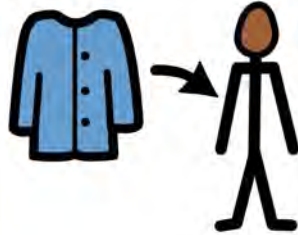


Centre for Augmentative and Alternative Communication

ANNUAL REPORT 2023



To quote Rumi



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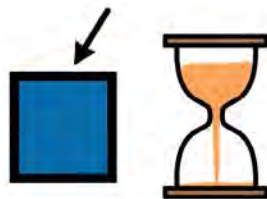
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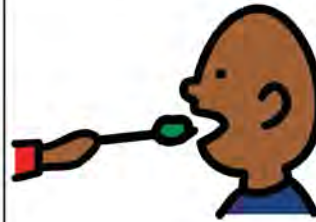
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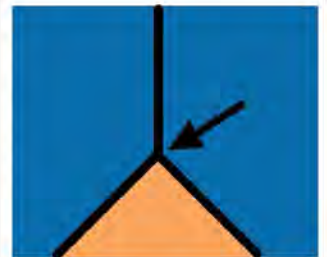
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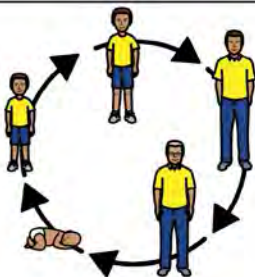
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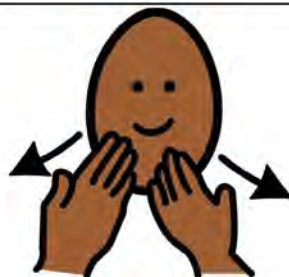
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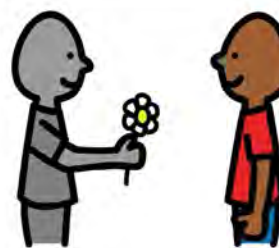
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Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

Make today matter

www.up.ac.za

The CAAC's Values

Innovation, Excellence, Respect, Diversity,
Teamwork, Integrity

Mission Statement

To make a sustainable impact on the lives of individuals and families through multi-professional hybrid postgraduate teaching and learning, socially responsible research, and customised non-degree training in the fields of:

**AAC and severe disabilities;
early childhood intervention;
technologies for AAC; and
policy implementation**

Acknowledgements

The Director and staff compiled the Annual Report contributions.

Photos were taken by Eyescape Photographers and staff members of the CAAC.

Language editor: Isabel Claassen

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2023 Students

PhD students



BA Honours students



MA (AAC) first-year students



MA (AAC) second-year students



MA (ECI) first-year students



MA (ECI) second-year students



Centre for Augmentative and Alternative Communication

Staff members



From left to right: Mrs Liza Rosseti-Siefe, Ms Constance Ntuli, Prof Alecia Samuels, Prof Juan Bornman, Prof Shakila Dada, Prof Kerstin Tönsing, Ms Maureen Casey, Ms Rushdah Hartley , Mr Terrence Mhlangu and (insert) Mrs Nadia Naidoo

Members of the Advisory Board

Prof S Dada	(Director: CAAC)
Prof S Africa	(Acting Dean: Faculty of Humanities)
Prof K Tönsing	(CAAC Staff Representative: AAC)
Prof A Samuels	(CAAC Staff Representative: ECI)
Ms C Ntuli	(Person who uses AAC)
Prof N Pillay	(Department of Computer Science)
Mr M Tshivhase	(Deputy Director: Disabilities, National Department of Health)
Ms S Matsebula	(Executive Director: Motswako Office Solutions)
Ms L Pretorius	(Disability empowerment consultant and life coach)

Acronyms

AAC	Augmentative and Alternative Communication
AAIDD	American Association on Intellectual and Developmental Disabilities
ASSAF	Academy of Science of South Africa
ASHA	American Speech-Language and Hearing Association
BA (Hons) AAC	Bachelor's Honours degree with specialisation in Augmentative and Alternative Communication
BUILD	BUILD is a committee of the International Society for AAC (ISAAC) that focuses on supporting the work of the AAC Emerging Countries
CPD	Continuing Professional Development
DAAD	Deutscher Akademischer Austauschdienst (The German Academic Exchange Service)
DHET	The Department of Higher Education and Training
HPCSA	Health Professions Council of South Africa
ICT	Information and Communications Technology
ISAAC	International Society for Augmentative and Alternative Communication
JU	Jönköping University
KU	Kenyatta University
KCMC	Kilimanjaro Christian Medical Centre
LUH	Leibniz University Hannover
M (AAC)	Master's degree with specialisation in Augmentative and Alternative Communication
M (ECI)	Master's degree with specialisation in Early Childhood Intervention
MUHAS	Muhimbili University of Health and Allied Sciences
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
PAGEL	The Partnerships for the Health Sector in Developing Countries
PhD	Doctor of Philosophy
PI	Primary investigator
PIMD	Profound Intellectual and Multiple Disabilities
SADiLAR	The South African Centre for Digital Language Resources
SASHLA	South African Speech-Hearing-Language Association
SASUF	South Africa – Sweden University Forum
SARChI	South African Research Chairs Initiative
SACE	South African Council for Educators
SoTL	Scholarship of Teaching and Learning
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
UNICEF	United Nations Children's Fund
UP	University of Pretoria
YADIS	Youth Accountability and Deaf Inclusion in South Africa

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4	UP-funded academic staff members
2	Outside-funded academic staff members
2	UP-funded professional staff
2	Postdoctoral fellows
5	Extraordinary professors
10	Research affiliates
75	Postgraduate students
33	Postgraduate graduandi
20	Student bursaries
8	Funded research projects
26	Peer-reviewed, accredited journal publications
6	Early-access online journal publications
13	Book chapters
1	Book

MESSAGE FROM THE DIRECTOR



My first term as the Director of the Centre for Augmentative and Alternative Communication (CAAC) has come to an end (2020 – 2024) and will continue for the next term. This milestone provides a good opportunity to reflect on the four years and some of our accomplishments.

My first reflection centres around the notion that the Centre for AAC team is a dedicated team. We are committed to the vision of improving the lives of persons with severe disabilities and their families. This ongoing commitment has been bolstered in the last four years as the team focused on developing innovative solutions and partnerships to realise our vision.

Second, the Centre for AAC team is a resilient team that can weather transitions and change. We experienced changes in staff and leadership in the wider university, at the Centre, as well as among our own team members. We embraced new colleagues and harnessed their strengths, which has brought a new energy to the Centre. We successfully applied for a position under the auspices of the New Generation Academic Programme, and we are so pleased to have a new member of the team.

We are saddened by Prof Bornman's move to a new university. We acknowledge her three decades at the Centre. Collectively we admire her leadership qualities, astute skills as an internationally renowned researcher and prolific writer. We will miss her smile, laughter, creativity and bright personality at the Centre. We are pleased that she will continue her ties with the CAAC as a research affiliate for the next three years.

Third, we have striven for excellence in our research, teaching and community engagements and successfully managed to integrate these three aspects in innovative ways. In 2023 it culminated in the Centre receiving the Humanities and Social Sciences – Digital Humanities for Community Engagement award for a collaborative teaching and research project with the Department of Information Design at UP and University College London.

Fourth, we remain intellectually curious and continue asking critical questions of how we can partner with our communities, as well as how we teach, do research, and communicate about what we do. I believe that this culture will continue to hold us in good stead as we navigate the future.

Fifth, we are a team committed to each other's growth. This is evident in the diverse work being done by our group of unique team members. Over the four years, we have developed the ability to have a shared leadership culture in terms of how the CAAC evolves.

Finally, as a team we are always grateful for being able to do work that we find meaningful and that can have a positive impact; we enjoy working with our excellent and dedicated students, partners, researchers, colleagues and community who share our passion and vision.

As the Director, I remain committed for the next four years of my second term to the Centre for AAC, our vision, our committed students and our invaluable team members.

A handwritten signature in black ink, appearing to read 'Shakila Dada'.

Prof Shakila Dada

Director

Staff Reflections

Prof Juan Bornman



“There is a time for everything and a season for every activity under the heavens” and now the time has come for me to say goodbye to the University of Pretoria after a 32-year long career. Goodbyes make you reflect and think about what you’ve had, what you’ve lost, and what you’ve taken for granted. My time at the Centre for AAC has been a blend of sweet moments and challenges, each one shaping me into the person and academic that I am today. I remember fondly when Prof Erna Alant, who established the centre phoned me and offered me a “research assistant” position. At that point I had no idea what AAC was – it was part of our undergraduate curriculum – but my curiosity got the better of me, and so, in 1991 my lifelong adventure into this rewarding field started. It has constantly brimmed with possibilities –not so much of *my* being a voice for the voiceless, but rather of equipping persons with little or no speech to find and use *their* voice.

Therefore, as I reflect on 2023, allow me to use this opportunity to say thank you. Thank you to my professors and mentors, the giants in the field who allowed me to stand on their shoulders. Thank you to many peers and colleagues – former and current – for their camaraderie, advice, knowledge, skills sharing and for making work fun. Thank you to the many funding organisations who have supported me and allowed me to do research that helps to grow the field: Special Olympics International, SADiLaR, DAAD, and Carnegie. Thank you to my PhD, Master’s, Honours and Bachelor’s students – both those who have completed their studies and those who are still busy and discovering new truths. I appreciate the fact that you’ve trusted and allowed me to walk alongside you. Your enthusiasm and energy have enriched my life and provided me with unforgettable experiences – and that is the very essence of being a university. Thank you to the countless persons who use AAC and their families who work tirelessly alongside me to find creative new solutions and who act as constant reminders that quitting is not an option. Thank you to SASLHA for the Fellowship Award in recognition of my AAC work in the field of speech-language pathology. I am humbled and honoured.

Finally, may I conclude with Proverbs 31:8 – “Open your mouth for the speechless...” Soli Deo Gloria!

Prof Kerstin Tönsing



The past year seemed to hold a bit of every kind of weather. The warm summer sunshine of the ISAAC conference in Cancun, Mexico, was a real highlight in the middle of the year. Getting together with like-minded people passionate about AAC from all over the world was extremely rewarding and fulfilling. Seeing students present their research with confidence and a sense of ownership made us immensely proud.

My being able to share my interests in AAC and multilingualism with various audiences (including therapists, parents, teachers and academics) locally and internationally was also a refreshing experience – like a good South African downpour of rain at the end of a hot day!

Storms to weather there were too – like organising student weeks during times when the generator supplying electricity to our building was broken! Thankfully

the library staff came to our rescue and provided us with an alternative venue.

Seeing how our students progress with their studies and overcome various obstacles and challenges was an encouraging experience and my prediction for their successful conclusion of their studies is very good!

Prof Alecia Samuels



For me, 2023 began on a personal high as the start of the year saw my promotion to associate Professor after 18 years of working at the University of Pretoria. (Suddenly I feel very old! ☺.) This achievement would not have been possible without the mentorship of my colleagues in the Centre for AAC, the students I have been privileged to teach and supervise, as well as my collaborations over the years with local and international partners in early childhood development and intervention. As a firm believer in the rights of all children and the international treaties designed to protect them, I was disheartened to see how these conventions were disregarded when it came to the destruction of the lives and livelihoods of thousands of children and their families in Gaza. Closer to home, austerity and drastic budget cuts in health, education, and social development in 2023, have had untold consequences for the 21 million children of our country. Despite priding ourselves on the strongest constitution in the world, South Africa is currently failing its children. As 2024 beckons, educators and researchers need to do more to change the narrative of vulnerable children in our country and the world at large.

