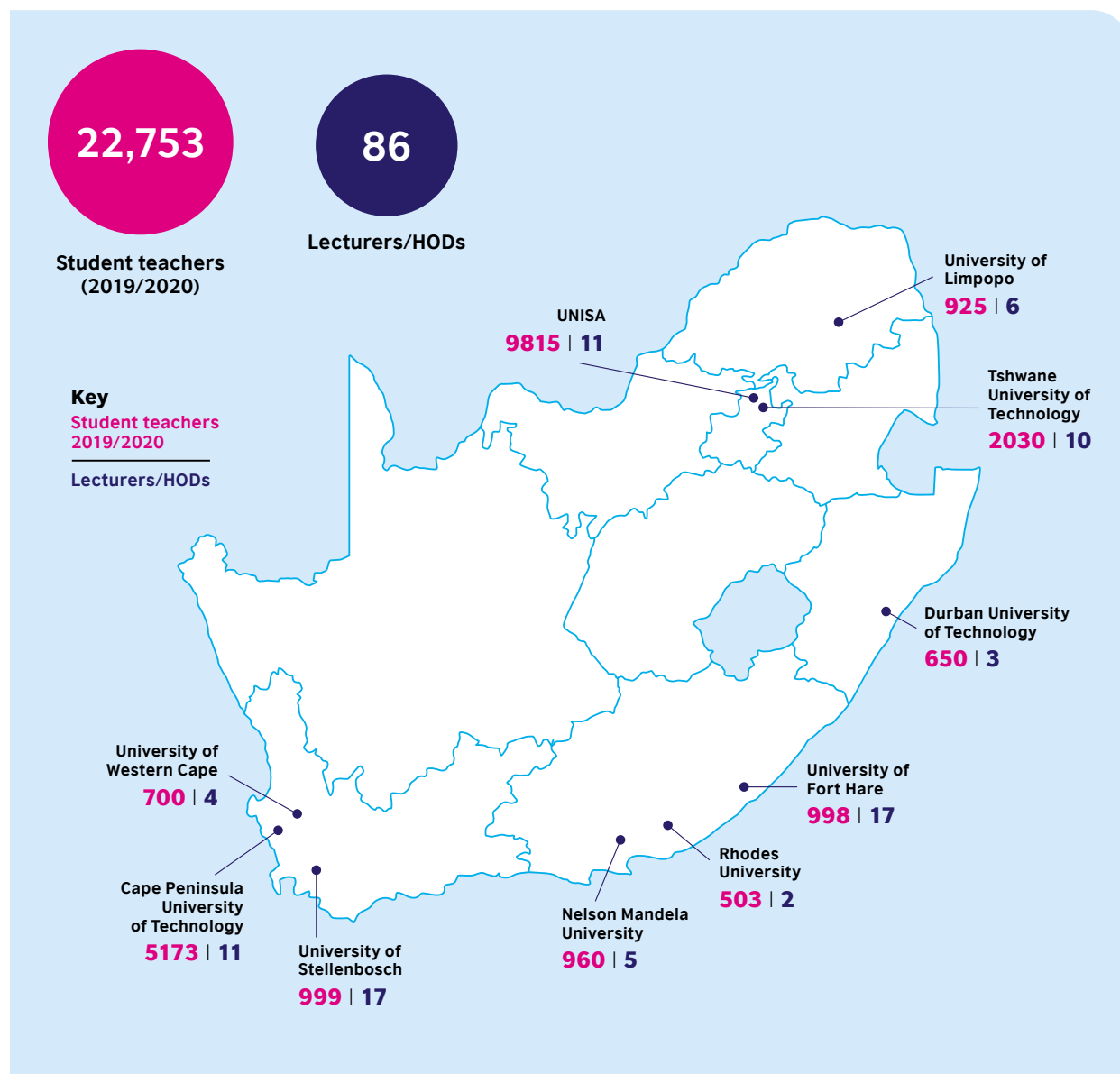


Figure 41: Reach of the Teaching for All Project at HEIs across South Africa

The overall impact of the Teaching for All project is also evident in the ways in which ITE providers integrated the materials into their teacher preparation programmes. The evaluation revealed different ways in which the materials were integrated into the existing programmes.

