# OVERVIEW OF THE **TEDI** PROJECT

15th & 16th July 2020 | TEDI Symposium
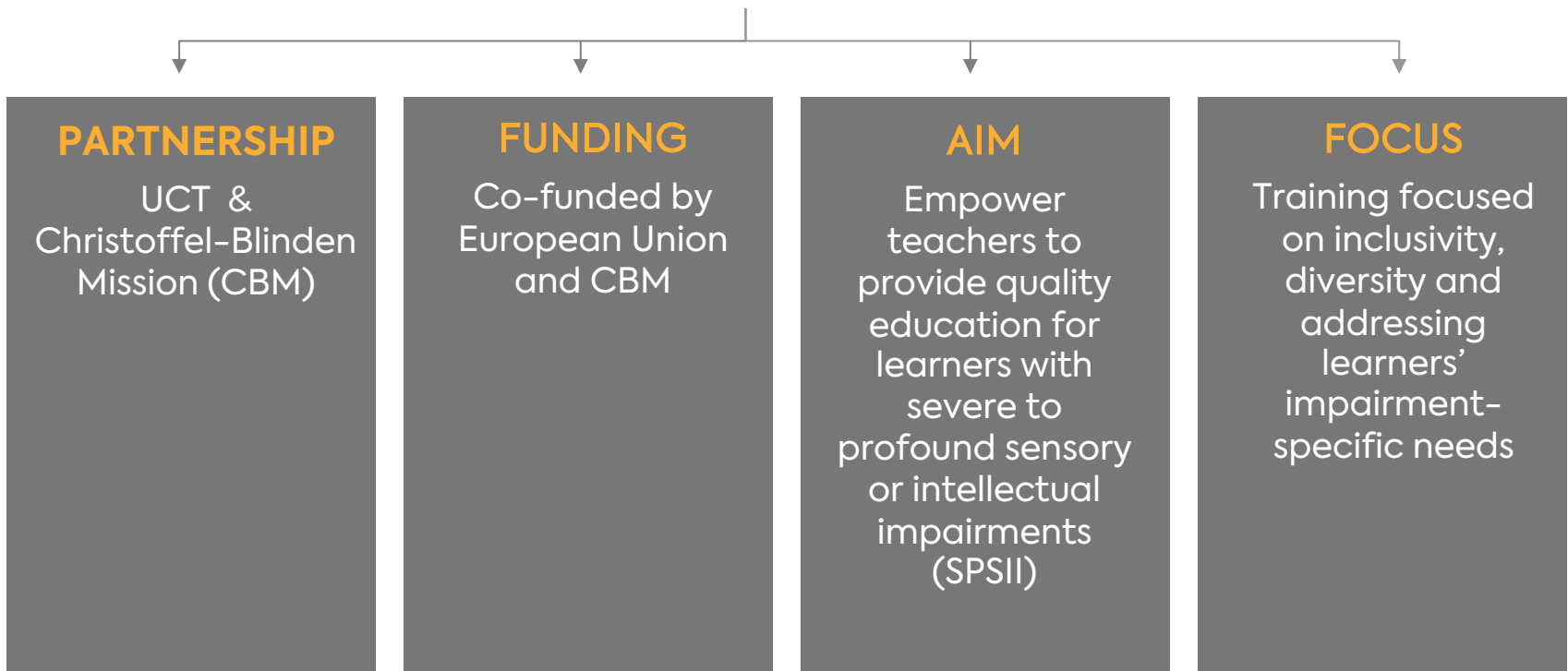


TEACHER
EMPOWERMENT
FOR DISABILITY
INCLUSION

# WHAT IS THE TEDI PROJECT?

**T**EACHER **E**MPOWERMENT for **D**ISABILITY **I**NCLUSION

| PARTNERSHIP | FUNDING | AIM | FOCUS |
|---|---|---|---|
| UCT & Christoffel-Blinden Mission (CBM) | Co-funded by European Union and CBM | Empower teachers to provide quality education for learners with severe to profound sensory or intellectual impairments (SPSII) | Training focused on inclusivity, diversity and addressing learners' impairment-specific needs |

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I **INCLUSION**

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UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

Co-funded by the European Union

# PROJECT CONTEXT:
## Background

- 796542 Learners wrote matric in 2018…
  **Of which 3856 were learners with disabilities…
  = 0.5% of total**

**Structure Supporting Inclusive Education :**

- South African context, the Constitution (Act 108 of 1996)

- Education White Paper 6 (EWP6),

- Screening, Identification, Assessment and Support (SIAS) policy.

- Sustainable Development Goals SDG 4– Quality Education

# PROJECT CONTEXT:
## Situational analysis

**Situation Analysis on teachers' and learners' needs in support of quality education within a human rights based approach;**

- Understand the needs of all role players to be able to address these needs when developing courses and resources.

## KEY FINDINGS:

- Teachers not being properly equipped with necessary skills to teach learners with disabilities:

# PROJECT CONTEXT:
# Teacher education

**Situation analysis on availability of academic training addressing specialized educational needs of children with profound visual, hearing and intellectual disabilities;**

- Need fully understand the gaps were before we planned our own courses

## KEY FINDINGS

- Lack of short courses in teacher education at universities to equip teachers with skills needed for inclusive education

# PROJECT CONTEXT:
## ICT Assessment

**Assessment of "Information and Communication Technology (ICT)" and assistive technology needs for use in teaching for children within the project context**

- Report was further developed into three Assistive Technology guides for ease of use by educators.

