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***Deracialisation of schools in South Africa – challenges and implications for
educators***

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Abstract

The new government's vision of racially integrated schools in South Africa has been supported by the introduction of new legislation and policies which ensures equality of access to basic education as reflected in the South African Schools Act (1996) and the country's Constitution (1996). However, equality of education within the school system is not yet realized by this deracialisation effort as evident from the media reports, the Human Rights Commission's report on Racism in the schools and the findings of the ongoing study conducted by the HSRC on which this paper is based.

Statutory deracialisation in education and training systems has not guaranteed a smooth passage towards the realization of integration and has left the schools, the educators, the learners and the communities with challenges which are the focus of the HSRC study. The educators are the most affected as they have to deal with the changes on a daily basis and find ways to help the learners and themselves to cope with the changes.

The paper will therefore argue for the support, training and development of educators during this transformation stage of education in South Africa as evident from the results of the survey based on the importance and need for training levels identified by the educators themselves. The need for educators to transform classroom/curriculum practices and change mindsets is also critical for successful integration in the schools.

1. Introduction

The transformation of education in South Africa, is part of a broader process of reconstruction and development and has become a national priority and concern. Since 1994, new policies have been introduced to explore and manage the political, social and economic changes that accompanied the transition from the apartheid government to a democratic one. These changes have brought a number of challenges at national, provincial and local policy making levels as well as at institutional levels.

Policies like the National Education Policy Act (1995), South African Schools Act (1996), COTEP (1996), Education Act (1996), White Paper on Education and Training (1995), the Education White Paper 3 - a programme for the transformation of Higher Education (1997), The White Paper 4 - A programme for the transformation of Further Education and Training (1998) as well as the Revised Norms and Standards for Teacher Education, Training and Development (1998) have accentuated the need to redefine, redesign or restructure the education system to be more responsive to the needs of the people and to reconstruct the country as a whole. These policies together with recent studies conducted at schools, colleges, technikons and universities (EDUPOL, 1996; NCHE, 1996; SAIDE, 1996; Ural and Sekete, 1996) emphasize the need to invest in human resources as people are seen as vehicles for change.

The South African Schools Act (1996) which outlaws all forms of discrimination in the schools has accelerated the move from racially segregated schools to integrated education. This deracialisation in education which was initiated by the independent schools had begun in a limited way in 1984 but was given a boost with the introduction of the Clase Models¹ in the early 1990's. However, the move towards the deracialisation of schools in South Africa which was formally decreed in 1995 (National Education Policy Act) and enshrined in the country's Constitution (1996) has not yet achieved equality of opportunities as envisaged. It has instead brought a number of challenges to the schools, the communities they are in, the learners, the educators, the parents and even the government itself. There seems to be problems in some schools concerning their ability to manage the changes related to integration of learners from different racial, residential and cultural backgrounds. The realities of

¹ The Clase Models A, B, C and D were introduced by Minister Piet Clase (named after him) in 1990 as new admission policy models for the schools. These models gave the White parent

which and accompanying challenges and their implications are the focus of the above-mentioned HSRC study.

The Minister of Education, Prof Asmal is also concerned about the inability of most schools to manage issues of change related to differences in race, language, religion and culture in schools. He has reacted to the Commission of Human Rights' Reports on racism in the schools (Vally and Dalamba, 1999), the growing public concern raised about the apparent lack of change in some of the formerly white schools and the media reports on discrimination in other schools despite statutory efforts to deracialise the schools. He has as a result appointed an academic from Western Cape to head a working group to be tasked with drawing up a policy document to guide schools about diversity issues. This action is informed by what the Minister identified as:

- a failure to take into account the first language of pupils, for example in examination papers;
- teaching from the perspective of only one religion
- a lack of sporting options like soccer, in schools where rugby is traditionally the main sport
- cultural insensitivity such as singing only parts of the national anthem or not singing it at all..