Some institutions and programmes, for example, as noted in Chapter 7, integrated the majority of the four units making up the module in their ITE programmes – including BEd and PGCE offerings – embedding them in core modules. Such programmes revamped their existing inclusive education modules, ensuring the cohesive integration of the majority of units that make up the Teaching for All module. This integration was accompanied by an implementation strategy that supported the capacity development of lecturers involved in the module delivery, and the growth of a shared understanding of inclusive education for preparing teachers. This required meaningful engagement of lecturers in module and project design. Institutions that succeeded in cohesively embedding the

materials made them widely available to student teachers in multiple formats, used the supplementary lecturer guides, and committed to the translation of the materials into languages other than English.

As noted in Chapter 5, institutions used the materials in diverse ways, depending on how their programmes are structured, as well as the time available for integrating them into existing modules in 2019–2020. It is evident that programmes did make the materials available to student teachers in diverse ways.

The evaluation sought to assess the learning gains of student teachers exposed to the materials. As detailed in Chapters 5 and 6, the Teaching for All project has had, in the main, a positive effect on the development of student teacher competencies (dispositions, knowledge and skills), albeit in many instances small. Such effects were challenging to measure when the initial compliance with components of the survey tool was high. Also, there was a short timeframe between the start of the intervention and the endline assessment. Notwithstanding the shortened timeframe, the positive improvement in student teacher competencies suggests that the project does have the potential to shift student teacher competencies. When the results were disaggregated, as reported in Sayed, Salmon & Balie, 2020: Section 1, it is evident that some institutions and groups benefited more than others. The results suggest the need for further, longer-term and more sustained evaluation of the effects of the Teaching for All project on changes in student teacher competencies, as well as those of teachers when the CPTD component is rolled out.

10.3 Summary of findings and lessons learnt

Of the many strengths of the material, its key merit is the expanded notion of inclusive education embedded in a social model of inclusion, as intended by the EU funding programme for South Africa. As noted in this evaluation, a key weakness of the current approach to inclusive education in teacher professional development in South Africa is a narrow focus on special needs; even when a broader notion of inclusive education is articulated, it fails to bring into focus the issues of human rights and social justice as part of a holistic social model of inclusion. The evaluation identifies several ways in which the student teachers and lecturers who were part of the Teaching for All project responded to the social model of inclusion to ensure that every teacher becomes an inclusive education teacher recognising that some specialised skills are required for specific learning needs, including visual and physical impairment (which is part of a different EU-funded project – see Chapter 1).

In supporting the development of every teacher with the knowledge, skills and dispositions to realise inclusive education in their schools and classroom, the Teaching for All project followed a two-pronged approach to inclusive education teacher professional development. On the one hand, it developed a set of inclusive education materials and resources which are offered as a separate module/programme for all student teachers. On the other hand, it sought to embed and infuse an inclusive education approach and disposition within all the components/modules of teacher training programmes.

Drawing on the overall review of the Teaching for All project, the section below summarises the key findings and impact of the project and the key lessons from the evaluation based on the evidence gathered, beginning with a brief synopsis of the highlights of the quantitative data findings below.

Student teacher feedback to questions around their teacher training programmes was generally positive. This suggests that, overall, student teachers are being provided with programmes that deliver content to assist them to create inclusive classrooms in their professional sphere. At UNISA, the reported shifts were smaller or neutral, perhaps a function of collecting data for 2019 as well as 2020, with the material development process still in its infancy in 2019. Student teachers from the residential HEIs reported a majority agreement across the HEIs for most of the items about what the programme taught.

Exposure to pedagogically relevant material is only one component of building a competent teaching profession. The survey attempted, therefore, to assess how the beliefs of the student teachers evolved. UNISA saw improvements across the majority of items in this component of the survey tool, while the residential HEIs showed a large variance in responses.

Assessment of the values and attitudes that student teachers held suffered from high initial compliance with the tool at baseline, so while UNISA and the residential HEIs saw slight improvements in the values held, it is likely that the high baseline values masked trends that may have arisen as a result of exposure to the materials. Further, it is notable that student teachers were not convinced that learners with disabilities could be integrated into a mainstream classroom. This is possibly due to concern about the infrastructure of mainstream classrooms to support learners with physical disabilities.

With regard to their improvements in the knowledge held, it is notable that residential HEIs saw improvement across the board, for all items.

