



# Annual Report

## 2020–2021



UNIVERSITY OF CAPE TOWN  
iYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



© IDEA (2021)

All rights reserved.

Room 16 E48

Old Main Building

Groote Schuur Hospital

Observatory

7925

Cape Town

South Africa

[idea@uct.ac.za](mailto:idea@uct.ac.za)

+27 21 650 2489

[www.idea.uct.ac.za](http://www.idea.uct.ac.za)

# Contents

<b>Message from the Director</b> .....	4
<b>Where it all began</b> .....	5
<b>Our vision</b> .....	7
<b>Our mission statement</b> .....	7
<b>IDEA at work</b> .....	8
<b>Research</b> .....	11
Work in progress.....	12
Work completed .....	13
Publications.....	15
Research grant applications.....	16
Students .....	17
<b>Networking</b> .....	19
IDEA–CBM collaboration.....	20
<b>Training</b> .....	23
MOOCs .....	23
<b>IDEA’s core team</b> .....	25
<b>News</b> .....	28

# Message from the Director



It is with great satisfaction and gratitude to the IDEA team that we are able to report on our first year in existence, having faced the challenge of moving from a fully funded project in Teacher Empowerment for Disability Inclusion (TEDI) to sourcing our own funds through research grants and short courses. Additionally, we had to do this in the midst of a global pandemic that shifted priorities constantly. We made the decision to transition to IDEA by working with staff from the TEDI project and striving to maintain employment, funding and productivity during these difficult times. I am delighted to say that we have been successful in doing this and the outcomes are outlined in this report.

We approached the task with great vigour and submitted nine research grant proposals. It was a learning curve as we worked with university systems to understand the complex process of research in this environment. While our success rate in obtaining grants has been disappointing, this has been more than made up for by the benefits of developing partnerships around the globe. Importantly, we have consolidated our partnership with Christoffel-Blindenmission Christian Blind Mission e.V. (CBM), with Dr Joerg Weber as our research associate, several joint research proposal submissions, and two research contracts. This partnership is set to grow based on the memorandum of understanding that has been signed between CBM and IDEA.

None of this would be possible without the support of our head of department, Professor Lebogang Ramma, and the numerous support staff at the University of Cape Town (UCT), especially around human resources and finance. We are also grateful for financial support from the University Research Committee in the context of COVID-19.



Associate Professor Judith McKenzie

Director

# Where it all began...

The Including Disability in Education in Africa (IDEA) Research Unit evolved from the University of Cape Town's Teacher Empowerment for Disability Inclusion (TEDI) project, which was created in response to a call to address the exclusion and poor-quality education of children with disabilities in South Africa.

In South Africa the national prevalence rate of disability among 5–9 year olds is 10.8%, while in the 10–14 age group it is 4.1%, and 2.6% for 15–19 year olds.<sup>1</sup> In 2012 it was estimated that approximately 600,000 learners with disabilities were not in school, which is more than double the 2001 estimate of 280,000.<sup>2</sup> The 2011 census indicated that persons with severe disabilities are the most disadvantaged in terms of educational outcomes.<sup>3</sup> Exclusion from education is inconsistent with the Constitution of the Republic of South Africa (Act no. 108 of 1996) and the goals of Education White Paper 6 (EWP6).<sup>4</sup> Furthermore, the learning and participation of those who do attend school is unsatisfactory, with only 0.5% of all learners writing the National Senior Certificate in 2018 recorded by the Department of Basic Education (DBE) as having special educational needs.<sup>5</sup>

The TEDI project was developed by the Disability Studies Division of the Department of Health and Rehabilitation Sciences at UCT in partnership with CBM, and co-funded by the European Union and CBM to address the exclusion and poor quality education of children with disabilities in South Africa.

