

# A LEARNING SERIES

## WORKING TOWARDS AGILE AND RESPONSIVE SKILLS AND (SELF) EMPLOYMENT ECOSYSTEMS IN AFRICA

A Systems Approach to Addressing Youth Unemployment

### LEARNING BRIEF 1 DISABILITY INCLUSION





A Compilation of Learning Briefs  
Spotlighting Innovation, Impact,  
Tips & Strategies

**LEARNING BRIEF 1**  
DISABILITY INCLUSION



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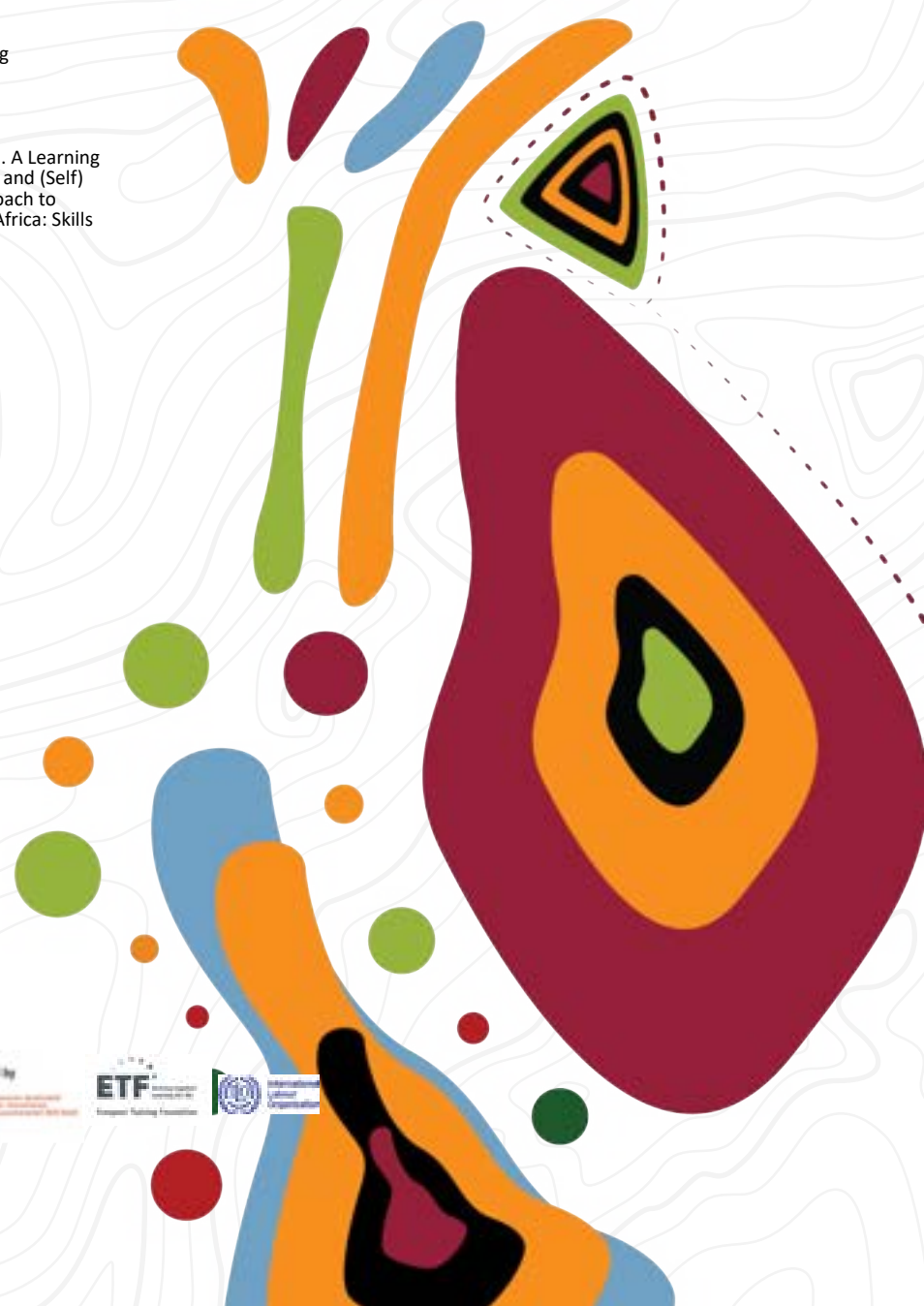
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# ACRONYMS



ADA	The Africa Disability Alliance
ADF	The African Disability Forum
BRIDGE	Building resilient IT skills supply through demand-generated ecosystems
CBO	Community-based Organisation
CINA	The Congo Innovation Academy
CPF	The Mbouo Bandjoun Multipurpose Centre
CSO	Civil Society Organisation
CWDs	Children With Disabilities
DHET	Department of Higher Education and Training
EAC	East African Community
ECDD	The Ethiopian Centre for Disability and Development
ERGA	Experience Reflection Generalisation Application
FBO	Faith-based Organisation
FUWAVITA	Furaha Ya Wanawake Wajasiriamali Kwa Viziwi Tanzania
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
NAWWD	The Network of African Women with Disabilities
NGO	Non-governmental Organisation
NITA	The National Industrial Training Authority
OPDs	Organisations of Persons with Disabilities



<b>PACA</b>	<b>Pan-African Congress on Autism</b>
<b>PSET</b>	<b>Post-School Education and Training</b>
<b>PWDs</b>	<b>Persons with Disabilities</b>
<b>REPSSI</b>	<b>Regional Psychosocial Support Initiative</b>
<b>SAE4D</b>	<b>South African Employers for Disability</b>
<b>SAFOD</b>	<b>Southern Africa Federation of the Disabled</b>
<b>SWD</b>	<b>Students With Disabilities</b>
<b>TVET</b>	<b>Technical and Vocational Educational and Training</b>
<b>UDPK</b>	<b>The United Disabled Persons of Kenya</b>
<b>UNCRPD</b>	<b>The United Nations Convention on the Rights of Persons with Disabilities</b>

# SETTING THE SCENE: DISABILITY INCLUSION IN AFRICA


The United Nations report on the “Realisation of the Sustainable Development Goals by, for and with persons with disabilities” (2018) provides compelling data to show the many ways in which people with disabilities (PWDs) are disadvantaged when it comes to finding and retaining sustainable employment. Exclusion from opportunities, especially in developing countries, often begins with a lack of access to basic education. This, in turn, impacts post-school education and other skills development training options and, from there, entry into the workplace. PWDs are often perceived as ‘unemployable,’ even when their disability does not affect their ability to work and do a job successfully.