Ms Rushdah Hartley



An inspiring quote that I came across – “All growth starts at the end of your comfort zone” – resonated deeply with me this year. In my personal as well as professional life, I needed to move beyond the familiar and step into Regarding my work at the Centre, I thoroughly enjoyed the fact that I had more teaching opportunities this year. Co-ordinating the Honours in AAC programme allowed me the opportunity to move into more of a leadership role at the Centre – which I knew required hard work and dedication to ensure the smooth running of the programme. I am immensely proud of how I was able to meet the occasion with confidence, and even though I may have been pushed out of my comfort zone, I know that fulfilling this role at the Centre will be an opportunity for growth. I’m highly appreciative of the support of all staff at the CAAC (both academic and administrative). A special thank you to my senior colleagues for your guidance and mentorship, and for sharing your expertise and knowledge with me. I look forward to 2024 and the exciting projects that lie ahead!

Ms Sumayya Vayej



It has been a privilege to join the team at the CAAC this year under the prestigious umbrella of the New Generation of Academics Programme. I am grateful for the valuable mentorship that I have received and will continue to receive from experienced researchers through my PhD and academic training. Although 2024 will bring a steep learning curve in terms of teaching and studies, I look forward to the challenge and am excited about what the future holds.

Mrs Nadia Naidoo



I joined the Centre in August and hit the ground running. It has been a busy but exciting time learning more about the Centre and how it runs. I work with an amazing team, and I strive to continue the culture of excellence in the workplace. Here's to 2024 filled with more growth, learning, and shared success!

Mr Terrence Mahlangu



2023 has come and gone. I must say 2023 was a challenging year (more so than the previous year) and mainly because of global trends. I spent most of my time trying to become better at what I do. It has not been simple, but with the support of my colleagues, situations became better. I am hoping that with all the lessons I learned in the previous year, 2024 will be a much better year. Although the learning never ends, I am always open and eager to learn new things. "Knowledge is Power". I am hoping for a better and healthier year ahead.

Ms Constance Ntuli



Greetings to you! My 2023 was wonderful and had some sad moments in between, as I lost someone who always supported me in my FOFA days. On a professional side, I experienced much growth and progress in my career. I met new faces and tried to make a great impression with my presentations. I know I'm making good changes in others, and I love what I do. It makes me feel complete and helps me to gain experience as well. So, I look forward to another positive and productive year in 2024.

Mrs Liza Rossetti-Siefe



Another year of hard work, growth, and unforgettable memories with this amazing team has gone by! My motto is to always create new and wonderful memories with the people that I love. The only thing one can never have too much of is memories; so, make many of them along the way!

THE YEAR IN REVIEW: 2023 IN A NUTSHELL

I. UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives	Outcomes
<ul style="list-style-type: none"> To conduct two training workshops To offer three CPD activities accredited by the HPCSA and/or SACE via Enterprises 	<ul style="list-style-type: none"> A total of two training workshops were provided. A total of five CPD-accredited activities were offered.

II. UP Strategic Goal – Transformation

Objectives	Outcomes
<ul style="list-style-type: none"> To enhance the staff diversity profile and foster an inclusive and transformed environment To eliminate intergroup disparities in enrolment and graduation rates To ensure that ClickUP modules are designed to be accessible 	<ul style="list-style-type: none"> 50% of the academic staff as well as of the professional staff are black. A disability advocate was also appointed on outside funding. In total, the CAAC has an average of 48% black postgraduate students in its four programmes. Black students make up 83% of Honours, 62% of MA (AAC), 63% of M (ECI), and 55% of PhD enrolments. Following Dr Samuel's course on digital accessibility, two of the PG courses are digitally accessible.

III. UP Strategic Goal – Access and student success

Objectives	Outcomes
<ul style="list-style-type: none"> To graduate five PhD students and enrol five new PhD candidates To graduate six MA (AAC) students and enrol ten new students To graduate 18 M (ECI) students and enrol at least ten new students To graduate nine BA Honours (AAC) students and enrol 12 new students To ensure funding for students by securing at least ten postgraduate bursaries 	<ul style="list-style-type: none"> Two PhD students graduated, and three new PhD students enrolled. Seven students graduated in April 2023. Twelve new MA (AAC) students registered. A total of 13 students graduated in April 2023. Ten new students were accepted into the M (ECI) programme for 2023. Altogether 14 students graduated and 15 new students enrolled. A total of 21 students received funding or bursaries for their studies.

IV. UP Strategic Goal – To strengthen research and the CAAC's international profile

Objectives	Outcomes
<ul style="list-style-type: none"> To participate in four large-scale international research projects To publish 17 manuscripts in accredited journals (ISI, Scopus or DHET) To enrol five international postgraduate students To host two webinars/seminars with an international researcher 	<ul style="list-style-type: none"> The CAAC team participated in 13 research projects. Altogether 29 manuscripts in accredited journals were published, as well as 12 book chapters and one book. One international student enrolled. Three webinars and seminars with an international researcher were hosted.

V. UP Strategic Goal – To strengthen social responsiveness and impact in society

Objectives	Outcomes
<ul style="list-style-type: none"> To conduct one AAC awareness event To expand the Centre's social media footprint and increase the number of visits to the Centre's website 	<ul style="list-style-type: none"> As part of AAC Awareness Month in October, four AAC awareness events in the form of online workshops were undertaken. The Centre's Facebook, Twitter, and LinkedIn accounts were regularly updated to reflect the latest staff and student accomplishments and activities.

1. TEACHING AND LEARNING

1.1 Summary of academic programmes and student profile

Academic programmes

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS	OUTCOMES
PhD	Graduates: 2 3 rd year: 7 2 nd year: 3 1 st year: 4	Two students graduated in April.
Master's in Augmentative and Alternative Communication [MA (AAC)]	Graduates: 7 3 rd year: 1 2 nd year: 9 1 st year: 12	Seven students graduated in April. One student was delayed and reregistered for a third year. Nine students commenced with their second year of study and eight completed it. One took leave of absence. Twelve students registered for the first year of study, and one student re-joined the first year after leave of absence.
Master's in Early Childhood Intervention [MA (ECI)]	Graduates: 13 2 nd year: 19 1 st year: 10	13 students graduated in April, with one student obtaining the degree with distinction. Altogether 19 students progressed successfully to the second year and 10 students registered for their first year of study.
BA Honours in Augmentative and Alternative Communication [BA Honours (AAC)]	Graduates: 11 1 st year: 10	A total of 11 students graduated. Eight new students enrolled.



Congratulations to our two PhD graduates, **Dr Arinè Kuyler** & **Dr Vuledzani Nandeganeni**



1.2

The CAAC's involvement in other academic programmes of the University of Pretoria

Department of Occupational Therapy

Ms Constance Ntuli, staff member at CAAC, Disability Advocate and Mentor for persons who use AAC, recently presented a talk to the students at the Occupational Therapy department at the University of Pretoria. The presentation was entitled *How AAC improved my quality of life*.



1.3

The CAAC's involvement in academic programmes of other universities

1.3.1 University of Cologne, Germany

Prof Tonsing was invited to present a seminar to students enrolled in a newly established module for AAC as part of a Master's degree at the University of Cologne. She will be presenting lectures and workshops related to AAC principles and practices from an international perspective and introduce students to the scientific literature in AAC. Students come from a variety of rehabilitation and educational disciplines.



1.3.2 Jönköping University (JU), Sweden

As part of a new SASUF/NRF-funded project on *Co-designing an online training course on conducting ethical research with vulnerable children with postgraduate students in South Africa and Sweden*, Profs Alecia Samuels and Shakila Dada, together with Profs Maria Bjork and Karina Huus from JU as well as Prof Jenny Wilder from Stockholm University, facilitated a three-day collaborative online international learning (COIL) discussion. The COIL, which took place in September and focused on Conducting Ethical Research with Children, involved first-year students from the Master's in ECI programme at UP and the second-year students from the Interventions in Childhood Master's at JU.

2. RESEARCH

2.1 Publications

2.1.1 Journal articles in peer-reviewed, accredited journals – published with volume number

- Bastable, K., Cooke, P., Harvey, L., Orlate, V., Castelejn, D. & Dada, S. (2023).** Changing the story: The evaluation of a leadership development programme for vulnerable and deaf youth in South Africa. *Social Sciences*, 12(11), 631. <https://doi.org/10.3390/socsci12110631>
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- Dada, S., Schoeman, J., Koul, R. & Wallace, S. E. (2023).** The effect of frequency of augmented input on the auditory comprehension of narratives for persons with Wernicke’s aphasia. *Aphasiology*, 37(3), 363–381. <https://doi.org/10.1080/02687038.2021.2016593>
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- Kuyler, A., Johnson, E. & Bornman, J. (2023).** Multimodal communication reported by familiar caregivers to build communication capacity in persons who are minimally conscious. *International Journal of Speech-Language Pathology*, 25(4), 523–539. <https://doi.org/10.1080/17549507.2022.2096926>
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- Laher, Z. & Dada, S.** (2023). The effect of aided language stimulation on the acquisition of receptive vocabulary in children with complex communication needs and severe intellectual disability: A comparison of two dosages. *Augmentative and Alternative Communication*, 39(2), 96–109. <http://doi.org/10.1080/07434618.2022.2155566>
- Liebenberg, P., van der Linde, J., Schimper, I., de Wet, F., Graham, M. & **Bornman, J.** (2023). Describing the spoken language skills of typically developing Afrikaans-speaking children using Language Sample Analysis: A pilot study. *Language, Speech and Hearing Services in Schools*, 54(2), 518–534. https://doi.org/10.1044/2022_LSHSS-22-00077
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2.1.3 Books (peer-reviewed)

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Arvidsson, P., Storfors, T. & **Wilder, J.** (2023). Identification of possible learning problems in children with intellectual disabilities. In S. Halder, S. Dada & R. Banerjee (Eds.), *The Routledge Handbook of Inclusive Education for Teacher Educators* (pp. 256–265). Routledge Handbooks.

Balton, S. & **Dada, S.** (2023). Early education programs in under-resourced communities. In S. Halder & G. Squires (Eds.), *Inclusion and Diversity: Communities and Practices around the World* (pp. 223–237). Routledge.

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Bornman, J., Gouws, H., **Moolman, E.**, Robberts, A. & **Tönsing, K. M.** (2023). Using Augmentative and Alternative Communication Strategies in Schools in Namibia. In U. M. Lüdtke; E. Kija & M. K. Karia (Eds.), *Handbook of Communication Disabilities and Language Development in Sub-Saharan Africa* (pp. 643–671). Springer Nature.

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May, A., **Dada, S.** & **Murray, J.** (2023). Implementing AAC for a person with dementia. In M. Smith (Ed.), *Clinical Cases in Augmentative and Alternative Communication* (pp. 173–193). Routledge.

- Morwane, R.** (2023). Inclusion of individuals with disabilities in vocational training in South Africa? In S. Halder, S. Dada & R. Banerjee (Eds.), *The Routledge Handbook of Inclusive Education for Teacher Educators* (pp. 638–649). Routledge Handbooks.
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- van Niekerk, K., **Dada, S. & Tönsing, K.** (2023). A framework for the selection of assistive technology for the classroom. In S. Halder, S. Dada & R. Banerjee (Eds.), *The Routledge Handbook of Inclusive Education for Teacher Educators* (pp. 483–492). Routledge Handbooks.



2.1.5 In the media

Profs Shakila Dada, Kerstin Tönsing and Alecia Samuels were featured in [Re.Search Issue 4](#) of UP's Digital Research magazine with an article titled "*Intelligent tutoring system for better communication in Africa*".