To provide an empirical basis for our work, we conducted research studies which resulted in the following reports:

- 'Teacher education: An analysis of the availability of teacher education addressing the educational needs of learners with severe to profound sensory or intellectual impairments'

---

<sup>1</sup> Statistics South Africa (2011), 'Profile of Persons with Disabilities in South Africa'

<sup>2</sup> Department of Basic Education (2015), 'Report on the implementation of Education White Paper 6 on inclusive education: An overview for the period 2013–2015', <https://static.pmg.org.za/160308overview.pdf>; Department of Education (2001), 'Education White Paper 6 on Special Needs Education: Building an inclusive education and training system', <https://wcedonline.westerncape.gov.za/Specialised-ed/documents/WP6.pdf>

<sup>3</sup> Statistics South Africa (2011)

<sup>4</sup> Department of Education (2001)

<sup>5</sup> Department of Basic Education (2019), 'National Senior Certificate 2018 Examination Report', <https://www.education.gov.za/Portals/0/Documents/Reports/NSC%202018%20Examination%20Report%20WEB.pdf?ver=2019-01-03-085338-000>

- 'Starting where we are: Situational analysis of the educational needs of learners with severe to profound sensory or intellectual impairments in South Africa'
- 'Perceptions of South African teachers on how they feel supported in teaching learners with special educational needs', and
- 'Educating and caring for children with profound intellectual disability: A manual for carers and teachers'.

Drawing from this research on learner and teacher education needs, five-day face-to-face courses were developed for each focus area. A total of 114 South African educators have participated in these courses nationally:

- 'Disability studies in education'
- 'The education and care of learners with severe to profound intellectual disabilities'
- 'Teaching learners who are blind or have low-vision', and
- 'Teaching learners who are D/deaf or hard of hearing'.

Complementary 4–5-week massive open online courses (MOOCs) were also developed. As of May 2021, over 8,000 people have participated in the MOOCs. In the process of making these MOOCs, we also learned a great deal about disability inclusion in education.

In addition, a network of stakeholders in the education of children with severe to profound disabilities was developed among government departments, civil society organisations, and institutions of higher education.

The TEDI project officially ended in August 2020, but has evolved into the IDEA Research Unit at UCT.



## Our vision

**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.**

## Our mission statement

IDEA aims to:

- Provide expert, relevant and comprehensive research on disability inclusion in education in Africa by focusing on the education and support of people with disabilities, their families and their communities within the context of inclusive educational systems.
- Facilitate the development of appropriate and relevant curriculum frameworks for disability inclusion.
- Develop and disseminate innovative face-to-face and online training in inclusive education for teachers, education officials, support workers, community stakeholders, therapists, and others.
- Conduct multifaceted research pertinent to policy development and implementation in inclusive education, and explore the barriers and supports that people with disabilities experience in accessing meaningful education.
- Stimulate dialogue and discussion regarding disability inclusion among all relevant stakeholders and networks.

# IDEA at work

The IDEA Research Unit operates in the areas of **research, networking** and **training** services:

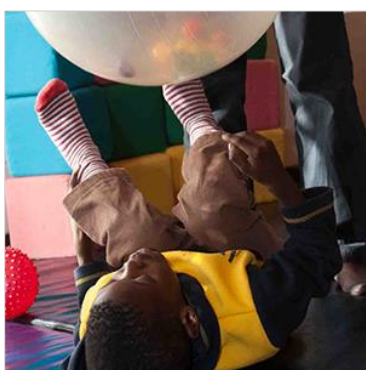


## Research

---

The overall objective of IDEA is to provide expert, relevant (culturally congruent) and comprehensive research and consultation on disability inclusion in education in Africa, paying specific attention to the education and support of children with disabilities. Multi-faceted approaches and multi-stakeholder collaborative practices will include persons with disabilities, caregivers, families and communities within the context of quality inclusive educational systems.

Through IDEA we intend facilitating the development of appropriate and relevant curriculum frameworks for disability inclusion, and conducting research pertinent to policy development and implementation in inclusive education.



