TEACHING FOR ALL

Inclusive Education and Continuing Professional Teacher Development:

Lessons from rolling out the Teaching for All materials in the Western Cape

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ABBREVIATIONS

CA	**Curriculum Advisor**
CITE	**Centre for International Teacher Education**
CPD	**Continuing Professional Development**
CPTD	**Continuing Professional Teacher Development**
CTLI	**Cape Teaching and Leadership Institute**
FET	**Further Education and Training**
GET	**General Education and Training**
IE	**Inclusive Education**
INSET	**In-service Teacher Training**
ISASA	**Independent Schools Association of Southern Africa**
ISPFTED	**Integrated Strategic Planning Framework for Teacher Education Development**
ITE	**Initial Teacher Education**
LMS	**Learning Management System**
MS	**Microsoft**
OECD	**Organization for Economic Co-operation and Development**
PLCs	**Professional Learning Communities**
PD	**Professional Development**
PEDs	**Provincial Education Departments**
PRESET	**Pre-Service Teacher Training**
SACE	**South African Council for Educators**
SDG	**Sustainable Development Goal**
SIAS	**Screening, Identification, Assessment and Support**
SME	**Subject Matter Expert**
SPSS	**Statistical Package for the Social Sciences**
UK	**United Kingdom**
UN	**United Nations**
WCED	**Western Cape Education Department**

1.   INTRODUCTION

The Teaching for All Continuing Professional Teacher Development (CPTD) project is a partnership between the British Council, who provided the funding, the training materials, and Inclusive Education (IE) expertise in the form of Subject Matter Experts (SMEs), and the Western Cape Education Department (WCED) IE Directorate, who were responsible for marketing, recruitment of the lead trainers and teachers, and the overall implementation of the project. The training referred to in this section takes the form of a train-the-trainer model, with the trainers(i.e. those being trained) being referred to as 'lead trainers' - in anticipation of their becoming trainers and other trainers coming on board, and the actual trainers being referred to as Subject Matter Experts (SMEs).

Initial plans for face-to-face training of the Lead Trainers were impacted by Covid-19, necessitating the move to an online training model. Subsequently, when it was considered safe and to make up for delays, the project resumed the face-to-face training of the lead trainers. This report draws on data collected during and on completion of the training, and does not include any data from the training of the teachers who were to be trained/supported by the lead trainers.

This report focusses on the analysis of the Teaching for All materials and training programme which was implemented for CPTD in the Western Cape. It begins by providing an overview of the programme, moving on to a brief location of the policy in research. It then outlines the methodology for the study followed by a report on the three key aspects of the evaluation of the programme in the Western Cape, namely, the quality of the materials, the delivery of the programme, and key governance aspects. The report concludes by drawing out the lessons learnt and recommendations for further rollout and implementation in the Western Cape and other provinces in South Africa.

1.1.   Phase I: Project description

The Teaching for All project focusses on embedding Inclusive Education in South Africa and supports teacher education through the development of quality teacher education materials, resources and partnerships. In Phase I of the project, materials were developed, implemented and surveyed by professional education developers and CPTD professionals in the field. These materials were informed by research conducted with pre- and in-service teachers countrywide, professionals in the field of CPTD, and from a review of existing policy and programmes (Sayed, Salmon & Balie, 2020), based on the following objective (outcome):

> ***To improve the attitudes and capacity of pre-service (PRESET) and in-service (INSET) teachers towards Inclusive Education (IE), through the integration of newly developed IE training modules and courses at Provincial Education Departments (PEDs) of South Africa (Sayed, Salmon & Balie, 2020).***

Further, the Centre for International Teacher Education (CITE), together with their partners, compiled an evaluation of the project. This was based on the use of the materials; the design of the materials; findings from interviews and focus groups; materials development, implementation and integration; and teachers' and professionals' views on the use of the materials (Sayed, Salmon & Balie, 2020). The findings of Phase I of the project are briefly described below.

1.1.1. Summary of Phase I: Project findings

The evaluation of Phase I of the project revealed that the materials and learning resources were favourably received by teachers and PEDs, and are relevant to the South African context and policies on Inclusive Education. Further, professionals in the field felt that the materials were able to prepare teachers with the necessary knowledge, skills and dispositions to implement Inclusive Education in schools and classrooms. It was also reported that the materials and resources were well-designed, flexible and easy to use, and that the supporting materials added to the teachers' training and professional development (Sayed, Salmon & Balie, 2020).

Moreover, the evaluation report resulted in an increase in support for the materials to be used for CPTD and the use of such materials at the

national level (Sayed, Salmon & Balie, 2020). The findings also impacted on policies, programmes and actions by facilitating robust dialogue that has resulted in: (1) Enhanced collaboration between and within government departments; (2) Strengthened dialogue between government departments and Initial Teacher Education (ITE) providers; and (3) The development of stronger collaboration in support of teachers between the national government and provincial departments (Sayed, Salmon & Balie, 2020).

1.2. Phase II: Project aims and research questions

Based on the findings above, Phase II of the project was developed and implemented with a focus on deepening the knowledge gained from the pilot in Phase I and to further examine and embed Inclusive Education using the materials among teachers and in their classrooms. Therefore, this report specifically focusses on the CPTD components, as the ITE component of Phase II has been written as a separate monograph (Sayed et al., 2022). Specifically, the aim of the project was:

> *To promote Inclusive Education through training on the Teaching for All philosophy, materials and methodology (i.e. four units) so that teachers can extend this in their classrooms." An additional objective was included: "To review the implementation of the project and rollout of the Teaching for All materials by the WCED and understand the lessons learnt.*

The above aims were vital to this project because the WCED had previously participated in the pilot study of the materials, pointing out ways in which the Inclusive Education Teaching for All materials could be used to train teachers to teach inclusively. The outcome of the pilot (see Sayed, Salmon & Bailie, 2020) suggested that the project has the potential to support essential shifts in teacher knowledge, skills and dispositions, and that 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.

The following research questions formed the basis of this project:

1. What are the views of the participants on the quality of the Teaching for All materials?

2. What are the participant's experiences of the Teaching for All professional development training they have received?

3. What are the participants' experiences of governance of the Teaching for All CPTD programme?

Drawing on the answers to the above questions, this report will conclude by drawing out the key lessons to be learnt from the IE CPTD Teaching for All training programmes in the Western Cape.

2. SITUATING THE INCLUSIVE EDUCATION CPTD TEACHING FOR ALL MATERIALS PROGRAMME

There is a rich policy environment internationally, locally and nationally. Several policies, frameworks and initiatives exist and promote critical aspects for consideration and implementation of Inclusive Education. Internationally, for example, the United Nations (UN) Sustainable Development Goals (SDGs) inform Inclusive Education practice and consist of 17 SDGs to be met by 2030. One of the fundamental principles of the SDGs is that indicated by SDG 4 which aims to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all (Sayed, Salmon & Balie, 2020).

South Africa's national strategic policy frameworks are closely aligned with the above strategic framework and addressing the social barriers that deny people opportunities and limit their potential (Sayed, Salmon & Balie, 2020). Since 1996, the Department of Basic Education (DBE) included Inclusive Education within the Constitution (Act 108 of 1996) and emphasised common citizenship of values of human dignity, the achievement of equality, and the advancement of human rights and freedoms (Section 1a). A special emphasise was also placed on implementing these values and ensuring that all learners, with and without disabilities, pursue their learning potential to their fullest (Department of Basic Education, 2021).

Furthermore, an Inclusive Education system was laid out in *Education White Paper 6* (Department of Education, 2001) in an attempt to address the diverse needs of all learners who experience barriers to learning (Dalton, Mckenzie & Kahonde, 2012). The Policy on Screening, Identification, Assessment and Support (SIAS) was also developed in 2014 in order to standardise the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school (Dalton, Mckenzie & Kahonde, 2012).

With regard to the context of Continuing Professional Teacher Development in South Africa, In-Service Education and Training (INSET) is recognised as the best way to help educators to recognise and become agents of change (Mabeba, 1999). The purpose of INSET is to equip teachers with knowledge and skills, and to make them aware of the urgent state of affairs concerning their work as teachers (Mabeba, 1999; Sayed, 2018). Furthermore, the South African Council of Educators (SACE) is responsible for managing the Continuing Professional Development (CPD) of teachers (ISASA, 2020) by recognising all useful teacher development activities and improving quality and credible professional providers (ISASA, 2020).

As a result, education policies talk to the intention of governments to focus on a particular area or address a particular issue affecting the education of their citizens. Countries like South Africa, Serbia, the Czech Republic, Malaysia, India, Bangladesh, Zimbabwe, Botswana and the UK have all bought into Inclusive Education (IE) to address inequalities relating to access to education. The governments of these countries rely on their education systems or departments to implement the policy to achieve a particular reform objective.

In the case of the policies on Inclusive Education, as with many other schooling-related policies, the teachers ultimately have the responsibility to implement change in the classroom. Education departments in turn have the responsibility to train and support teachers to improve awareness and understanding of the concept of IE and to develop strategies to enable them to be more inclusive in their classroom practices. While some countries have included training in Inclusive

Education in their pre-service teacher education programmes, IE training has predominantly been through Continuing Professional Development (CPD) - offered to in-service teachers and school leaders. In some instances, the IE CPD forms part of the whole school-development intervention.

CPD in IE is usually school- or district-based and takes the form of teacher capacity development initiatives focusing on specialised teaching methods and the use of resources to accommodate diverse learners in the classroom. IE CPD can take the form of workshops, short learning programmes or sustained interventions - towards the development of inclusive educational practices. These often include hands-on activities or strategies and are practice-based. Scenario-based interventions where teachers analysed their own and videos of other teachers teaching inclusively were effective in focussing on their learners and their learning of the content (Holmqvist & Lelinge, 2021).

The extent of IE CPD regulation and provision is different in different countries. In some instances, CPD is mandatory and links to quality assurance mechanisms, while in others there is limited (if any) monitoring and reward. The onus for participation in IE CPD thus rests with the school or the individual teacher. A particular challenge, experienced by countries like Bangladesh, arises when IE policies have been borrowed from developed countries. This results in the CPD programmes often not being contextually relevant or understood by the teachers (Amran & Obaydullah, 2019).