Barriers faced range from general challenges (such as lack of education, health issues or access to transport) to physical requirements (like ramps or modified facilities and equipment) for which employers may not be willing to pay, and, critically, negative attitudes and stereotypes around the capabilities of those with disabilities.

For these reasons, skills development initiatives for PWDs need to be multifaceted and include several forms of support beyond mere technical or entrepreneurial training. Equally important is the involvement of other stakeholders. Key examples would be government-linking government funding to policy mandates and prospective employers, concerning creating awareness around the potential return on investment in the employment of PWDs; for example, modification costs might be recouped through a corporate social investment tax benefit. In addition, businesses may see PWDs as an asset to the workforce, as suggested by a participant in a disability-inclusion workforce project.







Persons with disabilities are proved to be more committed to their work and are an asset to any organisation.

*Quoted in TVET Reform: Designing an inclusive skills development programme.  
International Labour Organisation. Bangladesh Office, 2012. Page 23*



# ABOUT THIS LEARNING BRIEF

This is Part 1 of the Learning Series **WORKING TOWARDS AGILE, RESPONSIVE SKILLS & (SELF) EMPLOYMENT ECOSYSTEMS IN AFRICA**. The Learning Series is a compilation of four Learning Briefs based on four focus areas identified as critical fields for effective skills development to address youth unemployment.



## DISABILITY INCLUSION



ENTREPRENEURSHIP AND THE INFORMAL SECTOR



GENDER-TRANSFORMATIVE CHANGE




DEMAND-LED SKILLS DEVELOPMENT

**Disability Inclusion** is a vital component of any country's TVET and skills development landscape, tapping into a pool of potential skills often neglected. In addition, targeted efforts at this beneficiary group promote greater economic participation across all sectors of society. Initiatives for PWDs may also cut across the other three critical fields noted above.

This Learning Brief on Disability Inclusion discusses illustrative lessons learnt and tips and strategies for different components grounded in programmes, learning experiences and innovations. These are made real through inspiring success stories of how beneficiaries have taken forward the opportunities provided through skills development engagement.

This Learning Brief further explores the solutions for the inclusion of





people with disabilities in TVET institutions, looking at a study conducted by **GP Inclusion commissioned by BMZ**, which focuses on Kenya and South Africa. The research provides recommendations on how to address PWD needs in TVET institutions better.

The **Sightsavers IT Bridge Academy** programme described in this Learning Brief ticks many of the good practice boxes noted in the UN report – especially in its focus on promoting digital capacity – and provides several concrete solutions to some of the challenges stated above.

This Learning brief also looks at the work done by the **Mbouo Ban Djoun Multipurpose Centre**, which trains young people and PWDs with practical agro-pastoral skills that allow them to enter the agrarian sector, focusing on combining relevant agro-pastoral practices with financial management skills ensuring that participants leave the training with a clear picture of how to run a successful agribusiness.

# AN ECOSYSTEM APPROACH TO SKILLS DEVELOPMENT

This Learning Brief is framed by recognising that skills development programmes, initiatives and training organisations exist within an ecosystem that can enable or hinder the achievement of their goals. Since there are linkages and connections across the ecosystem, there is a need to create alignment and synergies, work in collaboration and create partnerships.

Understanding this helps skills development agencies navigate and influence their ecosystems for impact. What are the enablers that can unblock the system? How can these be leveraged to replicate and scale good practices? Who are the primary stakeholders that need to be engaged? How can practical contextual barriers to youth employment be reduced?