## Networking

---

Networking plays an integral role not only in building, but also developing the landscape of teacher education for inclusive education. As such, IDEA aims to stimulate discussion about disability inclusion among all relevant stakeholders and networks. We also aim to contribute to scientific knowledge in the field of disability inclusion in education, as well as broaden awareness of and showcase its importance.

IDEA acts as the secretariat for the Association for the Advancement of Inclusive and Equitable Education in South Africa (AAIEESA).



## Training

---

IDEA provides innovative face-to-face and online training in inclusive education for teachers, education officials, support workers, therapists, and other inclusive education stakeholders. The online and face-to-face courses are focused on two areas of need:



- Training for teachers and district officials, and
- Training for higher education institutions, especially technical and vocational education and training (TVET) centres, and private teacher-education colleges.

Through UCT's Continuing Education Unit, IDEA offers various online short-courses, such as the 'Disability studies in education' course. This course aims to empower educators to reflect critically on their own disability-inclusive practices, through dialogue within a community of inquiry, in order to promote equity, equal access and dignity for learners with disabilities. Participants also explore the use of Universal Design for Learning (UDL) in inclusive education.

---

### Managing the impact of COVID-19

Despite COVID-19 restrictions, IDEA maintained its focus and energy and successfully achieved the goals and objectives it set out when it started in 2020.

The pandemic has not stopped IDEA from playing a pivotal role in disability and inclusive education research and practice. Rather, it has spurred us on to be more creative, far-reaching and accessible in the work that we do. We have responded to the social dynamics necessitated by COVID-19 with vigour and resilience.

---



IDEA AT WORK

# Research

# Research

IDEA's main focus is on providing quality, applied and impactful research on disability inclusion in education in Africa. This research is intended to address the current paucity of knowledge in this particular area of education, and subsequently inform and support decisions required to make education more inclusive. Emphasis is placed on the education and support of people with disabilities, their families and their communities within the context of inclusive educational systems.

IDEA's core research areas:

- Analysis of data collected by TEDI as it relates to teacher empowerment and disability inclusion.
- Evaluation of the face-to-face and online training courses developed by TEDI.
- An investigation into the ways in which inclusive education policy and practice in South Africa enables quality and equitable education for children with disabilities.
- Comparative studies of inclusive education in the Global South.
- Exploration of instructional and social practices that support inclusion, such as teacher education, parent support, leadership skills, and similar studies.
- Theoretical perspectives on disability in education, drawing upon frameworks of critical disability studies and post-colonial theory.

## Work in progress

---



Antwerp Management School at the University of Antwerp, Belgium, approached IDEA in May 2021 to assist in the collection of data in the South Africa site for a **Special Olympics research study** across four countries.



The Centre for Innovation in Learning and Teaching's **Redesigning Blended Courses project** requires research and expert input on developing UDL principles for course design that are relevant to the UCT context. IDEA will leverage its networks to provide a range of expert inputs to the project from April to December 2021.



**Interrogating Inclusive Education from the Global South** is a research collective involving researchers from Brazil, Mexico, Ireland, Ghana, Zambia, and Kenya. The network aims to develop a critical voice in the area and a collaborative research agenda.



One of IDEA's first research projects was to perform an evaluation study for CBM.

CBM requested that IDEA consult on a programme evaluation aimed at assessing the effectiveness of Community Based Inclusive Development (CBID) partner-driven projects. These projects have various aims, but broadly support disability-inclusive development and the creation of social and material environments promoting the participation of people with disabilities in all aspects of community life.

The evaluation will focus on collecting baseline data in 2021, and follow-up data in 2022 and 2024, from 16 programmes across eight countries – Zimbabwe, Rwanda, Ethiopia, Togo, Cameroon, India, Honduras, and Pakistan – all of which have diverse goals in inclusive development.

The objectives of the evaluation are to:

- Reflect an accurate picture of the status quo in selected CBID programmes in eight countries in relation to the objectives provided in CBM's CBID initiative plan.
- Enrich understanding of the communities in which CBM's projects operate, including the identification of problem areas, in order to facilitate improvement in the implementation of CBID ideals.



