

Starting at 9:30 (CEST TIME)

**SISI
GET READY 4 SHARING INNOVATION
IN SOCIAL INCLUSION!**

ONLINE

01.07.2022

**Virtual peer visit to DAPP Ponesai Vanhu Technical College,
Zimbabwe**



PONESAI VANHU TECHNICAL COLLEGE PRESENTATION

ACRONMYS

- ▶ YWD-Youths with disabilities
- ▶ SWD-Students with disabilities
- ▶ LCDZ-Leonard Cheshire Disability Zimbabwe

Social Inclusion /Disability inclusion

- ▶ Youths with disabilities are among the most disempowered and disadvantages groups in Zimbabwe. Youths with disabilities in most cases are not employed due to various reasons including failure to obtain passes at equal basis with these considered to be normal. Youths with hearing impairment for example fail language due to communication limitations
- ▶ For the program to move well, LCDZ promoted the management of students with intellectual disabilities and visual impairments. Models of disability were introduced to the students in order to appreciate the background of inclusive education.





Cont.....

- ▶ In total Ponesai Vanhu and Chaminuka Centres trained 15% of 437 students who were disabled which was 35 . A total of 8% were female students and 7% were male students.
- ▶ On this aspect the program reached its goal of enrolling 400+ students and 50% were supposed to be females and 50% were supposed to be males. Having achieved 8% for female students compared to 7% for male students means gender equality one of the Sustainable Development goal aspect was addressed. For development to speed up the issue of gender has to be taken into consideration because all along women were looked down upon much more the disabled women. Now TVET came in to correct this error.

Infrastructure adaptation

- ▶ One clear demand for TVET Program to take off was the improvement of infrastructure for the school. Renovations were done targeting many areas. This move was not just a short term benefit but a long term benefit because after TVET program, youths with disabilities continue to benefit and this eventually has improved our recruitment as a school. Infrastructure adjustments started in December 2019 into February 2020.

The renovations resulted in the

- ▶ Construction a ramp connecting the dormitories, classrooms and dining hall.
- ▶ Widening of the the entry doors to classrooms, dormitories, bathrooms and toilets to 1.1meters
- ▶ Lowering of windows for improved lighting

Cont...

- ▶ Lowering of sinks and stop cocks to 0.7metres
- ▶ Installation of mobile shower seats in male and female bathrooms
- ▶ Added rails at entrances

Images for doors for classes, toilets , bathrooms , rumps, and bathing chairs







Training Materials Adaptation

- ▶ LCDZ procured and produced accessible learning material for SWD according to new and updated curricula.
- ▶ LCDZ provided translation and produced the revised and new curricula in accessible formats which are braille, DVDs with sign language, audiobooks in Mp3 format.
- ▶ 5 sign language DVDs were produced for 5 courses to help students who are deaf and hard of hearing.
- ▶ 5 courses were also converted into audio books in Mp3 and braille for students who are blind and with visual impairment.
- ▶ LCDZ also purchased assistive devices on demand basis after assessing SWDs at CVTC and PVTC.

NB The training of students with intellectual disabilities and visual impairments was a very good consideration leading to the success of the program. The training started with 15 teachers and thereafter models for teaching students with disability were introduced to the students in order for the teachers and students to appreciate the background of inclusive education. Both students and teachers benefitted

Cont.....

- ▶ Additionally LCDZ installed 5 computers with a Job Access with Speech (JAWS) software for the benefit of visually impaired SWD. 7 lecturers were trained on how to use JAWS. (A JAW is a screen reader for students who are blind).

Description of the training materials

Braille

- ▶ This targeted reading and writing using Braille machine as well as Stylus and Stale .It was specially for the blind students.

White can

It was focusing on mobility for the blind students .White can or guides can be used for mobility

Sign Language

It was meant for the teachers to get the basics to speak with the students with challenges of deafness

Compuets- here softwares for the blind were installed in the 5 computers

Teachers on training on sign language at Chaminuka Vocational Training centre



Conclusion

We are so happy as DAPP Zimbabwe and in particular as Ponesai Vanhu Technical College to have undertaken this very huge project in partnership with the Belgium Government implementing TVET For All program through Public – Private Partnership in Zimbabwe. We would like to thank all stakeholders who have supported this program to be a success and given the resources again we are ready to take up the second phase.

THANK YOU

The background of the slide features abstract, flowing waves in shades of red, orange, and yellow, creating a dynamic and energetic feel. The waves are layered, with some appearing more prominent than others, and they curve across the top and bottom of the frame.