A number of researchers and authors have identified educators as the key agents, prime implementors and shapers of change (Diphofa, 1998; Hawkey, 1998; Hoosain, 1999, Sekete, 1995 & 1998). Patterson (1998) contends that educators are a critical resource in any country as they belong to a geographically dispersed profession which many organizations rely on. Hofmeyr (1997) also warns that if educators are not nurtured and supported, the change initiatives which do not have their support may be doomed to failure. The educators themselves in a National Conference on Teacher Development held in Gauteng on the 13 -15 October 1995 concluded the conference that "... without competent, creative and responsible teachers no amount of tinkering with the education system would bring about any significant change. One of the recommendations put forward at the conference was the provision for continuous professional development of educators in keeping with the new vision of integrated approach to education and training for lifelong learning (Aurora Associates, 1996).

communities the choice of retaining the status quo at their schools or adopting one of the

The paper therefore, argues for the development and support of educators involved in these changing school environments as their contribution is critical to the transformation of classroom practices, changing their mindsets and influencing their learners to attain successful integration in the schools.

2. The deracialisation debates

The current debates in South Africa on this change process, show that the degree to which deracialisation has taken place is not uniform across the educational institutions as well as across different locales. Naidoo (1996) argues that a number of schools that have opened their doors to learners from different backgrounds, cannot claim to be truly deracialised as the social inequities of the past based on race are still maintained and strengthened. The evidence of which are the racial tensions and conflicts that are regularly reported in the media for example, the Vryburg, Potgietersrus, Groblersdal, cases and the slow process of integrating Black teachers in the previously White schools.

Zafar (1998, 1999), maintains that although deracialisation is explicit and implicit in all of the post-1994 legislation, it is delivered in a vacuum. This she relates to the absence of clear guidelines, implementation plans, suggested tasks and time-frames by the new government which hoped to eradicate racial discrimination in South Africa. She believes that, this lack of direction results in different interpretations of policy at every level of the hierarchy as there is eventually a thinning down at a conceptual level of the policies that reach the schools. In her conclusion on this issue, she cites the silence at school level with respect to the new legislation in favour of proceeding with 'business as usual'.

Kraak and Hall (1998) in their report on KZN technical colleges, indicate that a rapid deracialisation has occurred in the formerly House of Assembly (HOA), House of Representatives (HOR) and House of Delegates (HOD) colleges. Although they assert that this phenomenal change process has taken place without any major incidents, they concur with the fact that deracialisation has had a number of serious consequences for the social life of students on campus. Serious transport problems for students who are residing in villages or townships outside the college area (which are mostly found in towns) and racial tensions that lurk uncomfortably below the

models which gave them control over admissions.

surface are cited as examples of the challenges of the deracialisation process. This finding indicates that problems related to the deracialisation process are not only found in the GET (General Education and Training) institutions but are also prevalent in the FET (Further Education and Training) and highly probable in HET (Higher Education and Training) institutions.

The effects of the Group Areas Act (where areas were separated according to race and ethnic background) as Lemon (1998) argues, will still impact negatively on the deracialisation process for some time to come. He finds it problematic to attempt to promote educational equality in a society where deep socio-economic divisions are reflected in continuing high levels of spatial segregation. His argument is in line with the criticisms that are generally levelled at the new government that issues of access and redress appear to have fallen off the agenda while policy appears to be driven solely by budgetary concerns.

3. Theoretical underpinnings of the deracialisation process

The development of research in racial integration, diversity education, multicultural education, anti-racism or cultural diversity has different terms which incorporate meanings that constantly change as a result of the sensitivity of the issues that are investigated or debated (Donaldson, 1997). This trend in literature is prevalent in United States of America and Britain. South Africa is no exception as shown by the interchange of terms like non-racialism, racial integration, deracialisation or even desegregation in its literature.