IDEA was also commissioned by CBM to review UDL practices, training needs and relevant online resources in low- and middle-income countries (LMICs).

The terms of reference were to review the current practice of UDL in LMIC settings with a view to forming recommendations for capacity-development resources and materials, including:

- A literature review of the use of UDL in LMICs
- Exploration of the potential of UDL to address systemic discrimination based on race/ethnicity and disability
- Recording online UDL materials in a database
- Interviewing several key informants, and
- Making recommendations for online learning about UDL in LMICs.

A final report titled 'Review of UDL in Low- and Middle-Income Countries' will be submitted to CBM in July 2021.

## Publications

---

### 2020

Kelly, J., McKinney, E. and Swift, O. (2020). 'Strengthening teacher education for deaf learners', *International Journal of Inclusive Education*.  
doi: 10.1080/13603116.2020.1806366

McKenzie, J. (2020). 'Intellectual disability in inclusive education in South Africa: Curriculum challenges', *Journal of Policy and Practice in Intellectual Disabilities*.  
doi: 10.1111/jppi.12337

McKenzie, J. and Dalton, E. (2020). 'Universal design for learning in inclusive education policy in South Africa', *African Journal of Disability*.  
doi: 10.4102/ajod.v9i0.776

McKenzie, J., Kelly, J., Moodley, T. and Stofile, S. (2020). 'Reconceptualising teacher education for teachers of learners with severe to profound disabilities', *International Journal of Inclusive Education*.  
doi: 10.1080/13603116.2020.1837266

Shanda, N., McKenzie, J. and Aldersey, H. (2020). 'Family-teacher partnerships: Families' and teachers' experiences of working together in supporting learners with disabilities', *British Journal of Special Education*.  
doi: 10.1111/1467-8578.12337

### 2021

Vergunst, R., McKenzie, J. and Hansen, A. (2021). 'Capacity building for quality care and education for children with severe to profound intellectual disabilities in South Africa', *Journal of Intellectual Disabilities*.  
doi: 10.1177/17446295211018584

Watermeyer, B. and McKinney, V. (2021). 'Disability, relationship and the negotiation of loss', *Medical Humanities*.  
doi: 10.1136/medhum-2020-011860

Watermeyer, B., Lourens, H., Botha, M., Khumalo, B., Kelly, J. and Shanda, N. (2021). '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*.  
doi: 10.1080/1034912X.2020.1858473

## Research grant applications\*

---

Programme for Evidence to Inform Disability Action

An impact and process evaluation of disability-inclusive education programmes in Bangladesh

Global Challenges Research Fund

Strengthening integrated early-childhood intervention for children with disabilities in South Africa through research, partnership, capability building, and stakeholder engagement

Sexual Violence Research Initiative

The intersectionality between gender-based violence, disability, and water, sanitation and hygiene services

Dubai Cares and Inter-agency Network for Education in Emergencies / E-Cubed

Responding to COVID-19 to enhance inclusive education systems: Building better for the future

The Global Partnership for Education Knowledge and Innovation Exchange Africa

Supporting in-service teacher mentorship and support for increasing quality education for disabled and marginalised children by means of systems strengthening and teacher development on inclusive education

The Global Partnership for Education Knowledge and Innovation Exchange Asia

Innovative approach for building the capacity of teachers for inclusive education promoting the principles of Universal Design for Learning to achieve the goal of All Means All

Kellogg

Equity by design: Community partnerships for racial healing through Universally Designed Learning

US Embassy

Inclusive education professional development and collaboration: Building the bridge of universal design for learning between South Africa and the United States

EdTech Hub

Teacher training on UDL to build digital literacy and use of assistive technology to enhance learning outcomes of learners with disabilities

\*All of these applications were unsuccessful



## Students

---

### PhD graduates

Amani Karisa	Thesis: Understanding father involvement in the education of disabled children in a school in Kenya: A case study
Job Nseibo	Thesis: Exploring the experiences of people with mobility impairment in four educational settings in Ghana