Various models of CPD have been used for IE. For economic reasons, many education departments have adopted the cascade model. However, this model has limited effect in specific school contexts because it relies on the training experience, ability and capacity of the in-house trainers (Henry & Namhla, 2020).

Furthermore, studies on IE CPD programmes have been conducted globally in both developed and developing countries. Many studies focus on the nature, quality, and effect of CPD training. In most cases, teachers were the unit of analysis, however some studies included student performance data. Data collection is mainly done via document review, interviews, questionnaires and classroom observations, and often takes the form of action research.

Some studies have focussed on collaboration among teachers in a school or district; between teachers and mentors and learner support specialists; and between teachers and ITE researchers or CPD providers. Findings indicate that collaboration is critical for effective CPD and that these collaborations are not only about sharing knowledge about IE (Holmqvist & Lelinge 2021). They suggest therefore that professional development programmes for IE should include building and sustaining relationships and opportunities for productive interactions between various parties, and that collaborations between ITE efforts in IE and IE CPD IE, with universities offering ongoing support, will improve the effectiveness of CPD (Mangope & Mukhopadhayay 2015). Some OECD countries use professional learning communities (PLCs) involving collaborative, peer learning to promote IE. This model was highly successful in Finland and Sweden (Holmqvist & Lelinge, 2021).

In addition to this, many research studies found that the IE CPD programmes resulted in the development of positive dispositions and attitudes and increased confidence in teachers; however, not much evidence of improvement in learner outcomes has been reported (Florian 2019). Recommendations for future research include descriptive evaluations and experimental research so that policy and practice are based on "robust evidence of processes and impact" (Makopoulou & Thomas 2016:18).

3.   OVERVIEW OF THE IMPLEMENTATION PROCESS FOR THE INCLUSIVE EDUCATION CPTD TEACHING FOR ALL MATERIALS PROGRAMME

Before the Teaching for All Materials training workshops were held for implementation by teachers in schools, staff from the Inclusive Education Directorate of the WCED went to schools across the urban and rural districts to present the training and inform principals and teachers of the value and benefit of the materials and professional development and training. This was also specifically to gain buy-in across the districts - previous presentations via online communication resulted in a low response from schools and low participation of teachers.

Once buy-in was established, the Inclusive Education Directorate staff approached their

Inclusive Education district-based teams (otherwise known as Lead Trainers in this report) consisting of therapists, learning support teachers, social workers and psychologists, for participation in the project training. Those selected were introduced to the Teaching for All programme and were required to commit to promoting, advocating and supporting the teachers in the rollout of the Teaching for All materials via the online training programme. In-service teachers and members of the school management teams in full-service schools were also introduced to the Teaching for All programme and invited to participate in the online Teaching for All training programme. The Lead Trainers were explicitly chosen and selected to be trained first in order to support the training of the teachers.

Alongside the buy-in and training, Lead Trainers were asked to ensure that teachers at the schools they serviced registered for the Teaching for All course offered online on the WCED Learning Management System (LMS), Moodle. Registrations were facilitated and monitored by the Inclusive Education Directorate staff supported by a staff member in the WCED E-Learning directorate. The teachers were given six months to complete the course (essentially self-study) via Moodle through the WCED website, and on completion, receive a certificate and SACE CPD points.

SMEs trained the Lead Trainers on the four units of the Teaching for All materials so that they could support the teachers who had registered for the course. The training consisted of a two-day face-to-face orientation to the Teaching for All materials in September 2021. The programme included an orientation session for the Inclusive Education Directorate Staff from the WCED, an orientation for the Lead Trainers (i.e. IE teachers and specialists), the briefing of school principals, and an introductory session for teachers as well as information around Unit 1 of the materials. Within each session with the specific actors and/or stakeholders, the aim of the SMEs was to share a common understanding of inclusion and Inclusive Education; the background to Teaching for All; the Teaching for All material aims and content; and the WCED Teaching for All Moodle course and site. Day 2 aimed at gaining insight into, for example, the teacher's journey through the Teaching for All Moodle course; a more in-

depth view of the Lead Trainer role; exploring a variety of skills that can help the trainer in their role; and a clear picture of the support that trainers will receive, with next steps.

The plan was to start the programme rollout at the start of 2022. This was however delayed due to changes in WCED and/or school priorities (essentially Covid-19-related), which also affected buy-in from schools. Nevertheless, training for Units 1 and 2 took place online in March 2022. To make up time, Unit 3 and 4 were done across two days in June 2022, using a hybrid model (face-to-face and online). The training covered what teaching inclusively is (including policies and legislation); how to overcome barriers and what exclusion is, and the exploration of power

dynamics and marginalisation. A focus was placed on teachers' views, beliefs and values, as well as on how to understand diversity and power within the classroom, and how to deal with behaviours ethically (British Council, 2019). Each section and session of the four units included a reflective activity, a reading and writing activity, an audio visual activity and a discussion activity. Space was also created for the Lead Trainers to engage and present their activities with others at the hybrid sessions.

The table below gives an overview of the Inclusive Education CPTD Teaching for All Materials Programme in the Western Cape.

Table 1: Inclusive Education CPTD Teaching for All Materials Programme in the Western Cape

Steps	Process	Implementation
Step 1	Finding suitable participants (i.e. Lead Trainers)	Lead trainers attending the training coordinated by the WCED
Step 2	Training co-ordinated by the WCED	Training on the materials conducted by the SMEs using a hybrid model
Step 3	Registration of teachers	Registering for the Moodle course (i.e. teachers) facilitated by WCED and the Lead Trainers
Step 4	Online development of the course on Moodle and the WCED website	Self-study on the materials by teachers via the Moodle platform
Step 5	Supporting teachers	Support provided by the WCED staff and lead trainers based on their training
Step 6	Assessment of the findings of the training received by British Council and the CITE Team	Interviews, focus groups and/or questionnaires conducted with WCED staff, SMEs and Lead Trainers

4.   RESEARCH METHODOLOGY[1]

A mixed-method research approach using qualitative and quantitative research was used in this project. Non-probability, purposive sampling was used, and the following key actors and/or stakeholders participated in the project as explained in the table below.

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[1] *Note that this review is based on feedback from SMEs, WCED staff, and the Lead Trainers, as teachers had not at the time of this review undertaken the training. In future the feedback on the experiences of the teachers will be crucial for assessing the overall impact of the programme and making final recommendations*

Table 2: Actors interviewed and surveyed

Actors and/or stakeholders	Role/Position	No. of participants interviewed/surveyed
Western Cape Education Department (WCED)	Inclusive Education Directorate and E-Learning Directorate (Technical Support Staff) -- Head Office	3 1
British Council	British Council Consultants/Subject Matter Experts (SMEs)	3
Western Cape Education Department (WCED)	Lead Trainers - WCED Inclusive Education District-based teams consisting of therapists, learning support teachers, social workers & psychologists	42 surveyed 8 interviews 5 individual and 3 focus groups

During the Lead Trainer training, researchers from CITE attended the sessions, developed the data collection instruments (available on request) and collected data from the SMEs, Lead Trainers and the project managers in the WCED. Using the tools compiled by CITE - interview schedule and survey - the CITE team conducted interviews with eight Lead Trainers and three SMEs on their experiences of the training using the Teaching for All materials (i.e. the aim/purpose, the quality of the materials, the training - what worked and what did not work). Interviews were also conducted with three of the WCED project managers on the motivation, background, planning and implementation of the rollout project. All interviews were recorded and transcribed verbatim.

The questionnaire was administered to 42 lead trainers during the two-day final training workshop covering Units 3 and 4 of the Teaching for All programme. The questionnaire was used to collect data on the profile of the Lead Trainers, their motivation for participation, and importantly, their perception and experience of the materials and the training. They were also asked to provide suggestions on ways to improve and/or inform the rollout in other provinces.

Finally, the qualitative data collected was transcribed and analysed through the identification of codes and themes, while he quantitative data was entered into the Statistical Package for the Social Sciences (SPSS) version 28.0.1. Both descriptive statistics and frequencies were generated. Both sets of data were used to answer the research questions:

1. What are the views of the participants on the quality of the Teaching for All materials?

2. What are the participants' experiences of the Teaching for All professional development training they have received?

3. What are the participants' experiences of the governance of the Teaching for All CTPD programme?

4.1. Profile of research participants

4.1.1. Western Cape Education Department Inclusive Education staff who were interviewed

Three WCED Inclusive Education staff including the director participated in one-on-one interviews. Of the four who were individually interviewed, one identified as male and three as female. Years in current roles ranged from 1-11 years, and besides working on the Teaching for All rollout, work varied across the staff from technical support (i.e. E-Learning, Moodle and LMS), to inclusive and specialised/inclusive education support and policy, and learning support.

4.1.2. Subject Matter Experts who were interviewed

Three SMEs were interviewed. This included one male and two females. All the SMEs spoke English and stated that it was their first language of communication. The SMEs were all aged 50 and above.

SME 1 has worked for the British Council for 30 years in English Language Teaching and Teacher Development and was retained to work in Inclusive Education. This SME is from and also based in the United Kingdom. Currently, he has contributed to the original inception of the materials and quality of Units 2 and 4, and also provided input across all four units.

SME 2 is South African and is based in South Africa. Her role at the British Council is to work with people who are going to be teaching teachers, known as lead trainers. Further, she has participated in the research for the Teaching for All 2022 report: The state of Inclusive Education in SA and the implications for teacher education (2022), and was one of the writers of the four units during the first phase of project.

SME 3 decided to work as a freelancer in 2010 on a variety of different projects which all had an inclusion aspect to them. This was specifically to work in the United Kingdom where she was living at the time. In 2015, she started working in South Africa, and with the British Council, and became a training facilitator and specialist in Inclusive Education (also known as an education consultant). Further, she has contributed to Unit 2 and 4 of the Teaching for All materials, and also in reviewing Units 1 and 3 in terms of language.

