

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

First Periodic Report covering November 1, 2005 - May 31, 2006

Prepared by

**The Swedish Project Coordinator
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TABLE OF CONTENTS

1. BACKGROUND INFORMATION	p 1
2. PRESENT CONTRACT	p 1
2.1. Reporting	p 1
2.2. Overall objectives	p 2
2.3. Areas of cooperation	p 2
3. COMMENTS ON ASSIGNMENTS TAKING PLACE DURING THE PERIOD NOVEMBER 1, 2005 - MAY 31, 2006	p 3
3.1. Signing of Contract	p 3
3.2. Detailed planning in South Africa in December 2005	p 3
3.3. Study visit by South African professionals in Inclusive education to Sweden, May 15-19, 2006	p 4
3.4. Research initiated	p 6
4. WORK PLAN AND TIME FRAME	p 7
5. FINAL REMARKS	p 8

APPENDICES

**Contract including Terms of Reference and Budget
Programme for Study visit
Participants in Study Visit**

1. BACKGROUND INFORMATION

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

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

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

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

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

2. PRESENT CONTRACT

2.1. Reporting

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

2.2. Overall objectives

2

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

Consolidating and deepening the established cooperation

Promoting continuity and sustainability

Supporting the transformation process by professional input and research

Training teachers and other staff

Interchanging information on inclusive education by study visits and staff exchange

2.3. Areas of cooperation

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

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

3. COMMENTS ON ASSIGNMENTS TAKING PLACE DURING THE PERIOD NOVEMBER 1, 2005 - MAY 31, 2006

3

This periodic report is the first report referring to the contract and the Terms of Reference between the Department of Education of South Africa and the Stockholm Institute of Education, covering the period November 1, 2005 -May 31, 2006.

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

3.1. Signing of Contract

The contract for short-term consultancies, including Terms of Reference (ToR) and Budget (see further Appendices), between The Swedish International Development Cooperation Agency (Sida) and the Stockholm Institute of Education (SIE) was signed for and on behalf of Sida, Embassy of Sweden, Pretoria by Lars Liljeson, Counsellor, and for and on behalf of SIE by Eskil Franck, Vice Chancellor, on October 26, 2005. The Terms of Reference had been discussed between the SIE and the Department of Education (DoE)/ Directorate Inclusive Education (DIE) and approved by the parties before signing.

3.2. Detailed planning in South Africa in December 2005

Regular communication between Project Coordinators has taken place by e-mails, regular mail and telephone.

Representatives for the DoE/DIE and the SIE met in Pretoria December 12-16, 2005. The following issues were agreed upon:

-Khathija Okeke, Chief Education Specialist, Directorate Inclusive Education was appointed to be the institutional cooperation partner on behalf of the Department of Education.

-DoE/DIE takes the responsibility to inform SISONKE on how DoE/DIE regards the institutional cooperation with the SIE, and how the Department would like the SIE to fit into the SISONKE Consortium activities.

-It was decided to adopt a modelling approach with reference to areas listed in

the ToR. The model could serve as an example of delivering a particular issue, such as transformation of Special Schools into Resource Centres etc. and also serve as a model for research cooperation.

4

-First priority in the implementation of the ToR should be given to the area: "Transformation of Special Schools into Resource Centres". DoE/DIE will identify schools within the "30" and give bias to teachers from Special Schools of the Visually impaired in poor status. Teachers representing not only Special Schools of the visually impaired will also participate. DoE/DIE will provide profiles of the schools. Approximately 20-25 participants are considered for the training course. The two weeks allocated in the Budget for this purpose should be connected to the one week allocated in the Budget for "Specialist training in areas of visual impairment, hearing impairment/deafness, intellectual disorders (pre-service and/or in-service)"

Proposed distribution of weeks: one week + one week + one week alternatively one week + two weeks. DoE/DIE will propose proper periods to be scheduled in agreement with the SIE (See further Work plan and Time frame below).

- The Study visit to Sweden was preliminary planned to take place in March, 13-20, 2006. The visit should to be linked to ToR- activities planned for the "Transformation of Special Schools into Resource Centres". Participants selected by the DoE/DIE must in all aspects of the institutional cooperation be actively involved in the inclusive education process (See further paragraph 3.3. below).