Prof Shakila Dada and Ms Constance Ntuli (Centre for Augmentative & Alternative Communication) were featured in the Cape Times, Sunday Independent and Pretoria News discussion, [University of Pretoria researchers give the voiceless a voice](#)

Profs Shakila Dada and Alecia Samuels were featured in UP's Digital Research magazine [Re.Search Issue 5](#) with an article titled "*ECI is not DIY*".

Prof Alecia Samuels wrote a piece in June for the AfricLaw blog with an article titled [Ensuring Digital Accessibility for Students with Disabilities in Higher Education through Digital Accessibility Online Tools and Digital Accessibility Training](#).

Prof Kerstin Tönsing's (Speech-Language Audiology) SADiLAR-funded research that gives a voice to Sepedi children with severe communication disabilities was featured in NGO Connect SA.

Prof Shakila Dada and Ms Constance Ntuli featured in *LeadUP Podcast* on [communications expert on communication as a way to boost inclusivity](#).

Prof Juan Bornman wrote a newspaper opinion piece: Communication is everyone's human right. Mail and Guardian. 22 March 2023. <https://mg.co.za/partner-content/2023-03-22-communication-is-everyones-human-right/>

Prof Juan Bornman wrote a newspaper opinion piece: Blue is more than a colour... Let's make April the month of being aware of autism and accepting what that entails. Mail and Guardian. 14 April 2023 <https://mg.co.za/partner-content/2023-04-13-blue-is-more-than-a-colour/>

Prof Juan Bornman wrote a newspaper opinion piece: “Spesiale Spele’n gulde kans om te besin oor inklusiwiteit” (Special Olympics a golden opportunity to consider inclusion). Die Beeld. 24 June. With Clara Wepener and Cas Wepener.

<https://www.netwerk24.com/netwerk24/stemme/menings/spesiale-spele-n-gulde-kans-om-te-besin-oor-inklusiwiteit-20230622>

Prof Juan Bornman wrote newspaper opinion piece: “Sluit ook die gestremdes in” (Also include these disabilities). Die Burger, 24 June. With Clara Wepener and Cas Wepener.

Prof Shakila Dada was interviewed on health education materials for persons with complex communication needs in accessing health care. Radio 786. 28 June 2023.

Prof Shakila Dada was interviewed on health education materials for persons with complex communication needs in accessing health care. Cape Talk / 702. 10 July 2023.

Prof Shakila Dada and Ms Constance Ntuli featured in an episode of SABC2’s Activated Season 2 aired on 16 July 2023. <https://www.youtube.com/watch?v=2YaRLbCgueM>

The Centre for AAC featured in SASLHA’s Spring 2023 edition of E-zine highlighting three recent research projects and resources developed.

Prof Shakila Dada was interviewed on supports for persons with complex communication needs in accessing health care. SAFM. 28 September 2023.

Prof Shakila Dada was interviewed by Steven Grotes on the Co-designing Health Education project. SAFM. 28 September 2023.



Prof Alecia Samuels was featured in UP News at the launch of the free cookbook of the Faculty of Humanities’ –



“HumanEATies” – an idea that was born in the Centre for AAC. [From dombolo to soetkoek - UP’s Faculty of Humanities launches a free cookbook that celebrates diverse cultures and memories](#)

Profs Brenda Louw and Juan Bornman (2023) presented Improving clinical and continuing education outcomes in speech-language pathology: Mutual benefits of collaboration across continents. Carnegie African Diaspora Fellowship Program (CADFP) Alumni Convening Folio (Fall 2023), pp. 38–47.

Prof Shakila Dada and Ms Constance Ntuli conducted a video conversation about the codesigning health education materials for ISAAC Franco-phon.

<https://www.facebook.com/isaacfrancophone/videos/1038126920855828/>

Kaleab Baye, Noora Kanerva, Ruzica Raicevic, Henry Maina, Marinel Hoffman, Naushad Emmambux, **Shakila Dada** (UP) and Natalia Rosa-Sibakov developed a public-level report entitled “Contextualization of national food-based dietary guidelines for urban settings in Ethiopia, Kenya, South Africa and Uganda: Evidence, future perspectives, and tools for implementation” as part of the InnoFood project dissemination and the policy impact of this project.

2.2 Research projects

2.2.1 South African Centre for Digital Language Resources (SADiLaR)

Pictorial language representation for Sepedi: Language access for persons with severe communication disabilities

PI: Prof Kerstin Tönsing, 2021 – 2023

In this final year of the SADiLaR-funded project, Ms Rahab Mothapo (PhD student, SMU lecturer) worked with a group of stakeholders (parents, teachers, persons using AAC, linguists, speech therapists and children) to co-design a high-level prototype vocabulary package in Sepedi. By means of innovative methods such as experience prototyping, the stakeholders played an active role in the product development and design of a product that is congruent with stakeholder ideas, needs and expectations. Based on a combination of core and stakeholder-informed vocabulary, this package is available in formats compatible with Grid 3 as well as in a printable format. A low-tech version will be field-tested by stakeholders in the coming year. We are eager to see whether the process followed in this design could become a blueprint for the development of systems in other South African languages.

2.2.2 British Academy

Optimising collaborations and reducing inequalities of Early Childhood Intervention in post Covid-19 South Africa

PI: Dr Susana Castro-Kemp; Co-PIs: Prof Shakila Dada, Prof Alecia Samuels and Dr Fatima Cassim (2021 – 2022)

In 2021 and 2022 we reported on the outcomes of this research project as well as the digital deliverables respectively that were codesigned in the form of Infomotions by the BA Information design students at the University of Pretoria, together with the Master's in ECI students/alumnae and the project investigators. In 2023 we undertook to disseminate the results of the study and make the Collaboration in ECI Infomotions known to the early childhood community. Hence, on 10 May 2023 a webinar was held to introduce ECI practitioners and other stakeholders in the South African context to the processes and outcomes of the research project. Over 200 attendees were shown where and how to access the Infomotion toolkit to support their practice. The project and its outcomes were extremely well received. In addition to the dedicated project website, a YouTube playlist of the Infomotions were also developed as it encourages a broader viewership.

At a gala awards event held on 16 March 2023, the research team was awarded the prestigious 'Best Digital Humanities Project for Community Engagement Prize 2023' by the National Institute for the Humanities and Social Sciences (NIHSS).



2.2.3 SASUF/NRF Seed grant for Collaborative Research

Co-designing an online training course on conducting ethical research with vulnerable children with postgraduate students in South Africa and Sweden.

PI: Prof Alecia Samuels; Co-PIs: Prof Karina Huus (Jönköping University), Prof Shakila Dada (UP), Prof Jenny Wilder (Stockholm University) and Prof Shazly Savahl (University of the Western Cape (2023 – 2024)

This project uses a co-design approach with postgraduate students and senior researchers from South Africa and Sweden, to develop an online training course on conducting ethical research with vulnerable children. While many research institutions and programmes are increasingly offering courses or training in research ethics, there is a dearth of courses that focus specifically on the unique needs, challenges and concerns of ethical research with vulnerable children in various high-, low-, and middle-income contexts. There is also a need – in addition to ethics gatekeepers such as research ethics committees – to build the research ethics capacity of postgraduate students and even experienced researchers who seek to include the voices of vulnerable children in their research. The SASUF/NRF project started in September 2023 with a three-day collaborative online international learning (COIL) discussion between ten first-year students from the Master's in ECI programme at UP, five second-year students from the Interventions in Childhood Master's at JU, and an Honours student from the University of the Western Cape.

2.2.4 Special Olympics International (SOI)

Evaluation of Special Olympics Maternal and Child Health Intervention Programme (CHIME Project) (2021-2023)

PI: Prof Juan Bornman, CAAC, UP

The University of Pretoria – under the leadership of Prof Bornman, with Dr Clara Wepener as the project coordinator, in close consultation with SOI and the local evaluation partners of Alexandria University (Egypt), Amity University (India), Aga Khan University (Pakistan), and Mohammed bin Rashid Center for Special Education (UAE) – was tasked to evaluate the outcomes of the Special Olympics Maternal and Child Health Intervention Programme in terms of its impact on families and children with intellectual and developmental disabilities. This was done through four of its programmes (i.e., Young Athletes, Healthy Start, Family Health Forums; and Healthy Communities) in five countries. The 3-year programme evaluation project is called the CHIME project: Child, Health Intervention, Maternal well-being Evaluation. Data was collected for 1385 children and their families across the five participating countries using two standardised measures at two timepoints (i.e., the Vineland-3, the Parent Empowerment and Efficacy Measure (PEEM) before and after participating in the programme), as well as the Family Health Forum Feedback and the family background tool. The results showed statistically significant positive changes in the children's skills across different domains (i.e., communication, daily living, socialisation, physical activity and behaviour) and in the parents' skills on both domains of the PEEM (i.e., their self-reported efficacy with regard to parenting and their efficacy to connect with their child). The results of this project will be disseminated via academic publications and conference presentations. Prof Bornman and Dr Wepener were also invited to participate in the Special Olympics' Summer Games in Berlin, Germany, with its apt motto "Unbeatable together!" In total 7000 athletes from 190 countries, supported by coaches and families, competed in 26 different sports. Off the field, the SOI (supported by various donors) facilitated a free health screening for the 7000 athletes from all over the world, comprising seven focus areas: Fit Feet (podiatry); Strong Minds (mental health); Special Smiles (oral health and dentistry); Healthy Hearing (audiometry); Fun Fitness (physical exercise); Health Promotion (lifestyle and diet) and Opening Eyes (optometry).



2.2.5 Carnegie African Diaspora Fellowship Award

Empowering Speech-Language Pathologists in Africa: Leadership for Advocacy Training (2021 - 2023)

PIs: Prof Juan Bornman (CAAC, UP), Prof Brenda Louw, East Tennessee State University (ETSU)

The third Carnegie African Diaspora Fellowship Award that pairs African Diaspora scholars at higher education institutions (in this case, Prof Brenda Louw) with peers in Africa (in this case, Prof Juan Bornman) to work together, concluded on a high note. Not only was their rapid review on developing speech-language pathology leaders published in the prestigious *Journal of Healthcare Leadership*, but the online curriculum with its four custom-designed modules on leadership for SLPs was completed. This course will be rolled out on the website of the South African Speech-Language and Hearing Association (SASLHA) in 2024, and it will be available at no cost to SASHLA members and to institutions for student training. The course is HPCSA accredited. Having received this award places Prof Bornman and Prof Louw in a selected small group who received this award for a third time, attesting to the global impact of their work.