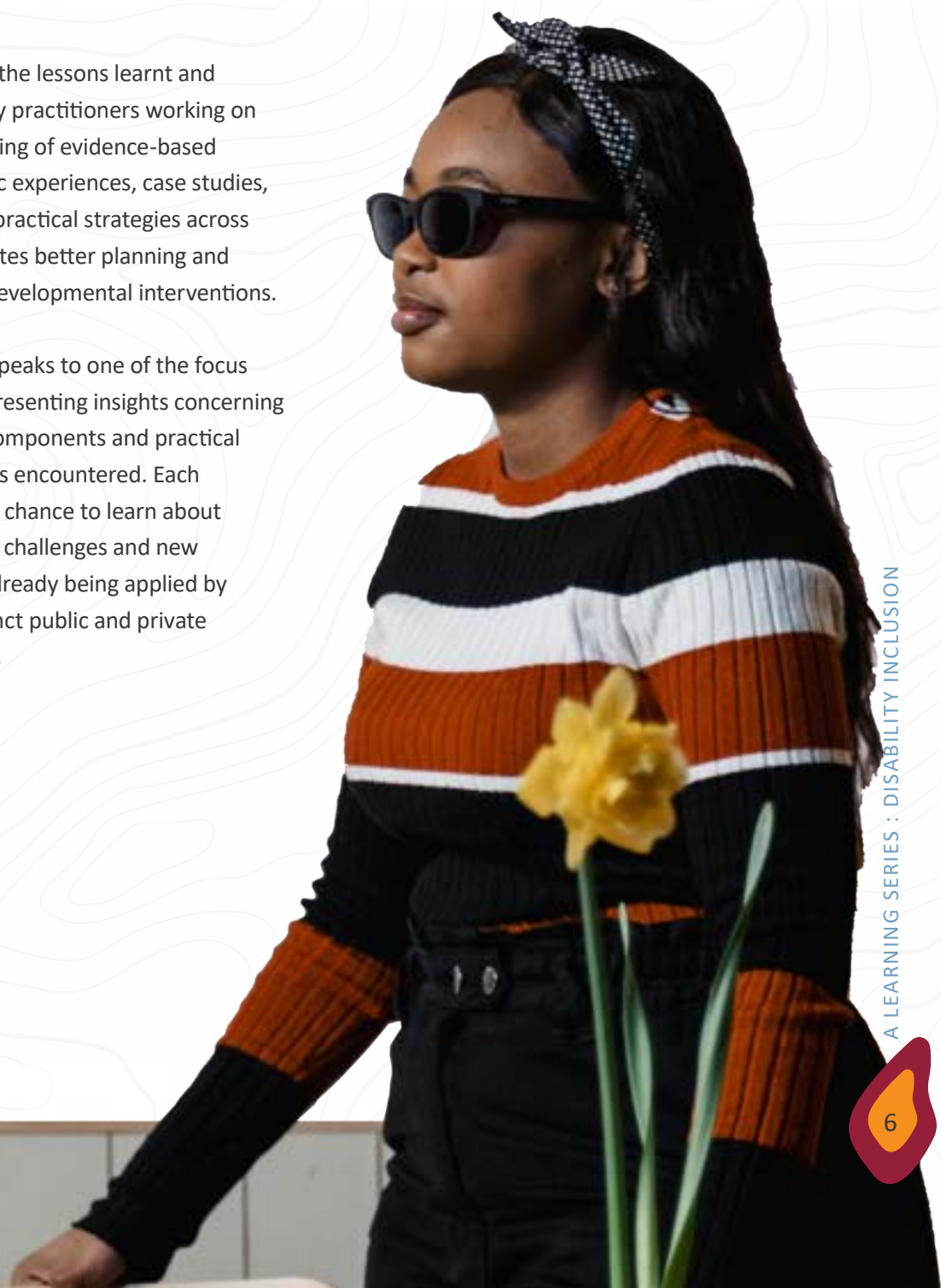
The six ecosystem components illustrated below are suggested as a starting point for growing this understanding and will be explored against each of the good practices in this Learning Brief.



# LEARNING BRIEFS AS A METHODOLOGY

Learning Briefs distil the lessons learnt and evidence gathered by practitioners working on the ground. The sharing of evidence-based knowledge, authentic experiences, case studies, success stories, and practical strategies across the continent promotes better planning and implementation of developmental interventions.

Each Learning Brief speaks to one of the focus areas listed above, presenting insights concerning various ecosystem components and practical solutions to problems encountered. Each part of the series is a chance to learn about common and unique challenges and new tools and solutions already being applied by practitioners in distinct public and private sectors across Africa.





# A STUDY ON INCLUSION OF PERSONS WITH DISABILITIES - STRENGTHENING INCLUSION WITHIN TVET INSTITUTIONS IN AFRICA

## Introduction

This study explores solutions for including PWDs in TVET institutions in Africa, focusing on the contextual barriers within policy and practice in Kenya and South Africa. It provides hard data to elaborate further on the complex challenges faced by initiatives like Sightsavers, Kenya, in achieving Sustainable Development Goal ([SDG 4.5](#)).

For the purposes of this Learning Brief, the pertinent discussion concerning PWDs, respectively – and the disability inclusion issues that shroud the basic education system elaborated on in this study will not be explored. The study will highlight observations and findings of the current state of the Kenyan and South African TVET systems and how they prioritise job creation and income generation for PWDs compared with target [SDG 4.5](#). Access the complete study on [ASYPEE](#).

## STUDY BACKGROUND

TVET systems are a priority for **job creation and income generation**.

Though PWD rights are recognised, they still need to be better integrated into:

- 💡 Inclusive implementation plans,
- 💡 Budgetary allocations,
- 💡 Enforcement mechanisms, and
- 💡 Disaggregated management information systems for monitoring,
- 💡 PWDs face barriers to accessing TVET systems,
- 💡 Low completion rate,
- 💡 Higher risk of dropping out.



# 40%

of the African population experience some form of disability



# 70-80%

African unemployment among PWDs



## COMMITMENTS

**UNCRPD:** Comprehensive human rights convention. Signed and ratified by 40 African states, December 2021.

**ADP, Article 19** calls for the right to decent work and protection against unemployment for every PWD.



## KENYA

- Kenya is a signatory to the UNCRPD and SDGs; however, there are no specific legal and policy frameworks for implementing UNCRPD at lower government levels.
- The Kenyan 2010 Constitution supports the inclusion of PWDs as guarantees of citizens' equality and addresses PWD employment matters, but the impact is minimal for PWDs primarily due to budgetary constraints.



## SOUTH AFRICA

- Disability rights are enshrined in the equality clauses of the South African Constitution.
- PWDs were included in employment equity targets set out in the Employment Equity Act of 1998, with an inclusion target of 2%.
- South Africa was among the first countries to ratify the UNCRPD in November 2007.
- A White Paper on The Rights of PWDs was published in 2015 to “establish a national education system where SWDs can learn with learners without disabilities, with appropriate support in place”.
- A draft framework was gazetted in November 2016. One of its central tenets was the need for standardisation across the PSET system by developing standardised models for monitoring and evaluation, funding, reporting systems, and classifications.
- A White Paper on PSET and the 2018 Strategic Framework on Disability in the PSET system have clearly outlined implementation plans.



