

Integrating Inclusive Education in local communities in Zimbabwe

Zimbabwe – Jairos Jiri Association

SUMMARY OF PROJECT

The project seeks to empower communities to transform their schools into Inclusive Education centres through the removal of physical, social, economic, and political barriers. The overall goal is to create conducive learning environments for children with disabilities in ordinary schools without taking them out of their localities.

“Inclusive education is the platform for equal opportunities.”

— Mr. Wilson Ruvere, Head of Project

FACTS & FIGURES

- The project’s two primary Inclusive Education model schools in Mutoko and Mudzi districts have a total enrolment of 738 children, including 85 with disabilities.
- 27 teachers were in-service trained in sign language and Inclusive Education issues, as well as 14 school development committee members.
- Some 2,000 community members gained knowledge on the importance of Inclusive Education through awareness campaigns.

PROBLEMS TARGETED

Girls and boys with disabilities in Zimbabwe are denied access to educational services, thereby infringing on their right to education. They face many challenges that significantly hinder their inclusion in regular schools, notably the negative attitude of their communities, school authorities, teachers, parents, and peers – all of which contribute to stigma and discrimination.

SOLUTION & METHODOLOGY

Jairos Jiri Association gives communities the opportunity to use local solutions and resources in addressing Inclusive Education issues. The basic assumption is that empowering communities gives them the opportunity to take charge of their own situations, thereby enabling them to solve their own problems and to create a strong basis for the sustainability and replication of the project. In addition to working directly with people with disabilities, parents and caregivers become key partners in the project and take an active role in the education of their children. Moreover, the Association carries out intensive awareness-raising to other stakeholders, such as government officials, community leaders, school authorities, communities, parents, and school children. .

OUTLOOK & TRANSFERABILITY

Because the project emphasizes the use of local resources, replicating the model is relatively easy and inexpensive – even in regions with limited/scarce resources. Currently, the Association is actively promoting the model’s replication in other regions of the country through the dissemination of information to various partners and stakeholders by networking, brochures, posters, and the use of social media.

Photo: Yes

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