4.1.3. Lead Trainers who completed the survey

Forty-two (N=42) lead trainers participated in the survey. Of the 42 Lead Trainers, 39 (92.9%) participants identified as female and three (7.1%) as male. The majority of the sample reported that they were between the ages of 31-40 years (35.7%) and 41-50 years (26.2%) and identified as 'White' (61.9%) or 'Coloured' (23.8%). Further, 28 (66.7%) of the participants reported that their home language was Afrikaans, 13 (31.0%) English and one (2.4%) isiXhosa. An almost equal number of individuals worked in urban (45.2%) compared to rural districts (47.6%), and two (4.8%) participants reported that they worked in both districts. The remaining participant chose not to answer.

The highest qualifications ranged from Diploma to Doctorate, with 17 (40.5%) of the lead trainers reporting having an Honours degree. The sample was made up of learning support teachers (23.8%), educational psychologists (11.9%),

occupational therapists (35.7%), psychologists (14.3%), speech therapists (9.5%), one psychometrist and/or counsellor (2.4%) and one education therapist (2.4%). Further, 50% of the sample were in their current position and role for 0-5 years, with two (4.8%) of the participants in this role for more than 20 years. The number of schools serviced ranged from five or more schools (9.5%) to more than 150 schools (7.1%). In addition to this, 71.4% of the Lead Trainers indicated that they have not done Inclusive Education training with teachers before, although 50% indicated that they always interact directly with teachers in their district.

4.1.4. Lead Trainers who were interviewed

Eight interviews were conducted. Five of these were one-on-one interviews and three focus group interviews. The focus groups consisted of members of the same district and support team who preferred to be interviewed as a group. Of the five interviewees, two identified as male. Further, an equal number of the focus group participants work and operate in urban and rural districts.

5. FINDINGS

The findings of the CPTD part of Phase II of the project highlighted several key themes that relate to the content, coverage and quality of the materials, the delivery of the programme and governance issues. These are reported below.

5.1. Participants' views on the Inclusive Education CPTD Teaching for All materials

Using the responses from WCED officials, SMEs and Lead Trainers, this section responds to the question "What are the respondent's views on the quality of the Teaching for All materials?" The qualitative and quantitative data, taken from surveys, interviews and focus groups, respond to this question by looking at three aspects: (1) Respondents' views about the aims of the materials; (2) Respondents' views on content coverage; and (3) Respondents' views on the quality of the materials.

5.1.1. Views on the aim of the materials

A WCED official noted, in the quote below, that the aim of the materials is to address policy gaps, deepen prevailing understanding of Inclusive Education and capacitate teachers.

> [There is a need] for special educational needs and education support services. … our brief was, was to investigate the current state of Special Needs Education as it was called at the time, and Education Support Services in South Africa and to make recommendations for policy. Because there wasn't much said about Inclusive Education or Special Needs in the White Paper on education, and it was pointed out that there was a gap. [and] there wasn't a good understanding of inclusive education, even though they [teachers] knew the documents and they knew the SIAS, it was still being misunderstood as a referral tool and, you know, not as a tool for support and for getting to know the learner better and so on, and our staff, we realized or was still stuck in an old way of thinking and so in 2019 there about yeah 2019, 2020, I spoke to some of the staff and directors and I said, "I think this it's time for us to do some upskilling, capacity building, but also to get teachers to understand that you know they, they responsible for everybody in the class and then to upskill them and to put in all the, the additional support". (WCED Official)

Two SMEs shared their views, and one, in particular, expressed that the purpose of embedding the materials is central to ensuring an equitable experience for all learners, and that student teachers should also be included in training. She noted:

> The ultimate aim is for teachers, no the ultimate aim is for students to be more included in conferences [training] and therefore to achieve more equitable experiences [for their learners]. (SME)

The other SME noted that for her the aim of the materials was to create a shared understanding of Inclusive Education as indicated in the quote below:

> Where Teaching for All comes from and what we are actually saying, we need to rethink … So, in a sense, you want everybody to be speaking from the same script. (SME)

The findings from the WCED and the SMEs suggest that the Teaching for All material addresses a policy gap because it seeks to effect change concretely through the development of the materials. The findings also suggest that the rollout of the materials to teachers will create a shared understanding of Inclusive Education. The next part looks at content coverage.

5.1.2. Views on content coverage

The participants were asked to share their views on whether they felt the materials covered key content on Inclusive Education adequately. The responses, as noted in Table 3 below, suggest that most of the Lead Trainers found the coverage to be 'adequate', 'good' or 'excellent'.

5.1.2. Views on content coverage

The participants were asked to share their views on whether they felt the materials covered key content on Inclusive Education adequately. The responses, as noted in Table 3 below, suggest that most of the Lead Trainers found the coverage to be 'adequate', 'good' or 'excellent'.

Table 3: Lead Trainers' views on the coverage of key content

Topics covered	% Adequate	% Inadequate	% Good	% Excellent
Unit 1				
Context of exclusion in education	23.8	-	66.7	9.5
Societal values underpinning inclusive education	21.4	-	69.0	9.5
Academic theories and models of inclusive education	21.4	-	61.9	16.7
Inclusive education policies, laws, and agreements: South Africa and beyond	26.2	-	69.0	4.8
Inclusive education in the South African context	28.6	-	66.7	4.8
Unit 2				
Learner diversity, intersectionality, and equity	21.4	2.4	64.3	11.9
Responding to learner differences	21.4	2.4	64.3	11.9
Language, culture and learning	28.6	-	59.5	11.9
Unit 3				
Building inclusive school communities	19.0	2.4	64.3	9.5
South African framework and tool for building inclusive schools	19.0	2.4	64.3	9.5
Practices that promote collaboration in inclusive school communities	26.2	2.4	59.5	7.1
Unit 4				
Understanding inclusive pedagogy	11.9	-	50.0	14.3
Using diversity as an asset: practical strategies that support learning for all	16.7	-	47.6	11.9

Notes: N=2 missing for building inclusive school communities; N=2 missing for South African framework and tool for building inclusive schools; N=2 missing for practices that promote collaboration in inclusive school communities; N=10 missing for understanding inclusive pedagogy; N=10 missing for Using diversity as an asset: practical strategies that support learning for all.

In the interviews with the Lead Trainers and SMEs, one Lead Trainer and one SME noted that the content of the materials is relevant to knowledge around Inclusive Education. This can be seen from the following excerpts:

> I think for us as therapists we are trained to think this way like inclusively and realistically. So if I can say the knowledge wasn't necessarily new, and, but maybe the way it was presented was different, but it was much easier for us to relate to the content. But also tell, knowing this content is created for teachers specifically. (Lead Trainer)

> It's an excellent tool. Rounded, kind of group of materials that both reflect the best, the best of global practice. But also really related to the African context, especially looking at, at policy and, and agreements in unit 1, and then of course, and everything is connected with that and in unit 3 and, and to say, unit 2, in unit 4, it still gives South Africa related content, but it gives a broader perspective. And of course, unit 4 is the practical application, you know, so I have a very positive view of the materials because have been very, very much involved in it. (SME)

In another instance, one Lead Trainer indicated that the content challenged her thinking around prejudice and teaching inclusively, whereas, another Lead Trainer indicated that the content is relatable to the South African context. The Lead Trainers noted the following:

> A lot of this content also challenges you to look at yourself and what prejudice do you have as a teacher and how has that impacted your teaching. (Lead Trainer)

> And you are looking at it in terms of the South African context. So I think that's what I like about it. The case studies and the examples, it's something we as teachers can relate to because it is reflective of what's happening in our school. So I think that is positive about the course. (Lead Trainer)

Furthermore, the table below indicates that the majority of the Lead Trainers found the learning activities outlined in the materials 'quite useful'. This was based on the journal activities (31.0%), reading activities (54.8%), writing activities (42.9%), audio visual activities (40.5%), discussion activities (45.2%) and assessment tasks (47.6%). The remaining responses were low for 'not very useful' and 'not applicable' (under 10%).

Table 4: Lead Trainers' views on the usefulness of the learning activities

Learning Activities	% Very useful	% Quite useful	% Not very useful	% Not at all useful	% Not applicable
Journal	2.4	31.0	21.4	2.4	38.1
Reading	26.2	54.8	2.4	-	14.3
Writing	7.1	42.9	23.8	-	21.4
Audio Visual	40.5	40.5	-	-	16.7
Discussion	33.3	45.2	4.8	-	14.3
Suggested Assessment Tasks	11.9	47.6	14.3	-	23.8

Note: N=2 missing for journal activities; N=1 missing for reading activities; N=2 missing for writing activities; N=1 missing for audio visual activities; N=1 missing for discussion activities; N=1 missing for suggested assessment tasks activities..

The usefulness of the learning activities also came across in the interviews as noted below.

> *Yeah and for me especially, I think because I'm the only member on the team, sometimes I feel lonely. I don't know what to ask or I don't have someone right now to discuss this with, so it was a really helpful coming here and, on this level, to speak to, in doing the group work doing discussions activities. (Lead Trainer)*

Similarly, another Lead Trainer noted the practical nature of the activities and in particular the journal articles. He noted that:

> *Even some practical articles that, that when you do some research on a practical level of something that's happening in education, Inclusive Education, for example, how does it happen? Is it happening, is it not happening? What are the challenges? Articles like that are even more academically written than this course material. (Lead Trainer)*

In terms of the format of the units, responses varied from 'very satisfied' (42.9%) to 'neutral' (38.1%). Only one Lead Trainer was 'not at all satisfied' with the format. See table below for more details.

Table 5: Lead Trainers' views on their satisfaction with the format of the units

	% Not at all satisfied	% Slightly satisfied	% Neutral	% Very satisfied	% Extremely satisfied
Format of Units 1-4	2.4	9.5	38.1	42.9	4.8

Note: N=1 missing response.

One WCED official and one Lead Trainer also expressed the following about the format of the units:

> And then the following week when we tried it out with teachers and principals and so on the feedback that they gave us, was, they really enjoyed module 4 which is about the strategies, all of them. (WCED Official)

> I think that it is good ... It makes sense because it's, there is progression, and like I said, the funnel is there. It's starting very wide and then going to class level. (Lead Trainer)

Both the qualitative and quantitative data suggests that the Teaching for All materials cover all the important aspects required to train teachers. It also notes that the learning activities are engaging and the content easy to follow. The next part looks at respondents' views on the quality of the materials.