## KEY CHALLENGES & IMITATIONS IN KENYA AND SOUTH AFRICA



### POLITICAL UNREST

- Violent conflicts result in limited access to sanitation, clean water, nutritious food, and safe living conditions contributing to high numbers of PWDs and caregivers of PWDs.



### POLICY AND PRACTICE

- Disability is not perceived as a critical policy priority.
- A lack of clear guidelines on how TVETs and the world of work should administer adaptive skills and equipment, such as sign language interpretation and assistive devices, e.g., brail.



### FUNDING

- Inadequate funding to implement disability inclusiveness policies in TVET colleges and facilities that cater to various types of disabilities.



### EDUCATION

- Insufficient trained **TVET trainers and facilitators**.
- TVETs do not have **policies that cater to PWDs**, and where disability policies exist, there is poor implementation.
- **Management of disability in post-school education remains fragmented** and separate from existing transformation and diversity programmes at the institutional level at most PSET institutions.
- Disability inclusiveness has **not yet been extended to curriculum development, teaching, and learning** environments.
- **Course choices** for PWD trainees in TVETs are based on the PWDs' disability type, and not interests.



## DATA

- **Poor and inaccurate data** collection on PWDs leads to **dismal dissemination of critical information**, leading to a lack of awareness among PWDs.
- **PWD employment data is not readily available.**



## DISCRIMINATION

- **Misconceptions, stigma, and discrimination** against PWDs are concerning and contribute to employment limitation.
- PWDs, women or girls, migrants, internally displaced people, and members of the LGBTQI+ community face additional barriers and **multiple layers of discrimination.**



## PUBLIC SPACES

- **Inaccessible public spaces** create employment and economic and logistical challenges.
- **Public infrastructure** at most TVETs and companies physically **inhibit PWD movement** and learning.



## INFORMATION

- Most PWDs **lack information about existing opportunities.**
- **Information dissemination models are not accessible** to PWDs.



## EMPLOYMENT

- The **formal sector does not create sufficient jobs**, with most PWDs employed in informal sector enterprises.

## WHAT'S WORKING IN KENYA AND SOUTH AFRICA

- **Many employers provide inclusive employment** through Corporate Social Responsibility programs.
- **An Inclusive data charter action plan** was ratified in 2021 by the Kenyan Ministry of Public Service, Gender, and Senior Citizens Affairs to take on the national disability census for accurate data on PWDs.
- From a policy perspective, the evolution of **South Africa's DHET policy framework** over the past 6-7 years looks promising, and TVET colleges are obligated to implement these policies.
- Kenya has **boosted financial and material provisions** to six (TVET) institutions and three teacher training colleges that admit trainees with disabilities.
- NGOs, CSOs, CBOs and FBOs have been instrumental in **increasing the number of PWDs in TVETs and other post-school learning institutions.**

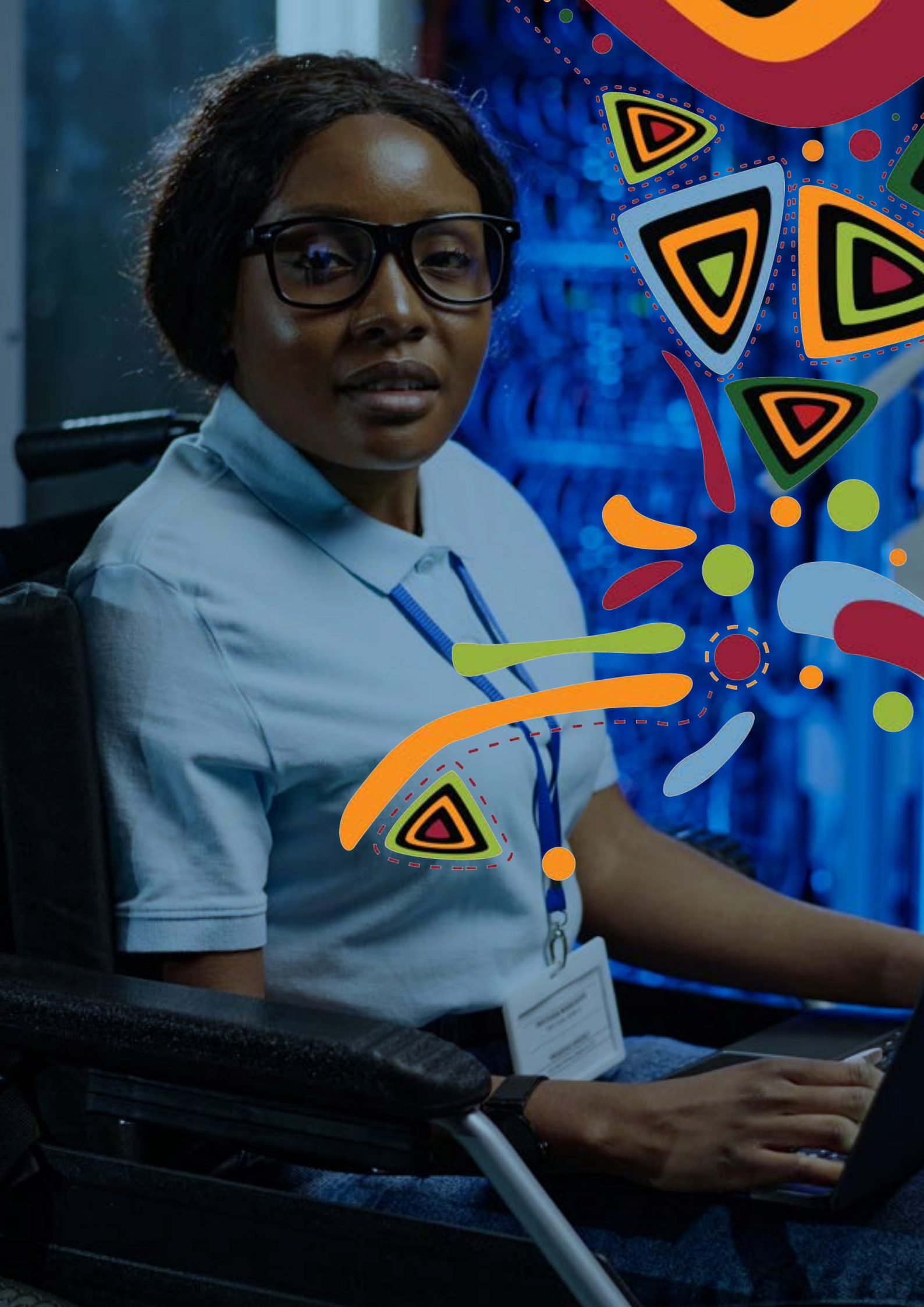
Concerted efforts by the South African DHET in recent years have started to **include TVET colleges in their policy-making processes** around disability inclusion.



