



MOZAMBIQUE

SUMMARY FINDINGS REPORT



**Identifying & Addressing
Stigma and Discriminatory
practices and patterns towards
learners and workers with
disabilities in Public TVETs:**

**A case study of IFPELAC
TVET Center,
Inhambane**

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Acronyms

ADEMO	Association of Disabled People in Mozambique
CRPD	Convention on the Rights of Person with Disabilities
HOD	Head of Department
ILO	International Labour Organization
MPTF	Multi Partner Trust Fund
NGO	Non-Governmental Organization
OPDs	Organizations of Persons with Disabilities
ROSA	Regional Office for Southern Africa
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNPRPD	United Nations Partnership on the Rights of Persons with Disabilities
WGQ	Washington Group Short Set of Questions

Executive Summary

This summary findings report spotlights the complex subject of stigma and discriminatory experiences faced by learners and workers with disabilities in an inclusive public education institution. Persons with disabilities in public TVETs in Mozambique and across Africa continue to face disability-based stigma and discrimination towards them. This stigma and discrimination often present or manifest itself in various ways that may not be obvious to both the Rights Holders and Duty Bearers.

This report seeks to highlight the main findings from the Organizations of Persons with Disabilities (OPDs) led piloting of the generic Audit Tool on identifying and addressing stigma and discriminatory practices towards both learners and workers with disabilities in a public TVET based in Inhambane, Mozambique. The Audit Tool was developed within the framework of the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) Multi Partner Trust Fund Multi-Country Programme on “Ending Stigma and Discrimination, Breaking the Cycle of Poverty and Marginalization of Persons with Disabilities in Mozambique, Namibia, Tanzania and Zimbabwe (2021-2024). Overall, the UNPRPD Multi-country Programme sought to support the participating four countries to accelerate their implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD), through the development and testing of three models that could be used by countries to address stigma and discriminatory practices towards persons with disabilities.

This report is one of four country reports which showcases the effectiveness of this generic Audit Tool in assisting public TVETs or institutions of higher learning in identifying and address stigma and discriminatory practices towards learners and workers with disabilities.

Key findings from the report include the following:

1. Stigma and Discriminatory practices towards learners and workers with disabilities in public education institutions does exist. These practices need to be recognized and systematically addressed, as part of efforts with align to the Convention on the Rights of Persons with Disabilities.

2. Meaningful engagement of Organization of Persons with Disabilities in promoting awareness raising on disability rights and non-discriminatory approaches in TVETs or Higher Education Institutions is an effective and sustainable approach to advancing disability rights approaches in inclusive education institutions.

Engaging OPDs to support the undertaking of the UNPRPD funded Audit Tool was effective in bringing out key issues and promoting dialogue and strategies on how to address the sensitive subject on stigma and discrimination towards learners and workers with disabilities in public higher institutions.

OPDs have knowledge on the lived experiences of persons with disabilities and were able to effectively undertake the Audit Tool assessment, as well as support the TVET staff and management to develop concrete follow up actions. The intentional engagement of OPDs in piloting the Audit Tool not only showcased their expertise on disability rights but also promoted more partnership building between Duty Bearers and Rights Holders to jointly advance disability inclusion in higher education institutions.

3. More awareness raising on disability rights, non-discriminatory approaches and key national disability-inclusion frameworks is needed.

Both Duty Bearers and Rights Holders in public TVETs need to be sensitized more on disability rights and non-discriminatory approaches, in order

to align to the principles, set out in the UN Convention on the Rights of Persons with Disabilities. Mozambique is one of the countries that has high political commitment towards advancing disability rights. The Government of Mozambique ratified the Convention on the Rights of Persons with Disabilities in 2012. Following this report, it is recommended that the Government review its TVET policy be reviewed to strengthen disability inclusion approaches.

4. Capacity Building on disability rights and non-discriminatory approaches towards persons with disabilities for both pre- and in-service education institutions is required.

Standardized training programmes and materials on disability rights and how to promote non-discriminatory approaches for all TVET staff and learners should be introduced. Examples include:

- Pre - and in service training program for TVET instructors or lecturers on disability inclusion is required, as it will introduce knowledge on how to ensure non-discriminatory practices during the development of the curriculum, preparation and the delivery of lessons.