2.2.6 Deutscher Akademischer Austauschdienst (DAAD)/ German Academic Exchange Services

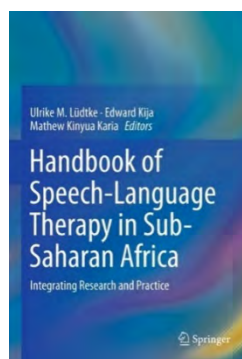
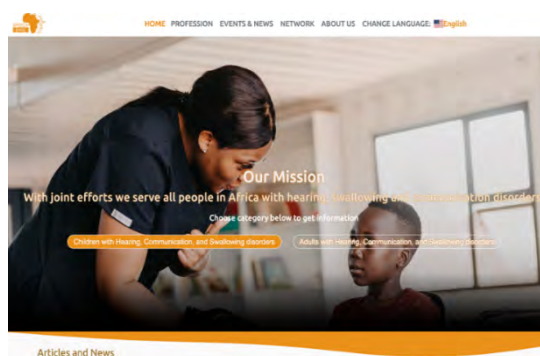
Speechbase – Speech, Language and Hearing Resources for Sub-Saharan Africa (2020-2024).
International PI: Prof Ulrike Lüttke (Leibniz Universität Hannover (LUH));
South African PI (Prof Juan Bornman, CAAC, UP)

This four-year project funded by the German Academic Exchange Services (DAAD) concluded on a high note. It met its aim of increasing collaboration and mobility between the partner universities, namely the University of Pretoria (UP), Kenyatta University (KU) in Kenya, Kilimanjaro Christian Medical Centre (KCMC), Muhimbili University of Health and Allied Sciences (MUHAS), both in Tanzania, and Leibniz Universität Hannover (LUH) in Germany. In 2023, the whole team met in person twice: first in Tanzania (Moshi and Lushoto) between 3 and 10 June, and then in Pretoria from 17 to 23 September. In Lushoto, the 25-person team visited the Kilimanjaro Christian Medical Centre (KCMC) and met with various signatories to discuss the role of speech-language pathologists in the hospital and broader rehabilitation context. Thereafter, the group travelled to Lushoto to visit the Kolowa Technical Training Institute (KOTETI), Irente School for the Blind, Irente Children's home and Irente Rainbow School. At these schools and training facilities workshops took place and in-depth discussions were held on curriculum development and capacity building.



The UP team consisting of Prof Juan Bornman (CAAC), Prof Jeannie van der Linde (Dept Speech-Language Pathology), and three students (Ms Petria Winter, Ms Bathobile Ngcobo and Ms Sthembiso Ncube) were excited to play host to the whole SpeechBase team in September. The week started off with a visit to the University of Pretoria, with an official welcome and opening by Mrs Steffen, (representative of the State of Lower Saxony to the Province of the Eastern Cape (online)), followed by messages from Mr Marten Menger (the First Secretary: Cultural and Political Affairs of the Embassy of the Federal Republic of Germany) and Prof Sandy Africa (Acting Dean of UP's Faculty of Humanities). The University visits were followed by a visit to New Hope School for Learners with Special Educational

Needs and Steve Biko Academic Hospital where the role of the speech language therapist in the educational and hospital context was explored. The visit involved intense discussion, planning and generating content for the website that is to assist speech-language pathologists on the African continent. Although all the participating members of the project were sad about the fact that it was the final meeting, all expressed gratitude for being offered the opportunity to participate in such a meaningful and sustainable project. The Speechbase project not only culminated in the production of a textbook and website, but also saw all three of the UP students completing their Master's degrees and enrolling for a PhD.



2.2.7 South African Centre for Digital Language Resources (SADiLaR)

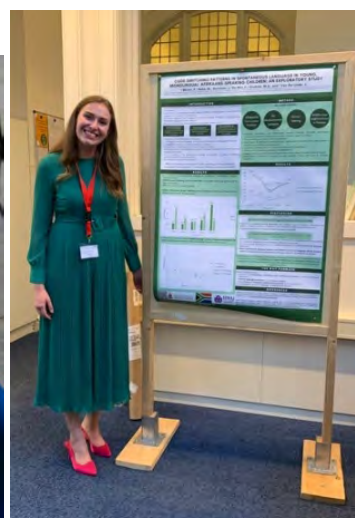
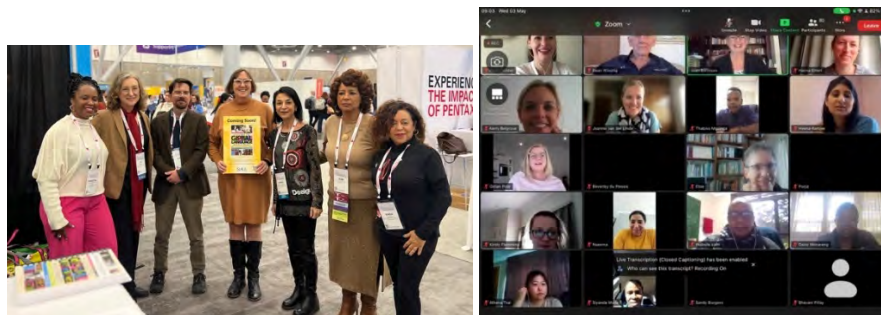
Compiling a child speech database for the South African context: Speech samples of typically developing Afrikaans and Sesotho sa Leboa-speaking children (2021-2024)

PI: Prof Juan Bornman, CAAC, UP; Prof Jeannie van der Linde ; Dr Febe de Wet

The long-term goal of this project is to develop technical solutions that will allow users to do an automated transcription and linguistic analysis of recorded child speech samples in different South African languages. Such a tool would assist speech-language pathologists to optimise the use of language sample analysis (LSA), which is widely considered as the gold standard for multilingual language assessment. In this project, Prof Juan Bornman, Prof Jeannie van der Linde (Department of Communication Pathology, UP) and Dr Febe de Wet (formerly from the Department of Electronic Engineering, North-West University and now in industry) are building a research database of child language samples in South African languages, starting with Afrikaans and Sesotho sa Leboa-speaking children. Hour-long recorded samples were collected from 60 Afrikaans- and 30 Sesotho sa Leboa-speaking children by using a standardised LSA protocol and age-appropriate elicitation material (toys and books). All of these samples have been orthographically transcribed. To date, a Master's student has graduated from the project (Mrs P Winter) and she has enrolled for a PhD to continue this research. A poster presentation was done at the EMLAR XIX conference in The Netherlands, as well as a presentation at the ASHA conference in Boston. Furthermore, four papers have been published in international peer-reviewed journals (two papers together with colleagues from Leibniz Universität

Hannover in Germany), and an invited book chapter for an international book, edited by Dr Melissa Bortz (St Johns College) was completed. A webinar involving 293 registered participants was hosted in

May to discuss tips and traps of orthographic and phonetic transcription. In 2024, it is envisaged that language samples will be recorded for 30 additional Sesotho-sa-Leboa pre-school and early school-age children.



2.2.8 Youth Accountability and Deaf Inclusion in South Africa (YADIS)

Professor Shakila Dada (CoPI) & Dr Kirsty Bastable, Centre for Augmentative and Alternative Communication, University of Pretoria; Prof Paul Cooke (PI) & Dr Lou Harvey, Centre for World Cinemas and Digital Cultures, University of Leeds; Ms Victoria Olarte Hope and Homes for Children/One Child, One Family, UK; Deafkidz International and Thrive

The Youth Accountability and Deaf Inclusion in South Africa (YADIS) project, led by the University of Leeds (Prof P Cooke) and including the University of Pretoria (Prof Shakila Dada), Hope and Homes for Children, Deaf Kidz International and Thrive is drawing to a close. The project aimed to develop and implement a youth leadership programme to provide the skills and opportunities that vulnerable youth and youth who are deaf need to participate in decisions regarding their lives and futures. The programme is based on the participatory research framework of Changing the Story and combined community development, arts-based leadership and participatory film making and inclusive communication, knowledge exchange and advocacy for youth. CAAC's role in the research was to complete a review of the literature to contextualise, enhance and evaluate the leadership programme. In addition, the programme aims to provide youth

with the mechanisms they require to hold accountable the structures and institutions who should be looking after them for the care they receive. The project will be implemented in Ekurhuleni, Gauteng. Ultimately this project aims to provide evidence of how youth can guide and improve their own futures and those of their communities through meaningful engagement with government, in order to maintain accountability for their rights. Read more about our findings in the research brief [here](#):

This study culminated in two policy briefs, one submission to the UN on the rights of the child and two scientific publications.



3. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

3.1 Community engagement projects

3.1.1 ECHO Autism SA

One of the outcomes of Prof Trina Spencer's (University of South Florida) Fulbright experience at the CAAC was the signing of a partnership agreement between the University of Pretoria (Faculty of Humanities) and the ECHO Institute at the University of New Mexico. Through this agreement, Prof Juan Bornman and Prof Spencer established the ECHO Autism South Africa advisory board in 2022 and developed the first ECHO Autism Hub on the continent of Africa.

Project ECHO is a professional learning and virtual mentoring model to translate research into practice and capacity building in under-resourced areas. In contrast to traditional training approaches, the ECHO model engages specialists and participants in ALL TEACH, ALL LEARN interactions and in collaborative problem solving, using case examples from participants' practical contexts. The UP ECHO focuses on interdisciplinary professionals and families of children with autism.

In 2023, ECHO Autism launched and completed two six-week cycles with an interdisciplinary team focusing on defining autism, discussing the different models of disability and anti-ableism, behaviour management, functional communication and AAC, basic teaching procedures and sensory regulation. This curriculum, developed with the assistance of an ECHO Autism SA advisory board, uses evidence-based content to ensure its contextual and cultural relevance. Apart from Profs Bornman and Spencer, the other team members are Dr Emile Gouws (an international disability activist and autism self-advocate), Prof Maximus Sefotho (educational psychologist), Ms Hannah Human (speech-language pathologist), Mr Paseka Lekale (autism advocate and parent), Ms Alex Foulsham (occupational therapist), and Dr Sibongile Mbatha (developmental paediatrician). The 2023 ECHO Autism SA Hub focused on democratising knowledge by sharing information through didactic sessions supplemented by case discussions to enhance data-based decisions that can unify autism services and supports across South Africa. The sessions were well attended by medical practitioners, parents, teachers and therapists, and their feedback regarding the utility and acceptability of the sessions was overwhelmingly positive. Plans are under way to have more sessions in 2024.



3.2 Dissemination of information

Dissemination of information occurred by way of seminars, webinars, workshops, training sessions and lectures that were presented on request or by invitation from schools, institutions and universities.

3.2.1 Introduction to AAC and its role in access to justice for individuals with intellectual disability

On 3 June 2023, Prof Kerstin Tönsing presented an 'Introduction to AAC' to parents, carers and teachers who attended a training event on 'Access to Justice' organised by Down Syndrome South Africa. Under the leadership of Ms Ancella Ramjas, this organisation has developed various resources to assist parents, educators, health care practitioners and persons in the justice system to overcome barriers that persons with disabilities face whenever they attempt to access justice. AAC plays a crucial role in enabling persons who are unable to use speech functionally to disclose and report abuse, obtain protection, and secure justice for crimes committed against them. The group was eager to learn about various AAC options and its potential to make access to justice possible.



3.2.2 Multilingualism and AAC

On 15 June 2023, Prof Kerstin Tönsing presented an online seminar on AAC and multilingualism at the annual training event of ARKOM ('Arbeitsgemeinschaft Kompetente Beratung'), attended by staff from AAC technology providers in Germany, Holland and Switzerland (Rehamedia, RDG Compagne and Active Communication). A diverse and highly competent group of staff showed great interest in the topic, as multilingualism is an increasingly common phenomenon among the families whom they serve. Staff from each company developed implementation plans for better serving persons in need of AAC who come from multilingual backgrounds.



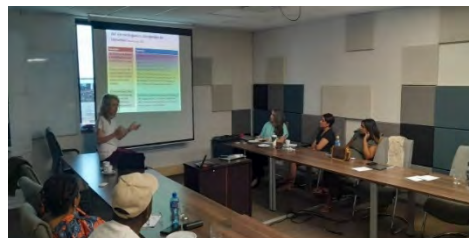
3.2.3 October AAC Awareness Month celebrations

The Centre for AAC once again celebrated AAC Awareness Month by hosting a CPD-accredited webinar every Friday afternoon of the month. Once again, national and international speakers and experts shared their knowledge and lived experiences.