## RECOMMENDATIONS FOR AFRICA

- Inclusion is multidimensional and calls for an **integrated approach**, and implementation needs to catch up to the policy defined.
- There is a need for an **increase in funding** for the development of sound policies for early inclusion of PWDs.
- Installation of a simple **monitoring tool** for all [AU](#) member states to measure the impact of their disability policies and programmes.
- **Increase collaboration** between organisations, governments, and development institutions regarding **training, curriculum development and career guidance**.
- Highlight the value of PWD employees,
- Provide disability awareness training and opportunities for PWD to assess capacities.
- Support [AU](#) organs to establish a database on PWD inclusion.
- Support more public and private sector partnerships.
- Include the work of disability experts in practice.
- Align available donor funding to government priorities and policies.





# THE SIGHTSAVERS IT BRIDGE ACADEMY: BRINGING PEOPLE LIVING WITH DISABILITIES INTO IT JOBS RESPONSIVE TO THE FOURTH INDUSTRIAL REVOLUTION (4IR) WORLD OF WORK

## Introduction

This initiative fulfils several good practice skills development ecosystem criteria in that it draws in and on a range of partners, including government, funders and employers, and pays specific attention to beneficiary needs. It also addresses a significant economic driver for both the supply and demand side of employment in its focus on digital capacity building and responsiveness.



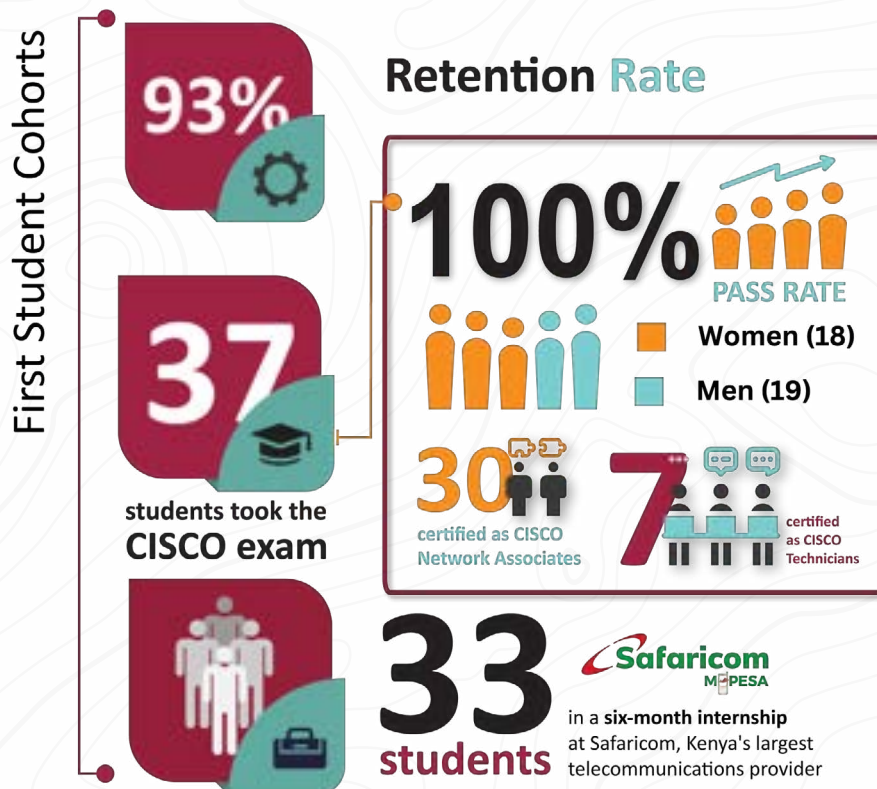
In Kenya, **Sightsavers** is training young people with disabilities (PwDs) in Information Technology (IT). Many PwDs face various barriers to work, including stigma, discrimination and a lack of accessible training or workplaces. That is why Sightsavers Kenya, GIZ, and Safaricom established the IT Bridge Academy together.

The IT Academy offers young jobseekers with disabilities the chance to train and get hands-on experience in the IT sector. Learners are provided accommodation on campus throughout their studies.

The inclusive IT Bridge Academy model for PWDs was a massive success in North America and Europe, with over 90% of trainees graduating and finding employment. The academy was established under the project “Building resilient IT skills supply through demand-generated ecosystems (BRIDGE)”, launched in 2020.

The innovative model uses an adapted version of the **CISCO curricula**, training young PWDs in high-demand IT skills so that they can launch their careers in Kenya’s growing IT sector.

### The IT Bridge Academy’s Impact



### The Challenge

Approximately four million PWDs live in Kenya’s population of 54 million. This demographic is hugely underrepresented in the labour market.



This disparity exists despite the constitutional mandate requiring every employer to have a staff component of at least 5% of employees with disabilities.