- Guidance on how TVET or Higher Education Management Staff can effectively reach diverse groups of persons with disabilities, guardians or youth with disabilities during community outreaches to increase annual enrolments. This is key to mobilize more learners with diverse disabilities to enrol in these institutions. The report reveals that currently there is low enrolment of certain disability groups in TVETs particularly women with disabilities and underrepresented disability groups such as persons with intellectual disabilities, persons with psychosocial disabilities or multiple impairments. Out of school with disabilities were not enrolling in the TVETs due to stigma and discriminatory practices that may be emanating from their respective communities.

5. TVETs Enrolment and Data Collection Systems need to be strengthened for increased enrolment and accountability of learners with diverse types of disabilities.

Generally, as in other countries such as Namibia, Zimbabwe and Tanzania, there was limited or non-availability of disability disaggregated data on learners with disabilities. This was due to various reasons such as TVET systems not systematically capturing disability disaggregated data right from enrollment stage or instructors not being trained or equipped on how to clearly document the numbers and relevant support needs of learners with disabilities.

6. Absence or limited Reasonable Accommodation, Assistive Devices or Technologies and information in accessible formats.

Linked to the above is lack of, or limited provision of Reasonable Accommodation, information in accessible formats and assistive devices or technologies in the institutions for learners and workers with disabilities to effectively engage with others within the higher education institutions. The absence or limited provision of these equipment and technologies were noted to inevitably exclude persons with disabilities in certain activities and learning sessions, thus perpetuating their marginalization or discrimination as they are unable to fully enjoy their right to education.

7. Adoption of a multi-stakeholder approach to advance disability inclusion is key to addressing and promoting sustainable non-discriminatory practices in public TVETs / higher education institutions

The UNPRPD Programme Audit Tool was effective in assisting a public TVET institution in identifying unnoticed (and yet present) stigma and discrimination practices that existed towards learners or workers with disabilities. The Tool helped to collect quantitative and qualitative data on how this stigma and discrimination towards both learners

and workers manifested itself within the higher education institutions. The Audit Tool also helped to bring together TVET Staff and learners (with and without disabilities) to kick-start a dialogue on how to work together to systematically address any stigma and discrimination related issues. In addition, the meaningful engagement of Organizations of Persons with Disabilities during the dialogue showcased how the multi-stakeholder approach to advancing disability inclusion can be effective.

Main Recommendations from the findings reports:

■ More Awareness Raising & capacity Building on Disability Rights and non-discriminatory & gender responsive approaches required

As noted above, there is a need for more awareness raising and capacity building for both rights holders and Duty Bearers on stigma and discriminatory practices towards learners and workers with disabilities in public TVETs and higher education institutions. The approaches should also take note of the unique challenges faced by more marginal-

ized and commonly left behind underrepresented groups such as women with disabilities, persons with intellectual disabilities among others.

■ Government to consider adopting or rolling out the Audit Tool in other public TVETs and Institutions of Higher Learning as part of efforts to promote non-discriminatory approaches towards learners and workers with disabilities

The Government, with technical support from equipped OPDs and the UN, should consider using the Audit Tool in all public TVETs. The Audit Tool provides a framework on how to effectively reduce stigma and discriminatory practices, and on how to create more inclusive space for learning for diverse groups of persons with disabilities. The use of this Tool will contribute to increase in enrolment of certain disability types which are absent or low, strengthening inclusive curricula development and delivery, ensuring accessibility of buildings and learning materials and the provision of reasonable accommodation and assistive devices and technologies etc.



Conclusion

The findings from this country report reveal that the promotion of non-discriminatory practices towards learners and workers with disabilities in TVET institutions is indeed an area that needs to be prioritized. This will be in alignment to the Convention on the Rights of Persons with Disabilities Article 5 (Equality and non-discrimination). In addition, this will promote any practices of exclusion or discrimination that may impede the enjoyment of rights by persons with disabilities (including those who are more marginalized such as women with disabilities and underrepresented disability groups as persons with intellectual disabilities, persons with mental or psychosocial disabilities, little people, those who are deafblind or have multiple impairments etc).

This summary report has showcased that the Audit Tool can be adopted as a framework to support Government and OPDs to systematically assess patterns of any existing stigma and discrimination patterns or practices in public TVETs or institutions of higher learning. The Audit Tool can be used to bring together Ministries in charge of TVET, Inclusive Education, Disability Affairs, Labour and relevant stakeholders to collectively dialogue on policy reforms needed to advance the rights of both learners and worker with disabilities.