Learning from the British and American experiences (Carrim, 1999, Donaldson, 1996; Morrel, 1991), there are four models that can be used to critically analyse the process of deracialisation in the South African schools, i.e.:

- **The assimilationist model** - it argues that to use race as a basis for different types of education is discriminatory. This model was used mainly in Britain after the Second World War. It maintains that for blacks or any other race to be integrated into the dominant society requires an education policy which de-emphasizes their racial and cultural differences and stresses a common identity which may be British or American as the case may be. The experiences in the two countries mentioned above, show that the assimilation policies failed where efforts were made particularly in schools to 'bring blacks up to the level of whites' which led to riots or racial tensions (Parker, 1998). This is in line with the conclusions that South African authors (Carrim, 1999; Mabasa, 1997, Naidoo, 1996 and Zafar,

1998 & 1999) have made about this model. They concur with the fact that assimilationist strategy used in a number of South African schools has failed to bring out the espoused unity. It results in divisions into 'us' and 'them'.

- **The multicultural model** - Policymakers in Britain and America had to use new strategies in education, for example multicultural education, to explain racial and cultural differences. This they had hoped would combat racism in the schools (Rex, 1986). Research into this approach indicate that it is seriously flawed because of its mistaken assumption that all cultures enjoy equal status in society and that all people belonging to a particular cultural group are the same (Carrim, 1999; Zafar, 1999). There is a need to look critically into this approach and to acknowledge that within the same culture there may be other sub-cultures as a result of sex orientation, socio-economic status, gender, etc.
- **Antiracism model** – Following the use of multicultural education in Britain and U.S.A., anti-racist critics in both countries pointed out that to teach about racial and cultural differences was just as likely to produce enmity as empathy. They maintained that multicultural education could not prevent racism and that its prime outcome was to render the marginalised minorities politically, socially and culturally compliant, while cementing their economic subordination. The above-mentioned criticisms prompted a shift towards anti-racist teaching where the focus is not on racial difference but on the way in which society justifies inequalities in terms of race. This approach is embraced in South Africa as evident from the collaborative initiatives from the national, provincial education departments and NGO's (Non-Governmental Organizations) to introduce anti-racism and anti-bias pedagogies in the schools and to link them with the newly introduced Curriculum 2005 (Carrim, 1999; Hoosain, 1999; Vally and Dalamba, 1999). Donaldson (1996), who is a proponent of antiracist education in U.S.A., concludes that if people want to address problems of educational failure, issues of race, their challenges and implications can no longer be ignored.
- **The affirmative action / Equity model** - this model argues that race issues should be taken seriously and that specific measures should be taken to address disadvantages associated with racial identities (Morrel, 1991). It acknowledges, that some groups are not just racially different but politically and economically marginal. In South Africa, this model has not received as much attention in the school system as it has done in the work place.

These experiences, as outlined above give South Africa an opportunity to find a way to tackle its unique but related problems. The major challenge is how to ease the tension between addressing the problems that are the results of the past discriminatory laws and ensure equality of opportunity as the new constitution requires. Given this background, there is a strong argument for approaches that would as result of the past inequalities, seek to provide access and opportunity to previously disadvantaged groups as it is the case in the labour environments (Hoosain, 1999; Lemon, 1998; Naidoo, 1996). The Minister of education, Prof K. Asmal, intends to tackle these challenges headon through his new concept of Tirisano (Sotho word for working together). In his 'Call to Action' speech on 27 July 1999 when he gave a statement of priorities to revitalise South Africa's education and training system he reiterated the perception about the inequalities in the schools. He said that despite the work that has gone into the process of transforming education since 1994, the delivery of a quality of education to the majority children and many youths continues to be poor (Asmal, 1999).

4. The HSRC project on deracialisation of schools

The project is influenced by the need to take into account the challenges that go hand in hand with new policies that are designed to address the past inequalities and ensure increased access, opportunity and participation in the education and training system.