Young PWDs face significant barriers to inclusion. Due to several factors, they may miss opportunities to access educational, technical, and vocational programmes. This leads to a lack of work-readiness skills and the confidence to

pursue the employment they aspire to. Attempts to enter the job market are often unsuccessful due to stigma and discrimination surrounding PWDs, based on a lack of awareness around disability issues.

The disparity in general employment figures is exacerbated for women with disabilities, as shown by 2009 census data.

 **only 6.6%**

of women with disabilities have worked for pay compared to **14% of men with disabilities.**



### Sightsavers Solution

The **IT Bridge Academy** is a 'bridge' between job-seeking young PWDs and employers willing to become more disability inclusive.



The academy creates opportunities for young PWDs who aspire towards formal employment and equips them with **industry-certified hard and soft skills** to be employment ready.



Concurrent with skills-building for PWDs, the **IT Bridge Academy** collaborates with employers to build their understanding and confidence in dealing with PWDs in the workplace.



## How the IT Bridge Academy Works

The **IT Bridge Academy** process follows five key steps. The academy provides students with crucial market-appropriate skills and certifications, providing work experience with a reputable employer through a six-month internship programme. The **IT Bridge Academy** ensures that students are well-prepared to join the workforce successfully. This is all done within a skills development ecosystem.



## Sightsavers' IT Bridge Academy Ecosystem: Good Practices

The project's success depends on various ecosystem factors, including funding, stakeholder involvement, collaborative partnerships, and resource access. **Creating Partnerships** and **Providing Access** to beneficiaries are the two critical elements in Sightsavers' approach.


### Creating Partnerships

GIZ and Sightsavers are addressing the market and training gaps as this plays out through a disability lens in Kenya's skills development

ecosystem, focusing on leveraging a unique multi-stakeholder model. With solid partnership engagement from the outset, the programme stakeholders have become true strategic partners and consistently support and engage with the IT Bridge Academy.


The figure below presents an overview of the partnership ecosystem within the IT Bridge Academy processes. Four partnership categories were identified and served to support and enhance the function, operations, and sustainability of the Academy's objectives.





**Through collaboration with private and government partners, the [IT Bridge Academy](#)** provides quality instruction for PWDs and access to the market in which their newly developed skills are sought. By making IT training accessible to PWDs, the model generates a supply of the skills demanded by the sector.


- [Safaricom](#) offers 6-month internships for graduates. In cohort 1, they took on 33 of the 37 graduates.



**To ensure participation and cooperation, partners meet bi-weekly** to report progress, discuss issues and identify bottlenecks. [Three Talents](#), the originator of the concept in North America, gives invaluable advice regularly. Through this ongoing collaboration, [Sightsavers](#) can generate solutions to challenges as soon as they arise.



**Broader stakeholder participation** is crucial to ensure that expertise and varied perspectives are included in strategic plans. The Cabinet and Permanent Secretaries from the Ministry of Labour and Social Protection attended the launch and graduation event of the [IT Bridge Academy](#). Their support is pivotal for the long-term sustainability of the academy.



Various partnerships were established at the start of the project to ensure programme quality and sustainability.

- **The [National Industrial Training Authority \(NITA\)](#):** The [IT Bridge Academy](#) is located at the NITA campus. Through its partnership with NITA, the [IT Bridge Academy](#) was able to gauge the interest of the Kenyan government and the private sector. The Academy worked with NITA to facilitate the inclusion of students on campus. Throughout the process, accommodation was provided, from recruitment to class attendance, and through collaborative efforts with NITA, physical and institutional barriers to disability inclusion were addressed.
- **Two [CISCO-certified instructors](#)** with experience in disability-inclusive education were appointed to ensure the students received quality instruction.
- **With the assistance of an exam service provider, the [IT Bridge Academy](#)** ensured that the assessment platform was accessible to students.
- **The [United Disabled Persons of Kenya \(UDPK\)](#)** was a crucial partner in the process. The Academy was supported in its recruitment and selection process by the national OPD to create and implement a fully inclusive selection process tailored to the individual needs of the candidates.

## Providing Access

The IT Bridge Academy is committed to including PWDs in all their diversity. Barriers to access are a vital concern when working with PWDs. As PWDs, any physical barrier (e.g., visual, auditory, motor) that might undermine a student's learning ability need to be removed; the learning environment needs to be conducive to learning; and students need to be able to use all training resources, digital tools and equipment and participate fully in the training which will provide them with in-demand skills. In addition, it is a priority

for this project to achieve gender parity and recruit more women into the programme.

These barriers, both in terms of access to resources and training and physical barriers, were addressed by the Academy through collaboration with various partners.

To address physical barriers to access, an accessibility audit was conducted using the principles of the Sightsavers accessibility standards.



An audit pack can help develop national accessibility standards, assess existing infrastructure, and guide the development of new facilities. Based on these guidelines, the physical environment at the campus was adjusted accordingly.

Throughout the programme, reasonable adjustments were made to the physical environment at the NITA campus to accommodate students with disabilities. Wheelchair ramps were installed, restrooms were renovated, and dorms were adjusted. Additionally, an individual needs assessment was conducted for each student to ensure the course was accessible. For example, screen readers were purchased for students with visual impairments. Interpreters are also made available for students with sensory impairments.

However, inclusion does not stop at making the physical environment accessible. Barriers to access also manifest within the stigma and underestimation of PWDs. The project team works towards making the students with disabilities feel welcome on campus, instilling confidence in them and creating an environment of acceptance and inclusion from their peers.



Daniel Otumba

*Disability is a just a perception; if you can do only one thing, just one, then you are needed by someone.*

Daniel is a certified Security Engineer and Author with a BBA in Accounting. He is a Cybersecurity Analyst and an advocate for Persons with Disabilities (PWD). Daniel joined the first cohort in 2021 and graduated as CISCO Certified Network Administrator. He finished a 6-month internship and was hired by Safaricom as a Cyber Security Operations Centre Analyst. His first salary is around € 1,200.