1 Introduction

The Multi-country United Nations Partnership on the Rights of Persons with Disabilities Multi Partner Trust Fund Programme on “Ending Stigma and Discrimination, Breaking the Cycle of Poverty and Marginalization of Persons with Disabilities in Mozambique, Namibia, Tanzania and Zimbabwe (2021-2024)” sought to strengthen non-discriminatory approaches towards persons with disabilities in TVETs and the workplace. This Programme was jointly implemented by UNESCO Regional Office for Southern Africa and the International Labour Organization, in close partnership with multi-stakeholders from Government, Workers Unions and OPDs. The Programme activities, including this pilot activity, was guided by mechanisms established within the framework of the programme named the National Ad Hoc Committees on addressing stigma and discrimination in TVETs and the workplace.

Main objectives of the piloting of the Audit Tool on identifying and addressing stigma and discriminatory practices in TVETs and the Workplace

One of this Multi-country UNPRPD Programme’s outputs were the development of a hands-on Audit Tool to identify and address disability-based stigma and discriminatory practices. This Tool was developed by the NGO, Light for the World, and tested by Umbrella Bodies or OPDs in the four participating countries. The Audit Tool was developed to achieve the following objectives:

■ Advance **understanding** and document obstacles and manifestations of stigma and discrimination from different perspectives of both persons with and without disabilities in TVET institutions.

■ **Create a safe space for dialogue around stigma and discrimination** where different actors can share experiences.

■ **Trigger actions** by documenting the status of disability inclusion on a range of domains in a systematic way.

■ **Monitor change** and make progress tangible.

This report provides the main findings from the piloting of the Audit Tool in Mozambique. The pilot phase was conducted at the public TVET Institute, Centro de formacao Profissional do IFEPLAC de Inhambane in 2023. The report brings outline the perspectives of TVET management and learners with disabilities on stigma and discriminatory practices, as well as actions that can be taken up by both Government Ministries in charge of Disability Affairs, TVET and Inclusive Education and Organizations of Persons with Disabilities, to jointly address these issues. The Government of Mozambique and Organizations of Persons with Disabilities must be commended for their efforts in advancing disability rights and gender responsive approaches through promoting equality, non-discrimination and respect for all persons with disabilities.

Overall, the report contributes to increased understanding of disability inclusion as well as to the broader key learnings of the effectiveness of the Audit Tool on identifying and addressing the stigma and discriminatory practices faced by persons with disabilities in TVETs and higher education institutions in Mozambique, Namibia, Tanzania and Zimbabwe. In addition, this knowledge product contributes to awareness raising on Article 5 of the Convention on the Rights of Person with Disabilities which stresses on State Parties being obligated to take specific measures necessary to accelerate or achieve de facto equality of persons with disabilities in order to ensure non-discrimination.

Composition of the research team involved in the piloting of the Audit Tool

Table 1: *List of the team involved in the Mozambique pilot phase*

	Name	Organization	Role Played
1	Carla dos Santos	Carla dos Santos	Co-ordination support
2	Stelio Ramos	Stelio Ramos	Technical support to OPD
3	Antonio Nhantumbo	Antonio Nhantumbo	Team lead and providing logistics and data collection
4	Ercilidia Mazivila	Ercilidia Mazivila	Facilitated processes for Umbrella Body to access TVET
5	Sandra Julia Zuie	Sandra Julia Zuie	Sign language interpreter
6	Rabelina Pascoal	Rabelina Pascoal	Data collection

2 Methodology

The methodology used to pilot the Audit Tool on Identifying & stigma and discrimination practices towards learners and workers with disabilities was a mixed methodology and was guided by the Audit Tool sets. Important to note is that the piloting of the Audit Tool was undertaken by an umbrella body of persons with disabilities, ADEMO, with technical support from NGO Light for the World. Overall, the Audit Tool is a set of complementary Tools and contains a structured methodology to guide the researcher or those using it on how to undertake the assessments, promote dialogue and reflection on the stigma and discriminatory patterns and practices towards learners and workers with disabilities.

1. The Inclusion Survey: which aims at uncovering stigma experiences and practices at an institution from the views and opinions of learners with and without disabilities as well as TVET instructors. The survey was self-administered by 76 learners and 14 instructors. All learners were able to complete the questionnaires on their own and there was no need to provide any reasonable accommodation.

2. Dialogue Meeting Tool: which brings TVET management teams, educators and learners (with and without disabilities) together to validate the findings of the inclusion survey and discuss actions to lessen stigma and discrimination and improve the overall experience of learners with disabilities at the institution.