With regard to their improvement in their skills base, the UNISA student teachers concurred with the residential HEIs, that there had been a significant improvement by endline. In fact, the trend was as strong as for the knowledge component, i.e. the majority of HEIs saw a positive improvement across the survey set. However, there is a concern that about 25% of UNISA student teachers did not feel they had sufficient knowledge about SIAS screening.

10.3.1 Materials and learning resources

The Teaching for All materials were favourably received by student teachers, teachers, PEDs, lecturers and researchers. Key highlights of the material were:

- *Content:* The evaluation shows that the materials are contextually relevant, locally produced and tailored to South African education realities. Further, the materials encapsulate both a global and local understanding of the policies that impact inclusive education based on up-to-date, accessible and historically-informed analysis. They cover the theory and practice of inclusive education, equipping teachers with the necessary knowledge, skills and dispositions to implement inclusive education in schools and classrooms. The materials have been developed as a key mechanism to ensure that the South African education system becomes more inclusive and equitable in meeting the learning needs of all learners, particularly those facing barriers to learning.
- *Design:* The report notes that users (student teachers, teachers and lecturers) find the materials well-designed and easy-to-use for teaching and professional development. They strike an appropriate balance between theory and practice, information and reflection, practical exercises and knowledge dissemination. The supporting materials, including lecturer guides and videos, add considerably to the module's efficacy as a resource for teacher training and professional development.
- *Use:* As noted in the report, lecturers have tailored the material to suit their context, attesting to the flexibility of design intention. Further, the materials have been integrated into courses and offerings in higher education teacher education programmes in multiple and diverse ways.
- *CPTD materials:* The CPTD materials for in-service teachers have been piloted and finalised using the Spoodle platform. There has been a roll-out of the finalised materials and an implementation strategy has been developed with DBE, DHET, PEDs and HEIs. The materials are now ready for use by PEDs, HEIs and other stakeholders.

Sustaining these gains would require:

- Continued engagement with the materials
- Investigation of the use of materials in specific contexts for which they are suited
- Revisions to update knowledge content and information
- Continuous monitoring to assess use and application, with revision as needed
- Monitoring of final adaptation of CPTD materials
- Monitoring of the use of materials in provinces and by teachers
- Distribution of complementary teaching and learning resources, where necessary

10.3.2 System coordination and partnership

As the report notes, the Teaching for All project succeeded in changing policies, programmes and actions at the following important levels:

- *Realising policy commitments:* As noted in Chapter 2, White Paper 6 outlines a clear model for disabilities and learning barriers and a commitment to mainstreaming inclusive education in the system. However, this has been difficult to realise in the absence of meaningful support for teachers. As such, the project, by targeting teachers, enabled the realisation of the White Paper 6 commitment and associated legislation, regulation and pronouncements that seek to realise its core vision. SIAS, for example, as a key priority of the education system, is facilitated through materials developed and training for future and current teachers.
- *Engaging in policy dialogue:* A key component of the project has been engaging in policy dialogue about key aspects impacting the institutionalisation of inclusive education in the South African education system. This included developing inclusive education standards for teachers and engaging with SACE to ensure that materials developed for practising teachers can be recognised, registered and integrated into the evolving CPTD point system for teachers.
- *Engendering better collaboration within the system:* The project has, in its implementation and working modalities, fostered robust partnerships between DBE, DHET and ITE providers facilitated by the British Council. Initial teacher education falls within the remit of the DHET who engage with ITE providers in diverse university settings, while DBE plays a critical role in curriculum determination for the professional development of all teachers. Throughout the project, regular, ongoing dialogue between these role-players fostered a shared understanding of the inclusive education competencies teachers require and ways to embed these in current ITE programmes. Further, inclusive education, like many other government priorities, crosses into various governmental departments. As such, collaboration between and within government departments is vital for embedding inclusive education.
- *Government buy-in, sustainability and inter-government coordination:* The participatory and inclusive nature of the project involved close collaboration between DBE and DHET, given their respective overlapping mandates to support and train teachers. This collaboration is evident in the joint facilitation of workshops with the British Council, as well as in the management of the project. Further, the evaluation affirms that government leadership is committed to steering and institutionalising the project beyond the British Council's mandate as the managing agent. For example, DHET has committed to further support and fund at least ten more teacher education providers to implement the project in 2020/2021.
- *Provincial education department support:* The continuing professional development for teachers in the area of inclusive education relies on the willing commitment of PEDs and associated partners to provide targeted teacher support. The project has begun to support the provinces to do this, enabling teachers to implement inclusive education more effectively in their schools and classrooms. The case study of the Western Cape is an instructive example of how this can be done and what the effects will be.