---

### Masters graduate

Ncediwe Mdlulwa	Thesis: How do online MOOCs support teacher education for inclusive education?
-----------------	--

---

### Current students

Priscilla Banda	Topic: Exploring knowledge and attitudinal barriers affecting stakeholders' participation in implementing inclusive education in basic schools of Mkhota community in Kasungu, Malawi
Pearl Tukwayo	Topic: Access to quality education for children with severe to profound intellectual disabilities: Examining barriers and support in a case study of a special care centre in Cape Town
Lauren Butler	Topic: Utilising the principles of Universal Design for Learning to contribute to the University of Cape Town's Vision 2030 goals for teaching and learning
Chantal Samuels	Topic: A narrative inquiry on the experiences of caregivers in special care centres with online professional development: Utilising a massive open online course
Ikechukwu Nwanze	Topic: How do students and staff at the University of Cape Town understand equitable access to the undergraduate curriculum for students with visual impairment
Bridget Fobuzie	Topic: Investigating how the learning needs of students with vision disabilities are understood and accommodated within mainstream schools in Cameroon: A case study in one secondary school
Joachim Nyoni	Topic: A participatory action research project on family needs: Experiences of formal and informal support services available among Zambian families of children with autism spectrum disorders



IDEA AT WORK

# Networking

# Networking

IDEA has established research collaborations with colleagues at universities and organisations in several countries.



## South Africa

- Sheila Drew, Saide (research proposal collaboration)
- Michelle Mathey, Department of Higher Education and Training (webinar guest speaker)
- Berenice Daniels, Western Cape Department of Education (webinar guest presenter)
- Munyane Mophosho, University of the Witwatersrand (research proposal collaboration)
- Gloria Ledwaba, University of South Africa (research proposal collaboration)



## Canada

- Dr Heather Aldersey, Queen's University (co-author of a published article)



## United Kingdom

- Professor Nidhi Singal, University of Cambridge (research proposal collaboration)
- Priya Nath, WaterAid (research proposal collaboration)
- Louisa Gosling, WaterAid (research proposal collaboration)
- Julia McGeown, Humanity and Inclusion (research proposal collaboration)
- Sian Tesni, CBM (research proposal collaboration)
- Tracey Smythe, London School of Hygiene and Tropical Medicine (research proposal collaboration)



## Bangladesh

- Nazmul Bari, Centre for Disability in Development (PENDA research proposal collaboration and lead on the KIX Asia research proposal)



## Sweden

- Fredinah Namatovu, Umeå University (SVRI research proposal collaboration)



## USA

- Assistant Professor Danielle Cowley, University of Northern Iowa (IDEA webinar address)
- Dr Susie Gronseth, University of Houston (collaboration on the Universal Design for Learning review and the Redesigning Blended Learning project)
- Dr Elizabeth Dalton, Dalton Education Services International (research proposal collaboration)



## Germany

- Dr Joerg Weber, CBM
- Michael Schwinger, CBM
- Dominique Schlupkothen, CBM
- Dennis Hehr, CBM (KIX Africa research proposal facilitation)

## IDEA–CBM collaboration

---

IDEA and CBM share a mutual beneficiary relationship based on similar deliverables that contribute to change and improvement. Firstly, both highlight the importance of evidence-based information to make well-informed decisions, to improve practices, and to assess whether activities in disability-inclusive development, particularly in the field of education, make a real difference in contributing to a more inclusive society. Secondly, both organisations work in building capacity in people to develop and implement knowledge. Thirdly, to

practically achieve these aims, both organisations are developing tools to improve inclusive programming and policies.

While CBM contributes to this partnership with access to its international networks and partners in more than 40 countries, as well as specialised technical expertise, such as in inclusive community development, IDEA provides access to knowledge in the field of inclusive education and capacity development, collaboration with students, and networking opportunities with UCT's alumni throughout Africa. This cooperation has led so far to several proposals and concrete projects in the field of UDL and CBID.