3. A facilitated self-assessment was conducted using a **Disability Inclusion Scoring Card (DISC) for TVETs**. The DISC aims at measuring outcomes of stigma and discrimination and bench marking disability inclusion at institutional level against a set of detailed inclusion criteria. This tool is designed to enable an institution to identify the strengths and opportunities for change and make progress achieved measurable over time. Findings from the

Survey and Dialogue Meeting are included in the DISC form and feed the action planning that is part of this scoring card session.

In Inhambane, the sessions included Directors of TVET management and those involved in pedagogical, coordination, instructors or lecturers from the TVET, persons with disabilities from OPD ASUMO, Umbrella Body and ADEMO among other key stakeholders.

The results of the inclusion surveys and group discussions were shared and discussed.

4. A Focus Group Discussions Guide: The guide was used to guide discussions with learners and instructors who self-identified as having disabilities to get a deeper understanding of their lived experiences on stigma and discrimination issues within the education institutions.

5. Accessibility Checklist

The Accessibility Checklist has a wide range of areas being explored such as :

- How easy it was to access or travel to the TVET
- How easy it was to enter the TVET premises or buildings
- How easy it was to access or use TVET services and facilities (washrooms, classrooms, library, access to sign language services and information in accessible formats etc.)
- How easy it was to exit or get out of the TVET premises (especially during an emergency)

6. Facilitation Guide for Community Dialogue

3 Summary of Key Findings

Overall, the piloting of the generic Audit Tool to identify and address stigma and discriminatory practices towards both learners and workers with disabilities in a public TVET revealed several issues which need to be addressed by both Rights Holders and Duty Bearers. This chapter summarizes the key findings from Mozambique pilot phase.

3.1 Using the Tool to identify learners with disabilities

A total of 14 Instructors and 76 learners (with and without disabilities) participated in the inclusion survey.

The inclusion survey includes an adapted version of the Washington Group's set of questions and through these questions it was possible to further identify 3 more learners with disabilities who presented themselves with functional difficulties.

Table 2: *List of the adapted Washington Group short set of Questions used to identify learners with disabilities through identification of their difficulties in functionalities and other issues*

No.	Questions
1	Do you have difficulty seeing, even when wearing your glasses?
2	Do you have difficulty hearing, even when using a hearing aid(s)
3	Do you have difficulty walking or climbing steps?
4	Using your usual language, do you have difficulty communicating, for example understanding or being understood?
5	Do you have difficulty remembering or concentrating?
6	Do you have difficulty with self-care, such as washing all over or dressing?
7	Do you have difficulty raising a 2-liter bottle of water or soda from waist to eye level?
8	Do you have difficulty using your hands and fingers, such as picking up small objects, for example, a button or pencil, or opening or closing containers or bottles?
9	How often do you feel worried, nervous, or anxious?
10	Thinking about the last time you felt worried, nervous or anxious, how would you describe the level of these feelings?
11	How often do you feel depressed?
12	Thinking about the last time you felt depressed, how depressed did you feel?

When the research team had requested information on how many learners with disabilities were enrolled at the TVET, the initial response was that no learners with disabilities were enrolled during that period at the TVET. However, when the Audit Tool's adapted version of the Washington Group set of Questions was used, it emerged that learners with disabilities were present at the TVET. The survey findings noted that the highest number of learners with disabilities were those with functional impairments.

As per Figure 1 below, the graph shows cases that 10% of the learners that participated in the survey self-identified as persons with disabilities. Through the Audit Tool, it also emerged that most learners reported challenges dealing with issues such as anxiety and depression. These issues were noted to be affecting their learning and interactions in class.

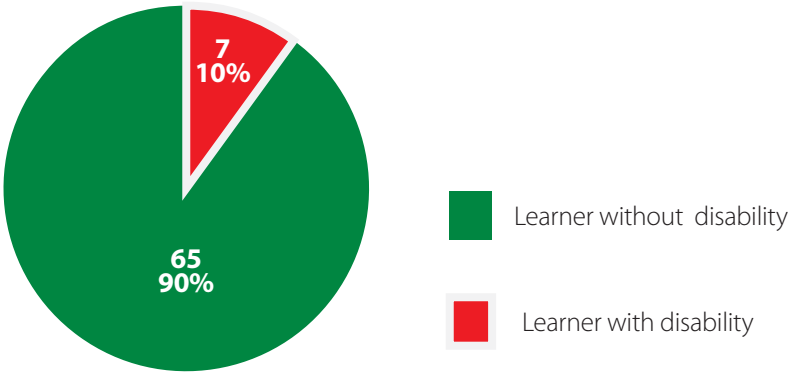


Figure 1: Learners who self-identified as persons with disabilities after Audit Tool was used

The Audit Tool further helped to identify learners with ‘invisible disabilities’, as the Tool was used to further probe on some of the impairments learners had (using the adapted version of the Washington Group set of Questions).