- Multilingualism in AAC – Prof Kerstin Tönsing, Centre for AAC, University of Pretoria, South Africa. <https://www.youtube.com/watch?v=U0mt2BJUm6Q>
- AAC Strategies for Persons with Aphasia – Ms Cissy Cheng, PhD candidate, University of Texas at Austin. <https://www.youtube.com/watch?v=W7eNn5tpQ68>
- E-mentoring to support social media use – Dr Emma Grace, Flinders University, Australia. https://www.youtube.com/watch?v=K55D_woEXWs&t=4s
- Persons who use AAC: Lived Experience of Persons who use AAC – Mr Ömer Güney, Brussels. <https://youtu.be/kU0ZQAVuIL8>
- Employment and AAC: A personal journey – Mr Eazy Mthombeni, Hammanskraal, South Africa. <https://youtu.be/-0SdqZ4wzgY>

3.2.4 Multilingualism and AAC: Parent Information Day

Multilingualism is not only an interesting and sometimes tricky topic for AAC service providers – it also leaves many parents with unanswered questions and uncertainties. This is especially true in the multilingual South African context. On 28 October 2023, Prof Kerstin Tönsing presented a talk to parents as part of Nova School's annual information day. While multilingualism has often been viewed negatively for individuals with communication disabilities, it can be an asset if appropriate supports are provided to the person and his/her communication partners.



3.2.5 AAC Awareness Workshop at the University of Cape Town

On 2 February 2023, Ms Rushdah Hartley presented an Introduction to AAC workshop to the fourth-year Speech Therapy students at the University of Cape Town. The training was well-received by all in attendance. We trust that with the knowledge gained from attending the training, the students will feel inspired to implement AAC intervention during their final year of clinical practice and community service the next year.



3.2.6 “Transforming lives through evidence-based practice” webinar at the Cape Town Science Centre

National Science Week took place from 31 July to 5 August. The 2023 theme was "Transforming lives through evidence-based science". Ms Rushdah Hartley who participated in the webinar series on 2 August, focused on evidence-based practice (EBP) with specific reference to assistive technology and AAC. The webinar was well-received by those in attendance as it was the first time that many in the audience were introduced to the field of Augmentative and Alternative Communication.



3.2.7 Online support training for caregivers with disabilities in collaboration with Shonaquip

Prof Shakila Dada and Ms Maureen Casey hosted AAC awareness activities on a WhatsApp Parent support group run by Shonaquip Social Enterprise. A total of 400 parents are active on these WhatsApp groups and the trainings occurred in the evenings of 2 and 8 August 2023. They chatted to families of children with disabilities, created awareness about AAC and demonstrated skills that families may try with children to enhance their communication.

4. PRESENTATIONS AT CONFERENCES, SEMINARS AND WEBINAR

International presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
26 January	Prof A Samuels	<i>Presentation: Landscape Analysis for Children with Disabilities in Africa.</i> Webinar of the African Union Continental Education Strategy for Africa Early Childhood Education and Development (AU CESA ECED) Cluster “ <i>Delivering Quality Inclusive Early Childhood Care and Development (IECD) Services in Africa and Asia Pacific Regions</i> ”.
30 March	Prof S Dada Prof A Samuels Prof K Huus	Collaborative Online International Learning (COIL) Project: <i>Conducting Ethical Research with Children: Critical Problem-Solving Online Discussions in South African and Swedish Master’s Programmes.</i> SASUF Research and Innovation Week 2023, University of the Western Cape, South Africa.
19 April	Ms P Winter	Poster-presentation: <i>Code-switching patterns in natural spoken language in a group of young Afrikaans-speaking children: An exploratory study</i> (Winter, P., Rabé, M., Bornman, J., De Wet, F., Graham, M.A., and Van der Linde, J.). EMLAR XIX conference (Experimental Methods in Language Acquisition Research) Utrecht. The Netherlands.
24 April	Prof J Bornman	Invited keynote/plenary address: <i>The power of communication.</i> Språk = Makt ISAAC Conference 2023, Sundvolden Hotell, Norway (in person).
25 April	Prof J Bornman	Invited keynote/plenary address: <i>Addressing abuse in persons with CCN: The role of AAC.</i> Språk = Makt ISAAC Conference 2023, Sundvolden Hotell, Norway (in person).
26 April	Prof J Bornman	Invited keynote/plenary address: <i>AAC: The big picture.</i> Språk = Makt ISAAC Conference 2023, Sundvolden Hotell, Norway (in person).
12 July	Prof S Dada	Paper: <i>Augmentative and Alternative Communication (AAC): Empowering children with disabilities.</i> 2 nd National Speech Therapy Symposium, Malaysia (online)
18 July	Prof S Dada	Paper: <i>Participation of children with complex communication needs.</i> Attended by staff and students of UCL Department of Psychology and Special Education. University College, London.
24 July	Prof S Dada	Paper: <i>The Development of an Intelligent Tutoring System for Learning about Augmentative and Alternative Communication.</i> International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by Flores, C., Tönsing, K., Samuels, A., Smith, K., May, A., Casey, M., Morwane, R., Sourav Mukhopadhy, S.,

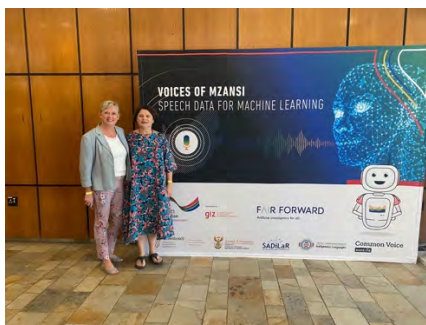
		Isanda, B., Bampoe, G., Stemela, U., Karrim, S., Moodley, L., Mothapo, N.R.B., Mohuba, M., Laher, Z., Tshabalala, N. & Moore, R.
24 July	Prof J Bornman	Paper: <i>Using key-word-signing (KWS) to support learners in South African schools: A study of teachers' perceptions</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by McDowell, A. & Bornman, J.)
24 July	Prof K Tönsing Prof G Soto Prof S Dada Prof E Dukhovney Prof J Boenisch	Panel discussion: <i>Cultural and linguistic diversity in AAC</i> . Panel discussion held at the 19 th Biennial Conference of the International Society for AAC, Cancun, Mexico.
25 July	Prof K Tönsing	Paper: <i>Core vocabularies to inform the design of AAC systems in South African languages</i> . Paper presented at the 19th Biennial Conference of the International Society for AAC, Cancun, Mexico. (Authored by Dada, S., Mothapo, N.R.B., Mngomezulu, J., Hatting, D., Morwane, R. & Bokaba, N.B.)
25 July	Prof S Dada	Paper: <i>Exploring professionals' viewpoints on the components of a person-centred AAC intervention for persons with dementia</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by May, A., Dada, S. & Murray, J.)
25 July	Prof S Dada	Paper: <i>Specialised recruitment agents as facilitators to the employment of persons with complex communication needs</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by Morwane, R., Dada, S. & Bornman, J.)
25 July	Prof N Muttiah Prof K Tönsing Dr A Blackwell Prof J Bornman Prof K Drager Ms K Armendariz	Poster presentation: <i>Augmentative and alternative communication telepractice in low- and middle-income countries: Perspectives of parents and caregivers</i> . International Society for AAC 19th Biennial Conference, Cancún, Mexico.
26 July	Prof S Dada	Paper: <i>The Cultural Collaborative: An Initiative to Support Culturally Relevant AAC Interventions</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by Douglas, S. & Dada, S.)
26 July	Ms P Prinsloo Prof S Dada	Paper: <i>The Application of the Family of Participation and Related Constructs to AAC Interventions</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by Prinsloo, P., Dada, S., Bastable, K., Grandlund, M. & Raghavendra, P.)
26 July	Prof J Bornman	Paper: <i>Familiar partners' perspectives on communication with persons in a minimally conscious state: Application of multimodal communication</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by Kuyler, A., Johnson, E. & Bornman, J.)

27 July	Prof J Bornman	Paper: <i>Barriers to and facilitators of employment of persons with complex communication needs</i> . International Society for AAC, 19th Biennial conference, Cancún, Mexico. (Authored by (Morwane, R., Dada, S. & Bornman, J.)
15 September	Prof J Bornman	Oral presentation: <i>Evaluation of Special Olympics Maternal and Child Health Intervention Program</i> . Special Olympics International Advisory Board Meeting. Washington, D.C. (online).
24 October	Prof J Bornman	Invited paper: <i>Sharing foreign experiences in the implementation of AAC systems: Challenges and prospects. Prevention of violence and abuse of children with communication disorders</i> . Roundtable with the President of the State Agency for Child Protection (Dr T Ivanova) and the Deputy Minister of Labour and Social Policy (Dr E Nalbantova).
15 November	Prof J Bornman	Paper: <i>Inclusive education: Policy provision, Positive attitudes and Practical accommodations are Pre-requisites</i> . 4 th International Scientific Conference of the Faculty of Pedagogy, University of Tetova, North Macedonia. (Virtual)
16 November	Prof J Bornman	Panel discussion: <i>Innovative Language Assessment Strategies for Multilingual, Culturally/Linguistically Diverse Clients across the Lifespan: A conversation</i> 2023 ASHA convention, Boston, Massachusetts, USA (Virtual). (Authored by Bortz, M., Kroll, T., Westby, C., Westerveld, M., Bornman, J., van der Linde, J., Davis-McFarland, E., Nunez, G., Washington, S. & Galletta, E.)
17 November	Dr A Blackwell Prof N Muttiah Prof K Tönsing Prof K Drager Prof J Bornman Ms A Peiris Ms K Armendariz	Oral presentation <i>Augmentative and Alternative Communication Telepractice in Low- and Middle-Income Countries</i> . 2023 ASHA convention, Boston, USA.
12 November	Ms L Kang	Poster: <i>A systematic review of ICF and Education: Comparisons from German, Portuguese, Italian, Spanish, Chinese, and South African literature</i> . World Education Research Association (WERA) Focal Meeting, National Institute of Education (NIE), Nanyang Technology University (NTU), Singapore. (Authored by Maxwell, G., Alves, I., Moretti, M., Proyer, M., Zahnd, R., Soliz, P., Ferrari, M., Rocha, A., Kang, L.J., Shi, L.J., Naude, A. & Bornman, J.)
23 November	Prof K Tönsing	Invited keynote address : <i>Multilingualism and AAC: Critical questions; expanding horizons</i> . UK Kongress "UK - Mittendrin" (AAC conference), Leipzig, Germany.
24 November	Prof J Bornman	Invited plenary address: <i>The ABC's of AAC training for police officers and legal practitioners: From science to solutions</i> . AAC2023 - 5th International Conference on AAC, Sofia Bulgaria (online).

24 Nov	Prof K Tönsing	Invited paper: <i>Language as praxis: Implications for children using AAC</i> . UK Kongress "UK - Mittendrin" (AAC conference), Leipzig, Germany.
25 November	Prof S Dada	Paper: <i>Participation of children and youth with complex communication needs</i> . AAC2023 - 5th International Conference on AAC, Sofia, Bulgaria (virtual).

National presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
16 March	Prof J Bornman	Invited paper: <i>Children of Mzansi: Why their voices matter.</i> Voices of Mzansi: Speech Data for Machine Learning Conference, CSIR, Pretoria



28 March	Prof J Bornman	Invited paper: <i>Child-centred care and the sustainable development goals</i> . SASUF: “Motivations for self-report in health apps” satellite event. University of South Africa, Pretoria.
31 March	Ms C Ntuli	Presentation: <i>Experiences in using AAC and how AAC has contributed to her being the best version of herself</i> . 4th annual Disability, Diversity, Equity and Inclusion Africa Conference/ Career Expo. Indaba Hotel . Johannesburg.