Strengthening the capacity of the system to deliver quality inclusive education by facilitating robust dialogue between and within government departments, between government departments and initial teacher education providers, and between the national government and provincial departments, has established the foundation upon which to realise the ambitious commitment to meaningful and quality inclusive education for all – as per the commitment in several policy documents, beginning with White Paper 6.

Sustaining the gains of this project at the system level requires several actions:

- Nurturing and sustaining the mechanisms and structures for dialogue that have resulted from this project. Such cross-departmental collaboration with providers requires DBE and DHET to establish a clear focal point for continuing the actions initiated with this project
- Regular communication and dialogue between DBE and DHET
- Implementation by PEDs of inclusive education training for in-service teachers upon the full development of CPTD materials
- Continuation of dialogue among ITE providers concerning the institutionalisation of the materials developed and used in the project

These actions rely on the identification of a clear focal point in the various governmental branches and amongst ITE providers to sustain the coordination and collaboration that characterise this project.

10.3.3 Incentivising and institutionalising change in ITE provision and for CPTD

As noted in the report, the Teaching for All project has been instrumental in facilitating dialogue between ITE providers and enhancing the provision of CPTD for teachers. This has been achieved in various ways:

- *Grants:* The catalytic grants for ITE providers have enabled them to embed the materials into their regular project offering. Ensuring that the Teaching for All materials are integrated within existing ITE projects creates a sustainable model for realising the commitment to the inclusive education system with each generation of teachers that graduate from university faculties of education.
- *Workshops:* As noted, various workshops held during the course of the project between ITE providers, and between providers and national and provincial governments, were critical for engendering a mutual understanding of project aims, a common commitment to the social model of inclusion, and a shared approach to the teaching of inclusive education in higher education. The workshops with provinces and their partners similarly brought about a shared understanding of the imperative to support all teachers to work towards inclusive schools and classrooms. As the momentum for professional development of teachers across provinces intensifies in the future, it is likely that teachers will be thoroughly supported in inclusive teaching and learning.
- *Participation in academic and policy forums:* All participants in the project found involvement in academic and policy forums beneficial. In particular, academics involved in the project at the higher education level presented their insights and research around inclusive education at relevant conferences.

The Teaching for All project has resulted in a number of benefits, including:

- A common and shared understanding of what inclusive education entails and how best teachers (prospective and practising) might be supported to create inclusive schools and classrooms
- Building a community of practice of ITE and CPTD providers to share good practices and a common approach to inclusive education training whilst retaining flexibility and diversity in provision
- Ongoing professional dialogue between practitioners involved in the delivery of teacher professional development

To sustain the gains and momentum, several commitments are required:

- Commitment of all partners and practitioners to engage in meaningful dialogue and in the community of practice that has resulted from the project
- Commitment and endorsement by SACE for the use of the CPTD materials for teacher professional development
- Commitment on the part of teacher education providers to integrate the materials into their project offerings
- Commitment on the part of PEDs and their partners to roll out inclusive education professional development for teachers

10.3.4 Teacher/lecturer capacity: developing teachers' agency for inclusive education pedagogy

The Teaching for All project has sought to empower front-line practitioners and teachers as key agents in realising the commitment to an inclusive education system. The materials developed, the training provided, and the opportunities to network and dialogue have all, in various ways, facilitated the agency of the teacher.

Key to teacher agency are lecturers who are responsible for supporting future generations of teachers and who also play a key role in facilitating ongoing professional development. This has been secured in a variety of ways:

- *Lecturer involvement:* Lecturers, as noted, played a key role in developing the materials and providing feedback on the materials.
- *Lecturer agency:* Lecturer agency was facilitated through their active involvement in the delivery of the materials and their sustained participation in monitoring and evaluating the project. This included participation in piloting materials, workshops and academic conferences, as well as eliciting their views about the materials as used in their teaching.
- *Incentivising lecturers and teacher education providers:* Grants provided catalytic funding to ITE providers to support the uptake of the material. A key component of the grant was support for research into inclusive education for lecturers to explore their interest in the field and contribute to the evidence-informed implementation of the materials.