## ADDITIONAL INFORMATION

-  [Meet the Nairobi IT Bridge Academy students](#)
-  [Inclusive Futures](#)
-  [Meet the students of the IT Bridge Academy](#)
-  [The IT Bridge Academy: What's next for students?](#)
-  [What it's like to look for a job when you have a disability in Nigeria and Kenya](#)
-  [Creating a more disability-inclusive workforce in Kenya: Inclusion in TVET](#)



# MBOUO BANDJOUN MULTIPURPOSE CENTRE: PROMOTING AGRIPRENEURSHIP IN CAMEROON

## Introduction

This initiative illustrates two primary success factors. First, it is located within the agricultural sector, where a large portion of the population derives their income. Second, it is a multi-layered initiative that includes various support forms to ensure post-training sustainability. The initiative is unique in that it has integrated training for PWDs into the programme.



**The Mbuo Banjoun Multipurpose Centre (CPF)** provides training opportunities for young people and PWDsh disabilities in Cameroon (ages 17 to 32) within agro-pastoral practices. The project seeks to tackle unemployment in the country by addressing two fundamentally identified causes: job creation and insufficient or ineffective training. Through a theoretical and practical training programme, **CPF** empowers Cameroonian youth to find gainful employment in agro-pastoral

practices while contributing to national skills capacity within the field. **CPF** training emphasises the acquisition of practical skills in young people and aims to make them immediately operational at the end of their 12-month training. The project has trained 28 young people residing in disability centres in agricultural practices, resulting in 8 people with disabilities being recruited by their centres to continue agro-pastoral production activities.



## Mbuo Banjoun Multipurpose Centre's Impact



The CPF has trained, integrated, and monitored more than 200 young agripreneurs, more than 80% active in their business projects, employing many other young people.



## The Challenge

The inefficiency of training programmes and the lack of job creation within the country exacerbate Cameroon's unemployment problem. High unemployment, coupled with a growing population and environmental shocks, has resulted in severe poverty and food insecurity within the country.



According to the  
World Food  
Foundation

# 37.7%

of the population is severely impoverished, with poverty being exceptionally high in rural areas.






The agricultural sector dominates the Cameroonian economy, presenting an opportunity for young people to contribute to the GDP, address poverty, and find gainful employment. Most young Cameroonian graduates face unemployment at the end of their training due to a lack of opportunity and inadequate training systems. It has been observed that the lack of exercise and opportunity has resulted in young Cameroonians turning towards hazardous sectors of activity and being exposed to many social scourges. In recent years, there has been a substantial shift of young people towards driving motorcycle taxis, a dangerous sector where young people are highly exposed to accidents and aggression.

## Mbuo Banjoun Multipurpose Centre's Solution

The CPF provides hands-on training according to the Experience Reflection Generalization Application (ERGA) approach, providing beneficiaries with practical agricultural skills with training and post-training initiatives included.

CPF trains, integrates and monitors beneficiaries using a well-adapted organic agro-pastoral training curriculum that integrates basic financial education within the training process. The CPF is recognised by the Ministry of Employment and Vocational Training, with which it collaborates permanently.



The training follows the Experience Reflection Generalisation Analysis **ERGA** approach. This approach puts the learners at the heart of the training practices by sharing their experiences, successes, and failures.

The learners propose solutions to various problems, and the trainers guide and synthesise the proposals. The training is done in alternation with 70% practical and 30% theory for two weeks, and an internship of 2 weeks is provided with a referent who is a former learner in the field. This process is continued for 12 months. Each learner has a plot of land for applying the organic agro-pastoral

practices learnt in theory. The practical organic agro-pastoral activities conducted by the trainers are organised according to the methodology of guided and autonomous techniques.

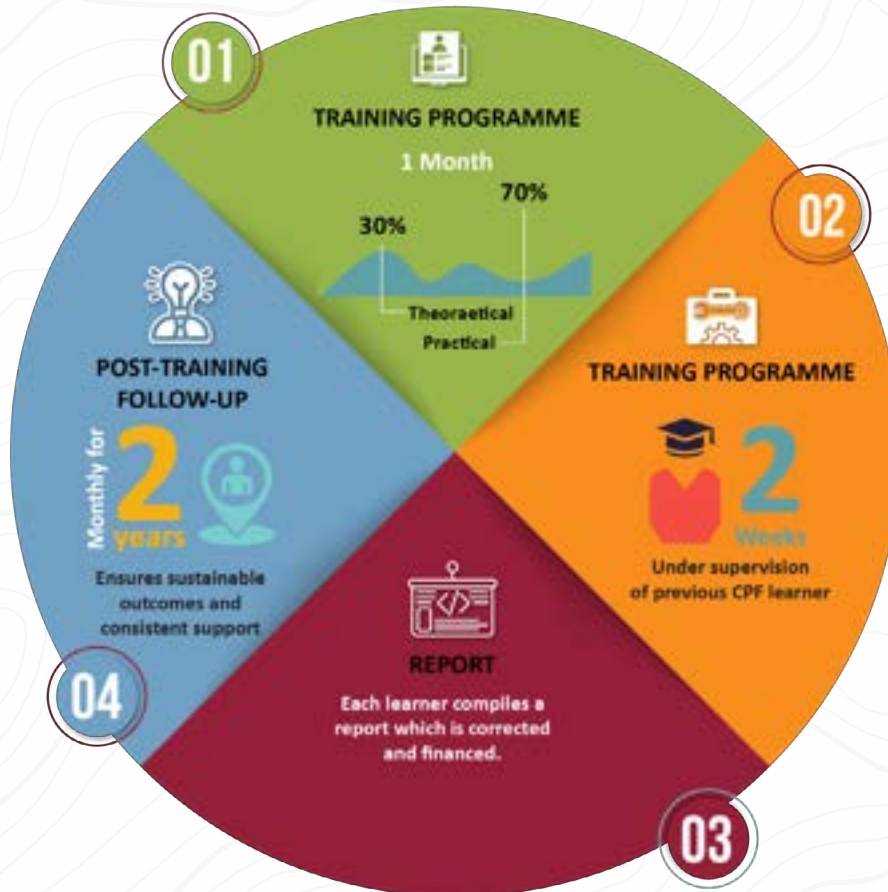
The approach of analysing the agroecosystem is integrated into practical activities. Following the 12-month training, each learner produces a project, which is enhanced, reworked, and subsequently financed to initiate their business venture.