5.1.3. Views on quality of materials

Respondents were asked about their views on the quality of the materials. All responses from lead trainers as well as the WCED officials were positive as noted by the following Lead Trainers:

> It's excellent. I can't fault it. I think it's excellent. I mean if you just look at the quality of the booklet. (Lead Trainer)

> The materials, it's good quality. It's intellectually sound, an intellectually sound course, an academically sound course. The materials impressed me. I thought the materials were very well put together, going from a wide-angle view, wide lens down to classroom lens, Unit 4. Unit 1 starting very widely. (Lead Trainer)

Another lead trainer spoke to the flexibility of the materials.

> I can choose what I want, an electronic slideshow, or I can print it out so that is the flexibility of the materials. (Lead Trainer)

This part looked at the quality of the materials. Lead Trainers and WCED officials were pleased with the product in terms of its content, flexibility and layout.

5.1.4. Views on possible additions and modifications to the materials

Two Lead Trainers felt that the time teachers would need to take the course is lengthy, but also that teachers don't have time.

> I mean when I heard it's going to be sixty hours per unit, I tried to talk it down ... To tell the teachers, but you can man, you can do it thirty hours ... But then I saw. It's quite hectic ... And time constraining. (Lead Trainer)

> Maybe more condensed or summarised units should be provided because teachers don't have the time to journal or write assignments or tasks. (Lead Trainer)

A WCED official also noted that the content is too academic. She stated:

> We realized was that even though they took what they thought would be useful for in-service teachers. We realize that the models were quite academic. (WCED Official)

Moreover, one Lead Trainer suggested that:

> More videos can be added - it brings in diversity and a lot of people enjoy audio-visual stimulation. (Lead Trainer)

One WCED official noted the need for more examples and user-friendly information.

> But they would have liked a lot more on actual strategies to be more inclusive in the classroom. (WCED Official)

> And you just make it user-friendly and cut out a little bit on this and add more of that. (WCED Official)

Many of the Lead Trainers also spoke to the ordering of the units and that starting with Units 3 and 4 would be more beneficial to teachers. Two Lead Trainers noted:

> Teachers will be more motivated by Unit 3 and 4, which give practical resources to apply, than starting with policy. (Lead Trainer)

> Having all the information in one - makes it easier to find what you need. (Lead Trainer)

Having hard copies was essential to many of the Lead Trainers, and one Lead Trainer explained:

> Teachers like the fact that they can make copies and see materials in hardcopy, not only on computers. (Lead Trainer)

Furthermore, one Lead Trainer noted that the materials lacked psychological support for teachers.

I would say is there's a bit of a gap when it gets to the teachers, emotional well-being. Because teaching for all is, it's, it's, it's great information, it's great knowledge, is great strategies but there's, there's something missing, I would for example add in the first unit, I would put something that helps to connect the, the teacher with his own context zooming in on your own, you as a human being, because after all the teacher is a human being. (Lead Trainer)

In addition to this, the concern around language was also evident from the responses made by the Lead Trainers, especially when it came to making the materials and training "available in more languages". As two Lead Trainers explained:

We are an Afrikaans school, and although we engage in English, and receive some presentations in Afrikaans, there is no material available in isiXhosa. (Lead Trainer)

I work in a rural area where the majority of people speak Afrikaans or isiXhosa. So language could be a barrier, but I really think the content of this material is useful, its potent information. (Lead Trainer)

Overall, the materials cover content on Inclusive Education adequately and are relevant for the South African context. The materials are user-friendly and Units 3 and 4 are the most cited and valuable chapters.

5.2. Participants' views of the CPTD Inclusive Education Teaching for All materials training model

Teacher professional development is key to ensuring that teachers are equipped with the necessary knowledge and skills to create meaningful, relevant, and effective teaching and learning experiences. This part considers four dimensions that are illustrative of the quality of the delivery. This includes the time allocated to the training, the efficacy and experience of the SMEs, the mode of delivery, as well as their views of online training.

5.2.1. Respondents' views on time allocated to the training

The time allocated to a training programme is an essential factor to consider when facilitating professional development (Korsager, 2022). Training can be mentally and physically exhausting and this should be factored into the structure of the rollout. Lead Trainers noted

mainly how the time allocated to the training was insufficient for what they needed to do and learn. There were several instances where Lead Trainers commented on the issue of time.

Firstly, Lead Trainers noted that when they are expected to attend the training, good notice needs to be given as noted in the quote below:

If we … we have known about this a long time ago already, so we have planned out these two days for this. (Lead Trainer)

Secondly, the training should be consistent and rolled out over a period of time rather than once-off blocks, as noted below:

… but maybe, we should have dedicated study days or times or something like that … like every Wednesday or every Friday afternoon for an hour we do … the Teaching for All. (Lead Trainer)

Thirdly, Lead Trainers found the time allocated to the training too short in general and felt that they were not prepared for the level of intensity of the training as noted in the two quotes below:

Dit is te min [It is too little - referring to the time allocated to the training] (Lead Trainer)

I don't think we were prepared for the in terms of the amount of time it takes and how intensive it is. I think that was quite a shock that we work through (Lead Trainer)

Lastly, Lead Trainers also noted that they felt rushed, particularly during the online sessions as noted below.

I just think in terms of timelines there was expected from us and what was actually happening on the ground. It was a different side because we were taking so long to login, so they were expecting us to be here … So that kind of put pressure on us… but we not there yet … they had their own timeline … I mean … we felt kind of rushed … (Lead Trainer)

While most training and professional development initiatives have limited budgets and time constraints, the time allocated to the programme can impact the quality of the delivery and also negatively impact learning as trainees may not grasp ideas and concepts fast enough. This is particularly important when using cascade models that are highly dependent on each multiplier to be experts in content and pedagogy.

5.2.2. Experience and expertise of Subject Matter Experts

This part draws on two aspects, firstly, the experience of the SMEs which is self-reported, and secondly, the feedback from the Lead Trainers on the efficacy of the SMEs in delivering the Teaching for All materials.

Experience of Subject Matter Experts

In the interviews with the SMEs, each was given the opportunity to provide their experience and qualifications demonstrating their knowledge and skills in pedagogy and Inclusive Education. Feedback from each of the SMEs are noted in the extracts below.

> I do have a qualification, a PhD in inclusive, inclusive education / educational psychology … And I've worked in this field since I had my initial qualification … It qualified me as a remedial teacher. So, currently, I'm an associate professor of Inclusive Education … that's my permanent work but I'm also a British Council consultant. (SME)

> And I'd say originally a lot of my work was around English language, teaching and, and working on projects with many countries and in education reform as well. And then I kind of retrained to get involved in work-around special education needs and, and then of course that took me to understand the broader approach to inclusion in education and its importance globally. (SME)

> I have a Masters in Education [in] School Effectiveness and School Improvement. So I started out as a Secondary School teacher, did that for 10 years and then I worked in my Local District for about that eight and I always worked in quite challenging schools so did a lots of work with a really wide range of students and so I kind of even without realising I got interest in inclusive education and then it came kind of more specific interest as I was working in my local authority and I was running programmes around social national learning, restoratives, justice and anti-bullying and safe the schools So it all came around kind of relationships and inclusion and all that kind of thing. (SME)

The quotes from the SMEs above suggest that all the experts have a range of academic qualifications and work experience that makes them suitable to deliver such training.

Lead Trainers' views on the efficacy and competency of the SMEs to facilitate the training of the Teaching for All materials

While the SMEs themselves have noted their expertise and experiences that make them well qualified to facilitate such training, the Lead Trainers also had an opportunity to reflect on the quality of the delivery in terms of the knowledge and skills of the SMEs. This part draws from the quantitative data received from the surveys, as well as the qualitative data received from interviews, focus groups and tandem interviews.

The table below depicts the responses from Lead Trainers when they were asked whether they felt the training was adequately administered by the SMEs. An overwhelming majority of the Lead Trainers responded positively to this item as demonstrated in Table 6.

Table 6: Lead Trainers' views on: Do you feel that the training was adequately delivered by the SME/s?

	Frequency	Percent
Rarely	1	2.4
Sometimes	1	2.4
Always	34	81.0
Often	6	14.3
Total	42	100.0

Lead Trainers were also asked their views on how approachable the SMEs were during training to clarify certain aspects of the materials. The responses from Table 7 below suggest that SMEs were mostly 'always' approachable.

Table 7: Lead Trainers' views on: Were the SME/s approachable when you needed to ask questions and obtain clarification on the units?

	Frequency	Percent
Rarely	1	2.4
Sometimes	1	2.4
Always	34	81.0
Often	6	14.3
Total	42	100.0

The efficacy of the training by the SMEs was also reflected in the Lead Trainers' views on their own competence and confidence to replicate the training in their own working contexts (see Tables 8 and 9 below).

Table 8: Lead Trainers' views on: How competent do you feel with the training you received from the SME/s to train other teachers?

	Frequency	Percent
Somewhat Competent	8	19.0
Uncertain	11	26.2
Competent	21	50
Highly Competent	1	2.4
Missing	1	2.4
Total	42	100.0

Table 9: Lead Trainers' views on: How confident do you feel with the training you received from the SME/s to train other teachers?

	Frequency	Percent
Somewhat Confident	11	26.2
Uncertain	12	28.6
Very Confident	18	42.9
Extremely Confident	1	2.4
Total	42	100.0

In terms of competence (Table 8), only 50% of Lead Trainers noted that they felt 'competent' in teaching the information to teachers, with just under 20% saying they are 'somewhat competent'. In terms of confidence (Table 9), 2.4% of Lead Trainers noted being 'extremely confident', with 42.9% and 26.2% noting being 'very confident' and 'somewhat confident' respectively. Just under 30% of Lead Trainers noted they were 'uncertain'.