IDEA AT WORK

# Training

# Training

## MOOCs

---

MOOCs are free online courses available to anyone who wishes to enrol. They provide an affordable and flexible way to learn new skills, advance careers and deliver quality educational experiences at scale. Four MOOCs were developed through the TEDI project:

- Disability Inclusion in Education: Building Systems of Support  
<https://www.coursera.org/learn/disability-inclusion-education>
- Educating Deaf Children: Becoming an Empowered Teacher  
<https://www.coursera.org/learn/educating-deaf-children>
- Teaching Children with Visual Impairment: Creating Empowering Classrooms  
<https://www.coursera.org/learn/teach-children-with-visual-impairment>
- Severe to Profound Intellectual Disability: Circles of Care and Education  
<https://www.coursera.org/learn/intellectual-disability-care-education>

Each course runs for 4–5 weeks and can be completed by participants in their own time. The courses comprise various learning formats and course materials, including video lectures, online and offline reading (downloadable content), discussion forums, quizzes, and assignments. Mentors and assistance are also available to participants where required. Previous participants have provided positive feedback on their MOOC experiences. For example:

*I like the fact that it was multiple choice ... but overall it is a fabulous course. I also downloaded the videos. It was easy to download, so I eventually created a little database of resources, where I had the videos and all the bibliographies.*

*I like the idea that they are all experts in the field, ... and that was remarkable ... experiences which are built over the years.*

*A very valuable course. You need to know how to deal with different disabilities.*

IDEA encourages continued participation in the MOOCS by those who want to deepen their understanding of disability inclusion in education.

In partnership with the Continuing Education Unit based at UCT, IDEA aims to host short virtual courses that will focus on training educators in inclusive education. One of these courses, Disability Studies in Education, will be delivered from September 2021 (<http://www.idea.uct.ac.za/idea/courses/short-courses>).



# IDEA's core team

IDEA brings together a network of research and disability-inclusion practitioners and partners at UCT and beyond to engage with IDEA in various ways. The IDEA core team acts as a hub for providing resources and services that contribute to including disability in education. The core team comprises the director and co-director, research staff, and project management staff.

## Director

**Associate Professor Judith McKenzie (PhD)**



Judith has worked in the disability field since 1980, when she graduated from the University of Cape Town with a degree in speech and hearing therapy. In 1988 she was employed at a rural hospital in South Africa, Tintswalo Hospital, where she participated in community-based and interdisciplinary efforts to address disability, exclusion and poverty. In 1995 she was selected as a fellow on the Kellogg International Leadership Programme, where she benefited from international experience on inclusive education.

In December 2009 she was awarded the UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize for promoting quality education for persons with intellectual disability. Her main areas of

interest are inclusive education, particularly as regards policy development and teacher education.

She convenes the MPhil programme and supervises Master's and doctoral students in disability studies. On the Postgraduate Diploma in Disability Studies she convenes the Disability Studies in Education course.

She was the principal investigator responsible for the Teacher Empowerment for Disability Inclusion (TEDI) project. She has worked in the field of inclusive education for over 20 years at all levels of the education system and published on the topic. She is the mother of a young man with Down syndrome and has an intense interest and engagement with issues surrounding intellectual disability on both personal and professional levels.

## Co-director (to May 2021)

### Dr Brian Watermeyer (DPhil)



Brian trained as a clinical psychologist (MA Clin. Psych.) at the University of Cape Town, before completing a doctorate in psychology focusing on disability studies at Stellenbosch University. He was the first editor of South Africa's first major text in disability studies, titled *Disability and Social Change: A South African Agenda*, published by HSRC Press in 2006. His second book, *Towards a Contextual Psychology of Disability*, was published internationally by Routledge in 2013. His most recent book, published in 2019, is *The Palgrave Handbook of Disability and Citizenship in the Global South*, edited by B. Watermeyer, J. McKenzie and L. Swartz. Brian has an extensive list of international journal publications, book chapters, and media appearances as a disability scholar and activist. He teaches on postgraduate programmes in disability and clinical psychology, and guest lectures in medicine and rehabilitation science.