In these ways, lecturer agency has resulted in:

- A sense of ownership of the material produced and used in their teaching
- An enhanced understanding of ways to support teachers to implement inclusive education in school and classrooms
- A commitment to developing teachers' knowledge base about inclusive education

Sustaining these gains for lecturers requires the following:

- Ongoing professional development support for lecturers
- Support for the research that lecturers wish to conduct around the use and deployment of the materials in their teaching
- The development of structures and mechanisms to enable lecturers to sustain the community of practice that characterises this
- An enabling institutional climate for lecturers to adapt the materials and integrate them meaningfully in modules and courses

10.3.5 Synergy between ITE and CPTD: creating an integrated teacher professional development approach for inclusive education

The Teaching for All project has worked across both initial teacher education and continuing teacher professional development, empowering prospective and practising teachers with the competencies to build an inclusive education system in the following ways:

- *Tailored materials and other resources:* Realising an inclusive education system requires an integrated professional development approach which supports prospective teachers as well as those who are qualified and experienced. The Teaching for All project has thus developed tailored materials and resources accompanied by appropriate training and capacity building for both the ITE and CPTD systems in South Africa. This systemic approach ensures that those entering teaching and those already practising are equipped with the competencies to teach inclusively.
- *Dialogue and coordination between those responsible for ITE and those responsible for CPTD:* A key strategy of the Teaching for All project has been ensuring that government departments responsible for ITE and CPTD and involved stakeholders were engaged in developing an integrated professional development approach. To this end, it is important to establish a common set of inclusive education teaching standards that covers the competencies that all teachers need.

The integrated professional development model of the Teaching for All project has resulted in:

- Greater awareness of synergy between ITE and CPTD whilst recognising the diverse professional learning needs of prospective and practising teachers
- Greater coordination and collaboration between government departments and stakeholders involved in ITE and CPTD
- Tailored materials for teachers in training and qualified teachers working in schools

Sustaining the synergy between ITE and CPTD requires:

- Continued coordination and dialogue between stakeholders involved in ITE and CPT
- Rolling out of CPTD materials in 2020 with appropriate monitoring and evaluation
- Alignment of the CPTD materials to the needs of newly qualified teachers

10.3.6 Further research and monitoring and evaluation: institutionalising a focus on inclusive education in research and in government monitoring

The evaluation of the Teaching for All project has generated an overview of its impact on student teacher competencies and the process of embedding inclusive education in the South African system through teacher professional development. The monitoring and evaluation process has brought many benefits to the project, including:

- Building the knowledge base for evidence-informed inclusive education policymaking
- Contributing to inclusive education research in South Africa, regionally and globally
- Capacitating and incentivising lecturers at higher education institutions to conduct research in the field of inclusive education
- Developing tools and techniques for researchers, practitioners and policymakers to continue research and monitoring in the field of inclusive education
- Capacitating, encouraging and inducting a generation of early career researchers located at the participating institutions into the field of inclusive education research

Sustaining the gains involves the following:

- Financial support for further research in the field of inclusive education paying particular attention to capacitating new and early career researchers in higher education to continue research in the field

- Continued monitoring and evaluation of the Teaching for All project. Specifically continued support to the British Council to support the monitoring and evaluation
 - The long-term implementation, effects and impact of the material developed for initial teacher education at the ten participating institutions that comprised the Teaching for All project. Such an approach will pay greater attention to observation of teaching practice in initial teacher education programmes, as well as tracking teachers to see how they enact the learning from their initial teacher education programme in classrooms
 - The implementation, effect and impact of the materials as it is diffused and spread to the other initial teacher education providers
 - The implementation, effects and impact of the roll-out of the CPTD-tailored materials and resources in nine provinces and their use by HEIs and other stakeholders
- Making monitoring and evaluation tools more widely available to the research community. This would entail revising the tool used for this report, including:
 - Further testing of the survey questions for their appropriateness and validity
 - Revisions to update survey questions in response to information arising from reports
- Embedding inclusive education monitoring in the work of the DBE. This could involve ensuring that questions about teacher needs and approaches to inclusive education could be included in the annual surveys of schools, the school readiness tool, and other information gathering exercises conducted by the DBE
- In-depth qualitative research to better understand how and why dispositions, knowledge and skills shift, in particular, understanding the reasons for the high positive dispositions towards inclusive education values and beliefs and whether this translates into pedagogic practice

10.4 Institutionalising the Teaching for All project in initial and continuing professional development programmes

Given the short time within which the participating HEIs were able to integrate the Teaching for All materials in their programmes, a key component of the evaluation was to ascertain their future plans to embed these in their offerings going forward. The evaluation suggests several innovative ways in which HEIs intend to institutionalise the materials in their ITE, CPTD and postgraduate programmes.