A Lead Trainer noted during an interview that they think the SMEs are qualified and competent to facilitate the training and that attending the sessions has made them confident to cascade the information to others. This is noted in the extract below:

Yes, I do think so [they are competent to facilitate the training] I also think maybe, I'm not sure where it all came from, but they should also gone through a training session where people trained them. And tell them about this. I was really impressed with the presenters because to look at their situation and compare it with South Africa, it must have been difficult for them. Because they did not have these problems in their country [referring to the UK]. They have different challenges ... I wouldn't have been so confident without them. (Lead Trainer)

The findings in this part suggest that, although Lead Trainers noted the SMEs were well qualified to conduct the training, the expertise didn't fully reflect in the confidence and competence levels of the Lead Trainers themselves. It also seems that when Lead Trainers were asked face-to-face about their confidence and competence, their responses are positive, but they reflect less positively in the survey.

5.2.3. Respondents' views on engagement and online/virtual training

This part depicts respondents' views on engagement and participation in an online platform for the training for the programme.

In some cases, even when sessions were online, Lead Trainers attended the sessions in groups, which was a positive experience for the Lead Trainers and the SMEs as suggested below:

Because of the Covid restrictions so you kind of had to look at it as a well that is how we are doing it so we will just make the best of it. I think their ability to work together face to face in that teams as part of the sessions is great because you know you can, you pop into, if you can pop into the groups that you had put them in and you just hear them talking and it is really nice to know that at least there are some of them are in a room together. (SME)

Lead Trainers also note that they preferred working in groups (especially in face-to-face contexts) rather than individually as the latter may lead to feelings of loneliness as noted below:

Yes, definitely [we prefer the groups] because you've got your peers, you've got your colleagues, you can speak to them one-on-one, you can make eye contact you can crack a joke.

You can you know make it interesting you could learn from one another. Then when you are in your room. Sometimes I feel lonely. I don't know what to ask or I don't have someone you're right now to discuss this with, so it was helpful coming here and, on this level, to speak to in doing the group work doing discussions activities. (Lead Trainer)

5.2.4. Respondents' views on the mode of delivery

The mode in which training was delivered garnered substantial feedback from respondents. Overall, SMEs and Lead Trainers prefer face-to-face training. However, the extracts below illuminate several salient points to consider when selecting the mode of training.

Firstly, post-pandemic uncertainty impacts the mode and therefore the quality of the delivery and thus, SMEs, and subsequently Lead Trainers, will need to adjust their training accordingly. This was noted by an SME:

We don't know where the world is going. Tell them you have options if you are face-to-face you do this, if you are online you do that. And we leave it as it is, you don't delete anything. (SME)

Secondly, trainers need to have the requisite methodological and pedagogical skills to deliver the materials online as well as face-to-face. This was also noted by an SME in the quote below:

But we really wanted to make those sessions as interactive as we could, you know, with teachers going into breakout rooms … but often it's you know, it's kind of Death by PowerPoint you know. … So we tried to make it as interactive as possible. And I think the response from the lead trainers was really positive and it shows that although you are doing online training it [can work]. You've got to have the technical [expertise], you know … It's the methodology in the pedagogy. That's most important really. And the teachers will engage with that. (SME)

Thirdly, online platforms can be intimidating for some, which limits their engagement in training, as noted in the feedback below:

Yeah, yeah, the buy-in from the lead trainers is excellent and consistent and we are all, were all really, really impressed by the motivation obviously [but] when we are online you know some are much more active than others, and

that's just inevitable … you know, when we're doing tasks those, there's quite a lot of Usual Suspects who respond … (SME)

Fourthly, an SME noted that using online modalities makes it challenging for trainers to know whether trainees are understanding the materials.

And but so it's hard. It's hard to kind of judge how people are engaged online, except for the ones who are vocal. (SME)

Fifthly, online platforms may result in a disconnect, which is critical in the process of exchanging knowledge. Both SMEs and Lead Trainers find they are missing the collegiality and camaraderie that online platforms don't always offer. The quotes below are suggestive of this.

I think I would probably say that the remotes the remote interaction has worked as well as it probably could. I mean there's there … a kind of disconnect in terms of, you know, which is a key element in any education exchange, but in other fields as well, if you're working with people it's your relationship with the people [that matters] but yeah, it's been pretty good, but inevitably limited yeah. (SME)

I mean you will, you will know that the quality of face-to-face is much better, online it's nice, but it's not that personal. (Lead Trainer)

… you know, we all trying to get as best quality as we can whether it is online or face to face, but you know …working together face to face is just … is just more energy around it and people's spark ideas of each other and there is more laughter and you know we know that people are more relaxed and you learn more when you are relaxed and we know all of this is kind of less exhausting I think than being online all the time. (SME)

… you know, again it is not as good obviously as seeing people face to face and meeting them and you know being able to have lunch with them and that kind of stuff that you do on training. (SME)

Lastly, the preference for face-to-face training also results from limited access to technology, connectivity issues or an inability of trainees to navigate the online platforms, as noted by the respondents below.

… and the thing is not all of us had the best connectivity. Anything can happen. (Lead Trainer)

Sometimes people are not well trained in Teams so they will keep their microphone on, and they're not on mute, and [you hear] the dog barking … I think what would have helped is the sound, if we had proper sound … And had microphones so then not all this repeating. (Lead Trainer)

So I have got to know the different voices as they come on because the connectivity is never good enough for people to be able to put their cameras on so you kind of get to know the different voices and through e-mails as well. (SME)

I know I'm one of the older ones here, but I find the auditory, my auditory processing just can't handle the distortion and the noise at the same time. So I only hear half of the sentences. (Lead Trainer)

However, despite the general agreement that face-to-face was the preferred modality, Lead Trainers did confess that exposure to the online methods, programmes and pedagogies has been a positive learning curve, and they appreciated being pushed to learn about new and different formats of delivery. This is noted in the discussion below (this was extracted from a focus group discussion):

SPEAKER 4:
So, they got us to work in groups either way [online or face to face]

SPEAKER 3:
Yeah, we got a wide variety of …

SPEAKER 4:
How to try things I think we actually also learned a lot by them.

SPEAKER 1: Yes.

SPEAKER4:
Doing the online.

SPEAKER 1: Work.

SPEAKER 4:
We could see them do the options for us online because we don't normally do.

SPEAKER 3: Yes.

SPEAKER 4:
Things online. I still don't know half of the things we have to do so.

SPEAKER 2:
Don't worry it's not that bad.

SPEAKER 4:
Yeah so, we never did training on Zoom and things like that only tips on it …

SPEAKER 3: Yeah.

SPEAKER 4: So that was good to see them also so that's why it's good to have a bit of both.

SPEAKER 3: I think even that marketplace style of group work is something I was exposed to only for the first time in this session.

SPEAKER 4: Yes.

SPEAKER 3: I've read it, heard about it, but I have never been physically you know get up and walk around it's a nice it's packed with different ideas.

SPEAKER 4: Yeah, I think it's also been developing our skills as presenters.

SPEAKER 3: Yes.

SPEAKER 4: Because that is part of our work, we need to do the same thing.

SPEAKER 1: Okay.

SPEAKER 4: In the same way. So, this I think has also given us a few ideas as to …

SPEAKER 3: … how can we [can do things]

SPEAKER4: How to work and how to…

SPEAKER 3: … to present.

SPEAKER4: Online and in person.

Although both SMEs and Lead Trainers understood the rationale for the hybrid approach, online sessions were less enjoyable for both parties. The modality of the training has implications for the trainers because they would need to ensure they are equipped with the skills and pedagogies for both face-to-face and online learning engagements. However, the focus group discussion with Lead Trainers suggests that the online sessions facilitated their learning in online pedagogies which was helpful in their development. On the other hand, challenges relating to connectivity and low level of computer

skills also contribute negatively to the quality of the delivery, and this will impact the efficacy, and inevitably the success, of the programme.

This section contextualised and reported on Lead Trainers' and SMEs' views and experiences on the quality of the delivery of the Teaching for All materials. Significantly, it was noted by an SME as a suitable model for rolling out the materials as noted in the quote below:

> *I think the model was excellent. I think it's absolutely correct. (SME)*

It is notable that, while over 64% found it useful, 27% did not find it useful for their professional training and development. More attention needs to be paid to ensuring that Lead Trainers are aware of the benefit of such training for their own development as much as that of teachers.

Table 10: Lead Trainers' views on: Was the training beneficial/useful for your continuing professional training and development?

	Frequency	Percent
Yes	27	64.3
No	12	28.6
Missing	3	7.1
Total	42	100

In this section, we looked at four dimensions to establish the quality of the delivery in training Lead Trainers to train teachers to use and incorporate the Teaching for All materials in their classes. In terms of the time allocated to the training, Lead Trainers noted that they would like advance notice on the training dates and that the training is very intense so more time should be allocated to training. In terms of the expertise of the SMEs, both the SMEs and the Lead Trainers acknowledge that the trainers are well qualified to facilitate the training. Most of the Lead Trainers noted that SMEs were approachable and delivered the training adequately. In terms of engagement, respondents noted that group work - either online or face-to-face - was a preferred way of conducting the training. Lead Trainers enjoyed the ability to interact, question and engage with fellow trainees and SMEs and this improved the quality of the experience. In terms of the modality of the training, the majority of

respondents, both SMEs and Lead Trainers preferred face-to-face training to online training. Lead Trainers reported several challenges with online training. However, they also reported that the SMEs exposed them to new ways of working, which meant they did not only learn about the content of the Teaching for All materials, but they also learnt about online pedagogies which enhanced the quality of the experience.

5.3.   Participants' views regarding governance-related hindering and enabling factors for the rollout of the Inclusive Education CPTD Teaching for All Materials Programme

In this section of the report, the participants in the study, i.e. WCED IE Directorate and e-Learning staff, SMEs and Lead Trainers, shared their views and experiences of the governance of the project, focussing primarily on the planning, structural and organisational aspects. They also provided key recommendations for the improvement of these aspects going forward. The findings are presented as governance-related factors that positively impacted the rollout and those that mitigated against the planned rollout, and the associated recommendations because in many instances the experiences were both positive and negative.

5.3.1. Collaboration and partnerships

The partnerships in the project were based on a shared vision and commitment towards the promotion of IE in Western Cape schools. This, and the shared responsibility for the successful implementation of the project, was a critical factor in the success of the project.

