



# **EMPLOYABLE**

**Developing inclusive competency-based TVET  
education practices in Kenya, Rwanda and Ethiopia**

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# EmployAble- Introduction

Funded through Learn4Work program, Edukans

Funding period 2014 - 2016

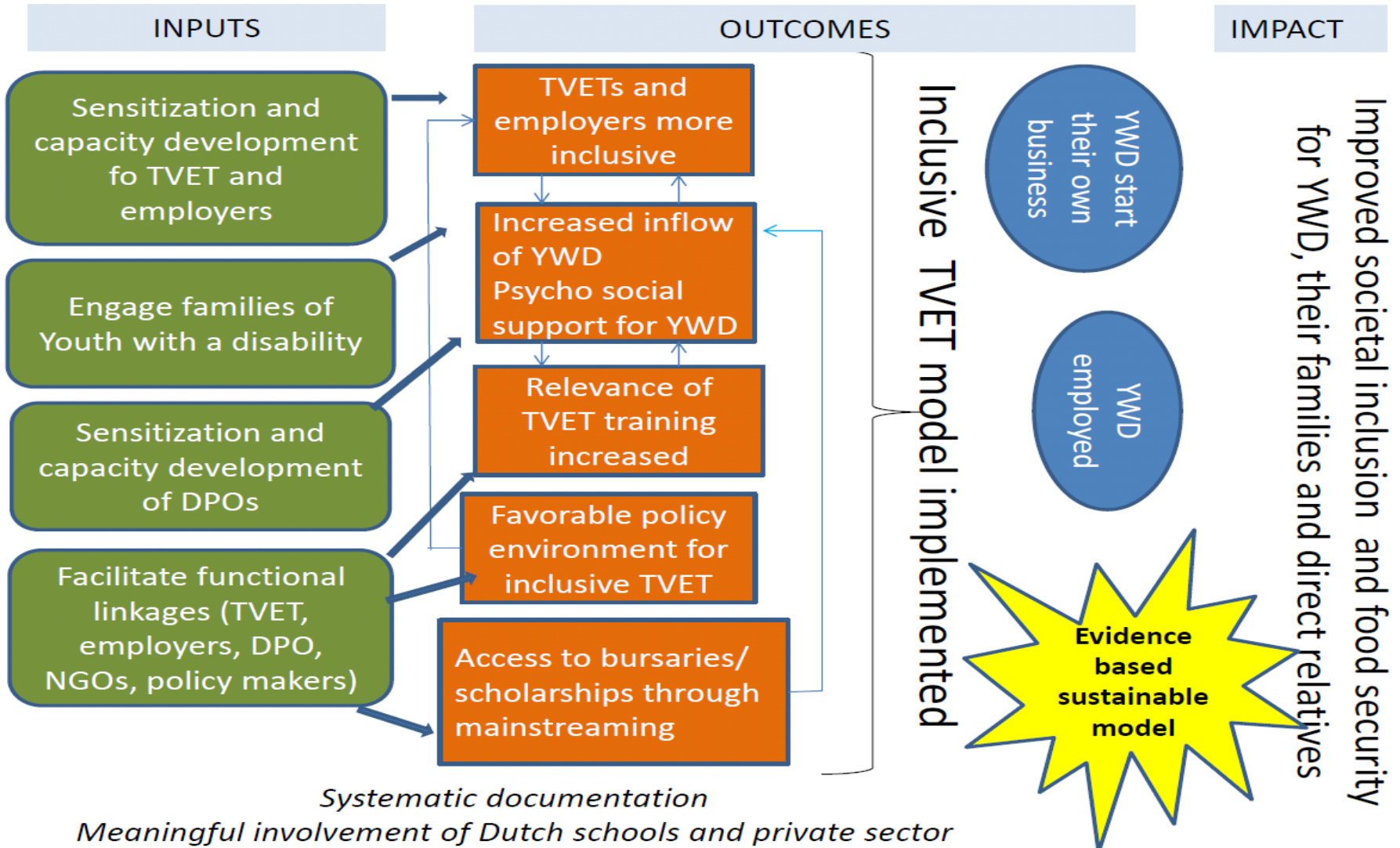
Implemented by:

- Light for the World, Netherlands lead partner
  - Ethiopian Centre for Disability and Development (ECDD), Ethiopia, local partner
  - Agency for Disability and Development in Africa (ADDA), Kenya, local partner
  - Umbrella for People with Disabilities in the fight against HIV/AIDS (UPHLS), Rwanda, local partner
  - Groenhorst College, Dutch partner
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# EmployAble- Objectives

- ✓ Create a **partnership of relevant stakeholders** around inclusive competency-based TVET
  - ✓ Partner with **2-3 TVET per country** to assess and improve accessibility and capacity for inclusive education
  - ✓ To support **400 youth with disabilities** to be trained in the TVET institutes and prepare for (self)employment
  - ✓ To support employers in **inclusive workplace policies and practices**
  - ✓ Use good practices and lessons learned to **promote linking and learning around inclusive TVET**, and linking TVET and the labour market.
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# EmployAble: Theory of Change



# Special features

- ✓ Strong focus on systemic change: inclusion as a process of institutional change
  - ✓ Engaging a broad set of stakeholders for assuring viability, sustainability and relevance.
  - ✓ Collaborative action learning guided by a learning agenda
  - ✓ Use of stories to unveil how YWD experience the different phases on their way to employment
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# Achievements -Mid Term

By September 2015:

- ✓ 273 YWD enrolled/ graduated as a result of EmployAble
  - ✓ 6 out of 7 TVETs are on their way of becoming inclusive – institutional change!
  - ✓ First employers involved, and self employment in place - Ethiopia
  - ✓ High level of ownership of relevant stakeholders
  - ✓ Involvement in development of Guidelines for Inclusive TVET - Ethiopia
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## **Intervention strategies: What works?**

- ✓ Multi stakeholder collaboration, learning and exchange at country, and regional level
  - ✓ Supporting processes of institutional change: disability awareness training, Disability Inclusion Scoring Cards, Training on inclusive teaching
  - ✓ Sensitizing employers through their own networks
  - ✓ TVETs and employers to be exposed to youth with different types of impairments
  - ✓ Intensive supportive monitoring and coaching
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# Challenges

- Financial and social support structure
  - Reaching out to the right target group – age, 'training addicts', representation of VI..
  - Innovative nature of the program – lack of local expertise and good practices
  - Competing priorities - Focus on enrolment/ Ensuring access to the labor market
  - Advocacy agenda – short time frame
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# Lessons Learned (1)

- Inclusive TVET is possible but asks for institutional change
  - Invest in disability awareness, Disability Inclusion self assessments and training in inclusive teaching as first crucial steps
- Hiring YWD should not only be seen as Corporate Social Responsibility but also a business case
  - Invest in role modelling – make use of existing policies



# Lessons Learned (2)

- Sustainable and contextualized solutions are needed to provide reasonable accommodation at the level of the TVET and workplace
    - Invest in building in-country expertise around vocational rehabilitation, and ensure accommodative measures (computers, reading software, transport...)
  - Exposure to the labor market is crucial both for youth with disabilities as well as for sensitization of employers
    - Invest in guided internships
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# Lessons Learned (3)

- Economic independence has major impact on self confidence, social inclusion and living conditions of youth with disabilities
  - Inclusive Vocational Training is one of the pathways to reaching economic independence
  - But should go hand in hand with investments in reasonable accommodation, sensitization of employers and/ or access to seed capital!
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# Questions?