1. Many HEIs intend to ensure that the materials used in 2019–2020 are used for other teacher education groups and/or other ITE programmes and/or other groups (e.g. PhD students or BEd Hons students) as the following examples reveal:

NMU: We are busy with the re-curriculum of our curriculum. I am currently busy with the restructuring of the Inclusive Education module. I am integrating the Teaching for All material, together with other existing and new material/resources, towards the creation of a new, adapted Inclusive Education module for 2021.

UFH: We will continue to use the Teaching for All material for the fourth year BEd and PGCE students and hope to extend it to second and third year BEd students. We have printed 10 study materials of which five are kept in East London [SGCE] and five kept in Alice [SFCE] campus. Those are kept in the Education resource centres and available for use by all education students [BEd, PGCE, Honours, Masters and PhD students with study focusing on inclusive education].

DUT: DUT plans on incorporating the T4All materials permanently into the Bachelor of Education Curriculum as part of the module Education 201. Education 201 is a core module.

SUN: The plan for 2021 is to use the material in the new BEd 4 module – Addressing Learner Diversity in the Classroom – and in the PGCE.

TUT: *The Department of Educational Foundation intends to use the Inclusive Education module as a stand-alone module from 2021 and onwards. Necessary institutional processes prior to the implementation will be followed.*

2. HEIs plan to use the material to ensure that all staff involved in teacher preparation are aware of the need for an inclusive education approach to make the institutions they work in more inclusive. Some ways of achieving this are captured in the following quotes:

DUT: *There is an intention to provide training workshops for all staff in the School of Education.*

UL: *It is our plan to inspire members of our School [of Education] to share with the rest of the faculty staff in the pioneering process of this significant endeavour. We plan to continue broad advocacy and training of colleagues in the university as well as all pre-service and in-service teachers in the implementation of inclusive education at various levels of learning and preparation.*

RU: *Masters students researching inclusive education or disabilities will have access to the materials as well. These materials are helpful in terms of a literature review and policy conceptualisation.*

TUT: *The department will also engage in staff training and workshops on inclusive education as well as community engagement and CPTD.*

In integrating and extending the reach of the materials, many institutions will be revisiting their current programmes, as indicated in the following quote:

RU: *Inclusive education will no longer be strictly a stand-alone subject. Integration will take place within other education studies subjects.*

3. Many institutions will use the materials for CPTD and for working more closely with teachers to promote inclusive education, as the following quotes reveal:

UFH: *We plan to use the readily available Teaching for All materials and roll out CPTD programme for in-service teachers. We will continue with the activities to promote the awareness on issues related to inclusivity in education. As a faculty, we have declared an inclusive education seminar an annual event, and it is part of our faculty calendar. We will workshop all our education students at the beginning of each academic year.*

4. It is noteworthy that the Teaching for All project has unintentionally provided a positive model for coping with the COVID-19 pandemic and future crises and disruptions. The value of a set of materials that are easily accessible and that students can use is best captured in the experience of CPUT:

CPUT: *Given the experience of using the materials this year, especially during the COVID-19 lockdown and online teaching, we will definitely be using the material in 2021 and beyond. We printed the units for all the students who asked for hard copies [some opted not to get hard copies for environmental reasons]. We kept to the ministerial 2020 motto of “leave no student behind”. We are looking forward to rolling out Afrikaans and isiXhosa material at both Mowbray and Wellington campuses in 2021.*

Based on this evaluation, we suggest the following model (Figure 42) for the synthesis of the mechanisms and approaches taken in the Teaching for All project. In this model, key to successful implementation are coordination and dialogue, meaningful engagement of front-line incentives in the design and development of the intervention, and support to catalyse the necessary actions. This model suggests that sustainability and viability for the longer term require complementary actions on multiple fronts which lead to the envisaged longer-term outcome of building a more inclusive education system. However, it is crucial that changes in education build upon changes in society more broadly. In this model, the theory of change for successfully sustaining the intervention to build an inclusive education system relies on interrelated actions, including those at the site of practice (the school and classroom). This project has laid the foundation for this to occur but will require, as suggested above, continued monitoring and evaluation to assess longer-term impact.