Strong links in the form of regular meetings, collaboration and open channels of communication between the SMEs, British Council and WCED (E-learning and Inclusive Education Directorate) allowed for course content changes, simplified decision-making and quick responses to problems experienced with the training and the online platform.

The benefits of established collaborations were garnered by the project through the selection of Lead Trainers working within a District IE Team. These teams had good relationships with schools in the circuit or district they serviced. They used this and the schools' belief in their expertise,

knowledge and commitment to deliver, as a basis to convince schools to participate and in so doing commit and contribute to the promotion of IE. The teams mostly attended training as a group and often had post-training discussions on the materials. They also engaged in joint planning of their training sessions with teachers/schools.

Maximising participation and efforts for inclusion were built into the design of the Lead Trainer training. This is essential when the focus of the CPD is inclusion. The Lead Trainers felt that their input into the materials was valued and that they were provided with sufficient opportunity to participate.

5.3.2. Adaptiveness and responsiveness

The Teaching for All project was implemented during a period of rapid change in the Education sphere and the world. The ability to respond and adapt to these changes and ensure the continuation of the project is classified as an indicator of good governance.

Adaptiveness and responsiveness by the project team (WCED and SMEs) are illustrated in the following three examples:

Response to the mode of delivery of training

The initial plans for face-to-face training of the Lead Trainers and teachers could not be implemented due to Covid-19. Rather than relinquishing the project, the project managers decided to move to an online training model using Moodle, the Learner Management System (LMS) of the WCED, as a platform. They were able to draw on the in-house expertise of the eLearning Directorate for setting up the online training course.

Response to delays in training and increased pressure on lead trainers

The project plan was delayed due to Covid-19 and changed priorities. The WCED and the SMEs jointly adapted the original project plan to respond to the delays and the increased pressure on the Lead Trainers. The move was from online training (Units 1 and 2) to hybrid training (Units 3 and 4) of the programme. The intensive nature of the training both made up time and allowed the lead trainers to complete the programme in a shorter time so they were able to focus entirely

on their support of the next level of training, i.e. the teachers. At relatively short notice, the WCED IE Directorate showed flexibility and used its authority as provincial leadership to ensure that the changed plan was realised.

Response to limited capacity

When challenges arose with the registration of the Lead Trainers and teachers on the Moodle system, the WCED again drew on the technical expertise in the eLearning Directorate and utilised the LMS knowledge, experience and expertise of a staff member in the Inclusive Education Directorate.

5.3.3. SACE accreditation/CPD points

All the parties (WCED, SMEs and lead trainers) indicated that they believed that the SACE CPD points were an incentive for teachers to participate in the programme.

So, so the fact that it's got CPTD, accreditation ... (WCED)

Taking the initiative to register the training programme with SACE so that the teachers could earn CPD points talks to the additional effort that was put into the planning of the project to ensure that the training had an additional benefit for teachers.

Unfortunately, participation in the training did not earn the Lead Trainers any CPD points. This was raised as an issue by the Lead Trainers and at the time of publication, the British Council and the WCED were exploring the possibility of gaining some form of recognition/accreditation for the training with the Health Professions Council.

5.3.4. Communication

There were varied responses related to communication. While some lead trainers reported that they were happy with the efficiency of the communication and the support that they received from the SMEs as well as the WCED IE Directorate during the project while others indicated that some improvement was required. One Lead Trainer felt that:

> *The SMEs, I think they must, they must be available have an open-door policy. I know that I can contact one of them and ask them or discuss something, ask for guidance because this is not my core business.*

Obviously, I don't work with it every day. I'm going to prepare in a certain time for this because I'm not going to work daily on teaching for all. It's not my full business. So when I need guidance and support, I want them to just at least be available and I know they will, they will respond via email. (Lead Trainer)

5.3.5. Planning and reporting systems

The data from all the participants generally indicates a well-planned, well-organised project with strong links between the various parties and effective and efficient communication and reporting systems. Suggestions related to planning made by different role-players, however, indicate that it there is room for improvement. For example, an SME suggested tighter planning:

So this is just from my, if I was putting myself in the British Council's shoes I think I would wanted to maybe lay more ground work with the next province in terms of how is it going to work, who is going to be involved, who are your IT people, you know to get all that a bit tighter before you start the rollout. (SME)

Another planning-related issue was raised by the E-Learning support staff who reported that:

The modification of programme material - especially after being loaded on Moodle when teachers had already registered was problematic. (E-Learning support staff)

While the delays did impact the scale of the project there were still concerns that the plan to go to scale in such a short time was unrealistic.

One of the SMEs recommended more realistic timeframes in future planning.

Well, I mean, I think just and inevitably these things always take longer than you know, then, then, we talk when you're we, we had hoped that the teachers could have started much earlier in the year and then everyone had to have started by March and you know, that hasn't happened. But I think you just have to inevitably build in. A longer timeframe really, yeah. (SME)

5.3.6. Efficient and effective coordination and communication

While clear direction was provided by the WCED IE Directorate, there were recommendations for additional structures, closer collaborations and increased coordination, to improve the effectiveness and efficiency of the project. For example a WCED official noted:

I think just making sure that the entire system knows what's going on. Instead of having pockets of information available here and pockets elsewhere, to have a very clear management plan to know exactly who does what, who can they ask about what, almost like an induction or a guideline Bible for them. (WCED Official)

This was reiterated in the following response by a Lead Trainer:

I would say again make sure that you appoint a person to manage the project for logistical purposes and a coordinating function. And each provincial level and then tasks the provincial person to have a district point person, who is liaison as well. (Lead Trainer)

This further tied in with who to contact, and one's role and expectations for training and doing the training. One Lead Trainer noted:

When we took our issues that we're having, and we went, we asked a question in one of the meetings and then they said that we have to speak to our teaching for all champion at our district and then we sent an email to our head of, and she wasn't even sure who was the head of the champion. They had no clue what we were talking about but anyway we asked her the specific question and she forward that email. (Lead Trainer)

In addition, another WCED official noted:

So, I'm definitely going to do that. I asked them if we can, in the near future do a session with the educators or with the team. I think, if we have webinars, we can just include everybody and then take them through the registration, the sign in process, and then afterwards, do Unit 1 with them and then if … finished with Unit 2, we can maybe just support them in [Unit] 2, so, if necessary, I really think they must also experience doing it on their own. They mustn't wait for us. I just think for now, just to support them through [Unit] 1, because they're kind of behind now, and then British Council is planning to do their sessions, the Unit 2 early in June I saw. So, if they two at least, they can all be on the

same, start at the same place. So, maybe, kind of a support group taking them through the process. And that's going to be more successful, I think. (WCED Official)

The same official also discussed the support needed for registering educators.

If they support the educator with the registration, or get it themselves at the school, and check if it's correct. Send it to the coordinator, they send it to someone … the right information is coming to the coordinator and the coordinator can just do a final check and then send it to us. Then we will get eight lists of registrations and then we can send that eight lists directly to the person who uploads it. Then the registration part will be easier and then the enrolment, we can just have a session. We had a session with the lead trainers in the beginning, so they know how, exactly how to sign in. They must now go back to the educators to do the same process that they went through, so I'm still not understanding why they're struggling. But that might help. If they kind of support the educators at the school. But I know I heard here in the schools that, part of this email that they sent me, they will say that they're going to the school this afternoon, they would like to have the username and passwords, the educators, and we sent the list to the coordinators so I think it's a communication gap, maybe, between people as well. (WCED Official)

In addition to this, a Lead Trainer recommended a dedicated programme coordinator to help solve the lack of communication between all parties involved. She noted:

We wanting to understand this communication challenge, to know whether the British Council should have a dedicated person going to do this in future. (Lead Trainer)

Furthermore, recommendations were made around registration by two Lead Trainers expressed that:

The registration, registration process should have been done earlier and quicker, I think that's the biggest challenge currently for me is the registration of our teachers because I've managed to motivate them all and to get them into it and now I think that was last year November, October where we have done the orientation and up until now, there are only a few

teachers that has registered. So that's my biggest worry. It's my biggest concern. (Lead Trainer)

The registration process is time-consuming and some of our teachers still struggle to log in. (Lead Trainer)

Further, an SME noted:

… it would have been good maybe to have a few more structures in place to make sure the next was kind of a continuation … (SME)

5.3.7. Collaboration, coordination and involvement of other directorates in the WCED

The Lead Trainers and SMEs called for a more integrated approach to IE CPTD within the WCED and other PEDs. In particular, one Lead Trainer stressed the critical need for the involvement of the Curriculum Directorate. She noted:

Curriculum also need to do this, attend the course. (Lead Trainer)

This sentiment was supported by others:

No, I think its necessary, inclusion is everybody's business. And in fact, the fact that the curriculum directors have not traditionally been involved in inclusive education matters is a concern. We've had two years of the pandemic. All learners have come back to a system where they themselves are on a bit of a back foot. (Lead Trainer)

Yeah, broader Advocacy with everyone. I think there needs to be some kind of discussion or presentation to all of our, our senior or broad management team here at head office and that needs to be in Cascade down to districts. (WCED Official)

In this instance, clear communication channels were essential, as well as for further rollout of the materials and collaboration. A WCED official noted:

I think just making sure that the entire system knows what's going on. Instead of having pockets of information available here and pockets elsewhere, to have a very clear management plan to know exactly who does what who can they ask about what, almost like an induction or a guideline Bible for them. (WCED Official)

This was reiterated in the following response:

> *I would say again make sure that you appoint a person to manage the project for logistical purposes and a coordinating function. And each provincial level and then tasks the provincial person to have a district point person, who is liaison as well. (WCED Official)*

5.3.8. Moodle capability

Findings indicate that the Moodle platform was a suitable for hosting the IE CPTD training for teachers. The use of the official LMS allowed access to all teachers to the training. The e-learning specialist was convincing in his belief that:

> *The Moodle system was a reliable and method of doing CPD. (WCED Official)*

Furthermore, one SME noted:

> *I think the Moodle course is a good solid basic in terms of the text and the materials that are there you know, with more resources it could be more visually interesting for example … but in terms of the contents that is there it is really, I think it is a really strong basis, a really good starting point. (SME)*

5.3.9. Programme registration systems challenges

One key challenge the project faced was related to the registration of trainers and teachers on the Moodle system. This issue was raised by various parties and many recommendations were made to improve the system.