There is unfortunately, limited research that focuses on the deracialisation process in South Africa since the formal decree of the non-discriminatory policies despite the publicity and interest generated by the media on this change process. The few studies available are predominantly focused at micro level except the one conducted by the Human Rights Commission (Vally & Dalamba, 1999). Their national study on Racism, Racial Integration and Desegregation in South African Public Secondary Schools (Vally & Dalamba (1999), was the first groundbreaking project on racism in South African the schools. This project will supplement the information already collected on racial integration in South Africa by filling the gaps in literature on the implications of the deracialisation process in education on policy and practice and focus on post-1994 demographic and migratory trends in schools.

Much has been done by the new government to eradicate educational segregation through statutory deracialisation but the realities that are experienced in the schools as a result of the lack of implementation mechanisms and clear government guidelines that schools and communities can use to carry this noble process forward is a matter of concern.

The study has as a result based its focus on the challenges that face the educators, learners, their parents, the communities as well as the education planners in the education institutions which are in the process of integrating and analyse the consequent trends and patterns that emerge.

5. Methodology

The paper is based on the pilot survey of randomly selected secondary schools in the Gauteng province. The purpose of the pilot survey was to assess the content-validity of the research instruments designed for the national study that is currently running and determine the logistic approaches appropriate for this type of investigation. As Kerlinger (1983) agrees, a pilot study provides a researcher with unanticipated ideas, approaches and clues prior to the main study.

A list of racially mixed schools provided by the Education Management Information System (EMIS) of the Gauteng Education Department was used to select 20 schools for piloting of the instruments. The schools that responded in this case included:

- state and private schools
- single-sex schools and co-educational schools
- religious schools and non-denominational schools
- former Model C schools and schools from former House of Assembly (HOA), former House of Representatives (HOR) and former House of Delegates (HOD)
- dual and single medium schools
- boarding and day schools

The response rate was satisfactory with 14 of the 20 schools selected responding to the questionnaires that were to be filled separately by the principals, educators and learners. The personal deliveries and collection of the instruments by the four researchers involved in the fieldwork enhanced the return rate (70%).

5.1 Composition of the sample

Roleplayers	Male	Female	Total
Learners	43	45	88
Educators	21	43	64
Principals	8	6	14
Total	72	94	166

5.2. Research questions

The following main questions were used to collect data on the issues of deracialisation and migration of learners in South African schools:

- What changes have taken place in South African schools since the introduction of statutory deracialisation (through the country's Constitution in 1995 and the South African Schools' Act in 1996)?
- What are the perceptions of principals, educators, learners, parents and communities about these changes and/or their impact?
- How do schools respond to these changes in terms of increasing diverse population of learners and daily migration of learners?
- How is the learning environment affected by the changes?
- What types of support are available for the school to cope with the changes related to the diverse population of learners and what are the training needs of school managers, educators and other role players in the schools?

The following sub-questions in relation to the training of educators were asked:

- Is there any support that the provincial and national departments of education provide to the schools and their communities to manage /deal with the deracialisation change process?
- is there any form of support the schools receive from the district offices that is related to the deracialisation project?
- what kind of training related to the change process is available for the role players and stakeholders in the schools?
- If the above-mentioned type of training is available, who provides it?
- how effective do the recipients of the training perceive it?
- what funding or resources are available for training?
- what are the current and further training needs of stakeholders?

For the purpose of this paper only responses relating to the educators' training and support needs will be presented. The questionnaire for educators consisted of three

parts. The first part was about the profile of educators which included standard demographic information on gender, race, age, language and work related information about subject areas, teaching experience and pre-service training. The second part included the statements or phrases that tested the educator's perceptions and attitudes about changes related to the deracialisation process and migration of learners in general, in their schools and in the education system on the whole as shown in the main questions above. The third and last section was an open-ended question in which the educators were given an opportunity to comment on the changes related to the deracialisation process in their schools or in schools in general.