AT GUIDES FOR EDUCATORS FOR LEARNERS:

- Low vision or Blind
- D/deaf or Hard of Hearing
- Severe to profound intellectual disabilities

# PROJECT OUTPUTS: TEDI COURSES

## FACE-TO-FACE:
### Total 112 Participants

Disability studies in education

Education and care of learners with severe to profound intellectual disability

Teaching learners with visual impairment
(low vision and blind)

Navigating D/deaf and hard of hearing education:
Empowering teachers

## ONLINE:
### Total 8705 Participants

Disability inclusion in education:
Building systems of support

Circles of care and education:
Severe to profound intellectual disability

Teaching children with visual impairment:
Creating empowering classrooms

Educating Deaf children:
Becoming an empowered teacher

# NETWORKING

## TEDI NETWORK GROUPS:

1.  National Department of Higher Education and Training and the Department of Basic Education.

2.  Teaching and Learning Development Capacity Improvement Programme (TLDCIP).

3.  NGOs and DPOs : Deafnet, Cape Mental health, Western Cape Forum for Intellectual Disabilities (WCFID), Deafsa, League of Friends of the Blind (LOFOB) and Hellen Keller. the British Council, Flemish Association for Development Cooperation and Technical Assistance (VVOB), University of South Africa (Unisa), South African Institute for Distance Education (SAIDE),

4.  Universities: University of South Africa (Unisa), University of Pretoria, Witwatersrand University , University of Johannesburg, University of the Western Cape

# NETWORKING cont.

## ACTIVITIES:

Quarterly and annual meetings and twelve Conference presentations

Professional Association for the Advancement of Inclusive and Equitable Education in South Africa

Continued networking through AAIEESA

Purpose is to create a platform for participating members to formulate and provide expert guidance and advice to role players in the field of education (e.g. State departments, Educational institutions, Educators) in order to improve inclusivity and equity in education and learning in South Africa.

# RESEARCH & DISSEMINATION

## TEDI approach to research and dissemination:

1. Rigorous research process and all our courses are evaluated

2. Publish in peer reviewed journals

3. Developed policy briefs to inform stakeholders

4. We have attended conferences (presented at twelve)

‣ McKenzie, J. (2019, August). Educating caregivers for quality education and support for children with severe to profound intellectual disabilities. Paper presented at IASSIDD Conference in Glasgow.

‣ Kelly, J., McKenzie, J., Watermeyer, B., Shanda, N., & Henkeman, T., (2018, November). Teacher education: Supporting the right to educational access and equity of learners with severe to profound sensory or intellectual impairments. Paper presented at the 6th Annual Disability Rights Conference in Pretoria, South Africa.

5. Masters and PhD students play integral part in research

# PUBLICATIONS & RESEARCH REPORTS

McKenzie, J. Kelly, J., Moodley, T., & Stofile, S. (accepted for publication). Reconceptualising teacher education for teachers of learners with severe to profound disabilities. International Journal of Inclusive Education.

Kelly, J., McKinney, E., & Swift, O. (submitted for publication). Strengthening teacher education for deaf learners. International Journal of Inclusive Education.

Watermeyer, B., Kelly, J., Shanda, N., Lourens, H, Botha, M., & Khumalo, B. (submitted for publication). Emotional and embodied aspects in the education of learners with visual impairment: The use of standpoint 'panel chats' in teacher training. International Journal of Disability, Development and Education.

Shanda, N., McKenzie, J., & Aldersey, H. (submitted for publication) Teacher–parent partnerships: Parents' and teachers' experiences of working together in supporting learners with disabilities. British Journal of Special Education

Shanda, N., Kelly, J., & McKenzie, J. (2018). Perceptions of South African teachers on how they feel supported in teaching learners with special educational needs. Inclusion in Education: Perspectives on Inclusive Education in South Africa, 1(1), 18–21.

# COVID-19 RESPONSE

The COVID-19 pandemic has had a direct impact on teaching learners with several and profound disabilities.

In response to the crisis TEDI responded in the following ways:

## WEBINAR

We hosted an online Webinar on the 30th of June for the educators who have participated in our face to face courses to engage with them in order to respond to the COVID crisis and to disseminate resources which are especially useful at this time. The webinar was attended by 40 participants

# COVID-19 RESPONSE cont.

## PARENT GUIDE

Purpose of guide -A resource and support guide was developed for parents as the current providers of education due to school closures.
Content of Guide- Drawn from MOOCs, an interactive guide with videos in PDF that can even be sent via Whatsapp

## DISABILITY STUDIES IN EDUCATION ONLINE –

Busy preparing for a short course as well as an accredited course in the PG Dip Disability Studies Division UCT .
Re-packaged to meet the new requirements arising from the COVID-19 situation.
We aim to avoid gaps in their education and carry on supporting them at home to ensure quality education for children with SPD.

# WAY FORWARD

Including Disability in Education in Africa (IDEA) Research Unit

The IDEA Research Unit has evolved from the university's TEDI (Teacher Empowerment for Disability Inclusion)

**VISION STATEMENT:**
To promote the Inclusion of Disability in Education at all levels, both formal and informal, in Africa and beyond, to ensure no-one is left behind in the pursuit of equitable quality education and lifelong learning

**PURPOSE:**
To provide quality, applied and impact research in the field of disability and education in Africa.

To inform and support decisions in terms of how best to address the current paucity of knowledge in this particular area of education.

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# THANK YOU.