- The SIE Research Policy proposal was introduced and discussed. Initial contacts and discussions between the SIE and UNISA to embark upon a joint research project were approved and encouraged by the DoE (See further paragraph 3.4. below).

- It was finally strongly emphasised by both parties that the institutional cooperation is a mutual commitment, in order to facilitate for both parties to benefit from professional experience and research in the field of inclusive education.

3.3. Study visit by South African professionals in Inclusive education to Sweden, May 15-19, 2006

Of different reasons, the Study visit to Sweden was postponed to May 15-19, 2006. Some members of the delegation of 13 members did not arrive at the expected day in Sweden due to passport problems on transfer via London.

However, this did not cause too much of a problem for the accomplishment of the programme. The study visit was intended for professionals in Inclusive education with connection to the National Department of Education, Education Departments of Provinces and representatives of Teacher Unions.

The aims of the study visit were to expose the participants to Swedish theoretical and practical perspectives and experiences of:

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

The programme (for details, see appendices) included seminars and workshops to which participants contributed with their experiences, questions and reflections, and played very active and committed roles. Visits were arranged to schools and to the Swedish National Agency for Special Education, in accordance with the interest and professional background of participants.

In summary, the study visit turned into a success with very fruitful discussions and mutual exchange of experiences and of ideas. At the end of the week an evaluation was made both in written form and as oral reflections on what was written down. The written evaluation documents are kept with Örjan Bäckman at the SIE. The question given was: "What did you get out of this study visit"? Below you find some quotations from participants' evaluation documents:

"The organisation of the Study Visit was excellent"; "The week was well thought through. Logistically everything worked well"; "A great study visit. Very enlightening"; "The programme for the week went beyond expectations in terms of quality of items and opportunity for discourse";

"The message that inclusive education is a function of an inclusive society. The importance of ensuring that everyone in a democratic state has a voice. That the freedom of a child is crucial for ensuring the sustainability of a democratic state"; "Inclusion is a much more embracing process with different expectations in the two countries"; "Parental involvement within the school system";

"The research wing of the institute. I found it very strong and helpful which is a necessary way to build the knowledge base for this field which is so complex"; "Sweden can learn from SA about our specific barriers"; "The Sweden model is strongly relevant on municipalities"; "Schools are given a significant degree of autonomy"; "Importance of research and comparative studies"; "The significance of also understanding the medical model"; "The importance of paying attention to learning support materials in order to ensure inclusion of

children of all needs", "The concept of: Have you wondered today? A competent child. A rich child. A rich teacher";

"The ability of the Swedish system to keep on meeting current challenges"; "The day spent at the Swedish Agency for Special Needs Education was inspiring and stimulating"; The visit to the schools. It gave a real picture on what was happening on the ground. The experiences of learners with different kind of barriers to learning/disabilities were the real "test" and shows a congruence between what was presented in theory and really happens"; "Inclusion did not take place overnight in Sweden, it has been a process"; "Should also have been exposed to minority groups, immigrants and how this is being addressed"

The last remark should be noted. A school visit to e.g. Rinkeby might have "balanced" the study visit somewhat better and furnished the participants with knowledge relevant for the South African situation. However, immigrant problems in Sweden, especially language barriers to learning, poverty and exclusion, were discussed during the study visit.

3.4. Research initiated

As mentioned in paragraph 3.2, initial contacts were established between the SIE representatives and UNISA researchers (Dr. Norma Nel, Ms Wilma Smit and Ms Anna Hugo from the Department of Further Teacher Education, Special Needs Education). A meeting took place in Pretoria in December 2005. Both parties indicated a great interest in research cooperation within the institutional SIE-DoE/DIE agreement. Discussions have continued between the SIE and UNISA including exchange of research materials/tools via e-mails.

During the South African Study visit to Sweden, her Swedish colleagues upgraded the DoE/DIE institutional cooperation partner, Ms Khathija Okeke. The two coordinators agreed upon that the DoE/DIE should formulate a letter, formally approving the research project with UNISA. The letter must emphasise that this will be a DoE/DIE and SIE mutual research project under the institutional cooperation involving UNISA. It is important that DoE/DIE gets the possibility to influence on both the design and research questions. The letter should also be looked upon as a letter ("Agreement of understanding") on approval of the research cooperation with UNISA and be sent to Dr. Nel for further UNISA processing.