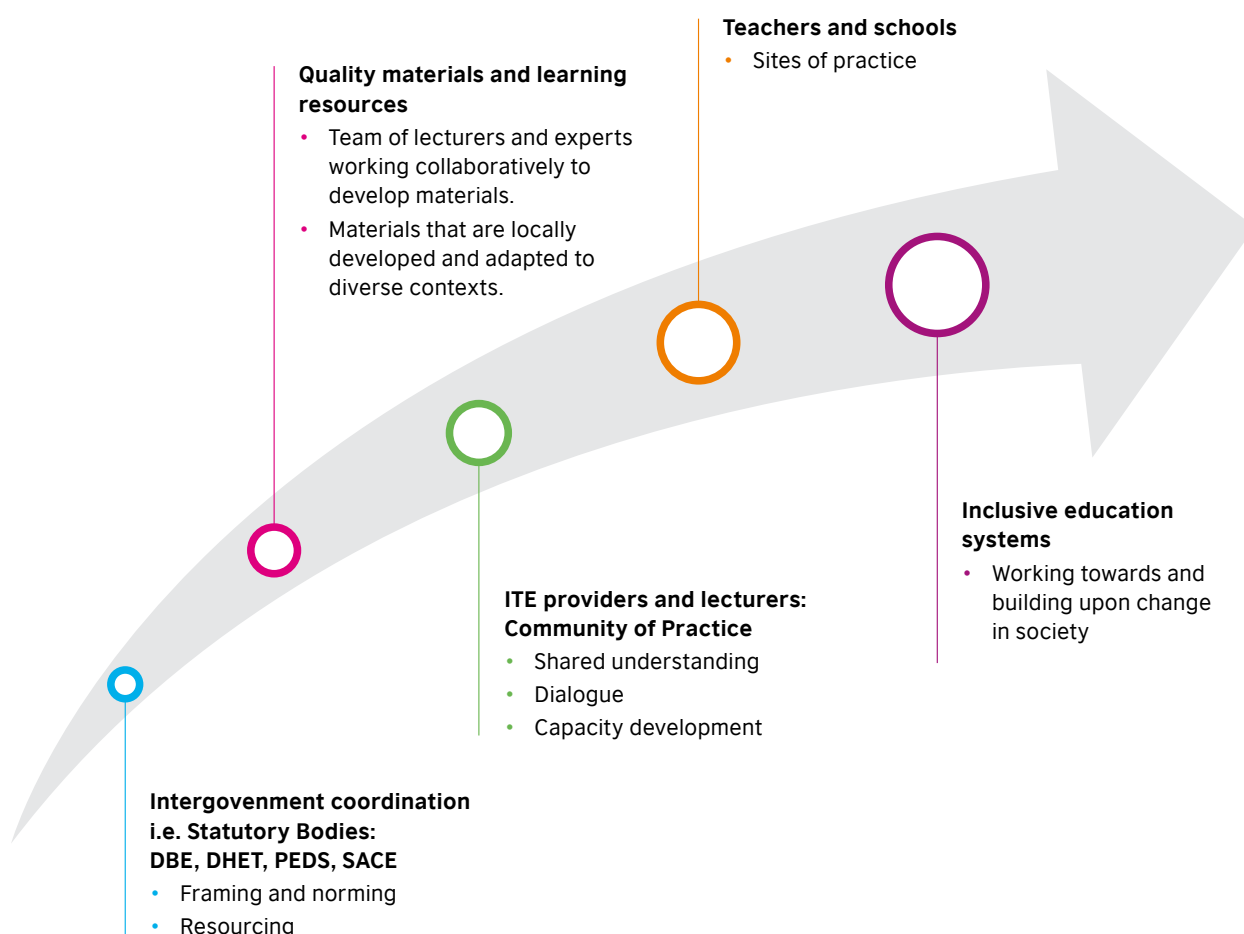


Figure 42: Model for embedding inclusive education in teacher professional development

10.5 Concluding comments

This review has sought to understand how the Teaching for All project lays the foundation for an inclusive education system. It highlights gains in the development of inclusive education materials for use by student teachers and teachers to equip them with the competencies needed as inclusive education practitioners. It has provided a detailed account of the project outcomes – intended and unintended – and a review of the implementation strategy. It has focused attention on the impact of the project on the integration and uptake of the materials and learning resources in current ITE programmes and by PEDs, on the changes in student teacher competencies as a result of the project, and on the reach of the project.