6. Findings based on the pilot survey

6.1 Profile of educators

In all, 64 educators responded to the pilot survey with 43 females (69%) and 21 males (31%). Their racial composition is shown in the table below:

Racial group	Number	Percentage
White	48	76.2
Black	7	11.1
Indian	5	7.9
Coloured	3	3.2
Other	1	1.6
Missing	1	

It is significant to highlight the racial composition of educators involved in this investigation because of the debates around the deracialisation of schools which indicate that much of the racial integration has been skewed towards the learners with limited and slow changes in terms of the educators.

58% of the educators involved in this survey are English speaking, 30% Afrikaans and 12% of the other six Black languages except Tswana, Venda and Ndebele. Most of the educators are in the above 30 age group with 47% in the 31 – 40 age-group, 35% in the plus 40 age-group and only 18% in the 21 – 30 age-group. This explains why more than 70% of the educators have not received any training in the anti-discrimination or antiracism methods in their pre-service education as it was not part of the old apartheid government strategies to educate people beyond their race.

6.2 Changes that have taken place in the educators' schools

In determining the perception of educators about the changes in their schools, the statements describing issues related to the deracialisation process in the schools and the migration of learners in South African schools were used. The educators were to indicate the level of change that has taken place in their school by using a five-point Likert type of scale. Above 80% of the responses showed minimal to no changes **to medium of instruction**. This concurs with the comments made by two educators about level of change in former Afrikaans schools. About 40% of the responses indicate minor to no changes in **extra-mural activities**. This confirms the concerns raised by academics about the issue of assimilation where learners from different backgrounds are expected to fit in to the existing school culture without visible efforts from the school to make changes to accommodate the differences. The minister of education, Prof Asmal is also concerned about this apparent lack of change (as reported earlier).

6.3 Perceptions about changes in the schools

To assess the attitudes of the educators about the changes related to the deracialisation of schools and migration of learners in South Africa, statements were given. The educators were to indicate the level to which they agree or disagree with the statements by using the five-point Likert type of scale. The data indicate that there is a strong agreement **that movement of learners is encouraged by parents seeking better education for their children** with about 90% of the responses indicating this. The inclusion of the aspect on migration, was informed by the need to investigate why learners leave schools in their neighbourhoods particularly in the townships to find other alternatives in areas far from their own. This question was quite vivid in the learners' questionnaire about the reasons why they chose the particular schools (see the HSRC's learners' report). There is also a strong agreement with the statement **that educators have a challenging role of influencing the direction of the deracialisation process as they are the change agent** with about 85% of the responses supporting it. The pressure that seem to be put on educators for delivery is also based on the premise that the educators are the key agents of change and it would have created a different impression if the respondents would have indicated otherwise.

There were four statements related to an anti-discrimination curriculum / approaches which also yielded interesting responses as the table below indicate:

Statement	Level of neutrality	Level of agreement	Level of disagreement
An anti-discriminatory curriculum should be part of pre-service teacher education	23%	73%	4%
An anti-discriminatory curriculum should be integrated in all subjects	19%	72%	9%
All educators are to be given in-service training in anti-discriminatory approaches	31%	61%	8%
An anti-discriminatory curriculum should be enforced in all schools	25%	53%	22%

The aspect of anti-discrimination was emphasized because it has does not only have implications for race but for gender, religion, disability and sexual orientation too.

The varying responses as to how anti-discriminatory approaches can be implemented need further investigation which is the subject of the envisaged study. Although there are differences, all responses indicate an agreement of more than 50% even though there are significant numbers who preferred the neutral option.