**CPF** has identified that training without post-training initiatives does not lead to sustainable outcomes. With this in mind, the project ensures the integration of learners with a monetary fund converted into equipment to propel the young person at the start of his activity, which is rare in the Cameroonian training system. Additionally, permanent monthly follow-ups are arranged with learners post-training, and a functional exchange network is established between entrepreneurs and consumers.

## How Mbuo Banjoun Multipurpose Centre Works

The **CPF** process can be summarised in four key steps: training, internship (which occurs alternately for 12 months), project financing, and post-training. This process ensures that

learners are supported throughout their hands-on training and the first two years of their business endeavours.



## Mbuo Banjoun Multipurpose Centre's Ecosystem: Good Practices

Numerous factors may influence the success of a project, including beneficiary engagement, stakeholders, funding requirements, collaborative partnerships, and access. Within the **CPF**, **Beneficiary Management and Providing Access** are of crucial importance.

## Beneficiary Management

The **CPF** ensures that its beneficiaries are not isolated post-training. One way they do this is by including previous learners within the project process. Previous learners serve within a supervisory capacity for current students, establishing a supportive network of **CPF** beneficiaries.

## Providing Access

**CPF** provides its beneficiaries with training and resources otherwise unavailable to Cameroonians. PWDs are included in their beneficiary profile as well. The provision of expert guidance, supervision, and training results in well-trained agricultural practitioners able to participate in the Cameroonian agricultural sector. Additionally, **CPF** provides students access to funding opportunities to initiate their enterprises, with the promise of consistent support.



# ADDITIONAL INFORMATION



[CPF de Mbouo Bandjoun Website](#)





# LESSONS LEARNED, TIPS & STRATEGIES

This Learning Brief has been written for practitioners and policymakers interested in good African practices, successes, and lessons learnt regarding **Disability Inclusion** in the context of “Working towards agile, responsive skills and (self) employment ecosystems in Africa.”

Your perspective might be that of a policy maker, a training provider, a researcher, a funder, an implementer, an evaluator, or a beneficiary in the key thematic and intervention areas identified in the **Continental Education (CESA)** and **Continental TVET Strategies**.

This section draws lessons from the experiences of initiatives and programmes highlighted in this Learning Brief for application in your varying contexts. With an appreciation of the challenges, stories of success, research and observations shared by practitioners across the continent, lessons are generalised for ease of replication. Building on these lessons, the section further provides a set of tips and strategies that you are encouraged to apply to your context where possible.

These are selected and generalised from the initiatives for Disability Inclusion described in this brief.



# LESSONS LEARNT

## Key Stakeholders

Onboarding employers, and stakeholders can be tricky: To scale up and provide more internship opportunities for students, it is essential to secure employers early on to ensure high engagement and support with the curriculum.

## Access Required

Making changes to workplaces and providing reasonable accommodation for PWDs takes time but is more rewarding when employers build their disability confidence and go the extra mile to support students with disabilities.

## Resources Required

Practical application is vital to the success of a PWD programme. Trainees should be given the opportunity to use what they learn and adapt and review their projects at different stages of the programme.


For trainees to convert training into ongoing income generation, **learners need help in the form of finance, equipment and ongoing monitoring.**

## Beneficiary Group


Linking learners with previous trainees 'makes it real' - learners can relate more easily to their peers and work with increased motivation because of successful role models. In addition, a support network is built up continuously through this mode.





# TIPS & STRATEGIES

 **Promoting awareness** around the potential of PWDs to contribute to employer demand and economic growth, in general, is vital. Awareness-raising (both within institutions and workplaces) should include changing mindsets regarding working effectively with PWDs. There are two important factors here:


- Onboarding all participants (such as employers or mentors) in any Disability Inclusion programme needs to include this element.
- Trainers and TVET college lecturers need to understand any pedagogical implications for their work with PWDs.


 **Costing for accommodating PWDs** (in terms of infrastructure and training resources) needs to be accurate, detailed, and regularly updated. This element of any programme should be made explicit and shared upfront, whether for an institution such as a TVET college or a potential employer partner.

 Programmes which include successful alums who can provide **peer-to-peer guidance** can increase trainee motivation.

 **Disability Inclusion programmes need to be multi-layered.** In curriculum terms, this means that they should not be limited only to technical training, but may need to address foundational skills gaps (literacy, numeracy, financial or technical literacy) that PWDs

may lack due to other basic education challenges. In resource terms, this could mean access: for example, to information, to finance, to contextually suitable opportunities. The fundamental strategy here is to partner with those who can fill the gaps that your programme may not be able to address.

 **Strategies for post-training sustainability are vital** to ensure that the skills development initiative impacts the individual trainees and the relevant sectors. Strategies may include some form of financial support for any income-generating activity, provision of equipment or resources, or the maintenance of an advisory support network, even for those who have entered formal employment.

 For the Disability Inclusion skills development sector as a whole, **gathering data relating to reach and impact is essential.** Individual initiatives also need to monitor and track the progress of their trainees both during and after training. Ideally, all this data should feed into a centralised monitoring and evaluation system at a country level to inform policy and practice.





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- **Research:** Study on Inclusion of Persons with Disabilities by GP Inclusion