2 May	Prof J Bornman	Invited paper: Addressing abuse in persons with communication disability : The role of AAC. Regional convening meeting. Centre for Human Rights, Faculty of Law, UP, Pretoria.
3 May	Prof J Bornman	Webinar: <i>Orthographic and phonetic transcription of language samples: Tips and traps</i> . This webinar was hosted as part of the SADILAR project with Prof Juan Bornman, Prof Jeannie van der Linde and Dr Febe de Wet as the primary investigators.
23 May	Prof S Dada	Facilitated a Stakeholder Engagement workshop with Dr Katherine Smith and UP Consortium partners for Africa Week UP. Future Africa Campus, University of Pretoria.



25 May	Prof A Samuels Prof S Dada Prof K Tonsing Ms C Ntuli	Paper: <i>The involvement of persons with complex communication needs and other stakeholders in the co-design of health information materials</i> . Stellenbosch Disability Research Hub Inaugural Conference, Stellenbosch University.
25 May	Prof J Bornman	Paper: <i>Using augmentative and alternative communication (AAC) strategies to raise disability awareness and provide access to health information in accessible formats</i> . Stellenbosch Disability Research Hub Inaugural Conference, STIAS, Stellenbosch.
26 May	Prof S Dada Ms S Vayej	Paper: <i>AAC applied for persons with Aphasia and Dementia</i> . Presented by Prof S Dada authored by Prof S Dada and Ms S Vayej. Attended by 23 third-year students at University of Fort Hare, Eastern Cape.
25 July	Prof A Samuels Prof S Dada Prof S Castro-Kemp Dr F Cassim	Paper: <i>Collaborations between Health and Education sectors in the provision for young children in South Africa during Covid-19</i> . 2023 Gauteng Health ECI conference.

Presentations by Students

25 July	Ms NR Mothapo (PhD Student)	Paper: <i>Development of a Sepedi non-electronic AAC system for use with preliterate children</i> . The International Society for AAC 19th Biennial Conference, Cancun, Mexico.
24 August	Ms NR Mothapo (PhD Student)	Presentation: <i>Development and evaluation of a Sepedi nonelectronic AAC system for use with preliterate children</i> . Sefako Makgatho University Research Day, Pretoria.
24 August	Ms NR Mothapo (PhD Student)	Presentation: <i>Lessons from interdisciplinary research: Stakeholder involvement in assistive technology (AAC). Development and evaluation of a Sepedi nonelectronic AAC system for use with preliterate children</i> . DH-Ignite event hosted by the South African Centre for Digital Language Technologies (SADiLAR), Boksburg.
24 August	Ms MG Mogatusi (Master's student)	Presentation: <i>Determining the core vocabulary of Setswana-speaking Grade R learners as used during school activities</i> . 5 th Gauteng Health Early Childhood Intervention Research Conference, "Creating early childhood intervention together", Boksburg.
24 August	Ms M Mohuba (PhD student)	Presentation: <i>The development and validation of a preliminary self-report community participation measure for children aged 6 to 13 years in South Africa</i> . 5 th Gauteng Health Early Childhood Intervention Research Conference "Creating early childhood intervention together", Boksburg.
24 August	Ms C Schutte (PhD student)	Presentation: <i>Exploring the mechanism underlying the participation of caregivers of children with disabilities in online social support groups in South Africa</i> . 5 th Gauteng Health Early Childhood Intervention Research Conference, "Creating early childhood intervention together", Boksburg.
2 November	Ms NR Mothapo (PhD Student)	Online presentation: <i>Development and evaluation of a Sepedi nonelectronic AAC system for use with preliterate children</i> . Annual conference of the Royal College of Speech-Language Therapists (RCSLT).
30 November	Ms NR Mothapo (PhD Student)	Presentation: <i>Development and evaluation of a Sepedi non-electronic AAC system for use with preliterate children</i> . 7 th Afrinead Conference, Cape Town.
30 November	Ms W Noorbhai (Master's student)	Presentation: <i>AAC services for multilingual and non-English clients: Perspectives of speech-language therapists in the public healthcare setting in Gauteng</i> . 7 th Afrinead Conference, Cape Town.



Ms N Rahab Mothapo (PhD Student) at the 7th Afrinead Conference, Cape Town.



Ms Wasifah Noorbhai, a Master's student, presented at the 7th Afrinead Conference in Cape Town.



5. VISITORS TO THE CAAC

DATE	NAME & DESIGNATION	PURPOSE OF VISIT	OUTCOMES
27 March	Prof K Huus, Prof N Ramstrand, Prof S Moller (Jönköping University, Sweden) & Mr S Zondo (Rhodes University).	The CAAC hosted a SASUF satellite event.	Researchers and doctoral students discussed ways to measure engagement in persons with disabilities.



Lectures to CAAC Students

Date	Name	Topic
30 January	Prof O Wendt (Post dam University, Germany)	Single Subject Case Design – Visual Analysis
31 January	Prof O Wendt (Post dam University, Germany)	Single Subject Case Design – Statistical Analysis
26 June	Dr Brian Watermeyer (Stellenbosch University)	Health and intervention practitioners' personal experiences of disability -

6. CONFERENCES, WEBINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED

Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
9 February	ClickUP Collaborate training (early career academics) Online. Attended by: Ms R Hartley
27 and 28 February	Education Virtual Immersion (Project ECHO). Attended by: Ms R Hartley
1 March	Education Virtual Immersion (Project ECHO). Attended by: Ms R Hartley
8 March	<i>Court preparation officer training.</i> Presented by SASETA. Attended by: Prof J Bornman
8 March	<i>ECHO Autism SA – Advisory Board meeting.</i> Attended by: Prof J Bornman
13 March	<i>NRF specialist panel (Closing seminar).</i> Attended by: Prof J Bornman
23 March	Book launch: The texture of dissent. Javett, University of Pretoria Attended by: Prof K Tönsing
27 March	SASUF Satellite Event: fNIRS. Centre for AAC, University of Pretoria. Attended by: Prof S Dada, Prof K Tönsing, Prof A Samuels
9 May	ICCRRP & Children's Institute conference dialogue series. Attended by: Ms S Vayej.
9 May	Using participatory research to affect change for young children in their communities. Children's Institute, University of Cape Town Attended by: Prof A Samuels (Online)
10 May	ECI in South Africa. Research dissemination seminar. Attended by: Ms R Hartley & Ms S Vayej
11 May	Online Blackboard Grade Import training session. Attended by: Ms R Hartley
11 May	Book Launch: Doctor of Hearts. Prinshof Campus Library, University of Pretoria. Attended by: Prof A Samuels
17 May	Early Academics & Postgraduate Hybrid Workshop. Attended by: Ms S Vayej

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
22 May	Open Data in the Humanities and Social Sciences: Africa Week Satellite symposium. University of Pretoria. Attended by: Prof K Tönsing
24-25 May	Stellenbosch Disability Research Hub Inaugural Conference, Iso Lomso, Stellenbosch. Attended by: Prof A Samuels
16 -23 June	<i>Special Olympics' Summer Games</i> . Berlin, Germany. Attended by: Prof J Bornman
23 June	UP Talk: Unity in Diversity. Attended by: Ms R Hartley
28-30 June	<i>Annual Meeting of the Alexander von Humboldt Foundation</i> . Attended by: Prof J Bornman
26 July	2023 UP Postdoctoral Fellows Day, Javett Arts Centre, University of Pretoria. Attended by: Prof A Samuels
23-24 August	5 th Gauteng Health Early Childhood Intervention Research Conference. "Creating early childhood intervention together", Boksburg. Attended by: Prof A Samuels & Prof S Dada
6 September	UP Emerging Researchers and Postgraduate Hybrid Workshop. Attended by: Ms S Vayej
7 September	ClickUP Ultra Launch (online). Attended by: Ms R Hartley & Ms S Vayej
11 and 12 September	GDE AAC Training (part 1). Attended by: Ms R Hartley
14 September	The 2023 Induction workshop: New Generation of Academics Programme (nGAP) for new nGAP lecturers. Attended by: Ms S Vayej
15 September	Lost in Translation: Large Language Models and Non-English Content Analysis. DS4 Society Online Seminar presented by Aliya Bhatia and Gabriel Nicholas. Attended by: Prof K Tönsing
21 September	Child Health Priorities Webinar: How Ward-based primary health care outreach teams benefit children in communities in South Africa. Attended by: Prof A Samuels
26 - 27 September	GDE AAC Training (part 2). Attended by: Ms R Hartley
4 October	DNA technology and genomic information for the improvement of South African livestock: Luxury or necessity? Inaugural address: Prof Este van Marle-Köster, Department of Animal Science, UP Attended by: Prof J Bornman

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
6, 12, 13 and 20 October	AAC Awareness Month webinars at CAAC. Attended by: Prof S Dada, Prof K Tönsing, Prof A Samuels, Ms R Hartley, Ms M Casey, Ms S Vayej
26 October	Child Health Priorities Webinar: Streamlining school referrals for learning difficulties. Attended by: Prof A Samuels
31 October	Academic Integrity workshop: An essential element to academic success for postgraduates, academics & researchers. Attended by: Ms S Vayej
3 November	Digital Accessibility Course. Attended by: Ms R Hartley
10 November	ISAAC Singapore AAC Awareness webinar. Attended by: Ms R Hartley
20-21 November	The Annual Disability Rights in Africa Conference. Attended by: Ms C Ntuli
4-5 December	Leadership in Uncertainty and Challenging times programme. Attended by: Prof S Dada

7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

7.1 Staff achievements and awards

- Alecia Samuels was promoted to Associate Professor.
- Profs Shakila Dada and Alecia Samuels were part of the team that won the 'Best Digital Humanities Project for Community Engagement Prize 2023' by the National Institute for the Humanities and Social Sciences (NIHSS).
- Prof Alecia Samuels was selected to be part of the Future Professors Programme (FPP) Phase 2 Cohort 2 through the Department of Higher Education and Training from 2024.
- Prof Alecia Samuels was appointed to the Editorial Board of the *Journal of Research in Special Needs Education* (JORSEN)
- Prof Juan Bornman was awarded a South African Speech-Language and Hearing Association (SASLHA) Fellowship Award for her outstanding contribution to Speech-Language Therapy.
- Prof Juan Bornman and Dr Alida Naude received a Most Innovative Poster award from the World Education Research Association (WERA) for “A systematic review of ICF and Education: Comparisons from German, Portuguese, Italian, Chinese, Spanish and South African Literature” (Kang, L-J., Alves, I., Moretti, M., Zahnd, R., Soliz, P., Ferrari, M., De Souza Rocha, A., Lin-Jun, S., Naude, A., & Bornman, J.) The award ceremony took place at the WERA_ERAS focal meeting, 22-24 November, Singapore.
- Prof Juan Bornman received an award for Top Cited article 2021-2022 from Wiley Publishers for her paper in Nursing Inquiry: “Being heard – Supporting person-centred communication in paediatric case using AAC as universal design: A position paper”.

7.2 Student achievements and awards

- The Inclusive Solutions Award for the Best BA Honours in AAC student was awarded to Zakiyya Mannack.
- The Edit Microsystems Award for the Best Master’s in AAC student was awarded to Inge Odendaal.
- The TOBII DYNAVOX Student Award for the doctoral student with the most outstanding research was made to Arine Kuyler.
- Five MA (AAC) students were awarded UP postgraduate bursaries/bursary renewals: Aalia Patel, Hannah Human, Samantha Gay, Tracy Gibbs, and Jessica Slater.
- The following MA (AAC) students were awarded NIHSS bursaries: Aalia Patel and Wasifah Noorbhai.
- One MA (AAC) student, Andisiwe Nxoko, was awarded a bursary by the Department of Education.
- Two MA (AAC) students, Charmaine Moswathupa and Azania Ntimane-Halama, were supported from a staff-funded research fund.
- An M(ECI) student, Gail Bohler, was awarded a renewed UP postgraduate bursary.
- An M(ECI) student, Bongwiwe Gumede, was supported from a staff-funded research fund.