Other statements which assessed the general perception of educators included:

- **the need for learners to have strong, positive role models from members of their own cultural group for development of their self-esteem** had interesting responses with 25% disagreeing and about 60% agreeing. This is highlighted because one of the educators commented strongly against the statement and said that: *a human being is a role model not a race group.*
- **Languages of other learners should be included in the schools' curriculum.** 60% of the responses agreed to the general concern that is often raised about the inflexibility of certain schools which seem not to be ready to introduce other languages as part of their curriculum despite the increasing number of learners with different language backgrounds. This is also in line with the Minister of Education's plan to draw up a policy guideline towards diversity issues (as mentioned earlier in the report). The challenge for the investigation team is to find out how far schools have gone in introducing other languages as examination subjects.

6.4 How schools have responded to changes

To assess how schools have responded to the changes in terms of increasing diverse population of learners, the educators were given a number of statements. In this category, the majority of respondents indicated that their schools are responding positively to the changes with the responses ranging from 100% to 50% **for equal access/chance to opportunities regardless of race or background.** However

there was an exception where 50% of the educators indicated that learners in the school were not encouraged to learn at least one African language.

Given the positive way in which educators see their schools, it would be interesting to compare with what learners say about the same statements.

6.5 How the learning environment has been affected by the changes in the racial composition of the school

As in the previous categories, the educators were to indicate the level at which the learning environment has been affected by the changes in the school by using the given scale. The percentage number of responses was used to assess the level of positive or negative effects on the learning environment as well as the level of doubt. Positive effects were indicated for **interaction between educators and learners and between learners themselves** with responses ranging from 85% to 60%.

However there were indications of negative effects where 50 to 60% indicated that **there have been incidents of misunderstanding between learners and educators in as far as religion, customs and traditions were concerned**. This was confirmed by one educator's comment that: *children have adapted quickly as far as race is concerned. There is more difficulty in accepting different religion -both among the learners and educators.*

6.6 Support mechanisms and training

To rate the level of support the educators receive from various providers / sources to deal with the changes related to the deracialisation process, the educators used the given scale. In an analysis of the responses to the statements, the educators indicate that there is minimal support received from other levels except at institutional level. There was also a significant number that did not respond to the questions as shown in the table below:

Provider//Source of support	Minimal support or no support	Substantial support	Missing
National Department of Education	61%	30%	9%
Provincial Department of Education	60%	28%	12%
District level	40%	50%	10%
School level	25%	70%	5%
Business	60%	20%	20%
NGO's	65%	30%	15%
CBO's	70%	10%	20%
Own studies	37%	53%	20%
Academic institutions	55%	20%	25%

The minimal or lack of support indicated from the government structures is a matter of concern and the concept of support need to be explored further to find out what stakeholders mean or understand it to be.

6.7 Training for role players and stakeholders at school

To assess if the various stakeholders have had any form of training related to the deracialisation process, a yes or no option was given for the educators to respond accordingly. In the table people the responses in percentages are shown:

Stakeholders	Yes	No
School administrators	70%	30%
Educators	68%	32%
Learner Representative Council / Prefects	71%	29%
Other learners	49%	50%
School Governing Body (SGB)	55%	45%
Parents	30%	70%
Community	20%	80%

According to the responses, the major role players in the school seem to be offered some training related to the deracialisation change process.

6.8 Type of training for educators

Topics related to ways in which educators can be able to deal with the deracialisation process were listed and they were to indicate other related topics and the medium through which the training was done. Their responses are shown in the table below:

Topic	Courses	Seminars	Conference	No training	Missing
Education policies	17%	34%	13%	32%	4%
Teaching strategies for multicultural classrooms	13%	30%	8%	39%	10%
Management of integration of learners from diverse backgrounds	16%	22%	8%	34%	20%
General awareness & sensitization towards racial & cultural diversity in schools	11%	23%	5%	30%	37%
Other –learning problems associated with multi languages	-	-	-	-	-

The most popular medium of training for the respondent is seminar although very few people seem to have participated. Areas of concern are the numbers of educators

who have not had any training in the topics listed particularly education policies and those who did not respond as indicated in the missing column.

6.9 Effectiveness of the training received

The educators who received training related to the changes in the schools had to indicate if the particular kind of training was effective or not by using the given scale.