The research project aims at doing a comparative study between South Africa and Sweden on teachers' attitudes and resistance to inclusive education. Instrumental methods, i.e. questionnaires adjusted to the South African and Swedish situation have been designed, and data collection is planned to start in September 2006. In Sweden doctoral students in Special Education will assist. The possible involvement of South African doctoral students in Swedish Special

Education projects is also in the pipeline.

4. WORK PLAN AND TIME FRAME

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

TRAINING

-One week allocated in the Budget for “Specialist training in areas of visual impairment, hearing impairment/deafness, intellectual disorders (pre-service and/or in-service)”, **in South Africa, for two Swedish Teacher Trainers, preliminarily November 20-24, 2006** (to be confirmed by the DoE/DIE).

TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

-Two weeks allocated in the Budget, **in South Africa, for two Swedish Specialist Teacher Trainers, preliminarily February 5-16, 2007** (to be confirmed by the DoE/DIE).

RESEARCH

Project: Comparative study between South Africa and Sweden on teachers' attitudes and resistance to inclusive education.

For the six coming months, starting in September 2006

Continuing discussions with DoE/DIE (Khathija Okeke) and UNISA (Dr. Norma Nel).

Questionnaires finally designed, prepared and digitalised.

Questionnaires distributed to target groups in South Africa and Sweden.

First analysis of results in South Africa and Sweden.

Starting comparison analysis.

Presentation of preliminary results

Planning of visits to South Africa and to Sweden for researchers

STUDY VISITS/STAFF EXCHANGE

Planning of staff exchange

5. FINAL REMARKS

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

APPENDICES

Contract no.

[Contract no.](#)

Reg. no.

[U.11 4.3](#)

Decision no.

[Decision no.](#)

CONTRACT FOR SHORT-TERM CONSULTING SERVICES

PARTIES

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

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

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

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

ARTICLE 1 DOCUMENT ORDER AND DEFINITION OF THE CONTRACT

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

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

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

ARTICLE 2 BACKGROUND

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

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

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

ARTICLE 3 STANDARD CONDITIONS

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

ARTICLE 4 THE SERVICES

a) Scope of Services

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

b) Time Schedule

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

c) Reporting and follow-up meetings

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

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

ARTICLE 5 LIMITATION OF LIABILITY

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

ARTICLE 6 REMUNERATION, INVOICING AND PAYMENT

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

a) Fees

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

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

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

b) Reimbursable Costs

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

Section 7.

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

c) Budget and Ceiling Amounts

A Budget is enclosed in Appendix C.

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

d) Invoicing and Payment

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

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

ARTICLE 7 REPRESENTATIVES AND AMENDMENTS OF THE CONTRACT

a) Sida's Representative

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

b) The Consultant's Representative

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

c) Amendments

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

ARTICLE 8 NOTICES AND LANGUAGE

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

Sida: as stated above under PARTIES

The Consultant: as stated above under PARTIES

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

ARTICLE 9 REFERENCE TO OTHER AGREEMENTS

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

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

ARTICLE 11 SETTLEMENT OF DISPUTES

a) Dispute Settlement Procedure

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

b) Applicable Law

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

ARTICLE 12 EFFECTIVENESS

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

Place and date
For and on behalf of Sida

Stockholm Oct, 26, 2005

Place and date
For and on behalf of the Consultant

Signature
Lars Liljeson, Counsellor

Name clarification and title

Signature
Eskil Franck, Vice Chancellor

Name clarification and title

Terms of Reference

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

Introduction

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

Proposed areas of cooperation:

COORDINATION

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

TRAINING

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

the concept of inclusive education

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

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

the concept of professional cooperation and responsibility

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

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

the concept of disability

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

- Counselling

the concept of “training the trainers”

The training should both from theoretical and practical perspectives train participants to supervise individuals and groups with reference to the educational practise in consideration of

inclusion. The training will be based on educational and other problems in the communities experienced by the participants. Counselling will be regarded as an “umbrella concept” referring to the different levels of training proposed.

TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

the concepts of transformation and professionalism

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

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

RESEARCH

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

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

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

STUDY VISIT/STAFF EXCHANGE

- Study visit

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

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

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

- Staff exchange

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

PREL. BUDGET

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

COORDINATION

Fees

Örjan Bäckman (20% of annual working hours, 340 hs x SEK 497)	168.980
Two weeks in SA for Örjan Bäckman (7 days x 8 hours x SEK 497 x 2 = 55.664) and Rolf Helldin (7 days x 8 hours x SEK 563 x 2 = 63.056)	118.720
Overall planning with colleagues	33.000

Reimbursable costs

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

COORDINATION TOTAL COST	400.000
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TRAINING

Five weeks in SA for 2 Teacher trainers per week

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

Fees

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

Reimbursable costs

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

TRAINING TOTAL COST	767.000
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TRANSFORMATION OF SPECIAL SCHOOLS INTO RESOURCE CENTRES

Two weeks in SA for 2 Specialist Teacher Trainers

Fees

Preparation for all training in South Africa 168 hours à SEK 500 x 2 weeks **168.000**

One week (7 days x 8 hours x SEK 500 x 2 = SEK 56.000) x 2 **112.000**

Reimbursable costs

Ticket Stockholm- Johannesburg return 2 x SEK 8.500
= SEK 17.000 **17.000**

One week (accommodation 7 nights à SEK 830 x 2 = SEK 11.620)
x 2 weeks **23.240**

One week (per diem 8 days à SEK 404 x 2 = SEK 6.464) x 2 weeks **12.928**

Local travel (transport to and from airports in
Sweden and South Africa) **7.000**

Others **2.832**

TRAINING TOTAL COST **343.000**

RESEARCH

Fees

Planning, research contacts, documentation and presentations in scientific journals (Swedish and South African researchers)	210.000
Two weeks in SA for two Swedish researchers (14 days x 8 hours x SEK 500 x 2= 112.000)	112.000
Two weeks in Sweden for three SA researchers (14 days x 8 hours x SEK 300 x 3 =100.800)	100.800

Reimbursable costs

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

Ticket Johannesburg- Stockholm return 3 x SEK 8.500	25.500
Accommodation 14 nights à SEK 830 x 3 = SEK 34.860)	34.860
Local travel (transport to and from airports in Sweden and South Africa)	3.000
Others	1.640
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RESEARCH TOTAL COST	566.000
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STUDY VISIT/STAFF EXCHANGE

- Study visit

(one week for 20 participants from South Africa)

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

Meals	30.000
Lecturing, seminars and workshops, including preparation	50.000
Transport	20.000

- Staff exchange:

Three persons to South Africa for 2 weeks

Fees

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

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

Reimbursable costs

Ticket Johannesburg- Stockholm return 4 x SEK 8.500	34 000
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One week (accommodation 7 nights à SEK 830 x 4 = SEK 23.240) x 2 weeks	46.480
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Local travel (transport to and from airports in Sweden and South Africa)	3.000
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Others	1.520
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STUDY VISIT/STAFF EXCHANGE

424.000

GRAND TOTAL

2.500.000

STOCKHOLM INSTITUTE OF EDUCATION (Örjan Bäckman)

Preliminary Program Study Visit from South Africa May 14-19, 2006

DAY AND HOURS	VENUE	ACTIVITY	LECTURERS
Sunday, May 14			
AM	Arlanda airport Stockholm, Sweden	Arrival Transport to Hotel Kung Carl, Birger Jarlsgatan 21, P.O. Box 1776, SE-111 87 Stockholm Phone: +46 (0)8 463 50 00 Fax: +46 (0)8 463 50 50 E-mail:kungcarlhkchotels.se Reference number: 45338	
PM	Free		
Monday, May 15			
10.00-12.00	Stockholm Institute of Education (SIE) Konradsbergsgatan 5 Stockholm Underground Station: Thorildsplan Lecture Hall: Q403	Welcome ceremony Presentation of study visit participants Programme of study visit and practical information Presentation of SIE Teacher Education in Sweden. Curriculum issues. Possibilities and problems An overview.	Vice Chancellor Eskil Franck Ass. Professor Örjan Bäckman Professor Rolf Helldin Head of Office for Education and Research Lars-Erik Olofsson Senior faculty administrator Kristina Öberg
12.00-13.15	Dining Hall (SIE)	LUNCH	
13.15-15.00	SIE, Lecture Hall: Q403	Human rights and democracy in early ages, gender discrimination Discussion, comments and questions	Professor Gunilla Dahlberg
15.00-15.30	Lecture Hall: Q403	Coffee Break	
15.30-16.30	SIE, Lecture Hall: Q403	Discussion of and comments on "Building an Inclusive Education and Training System " in South Africa	Introduction by Representative of DoE/DIE
17.30	Dining Hall (SIE)	Reception and dinner	
Tuesday, May 16			
09.30-16.00	The Swedish Institute for Special Needs Education	Specific programme on Transformation of Special Schools into Resource Centres in Sweden- a historical review.	Professional staff of the Swedish Institute for Special Needs Education
12.00-13.15 LUNCH Dining Hall (SIE)	SIE, Campus, Rålambsvägen 32 B, Stockholm	Present support to pupils/students with barriers to learning by the Swedish Institute for Special Needs Education	
Coffee break in the afternoon at the Swedish Institute for Special Needs Education			