## Honorary Research Affiliate Co-director (from May 2021)

### Dr Joerg Weber (PhD)



Joerg has 20 years' experience advising community programmes, UN bodies, professional organisations and government agencies on inclusive community development, rehabilitation, education and inclusive livelihoods. He has designed grassroots tools and trainings for organisations for persons with disabilities, community mobilisers, and primary school teachers. Joerg has conducted programme evaluations in more than 40 countries, for governments, international NGOs, and multilaterals, including WHO and PAHO. He is executive editor of the WHO online training INCLUDE.

## Research Officer

### Dr Richard Vergunst (PhD)

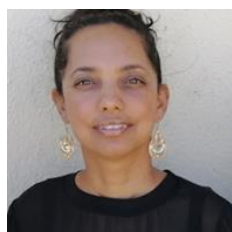


Richard is a qualified Research and Counselling Psychologist with a PhD in Disability Studies. He has 10 years' experience in disability research, including five years working on a multinational disability project looking at access to health care in

four African countries. He has a number of publications within the disability field and is passionate about access issues for persons with disabilities in vulnerable and marginalised communities.

### Research Co-ordinator

#### Ms Chantal Samuels (PGDip Disability Studies)



Chantal has 13 years' experience in training learners with intellectual disabilities. In 2018, she completed a PGDip in Disability Studies and is currently completing a MPhil in Disability Studies.

### Project Manager (to May 2021)

#### Ms Thandi Henkeman



Thandi has seven years' experience in the development sector, managing projects focused on education. She has dedicated her efforts to the development of inclusive education in South Africa. A lawyer by profession, she is passionate about advocating for learners' rights.

### Post-Doctoral Fellow

#### Dr Amani Karisa (PhD)



Amani has Bachelor's and Master's degrees in special education, and a PhD in Disability

Studies. He has over 10 years' experience working in education and development projects for marginalised populations in Africa. His current research interests are in disability-inclusive disaster risk reduction, inclusive education, universal design for learning, and decoloniality.

# News

## **Webinar: Disability Inclusion in Teacher Education and Development in South Africa**

---

On 21 October 2020 IDEA, together with the Department of Higher Education and Training, hosted a webinar titled 'Disability Inclusion in Teacher Education and Development in South Africa'. The webinar was funded by IDEA and attended by over 200 participants.

Following the welcome address by Dr Bernard Rey from the European Union, Associate Professor Judith McKenzie, Director of IDEA at UCT, gave an opening address on the place of disability inclusion within inclusive education. This was followed by an address by Dr Danielle Cowley, Associate Professor Special Education Graduate Faculty, College of Education Associate Faculty, Teacher Education, University of Northern Iowa in the USA on teacher education for both special and inclusive education.

The webinar had multiple forums, including presentations and panel discussions, to discuss, explore, and showcase what is happening in disability inclusion in teacher education in South Africa.

Ms Michelle Mathey, Director of the Teacher Education University Branch at the Department of Higher Education and Training closed the very stimulating, dynamic and successful webinar.

It is hoped that this initial webinar will act as a catalyst for further involvement and discussion on this important issue within education in South Africa.

A recording of the webinar is available at:

<http://www.idea.uct.ac.za/idea/news/2020/webinar>

## Writing retreat

---



*Some of the team at the writing retreat.*

In November 2020, IDEA held an enjoyable and successful writing retreat at Mont Fleur Conference Venue in Stellenbosch. A total of six papers were created and developed at the retreat and are being finalised for potential publication.



Room 16 E48, Old Main Building, Groote Schuur Hospital, Observatory, 7925,  
Cape Town, South Africa

idea@uct.ac.za • +27 21 650 2489 • [www.idea.uct.ac.za](http://www.idea.uct.ac.za)