The responses are shown in the table below:

Type of training	Not at all effective	Generally poor	Generally good
Education policies	14%	43%	43%
Teaching strategies for multicultural classrooms	11%	38%	51%
Management of integration of learners from diverse backgrounds	12%	54%	44%
General awareness & sensitization towards racial & cultural diversity in schools	13%	34%	53%
Other	-	-	-

Given the establishment of the educators centre at national department of education and the amount of donor money spend on the educator development programmes the statistics above are not encouraging. There is therefore need to explore further which programmes are given more aid and how is the development / training done.

6.10 Further training needs

To assess the needs of educators, they were to indicate their level of need to the statements given by using the scale of:

- 1 = No need at all
- 2 = Low need
- 3 = Some need
- 4 = High need
- 5 = Very great need

The responses varied according to the statements as the table below indicate:

Statement	No need	Some need	Definite need
For education authorities to put more funding and resources towards training for equal and accessible education for all	7%	21%	72%
Training in activities that that will lead to recognise individual bias	3%	34%	63%
All student teachers to do practice teaching in schools with learners from diverse backgrounds	7%	32%	61%
To develop guidelines or instructional manual for teaching in diverse settings	12%	36%	52%
Training in teaching strategies to ensure that learners from diverse backgrounds feel valued to ensure their success	8%	45%	47%
Techniques to manage discussions on issues related to race and racism in learning areas	8%	53%	39%
The skill to choose learning materials that do not show cultural or racial bias	13%	48%	39%
To be shown practical ways in which issues of bias and discrimination can be eliminated	12%	50%	38%
Training in cross-cultural communication which include non-verbal cues	3%	59%	37%
Training in critical multiculturalism in the context of human rights	7%	58%	35%
Ability to become aware of own prejudices, beliefs and attitudes to be able to understand learners from different racial and cultural backgrounds	11%	54%	34%
To increase the number of teachers from other backgrounds	11%	56%	32%
To appoint a teacher in the school to monitor, investigate and respond to issues of diversity	26%	46%	28%
To maintain the status quo – admitting learners of the same racial group	52%	37%	11%

Most of the responses correlate with the comments made by the educators in Appendix A although the comments made by some educators about the status of the formerly Afrikaans schools need to be further investigated. For example (Teacher 4- *There are plenty mainly Afrikaans schools which have remained predominantly white.* Teacher 10 – *There is need to focus on previously white schools using Afrikaans as medium of instruction*). These were in response to the need for **all student teachers to do practice teaching in schools with learners from diverse backgrounds** Teacher 1 further said: *Of the point raised in the questionnaire about the need for all*

students to do practice teaching in schools with learners from diverse backgrounds, if it were to become policy, the training of student teachers would fall on schools like ours. There are plenty mainly Afrikaans schools which have remained predominantly white. Why should schools which have taken the initiative to integrate be saddled with an extra responsibility? This responsibility should be shared between all schools and 'whites only' schools should perhaps be pressured to make themselves more accessible to a more diverse student body.

7. Implications of this study

Following the need to develop practical guidelines that deal with differences of race and culture in South African schools as the Minister of Education is planning, the voice of the educators should be considered and can be heard through various ways. This study hopes to contribute towards the development of relevant and appropriate programmes for educators to take the deracialisation change process forward.

According to Prof Karen Donaldson who is the external researcher and consultant on the HSRC's Deracialisation project and the author of *Through the Student's eye: Combating racism in United States Schools* (1996): "The world is viewing South Africa's development in these areas, hoping to find cures for their own race, class and gender ailments. So, globally South Africa can become that beacon of light for others to follow. If educators are willing and see the importance of transforming curriculum to be multicultural for the betterment of every student (as displayed in the pilot project), the nation must be prepared to take this next step." (HSRC Draft report –: Deracialisation Pilot study Project, 1999).