8. PROFESSIONAL ACADEMIC ACTIVITIES

8.1 Involvement with other universities as external examiners

Prof S Dada	External Examiner: SPH411 Augmentative and Alternative Communication, Stellenbosch University
Prof J Bornman	External Examiner: The University of Fort Hare (Master's dissertation) External Examiner: University of the Witwatersrand (fourth-year SLP students: Course Code: SPPA 4007A)
Prof A Samuels	External Examiner: Master's Thesis, University of Cape Town External Examiner: AHS3102F – Child Language II, University of Cape Town External Examiner: SPPA 3006A- Research and Practice in the South African Context, University of the Witwatersrand
Prof K Tönsing	External Examiner: PhD Thesis, Charles Darwin University, Australia Final Seminar Respondent, PhD Candidate, Jönköping University, Sweden Third evaluator, PhD Thesis, Cologne University, Germany External Examiner, Final-year research report, University of Cape Town'.

8.2 Referee duties

Prof S Dada	Associate editor: Augmentative and Alternative Communication Editorial Board of British Journal of Learning Disabilities Review Assistive Technology: Resna Frontiers in Special Education Frontiers in Rehabilitation Sciences South African Journal of Psychology Scandinavian Journal of Disability Reviewer on book chapter for Elgar Companion to Data and Indicators for the Sustainable Development Goals Reviewer of ISAAC abstracts
Prof J Bornman	Reviewer for Augmentative and Alternative Communication (x 3) Reviewer for Frontiers in Rehabilitation Sciences Reviewer for Education Sciences Reviewer for International Society for AAC (ISAAC): Short Film Festival Reviewer of funding applications for Swiss Tropical and Public Health Institute in Basel (University of Basel), Switzerland Guest editor for Paediatric and Neonatal Pain (Special Issue on pain management and children's and adolescents' rights) with Prof Stefan Nilsson (Gothenburg University) Guest editor for Education Sciences (Special Issue on cultivating Inclusive Classrooms Practices in Special Education) with Prof Mirna Nel (North-West University)

Prof K Tönsing	Associate editor: Augmentative and Alternative Communication Reviewer for Augmentative and Alternative Communication Reviewer for Disability and Rehabilitation: Assistive Technology Reviewer for International Journal of Speech-Language Pathology Reviewer of ISAAC abstracts
Prof A Samuels	Reviewer for Disability and Rehabilitation Reviewer for Journal of Research in Special Educational Needs (JORSEN) Reviewer for 5th Gauteng Health ECI Research Conference abstracts

8.3 Other duties

Staff members serve on a variety of committees.

Prof S Dada	Head of Departments Committee: Faculty of Humanities Research Committee: Faculty of Humanities Senate Representative on the Central Admissions Committee (UP) Member of the AAC committee of the International Association of Logopedics and Phoniatrics (IALP) Council Regional Coordinator: International Association of Augmentative and Alternative Communication (ISAAC) Affiliated researcher: School of Health and Welfare, Jönköping University, Sweden Affiliated Professor: Special Needs Education, Stockholm University
Prof J Bornman	Postgraduate Committee: Faculty of Humanities EE & Skills Development Committee (UP)
Prof A Samuels	Faculty of Humanities Transformation Committee Gauteng Health ECI Forum University Member Editorial Board Member: Journal of Research in Special Educational Needs
Mr T Mahlangu	Web and Marketing Committee: Faculty of Humanities Health and Safety Committee: Faculty of Humanities

9. STAFF

9.1 CAAC staff funded by the University of Pretoria

Professor and Director	Prof S Dada	40 hours per week
Professor	Prof J Bornman	40 hours per week
Professor	Prof K Tönsing	40 hours per week
Associate Professor	Prof A Samuels	40 hours per week
Administrator	Ms EJC Rossetti-Siefe Ms Nadia Naidoo	40 hours per week (May) 40 hours per week (August)
Clerical Administrative Assistant	Mr T Mahlangu	40 hours per week

9.2 CAAC staff funded from outside funds

Lecturer	Ms R Hartley	40 hours per week
Lecturer	Ms Maureen Casey	20 hours per week
Administrative Assistant	Ms C Ntuli	15 hours per week

9.3 Extraordinary professors



Prof Mats Granlund

Mats Granlund, PhD, is a full professor of psychology and disability research and Chair of the interdisciplinary CHILD research environment. His research focus over the last 16 years has been on participation in everyday life for children and youth in need of special support. (2020 – 2023)



Prof Rajinder Koul

Chair of the Department and Houston Harte Centennial Professor in the Department of Speech, Language, and Hearing Sciences, Rajinder Koul holds a PhD in Speech-Language Pathology with an emphasis on augmentative and alternative communication (AAC) from Purdue University. He served as the Chair, Associate Dean for Research, and Assistant Vice President for Research at Texas Tech University Health Sciences Centre before joining the University of Texas in Austin. Prof Koul's research efforts have primarily focused on understanding the symbol, referent, and instructional variables that influence graphic symbol learning in persons with severe communication impairment as a consequence of developmental or acquired disabilities. Within this broad area, he focuses on synthetic speech perception, the role of synthetic speech output on graphic

symbol learning, and the efficacy of AAC intervention in persons with aphasia. (2020 – 2023)



Prof Janice Murray

A speech therapist and professor at Manchester Metropolitan University, Janice Murray specialises in Augmentative and Alternative Communication. From 2009 to 2012 Prof Murray was the Chair of the UK charity, Communication Matters. (2020 – 2023)



Prof MaryAnn Ronski

MaryAnn Ronski is an ASHA-certified speech-language pathologist and Regents Professor of Communication, Psychology, and Communication Sciences & Disorders at Georgia State University, Atlanta, GA. She is the Director of the Center for Research on Atypical Development and Learning (CRADL) and a founding member of the Center on Research on Challenges to Acquiring Language & Literacy (RCALL). Prof Ronski is a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD), the American Speech-Language and Hearing Association (ASHA), and the International Society for Augmentative and Alternative Communication (ISAAC). She received the Honors of ASHA in 2015, the AAIDD Leadership Award in 2019, and the AAIDD President's Award in 2021. Her research focuses on the communication development of children and adults with developmental disorders who encounter difficulty speaking, particularly the development and evaluation of computerised communication interventions in natural environments and the role of families. (2020-2023)



Prof Ralf W Schlosser

Ralf Schlosser is Professor of Communication Sciences and Disorders at Northeastern University and Director of Clinical Research, OCE, Boston Children's Hospital. His research interests are related to the efficacy of interventions in augmentative and alternative communication (AAC), particularly as they relate to the role of speech output and different graphic symbol sets for individuals with developmental disabilities. (2020 – 2023)

9.4 Research Affiliates



Dr Patrik Arvidsson

Dr Patrik Arvidsson, PhD, Clinical Psychologist, is a Researcher and Senior Lecturer and does clinical work at the Habilitation Service Center, Gävle, Region Gävleborg, Sweden. His research focuses on participation and inclusive processes in people with disability in general and in people with intellectual disability in particular. He is interested in different factors related to participation and inclusive processes, namely individual factors such as cognitive functions and psychological health, as well as contextual factors such as societal support and availability. Dr Arvidsson explores participation and inclusive processes in different socio-economic and cultural contexts. At the Centre for AAC, he is involved in the psychometric validation of Picture My Participation (PmP), a picture-based instrument for assessing participation in children with intellectual disability in low- and middle-income countries. He is also affiliated to the Centre for Research & Development at Region Gävleborg/ Uppsala University, CHILD, the Swedish Institute for Disability Research at Jönköping University, and the Department of Special Education at Mälardalen University. (2020 – 2023).



Dr Sadna Balton

Dr Sadna Balton is the Head of Speech Therapy & Audiology at Chris Hani Baragwanath Academic Hospital, Johannesburg. She was previously Chairperson of the Professional Board for Speech-Language Therapy. A founding member of the Gauteng Early Childhood Intervention workgroup, she serves on the Provincial and National Speech Therapy & Audiology Executive Committees. Her research interests are in the area of early childhood intervention and changing practice in the South African context. Dr Balton is the recipient of the Integrity Icon Award (2020) and the Premier's Service Excellence Award for Innovation (2020). (2020 – 2023)



Dr Susana Castro-Kemp

Susana Castro-Kemp is an Associate Professor in Psychology and Human Development at the Institute of Education, University College London (UCL). Her research focuses on the inclusion of children with special educational needs and disabilities, education policy and its translation into education practice, early childhood intervention, and mental health/wellbeing in schools. (2020 – 2023)



Dr Alida Naudé

Dr Alida Naudé is a diagnostic, research and training audiologist working at Amtronix Diagnostics. Her areas of expertise and research include ethics and personal development, evoked potentials, vestibular audiology and ototoxicity. She has authored more than 10 articles in accredited journals and has also served as the editor of a special journal edition about ethics, in conjunction

with international researchers. She co-authored a research methodology book based on work emanating from her PhD as well as her post-doctoral work. Most recently, she contributed a chapter on ethics considerations and tele-audiology in early hearing detection and intervention (together with Prof Juan Bornman) in the book *Early Detection and Intervention in Audiology: An African Perspective*, edited by Khoza-Shangase & Kanji. (2021 – 2023)



Prof Jenny Wilder

Jenny Wilder is Professor in Special Education and Head of the Department of Special Education, Stockholm University. Her research focuses primarily on intellectual disability and encompasses areas such as communication and interaction, participation, support provision, collaboration, and educational transitions. At the Centre for AAC, she is involved in collaboration about research on inclusive education for students with severe disabilities, and collaboration in higher education between the Centre for AAC and Stockholm University. Most recently, she contributed chapters in the book *The Routledge Handbook of Inclusive Education for Teacher Educators*, edited by Santoshi Halder, Shakila Dada and Rashida Banerjee. She is also affiliated to the Department of Women's and Children's Health at Uppsala University, Sweden. (2020 – 2023)



Prof Karina Huus

Karina Huus is a registered nurse specialising in paediatric care and a professor of nursing with a focus on children and young people. She is responsible for the subject Disability Science on the postgraduate level. Karina serves as a senior lecturer and researcher in the Nursing Department at the School of Health and Welfare at Jönköping University. Her research is about children's health, children's rights, and children with disabilities and their participation in everyday activities. Karina's research focuses on participation in everyday life for children with disabilities. It can measure and

compare the extent to which children with disabilities are involved in everyday activities at home, in school, or society. Karina is also one of the researchers in the research programme, Mental Health and Participation in Habilitation Interventions for Children and Youth with Disabilities. (2023 – 2025)

Prof Sarah N. Douglas

Sarah N. Douglas, PhD, is an Associate Professor at Michigan State University in the Department of Human Development and Family Studies. Dr Douglas started her career as a special education teacher and supported students who used AAC. Her research focuses on communication partner interventions, paraeducators, as well as technologies to support social skill development for children with disabilities. Within her work, she creates communication partner interventions to support individuals who use AAC. This work has included interventions for family members, teachers, paraeducators, and speech-language pathologists using in-person and online formats. Sarah's interest also include the use of coaching within interventions, challenges within the field related to communication partner training, and adaptations to support culturally and linguistically diverse individuals. (2023 – 2025)