Initial registrations were delayed due to incorrect submissions and Lead Trainer login issues.

> *I just think in terms of timelines, what was expected from us, and what was actually happening on the ground. It was a different side because we were taking so long to login, so they were expecting us to be here and we were still there. So that kind of put pressure on us as to, but we not there yet. (Lead Trainer)*

The WCED eLearning specialist reported that the submission of "dirty" data when teachers registered on the Moodle site required additional human resources and hours to "clean up" the data.

To add to this, the registration system then closed prematurely, leaving many interested teachers unregistered and therefore not able to do the training. A WCED Official noted:

> *So the, the scheduling in the dates in whatever has been greatly affected by the, by the registration process, which is proved problematic. (WCED Official)*

All this impacted on registering teachers on time, negatively affecting buy-in by teachers and schools and ultimately the training support programme to be provided by the Lead Trainers.

The Lead Trainers felt accountable to the teachers whom they had encouraged to participate and were thus upset with the delays caused by registration (technical) issues.

The WCED IE staff member co-opted to assist with registration aired her frustration with the process:

> *It was actually a crazy journey for me. Because I've been getting lots and lots of emails. So, we send out a Google form to all the educators, so that didn't really work because they didn't complete the information as requested. Then I tried a template … the coordinator, so she sent it to the people, I don't have their information, so I work with the coordinator. So, she would send the, she sent them and then they started sending it back to me and it was just crazy receiving all the mails. (WCED Official)*

5.3.10. Sustainability and capacity for future training

Some of the Lead Trainers raised concerns and had questions about the expectations of them to deliver on the next part of the project - their training/support of the teachers and their continued involvement in the training going forward. The main concern was in relation to their already full work schedule.

One lead trainer was uncertain about their role and had many questions:

> *First of all: when will I get my target group? Who is my target group? Will it be primary schools, will it be high schools? Will it be full-service schools? Who must do the training? (Lead Trainer)*

Some of the Lead Trainers however indicated that they were completely prepared to start their training.

Others provided several recommendations to address the increased need for trainers moving forward. One suggested that the School Governing Body should also be involved in the rollout of the materials and noted:

> *The School Governing Body should play a huge role in the rollout of this. A bigger role than the teachers one by one … The reason why I'm saying so is the School Governing Body can co-opt other members within the community, and I feel that schools need more community interaction than they are having at the moment, or were having in the past five years and more of the ten years that I have been with the Department. I think they (the SGB) can be instrumental in training teachers - not necessarily us. We can empower the School Governing Body. (Lead Trainer)*

One Lead Trainer recommended streamlined training for lead trainers and that the SMEs:

> *Keep in mind that they are not all teachers but therapists, who already have this knowledge.*

Therefore, they do not need such in-depth training. Too many training sessions and spoon-feeding is frustrating and decreases motivation. (Lead Trainer)

The eLearning support person whose services were drawn into the project after the start was also concerned about the location and capacity of the IE Directorate to sustain the project. He suggested that the programme:

> *…might be better placed in the CPTD Directorate [CTLI in WC] because that Directorate has more experience and greater capacity [in offering CPD programmes] and so could provide more resources and support to the project. (WCED Official)*

All in all, the most important finding related to the governance of the project is that the strong partnership brought together with the knowledge, expertise, confidence and commitment of the various role-players. This, and the shared belief in the philosophy, material and methodologies/strategies promoted in the Teaching for All CPD training contributed to the overall success of the project.

6. INCLUSIVE EDUCATION CPTD TEACHING FOR ALL MATERIALS PROGRAMME: SYNTHESIS AND LESSONS FOR THE FUTURE

The review of the rollout of the CPTD Teaching for All resources in the Western Cape have focussed on three interrelated elements which account for its effective implementation. But prior to this, it is essential to note that the rollout of the materials was impacted by the onset of the Covid-19 pandemic in March 2020, moving much of the implementation to a virtual mode.

The figure below shows the three elements comprising the adaptive and evolving implementation approach and strategy. The first is the Teaching for All materials which themselves provide all teachers with the knowledge, skills and dispositions to promote Inclusive Education pedagogies and competencies in their classrooms, schools, communities and society.

The second is a teacher professional development delivery approach which empowered Lead Trainers as catalytic support agents to assist teachers across all districts undertaking the course / training programme at their own pace and in their own context. This delivery approach was made possible by placing the materials on a Moodle platform which allows for self-paced, self-directed learning over a period of time. The third is an implementation strategy which brought to the fore key CPTD governance aspects that needed to be addressed and that shape the delivery of the course to teachers. This includes effective coordination and collaboration across directorates, access to technology at the local sites, and clarifying the CPTD points and accreditation processes for all those undertaking the training programme. It is these three aspects that the lesson-learning and recommendations below address.
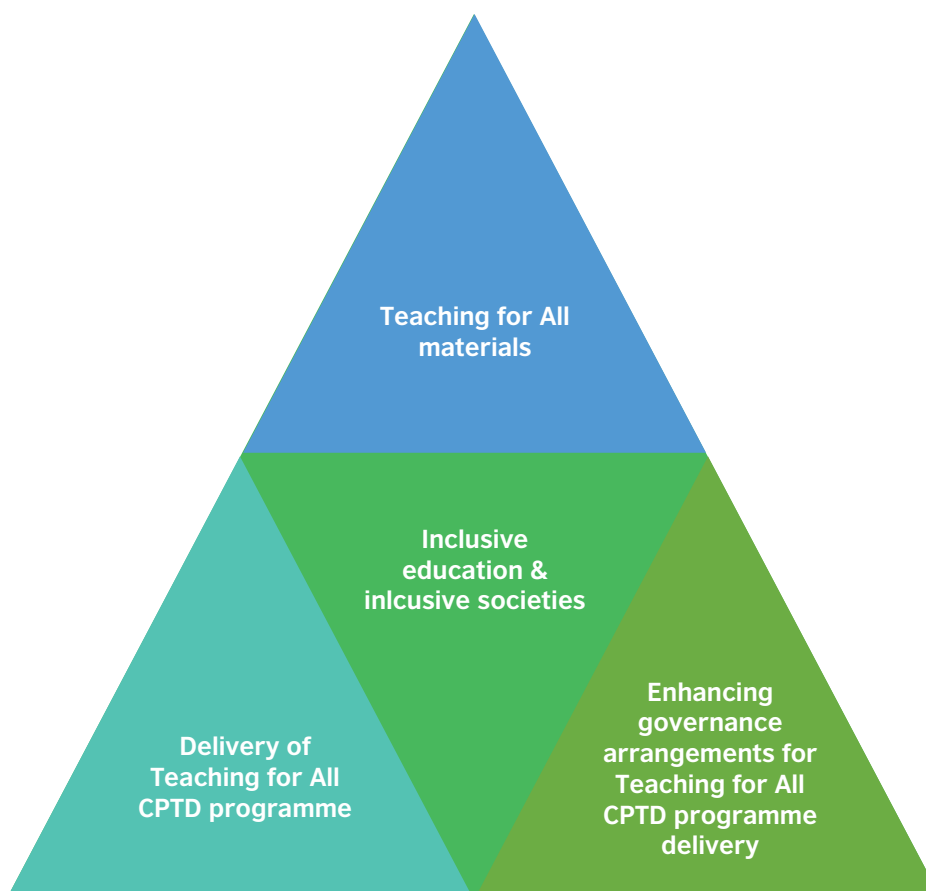
Figure 1: The Inclusive Education CPTD approach in the Western Cape

6.1. Inclusive Education CPTD Teaching for All materials

There is overwhelmingly positive endorsement of the value and utility of the material in promoting teachers' competence for inclusive pedagogies in their practices and more widely. There is widespread consensus about the efficacy of the materials and the CPTD programme offered by the WCED. The values of the materials can be enhanced by the following actions:

Review the sequence of the units: As the focus of the CPTD programme is practising classroom teachers it was suggested that the programmes begin with classrooms practices (Unit 4), then moving on to the theorisation of practise and the context within which practices occur as covered in the other units (Units1, 2 and 3). This, it is argued, is likely to pique and retain the interest and motivation of the teachers as it begins from where they are-, the context of practice.

Build a more "writerly" version of the materials, by allowing teachers to contribute exemplars and learning from their own practice, which can be used for future training, for sharing, and, in the long term, building a repository of teacher-developed materials for inclusive education. In particular, attention could be paid to adding to the current list of South African relevant examples and case studies.

Engage curriculum advisors and departmental curriculum specialists for future revisions to update the materials.

Crises and inclusion: The Covid-19 pandemic underscores the need for all materials, including the Teaching for All materials, to include crisis preparedness and ensure that inclusion remains a core priority, particularly during crises and disruptions. Future versions of the materials should be updated to reflect this.

Translation of materials: Given the linguistic diversity within the Western Cape, it is suggested that consideration be given to producing the materials in languages other than English. In addition, it is recommended that all schools, particularly those in impoverished contexts are provided with hard copies of the materials for teachers to use.

6.2. Delivery of the Inclusive Education CPTD Teaching for All Materials Programme

The review pointed to several strengths in the innovative ways in which the delivery of the programme was adapted in response to the Covid-19 pandemic and in laying the groundwork for the full-scale rollout. In particular, the development of a cadre of catalytic support agents for supporting teachers undertaking this module virtually and remotely. There are several lessons to be learnt which warrant further reflection:

Knowledge and expertise: Key to the success of quality Inclusive Education CPTD programmes is the expertise, skills and commitment of the various actors delivering the programmes. In this respect the SMEs who facilitated the CPTD training, and the WCED Inclusive Education staff were critical. The future efficacy of the training programme will be contingent on retaining and institutionalising such expertise, including that of the Lead Trainers who were the primary beneficiaries of the training reviewed for this study.

Delivery platform: Delivering mainly in an online way using Moodle and Zoom/MS Teams for the workshop proved to be remarkably effective and successful.