Wednesday, May, 17			
10.00-12.00	Stockholm Institute of Education (SIE) Konradsbergsgatan 5 Stockholm. Underground Station: Thorildsplan Lecture Hall: Q403	The historical development of Special Education in Sweden. The changing role of the Special Teacher Discussion, comments and questions	Professor Siv Fischbein
12.00-13.15	Dining Hall (SIE)	LUNCH	
13.15-15.00	SIE, Lecture Hall: Q403	Disability Theory Discussion, comments and questions	Professor Ulf Jansson
15.00-15.30	Lecture Hall: Q403	Coffee break	
15.45 -	Starting from SIE	Sightseeing tour in Stockholm by bus	
Thursday, May, 18			
10.00-16.00 LUNCH to be provided by the school	Högsätra School, Högsättravägen 8, 181 58 Lidingö , Tel: (08)-731 38 20 Underground station: Ropsten, change to bus no 206 to bus terminus	Study visit to a Swedish primary and secondary School: "Inclusive Education in Practice"	Staff and students of the school Contact person: Sigrid Sinclair
18.00-	Dinner at restaurant in "Old town", Stockholm		
Friday, May, 19			
10.00-12.00	Stockholm Institute of Education (SIE) Konradsbergsgatan 5 Stockholm. Underground Station: Thorildsplan Lecture Hall: Q403	Curriculum theory in relation to democracy, laws, and policy documents Discussion, comments and questions	Associate Professor Ylva Boman
12.00-13.15	Dining Hall (SIE)	LUNCH	
13.15-14.00	SIE, Lecture Hall: Q403	The "consultative" special pedagogue- what does it mean?	Ass.Professor Birgitta Sahlin
14.15-15.00	SIE, Lecture Hall: Q403	Three students facing barriers to learning tell about their experiences from school and what kind of support they have got	Students: Ulrika Norelius, Hanna Sejlitz, Carl Johan Fahlander
15.00-15.30	Lecture Hall: Q403	Coffee break	
15.30-17.00	SIE, Lecture Hall: Q403	Final discussion, comments and questions. Evaluation and Summary Closing ceremony	Representative of the LHS Management Ass.Professor Örjan

			Bäckman Professor Rolf Helldin
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PARTICIPANTS STUDY VISIT FROM SOUTH AFRICA 2006-14-21

Mrs Marie-Louise Samuels, Director of Early Childhood Development, **Teamleader**

Mrs Khathija Okeke, Chief Education Specialist, Directorate Inclusive Education

Mr Msongelwa Gumede, the Inclusive Education Directorate

Dr Zytoon Ahmod, lecturer at the University of Witwatersrand in Johannesburg, representing Higher Education South Africa (HESA).

Dr Maathi Theron, Director on Inclusive Education, Western Cape Province

Ms Bukelwa Ndlovu, Deputy Chief Education Specialist, Eastern Cape Province

Mrs Thobile Sifunda, Director in KwaZulu-Natal

Mr Anthony Meyers, Head of Inclusive Education in Gauteng,

Ms Maphoka Liphapang, Free State Department of Education

Ms Ntsoaki Maloba, Limpopo Department of Education

Mr Tello Khodumo, representing the South African Democratic Teachers' Union, (SADTU)

Mr Sibusiso Mchunu , representing the National African Teachers' Union (NATU)

Mr Jacobus Pieterse, representing the Suid Afrikaanse Onderwysers' Unie (SAOU).