SOCIAL INCLUSION

Teacher Training, Practice



LEONARD CHESHIRE DISABILITY ZIMBABWE'S PROFILE

- ▶ **Vision/Goal:** LCDZ envisions a society in which every child and youth with a disability can enjoy their rights and has the opportunity to fulfil their potential.
- ▶ **Mission:** to enable children and youths with disabilities to improve their quality of life and to campaign for the removal of the barriers which hinder them.



AREA OF FOCUS

- Education (Inclusive Education, Child Empowerment)
- Economic Empowerment
- Health (Orthopedic Centre, Rehabilitation, Sexual Reproductive Health Rights)
- Advocacy and Lobby
- Access to Justice
- Sexual Gender Based Violence
- Disability Inclusion



SOCIAL INCLUSION

- Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.
- It is also enshrined in the 2030 Agenda
- Specifically to teacher training and practice social inclusion is “...a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (UNESCO, 2019)

CORE ELEMENTS OF SOCIAL INCLUSION





CORE ELEMENTS OF SOCIAL INCLUSION

- Child identification, assessments and support – in-school and out of school children
- Rehabilitation and follow up - involves identification and provision of specific child needs in classroom
- Partnership with Governments and Teaching Training Institutes
- Creating an Accessible Learning Environment – involves physical, material and curriculum adaptations



CORE ELEMENTS OF SOCIAL INCLUSION

- Child to Child Activities - Bridges the gap between children with disabilities and their non-disabled peers and it also helps overcome attitudinal barriers to inclusive education
- Parents, Family and Community Awareness
- Supporting teachers – Pre-service and in service training to teachers on inclusive education



WHAT SHOULD TEACHER TRAINING COVER

- Background to inclusive education and disability
- Identifying children with disabilities
- Barriers to education
- Individual education plans
- Supporting children in the classroom
- Making inclusive materials
- Child Protection



WHAT WE DID ON THE PROJECT

- **Adaptation of the college building**
- **Ramps**
- **Rails**
- **Adaptation of toilets**
- **Purchasing of computers**
- **Installing disability friendly software (JAWS)**
- **Inclusive education training for teachers so they can handle students with disabilities**
- **Adaptation curriculum to accessible formats such as sign language, video, braille, large print**
- **Sign language training**



COMMUNITY LEVEL

- Disability assessments
- Identification of students for enrolment
- Community awareness on disability to remove social/ attitudinal barriers
- Sign language training



TAKE HOME POINTS

- Every child, regardless of disability has the right to a quality education
- LCDZ conscribes to the social/human rights model of disability. Society should adapt to the individual rather than the other way around
- There is growing recognition of the importance of inclusive education and its role in sustainable development
- Successful inclusion requires a fundamental rethink of school (and learning) cultures to ensure they are flexible and responsive to all students, taking into account the diversity of students' needs and rights.

TAKE HOME POINTS CONT'D

- In order to achieve Inclusive Education we need to work on the following levels:
 - Individual
 - Family/ Community
 - Schools
 - District
 - National
- Child protection is vital to the success of our projects and the wellbeing of the children we work with



Thank you

Gender Inclusion

Introduction

- Gender Equity is a controversial issue in every day to day living
- Marxist theory states that men are above women in everything .To begin with it says that women have to stay home and do all the household chores including bearing children , washing clothes , cooking securing firewood, gardening etc. If women were to be paid at the end of the day , their salaries could exceed the salaries for men. It's a fact.
- It further explains that women should not get better jobs than men.
- Women do not have decisions on family planning issues yet the family planning program is for them. Just a few married women are in parliament why?

Cont.....

- Women and girls are victims of abuse. Statistically it is said that in every 3 women, 1 has been raped and always suffer different traumas as a result of rape.
- Women with disabilities suffer most because many times they are forgotten and they are always behind
- It should be noted with great concern that the plight of women is far far below the expected world -wide

TVET training featuring gender inclusion

- In line with the Sustainable Development Goal of Gender Equity, the program had to recruit 200 male and 200 female students and the ratio was 50-50, a clear indication of gender inclusion. Mostly women are looked down upon by most societies and the program targeted to empower them. On students with disabilities 8% were female students and 7% were men. This program has set the pace that it is very possible to include women in many aspects. The following are some of the ways in which women and girls should be included:

Education for all

- By sending girls to school we will empower the whole nation
- By carrying out civic education where the rights of citizens clearly highlighted, thus empowering women
- By giving soft loans to women we empower them
- By carrying out awareness campaigns about women will eventually empower them

Findings

- Women are equally intelligent like men
- Women can equally produce the same that men produce at work or even do it better than men
- Women can drive heavy vehicles just like men do
- Women can be recruited for army, police, airforce jobs and can equally perform than men

Conclusion

- I am hailing for the inclusion of women at all levels from grass root level to national level. You men who are here please give us chance and space then we will reach greater heights. The sky is the limit

THANK YOU