- *However, virtual training has drawbacks, as the exclusively online training of Lead Trainers restricted the methodologies of training in Inclusive Education, as well as restricting beneficiary participation/interaction. Future consideration needs to be given to developing a blended/hybrid training model which seamlessly integrates online, virtual and face-face participation. Being prepared for inclusive pedagogies requires direct contact and dialogic encounters which are often best achieved through face-to-face interaction. For Inclusive Education, which focusses on the affective dimensions of teaching and learning, group activities are a more*

suitable approach. This way trainees can discuss, swap ideas, experiences and suggestions, which will improve the training and learning experience. The use of a blended/hybrid mode will require support to ensure that trainees are provided with the infrastructure and data to attend the online sessions. Training also needs to be provided on how to use the platforms (Zoom, MS Teams, Skype) so that technical glitches do not impact learning.

- *Enhancing the technology used in virtual and online training is crucial, particularly in the context of crises including Covid-19 and loadshedding. The Moodle platform's capability was found wanting when it came to registering participants undergoing training. Enhancing the capability of such platforms would be critical to future use in delivering the programme. Further, ensuring that teachers have access to reliable, stable and robust infrastructure and equipment to undertake the training virtually and online is essential, particularly in the context of crises.*

Delivery mode: Given the Covid-19 context, participants found the mode of delivery effective. Several key aspects warrant further reflection in future delivery of the programme:

- *Sufficient time should be allocated to the training and trainees need advance notice of the training. The majority of the Lead Trainers work in high-pressure environments and need to plan for their absence from work.*

- *All training sessions should conclude with reflections that provide immediate feedback to SMEs, and the feedback should be used to improve follow-up sessions to ensure that the training is useful for all trainees and to improve their satisfaction with the training.*

- *Beneficiaries should be engaged prior to the beginning of the programme to ascertain their interests and needs. This will enhance their commitment and buy-in to the programme.*

6.3.   Inclusive Education CPTD Teaching for All Materials Programme governance

Successful delivery of Inclusive Education CPTD relies on effective governance mechanisms, procedures and process, as this impact evaluation reveals. In particular, effective coordination, meaningful partnerships and robust social dialogue are key. To this end, the following aspects warrant further reflection:

Collaboration and coordination: More effective interdepartmental and cross-directorate collaboration is key to effective CPTD programme delivery and in this respect attention should be paid to

- *Coordination between different WCED Directorates, and in particular across the E-Learning, Inclusive Education and Curriculum Directorates (GET & FET) is critical. The collaboration across these three directorates has a direct bearing on the efficacy of implementation and the experiences of teachers in undertaking this CPTD programme.*

- *At lower levels of the education system in provinces, curriculum advisors and circuit teams should all be trained in the Teaching for All materials, as were the Lead Trainers in this case. Such officials usually have direct and regular contact and relationships with teachers, and would be well-placed to support teacher learning in Inclusive Education as covered in the materials, for example in curriculum differentiation.*

Long-term institutionalisation of the programmes through provincial CPTD structures: The ISPFTED makes provision for provincial CTPD Institutes and Teacher Development Centres as nodal entities for empowering and enhancing teacher competence to provide equitable and quality learning. To this end, it is recommended that the WCED engages with such entities, including the CTLI, to ensure that Inclusive Education CPTD materials are embedded and institutionalised in the future professional development of all teachers. It is strongly advised that the WCED and provinces in general ensure that Inclusive

Education CPTD becomes core and a mandatory aspect of all teacher professional development in the future.

Partnership: The success of the Inclusive Education CPTD Teaching for All materials in this evaluation highlights the importance of partnership between government, universities and experts. In particular, the SMEs as external experts from a range of backgrounds including universities were key to successful delivery. The future sustainability and institutionalisation of this CPTD programme will be contingent on the ability of the WCED and other provincial education authorities to leverage external support and expertise from external stakeholders particular the university sector. Such partnerships make the achievement of inclusive education a shared commitment and responsibility.

Accreditation and recognition: The ISPFTED and the current teacher professional development policy provide for recognition of professional learning through the point system. The accreditation and SACE points awarded to the Teaching for All materials training acts as a positive incentive for teachers to engage in such training. However, Inclusive Education is not the responsibility of teachers only - it is also the responsibility of health care professionals, including psychologists, learning support specialists, school leaders and education

and health officials. It is thus essential that these professionals working in the education sector not only undertake this training, and that it is recognised by the respective professional boards they may belong to (e.g. HPCSA). Further, it is essential that those who undertake training to support teachers who will be enrolled for this CPTD programme are also awarded professional development points.

Resilient CPTD: The Inclusive Education Teaching for All programme, as noted in this report, took place during the Covid-19 pandemic, necessitating shifts in delivery modality. Further, Covid-19 placed additional pressure on the education system resulting in shifts in department and school priorities and targets and delays in the training, and adversely impacting buy-in and support for such training as a core need. Notwithstanding this, the programme did adapt and evolved a contextually and conjecturally specific implementation approach. Thus, as Sayed et al. (2021) note, crises and pandemics are not new even if their form may differ. As such, education systems need to be better prepared and more resilient in future. To this end, it is essential that future Inclusive Education CPTD training programmes are resilient, adaptive and responsive, developing realistic targets for progress and tailoring training to contextually-specific imperatives that crises demand.
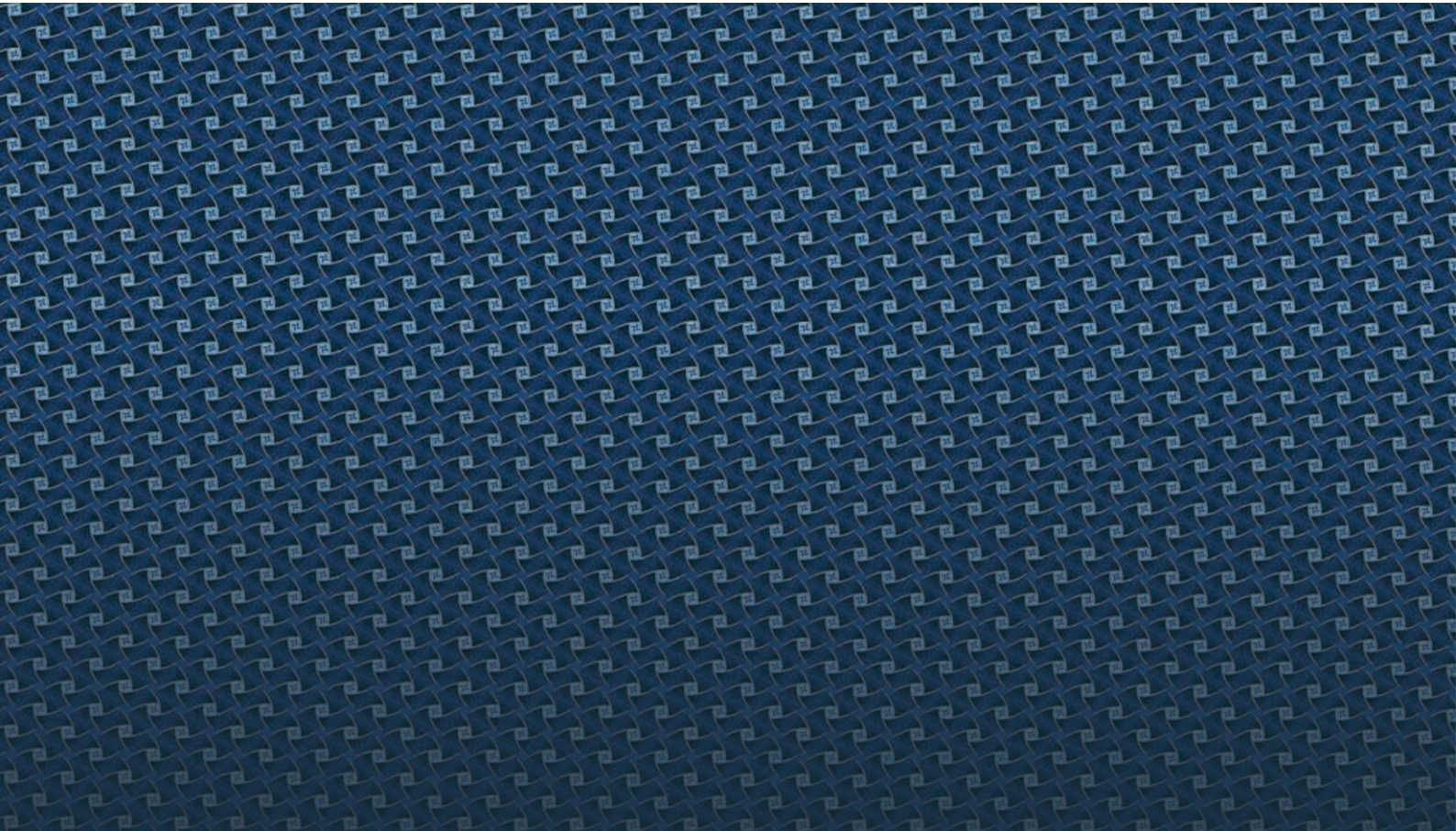
7.   CONCLUSION

As noted in this report, the Inclusive Education CPTD Teaching for All programme unfolding in the Western Cape has been valuable in identifying what is required, what worked well (to keep) and what to change - in relation to the materials, the training and the necessary governance elements. Since the data was collected, the WCED has enrolled 1,325 participants in Teaching for All. Of the 548 who accessed the course: 230 participants completed Unit 1 and are now enrolled in Unit 2; 104 participants completed Unit 2 and are now enrolled in Unit 3; 74 participants completed Unit 3 and are now enrolled in Unit 4; and 48 have completed all four units. This bodes well for the uptake and demand for such support. The Inclusive Education CPTD Teaching for All programme remains a valuable, valued and core priority in realising the national, regional and global policies towards inclusive, equitable and quality education for all, particularly the marginalised and impoverished. It is only through such interventions in education that the goal of just, peaceful, democratic, resilient and prosperous societies can be realised, as promised by the SDG agenda that all UN countries have committed to.

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