

The Zero Project 2016: INNOVATIVE POLICIES AND PRACTICES ON
INCLUSIVE EDUCATION AND ICT
The Lebanese Physical Handicapped Union (LPHU)
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Inclusive education Initiatives in Asia
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Inclusive Vocational and Technical Education in Lebanon

Goal: to insure the implementation of the right to vocational and technical education for persons with disabilities in Lebanon according to the standards of inclusion and accessibility.

Problems targeted:

- Standards of inclusion and accessibility are lacking within the public vocational education institutes in Lebanon and at all levels i.e.: schooling environment; teachers' knowledge; administrative support, and curricular resources.
- The approach toward insuring the practice of inclusion and accessibility is completely lacking within government priorities, mainly within the budgetary and fiscal agenda.
- Vocational education is yet not seen as an essential factor for socio economic development in Lebanon, the matter which is critically reflected through the degrading of public interest in promoting quality vocational education in mainstream institutes.
- The pursuit of traditional and yet stigmatizing vocational training programs continues to dominate the scene within the disability sector in the country.

Pursued strategies and solutions:

- Advocating stakeholders within the public vocational education sector toward the adoption of a comprehensive policy on inclusion and accessibility within mainstream vocational institutes.
- Developing necessary toolkits to provide relevant technical knowledge and awareness on issues of inclusion and accessibility for teachers and administrators at mainstream vocational institutes.
- Seeking the support of civil society, mainly employers within the private sector toward the enhancement of education quality and inclusivity within the vocational training system.
- Organizing training programs for administrators and teachers of the mainstream vocational education system on issues of inclusion and accessibility.

- Providing technical and financial assistance to a selected number of mainstream vocational institutes to accommodate their schooling environment and curriculum with respect to adopting inclusion and accessibility standards.

Results and outcomes for transferability:

- Targeted vocational institutes are ready to receive students with all types of disabilities.
- Vocational education stakeholders have a substantial access to knowledge resources and training opportunities on issues of inclusion and accessibility within the system.
- The project has offered a clear coordination mechanism for promoting the practice of inclusion and accessibility within the vocational education system in the country.
- The country today owns a comprehensive model for inclusive vocational education to be replicated through the regional network of LPHU i.e. the Arab Forum for the Rights of Persons with Disabilities, the regional DPI representative, which include 12 country members.

Facts and numbers:

- The overall initiative has been replicated in almost 36 public and private vocational institutes around the country.
- Almost 235 students of different types of disabilities have benefited from this initiative until now.
- 66 organizations and private sector companies have joined a national referral network created by this initiative.
- 45 municipalities are showing their complete support toward promoting the culture of inclusion and accessibility within the mainstream vocational education system.
- 388 students with disabilities have benefited from offered coaching and training sessions through the project.
- 37 students with disabilities so far have received micro financing support after graduation from the project's training activities.
- 2830 awareness raising sessions were undertaken to target non-disabled students on issues of inclusion and accessibility within the vocational education sector.

Thank you for your kind support
My very best regards and wishes