In closing, there are several important aspects to be noted.

1. The Teaching for All project materials and resources are designed for use by all higher education institutions and all PEDs to support teacher professional development in promoting inclusive teaching. The focus of the project to date has been on ten HEIs and several PEDs. At the point of compiling this report, DHET and DBE have committed to increase the coverage of the project to all institutions and PEDs.
2. The current phase of the project provides an important starting point in building inclusive education. In collaboratively developing the materials, in facilitating robust and meaningful communication with stakeholders, in incentivising ITE providers to embed the material in their courses and module offerings, and in adapting the materials based on the pilot for use by provinces to offer ongoing professional development for teachers, the project has catalysed

change to ensure that the system as a whole is ready to create an inclusive education system. Numerous long-term effects and gains of the project are likely to bear fruit over the coming years. This will require that the British Council, DBE and DHET, together with other stakeholders, devise a longitudinal monitoring and evaluation strategy to track the uptake and use of the materials and learning beyond the close of this project.

3. The Teaching for All project's strategy of implementation has evolved over time, adapting to changing circumstances and contexts. The adaptive and responsive implementation strategy reflects an open and facilitative approach to project management by the project team. Importantly, the adaptive approach is necessary to ensure successful implementation in the South African education system marked by diverse institutional and organisational histories, diverse provincial contexts, and differing capacities across the entire system. Further reflection on this approach and its use as a strategy for successful implementation in other contexts and with other projects will be beneficial.
4. Flowing from the adaptive implementation strategy are several positive unintended outcomes of the Teaching for All project. These include the emergence of a community of practice involving university lecturers implementing the project. Through regular meetings and workshops, lecturers have begun to share a common approach and mutual understanding of mainstreaming inclusive education in their teaching. Moreover, they have begun to extend the reach and scope of the project through, for example, translating the materials into other languages as well as conducting research and expanding the evidence base for inclusive education. Further, through regular communication between the project team and branches of the national government, as well as PEDs, the mechanisms were initiated for regular contact within government and between government and other stakeholders. As noted in the report, these structures and mechanisms enabled a shared approach for implementing inclusive education in the education system at all levels, breaking down silos which had previously hindered effective work.
5. The Teaching for All project has provided a set of materials that give expression to the policy commitments to inclusive education and that also, importantly, frame inclusive education holistically, extending the concept of inclusion to incorporate those with disabilities, those facing learning barriers, and those whose identity (be it sexual, religious or other) is not positively affirmed within the education system. The materials offer a model of inclusion that is firmly anchored in a human rights framework seeking to effect social justice in and through education, affirming marginalised and subjugated identities. However, maintaining the momentum and gains will require continuous advocacy for an expanded notion of inclusive education, as well as regular revision and updates of the materials produced.
6. The Teaching for All project affirms that successful education outcomes from any intervention require close attention to the policy implementation process. Consultation, dialogue, collaboration, piloting and capacity-building are key ingredients to successful education reforms. Whilst these are often difficult to measure quantitatively, this evaluation demonstrates the benefits of investing in such processes. Ensuring an effective, well-resourced process of implementation is as important as focusing on the targets and goals set for any education reform.

We end this report by identifying some enabling conditions for institutionalising the project. These include political will, mutual trust amongst actors, a participatory and inclusive implementation process that adapts to various contexts, and robust dialogue between all stakeholders, particularly the front-line implementers. This project can and will, as part of a holistic set of education reforms, create conditions for equitable and quality education for all, particularly those who have been marginalised and excluded from meaningful learning.

Access to data and analyses

A technical report, *Technical report for the impact evaluation of the Teaching for All project* (Sayed, Salmon & Balie, 2020), has been prepared to provide more details on the key findings as reported in this evaluation report. The technical report gives a detailed breakdown of the results obtained from the baseline and endline surveys for both residential and distance education ITE providers, as well as a more detailed account of CPTD Inclusive Education Workshops held in the Western Cape.

The technical report is available upon request from: Prof Yusuf Sayed: sayed.cite@gmail.com
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