Prof Trina Spencer

Trina D. Spencer, PhD, BCBA-D, is a senior scientist and director of the Juniper Gardens Children's Project at the University of Kansas who holds faculty appointments in the Departments of Applied Behavioral Sciences, Speech-Language-Hearing Sciences, and Special Education. Drawing from speech-language pathology, applied linguistics, education, and behaviour analysis, she concentrates her efforts on the oral academic language that serves as a foundation to the reading and writing of preK to 3rd grade students, with and without disabilities. She maintains a spirited research agenda that has yielded 65 peer-reviewed publications, 154 invited presentations, \$15m in external funding, and several commercialised curricula, interventions, professional development systems, and assessment tools. Her multi-tiered interventions and assessment tools are used broadly in the United States, but also internationally Trina values researcher-practitioner partnerships, community engagement, and cross-disciplinary collaborations to accomplish high impact and innovative applied research. (2023 – 2025)

Prof Ollie Wendt

Oliver Wendt, PhD, is Director of the Potsdam Augmentative and Alternative Communication Research Lab (PARLA), Associate Professor and Chair of Cognitive and Emotional Disabilities at the University of Potsdam, Germany. He also holds appointments as Adjunct Associate Professor in the Department of Human Development and Family Science at Purdue University and as Research Associate with the Centre for Augmentative and Alternative Communication at the University of Pretoria, South Africa. His research team develops evidence-based mobile technologies and interventions for minimally verbal individuals with autism and/or developmental disabilities. Research and development projects received funding from the National Institutes of Health, the Organization for Autism Research, the US Health Resources and Services Administration, and various private foundations. Ollie is first editor of "Assistive Technology: Principles and Applications for Communication Disorders and Special Education" and serves as Co-Chair of the Disability Coordinating Group within the Campbell Collaboration. (2023 – 2025)

**Prof Gloria Soto**

Gloria Soto is a Professor at San Francisco State University with a joint appointment in the Department of Speech, Language, and Hearing Sciences and the Department of Special Education. She currently serves as the director of Project AAC for ALL, a personnel preparation project funded by the US Department of Education and dedicated to training speech-language pathologists and special education teachers. The project aims to provide augmentative and alternative communication (AAC) to children with disabilities, whose home language is other than English. Gloria's research focuses on language development through aided AAC and the delivery of culturally and linguistically affirming AAC services.

Her studies on aided language development addresses various grammatical, semantic and pragmatic aspects of aided interactions and effects on language development. Her research on culturally and linguistically affirming practices centres around home language maintenance and the enhancement of professional capacity to address the language needs of bilingual children who use AAC.(2023-2025)

9.5 Postdoctoral fellows**Dr Kirsty Bastable**

Kirsty was appointed a post-doctoral fellow as part of a project with the University of Leeds and House and Homes for Children. Her focus is on participation in and evaluation of the effect of the arts-based youth programme.

**Dr Katherine Smith**

Katherine was appointed as a post-doctoral fellow in the Centre for AAC under the mentorship of Dr Alecia Samuels after having been awarded the DSI-NRF Centre of Excellence in Human Development fellowship for 2022-2023. Her current research focuses on how to support caregivers as agents of change in rehabilitation interventions by understanding the roles they take on in their child's intervention. The latter is a continuation of the work done in her PhD.

9.6 External examiners

PhD (AAC)

Prof Trina Spencer	University of South Florida	PhD thesis and Oral Defence
Prof Kathryn Drager	Penn State University	PhD Thesis and Oral Defence
Prof Mary Beth Happ	Ohio State University	PhD Thesis and Oral Defence
Prof Bae Maes	KU Leuven	PhD Thesis and Oral Defence

MA (AAC)

a) External Examiners

Prof Maria Bjork	Jönköping University, Sweden	Mini dissertation (AAK 895)
Prof Lawson	University of Leeds, UK	Mini dissertation (AAK 895)
Prof Mirna Nel	North-West University	Mini dissertation (AAK 895)
Prof Elena Dukhovney	California State University, USA	Mini dissertation (AAK 895)
Ms Tiffany Chavers	University of Texas, Austin	Mini dissertation (AAK 895)
Prof Beata Batorowics	Queen's University, Canada	Mini dissertation (AAK 895)
Dr Elizabeth Teh	University of Singapore	Mini dissertation (AAK 895)
Dr Gloria Ledwaba	University of South Africa	Mini dissertation (AAK 895)
Dr Adele May	University of Stellenbosch	Mini dissertation (AAK 895)
Dr Adele May	University of Stellenbosch	AAK 811 Assignment 1
Ms Jaqueline Leuvenink	Aurora Hospital, Port Elizabeth	AAK 811 Assignment 2
Dr Refilwe Morwane	University of the Witwatersrand	AAK 812 Assignment 1
Ms Rahab Mothapo	Sefako Makgatho University	AAK 812 Assignment 2

b) Critical readers – proposals for Master's mini-dissertations

Dr Nola Chambers	University of Cape Town, South Africa
Dr Kganthi Shaku	University of South Africa, South Africa
Dr Robert Wells	Curtin University, Australia, Australia
Prof Jeff Higginbotham	University of Buffalo, USA
Ms Naomi Nattress	University of New Mexico, USA
Dr Kristine Stadskleiv	Oslo University, Norway
Dr Beata Isanda	Kenyatta University, Kenya
Dr Carmen Milton	University of Pretoria, South Africa

MA (ECI)

a) External Examiners

Ms Mavis Mohuba	Sefako Makgatho University	ECI 873 Research Assignments
Dr Madeleine Sjöman	Malmö University	ECI 801 Research Assignments

Honours (AAC)**a) External Examiners**

Ms Rahab Mothapo
Dr Suegnet Scholtz
Prof Ensa Johnson
Ms Mavis Mohuba

Sefako Makgatho University
North-West University
University of South Africa
Sefako Makgatho University

AAK 718; AAK 703 Examinations
AAK 717 Assignment 3
AAK 702 Examination
AAK 715 Examination

10. OBJECTIVES FOR 2024

10.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives

- To conduct two training workshops
- To offer four CPD activities accredited by the HPCSA and/or SACE via Enterprises

10.2 UP Strategic Goal – Transformation

Objectives

- To enhance the staff diversity profile and foster an inclusive and transformed environment
- To eliminate intergroup disparities in enrolment and graduation rates
- To ensure that all ClickUP modules are designed to be accessible

10.3 UP Strategic Goal – Access and student success

Objectives

- To graduate one PhD student and enrol one new PhD candidate
- To graduate eight MA (AAC) students and enrol six new students
- To graduate ten M (ECI) students and enrol 15 new students
- To graduate nine BA Honours (AAC) students and enrol eight new students
- To ensure funding for students by securing at least six postgraduate bursaries

10.4 UP Strategic Goal – To strengthen research and the CAAC's international profile

Objectives

- To participate in two large-scale international research projects
- To publish ten manuscripts in accredited journals (ISI, Scopus or DHET)
- To enrol one international postgraduate student
- To host two webinars/ seminars with an international researcher

10.5 UP Strategic Goal – To strengthen social responsiveness and impact in society

Objectives

- To conduct three AAC awareness events
- To expand the Centre's social media footprint and increase the number of visits to the Centre's website

ACKNOWLEDGEMENTS

The following foundations, universities, departments and companies supported the activities of the CAAC financially during 2023 and are hereby acknowledged. Thank you for inspiring our dedicated team through your contributions:

- Deutscher Akademischer Austauschdienst (The German Academic Exchange Service)
- National Institute for the Humanities and Social Sciences (NIHSS), South Africa
- National Research Foundation (NRF)
- Swedish Foundation for International Cooperation in Research and Higher Education
- South Africa-Sweden University Forum (SASUF)
- Swedish Foundation for International Cooperation in Research and Higher Education (STINT)
- United Nations International Children's Emergency Fund (UNICEF)
- British Academy
- Global Challenges Research Fund
- Special Olympics
- Carnegie Diaspora Fellowship Grant
- PAGEL
- SADiLaR
- SoTL (Scholarship of Teaching and Learning)

Appreciation is also expressed towards the following companies for sponsoring awards for deserving students:

- Edit Microsystems
- Inclusive Solutions
- Tobii Dynavox

Support from the following universities and institutions is acknowledged with gratitude.

- California State University, USA
- College of New Jersey, Ewing, NJ
- Curtin University, Australia
- Flinders University, Australia
- Georgia State University, USA
- Ghana University, Ghana
- Jönköping University, Sweden
- Kenyatta University, Kenya
- Kilimanjaro Christian Medical Centre, Tanzania
- KU Leuven, Belgium
- Leibniz University Hannover, Germany
- Malmö University, Sweden
- Manchester Metropolitan University, UK
- Michigan State University, USA
- Muhimbili University of Health and Allied Sciences, Tanzania
- Northeastern University, USA
- North-West University, South Africa
- Oldenburg University, Germany
- Ohio State University, USA
- Oslo University, Norway
- Penn State University, USA

- Queens University, Canada
- Roehampton University, UK
- San Francisco State University, USA
- Sefako Makgatho University, South Africa
- Stockholm University, Sweden
- Tshwane University of Technology, South Africa
- University College London, UK
- University of Botswana, Botswana
- University of Buffalo, USA
- University of Cape Town, South Africa
- University of Dundee, Scotland
- University of Fort Hare, South Africa
- University of Gothenburg, Sweden
- University of Kansas, USA
- University of KwaZulu-Natal, South Africa
- University of Leeds, UK
- University of New Mexico, USA
- University of Potsdam, Germany
- University of South Africa
- University of South Florida, USA
- University of Singapore, Singapore
- University of Stellenbosch, South Africa
- University of Texas at Austin, USA
- University of the Witwatersrand, South Africa
- University of the Western Cape, South Africa
- Uppsala University, Sweden
- University Institute of Maia, Portugal
- University of Castilla-La Mancha, Spain
- University of Texas, USA
- University of Tampere, Thailand

All the schools and hospitals that participated in our activities throughout the year – we greatly appreciate your continued support to our training and research endeavours!

A heartfelt thank you to all the persons who use AAC and who are always willing to assist us with research projects as well as with giving presentations to our students. Your personal commitment is incredibly valuable.

A word of gratitude to the following departments and individuals at the University of Pretoria for excellent work and support. We are fortunate to call you our colleagues and to benefit from your contributions daily.

- Prof Tawana Kupe (Vice-Chancellor and Principal)
- Prof Vasu Reddy (Dean: Faculty of Humanities)
- Prof Sandy Africa (Acting Dean: Faculty of Humanities)
- Prof Innocent Pikirayi (Acting Dean: Faculty of Humanities)
- Deanery: Faculty of Humanities
- Academic Administration (Humanities and Health Sciences)
- Centre for Child Law
- Centre for Human Rights
- Centre for the Study of Resilience
- Client Service Centre
- Future Africa

- Department of Child Health
- Department of Community Engagement
- Department of Education Innovation
- Department of Finance
- Department of Library Services
- Department of Research and Innovation Support
- Department of Residence Affairs and Accommodation
- Department of Security Services
- Department of University Relations Disability Unit
- Facilities Management

A final word of appreciation is extended to each student who decided to continue their academic life at the Centre. Thank you for trusting us and choosing to be on this exciting educational journey with us.

Our sincerest gratitude also goes to the members of our Advisory Committee, Extraordinary Professors and Research Affiliates. Thank you for your guidance and innovative ideas. As always, it is great to know that we can count on you to go the extra mile.



THANK YOU



University of Pretoria