8. Conclusion

Evolving from the above-mentioned and related studies is the need to do an assessment or impact study of existing models of training for educators in the context of a changing South Africa in view of the initiatives that institutions, organizations and the department of education are involved in.

Educator development is an on-going and never-ending process. It needs to be given the priority by all involved in the education and training systems. A collaborative and well coordinated process between educators, researchers, department of education and donors is imperative for better educators and better South Africa. In conclusion, the words of Duncan Hindle, the Chief director of Human Resources in the Department of Education are appropriate:

" we cannot develop human resources and not find ways to support the ongoing development" (1998 :p.6).

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APPENDIX A

Educators' comments

Teacher 1

- *I do not think that racism / multicultural classroom issue is as important in our school as the need for ALL pupils to adopt a serious work ETHIC! It is not enough simply to be at a 'good' school. Multiculturalism should NOT lower standards*

Teacher 2

- *Deracialisation cannot be enforced by policies and legislation. The hearts of people must change and that takes time. Artificially enforced changes will not last.*

Teacher 3

- *Adaptation has been a painless process.*

Teacher 4

- *Of the point raised in the questionnaire about the need for all students to do practice teaching in schools with learners from diverse backgrounds, if it were to become policy, the training of student teachers would fall on schools like ours. There are plenty mainly Afrikaans schools which have remained predominantly white. Why should schools which have taken the initiative to integrate be saddled with an extra responsibility? This responsibility should be shared between all schools and 'whites only' schools should perhaps be pressured to make themselves more accessible to a more diverse student body.*

Teacher 5

- *One does not experience 'colour'. Education is not a question of colour – it is the best person for the job. A 'human being' is a role-model not a race group.*

Principal 1

Training needs – *an understanding of the social context and cultural background of the Black, Indian and Coloured learners.*

Teacher 6

- we very strongly object to filling out forms every year on the racial composition of our school where we have to ask the pupils which race group they belong to. See other comments/questions raised about the items in the questionnaire.

Teacher 7

- More support from the provincial department of education and from the district is needed to enable schools to deal effectively with changes related to the deracialisation process.

Teacher 8

- our teachers do not have a problem teaching pupils from other race groups but we do not receive enough respect from the different race groups. I would rather say that in our case the pupils must change (or be taught how) their attitude.

Principal 2– The need for training in how to implement a Bill of responsibilities

Teacher9

- Training has been received in learning problems associated with multi languages

Teacher 10 – There is need to focus on previously white schools using Afrikaans as medium of instruction. They are perceived to be still almost completely homogeneously white. What of change in such institutions?

Teacher11– The process of change has gone very smoothly at this school because great emphasis is placed on **ethics, tradition, moral standards, discipline (especially intrinsic), pupils being accountable for their actions or decisions, education for life, respect and hardwork**. All learners are treated equally and all facilities are open to all learners. Gender discrimination is completely foreign to this school.

Teacher 12

- The change from 1996 is massive but for the most part invisible when you are too close to the 'chalkface'. Trying to legislate equality rather than to provide an environment suitable for free and fair teaching and learning may generate hostility and create obstacles. Former Model C schools and private schools are becoming more and more insular and exclusive when it comes to external attempts at generating equality. They need to be handled in such a way that their independence is not a hindrance.

Principal 3- There is need for training in ways of dealing with conflict, innovative ways of dealing with disruptive pupils – principals need power to act. Need for understanding of cultural differences. Training in pupils' rights versus responsibilities.

Teacher 13

- children should be treated with respect. As teachers we need to be positive towards education so that learners can be positive. We need to know our learners' background so as to help them with their problems e.g. most families are broken families

Teacher 14

- children have adapted quickly as far as race is concerned. There is more difficulty in accepting different religion -both among the learners and educators.

Principal 4

Training needs -Cross cultural communication and anti-racism education.

Principal 5

Training needs – an understanding of the social context and cultural background of the Black, Indian and Coloured learners