3.2 Perspectives of learners and instructors on disability inclusive practices at the TVET institution

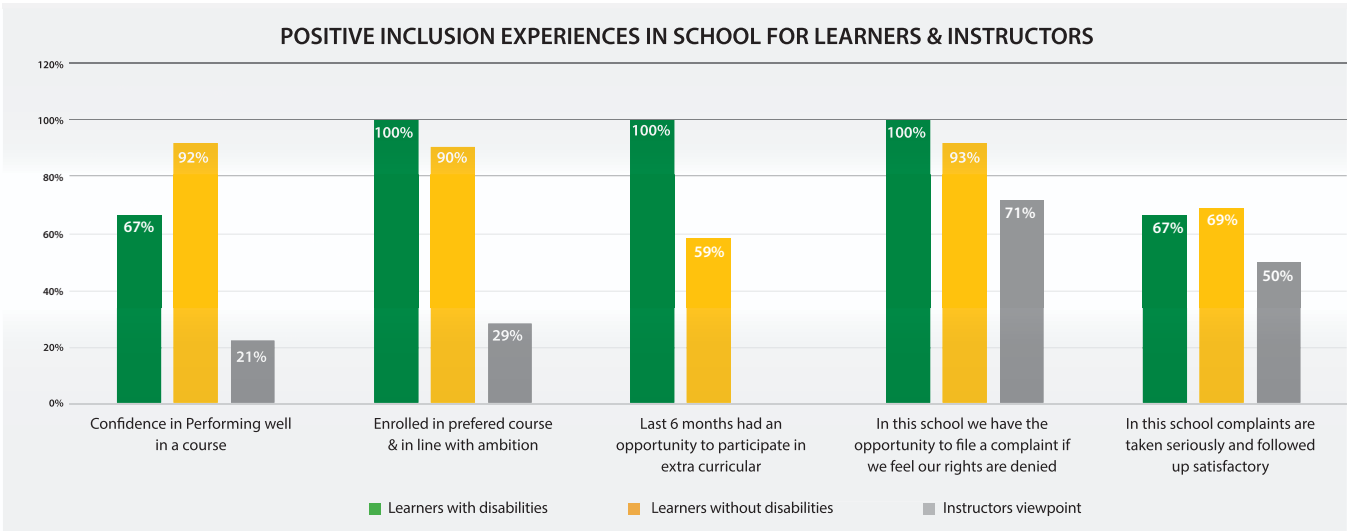


Figure 2: Positive Inclusion experiences in TVET of learners and Instructors

According to figure 2, learners with and without disabilities shared their perspectives on various issues, including whether they thought that learners with disabilities had enrolled in the TVET courses of their choice. Interesting to note is that the inclusion survey findings revealed that while all the learners who had self-identified as having a disability indicated that they had enrolled in the courses of their choice, most of the TVET instructors or lecturers disagreed with this view.

During in-depth focus group discussions with both staff and learners it emerged that some learners with disabilities had indeed not enrolled in the courses of their preference. Some of the reasons shared by learners with disabilities was that they struggled with 'self-discrimination', and not fully believing they could participate in certain TVET courses. Some learners with disabilities shared that stigma and discrimination towards persons with disabilities was real and that this was a topic they struggled to talk about.

The learners who self-identified as having a disability also noted that the effects of the stigma and discrimination experienced growing up in their communities had also shaped the way they viewed themselves. This self-discrimination had influenced

the decisions they had made. Some of the decisions in choosing the TVET courses had not been driven by their actual desires but rather on what seemed convenient, and this contributed to some learners with disabilities not fully participating in the TVET courses of their choice.

With regards to the effectiveness of the TVET's complaints mechanisms, learners who self-identified as having disabilities noted that these mechanisms indeed existed and that their concerns were addressed in a timely manner by TVET management. However, during the dialogue sessions, some learners with disabilities shared that due to the complexities and sensitivities of some of the issues faced by persons with disabilities, it was not easy to open up about some of the day-to-day struggles at the TVET. The fears of being a burden to others and being left out in activities were among some of the issues that were highlighted.

A recommendation was made for TVET management to introduce regular meetings with those learners who had self-identified as being persons with disabilities, and OPDs in order for the TVET to further understand the perceived stigma and discriminatory patterns and practices 'at the institution.

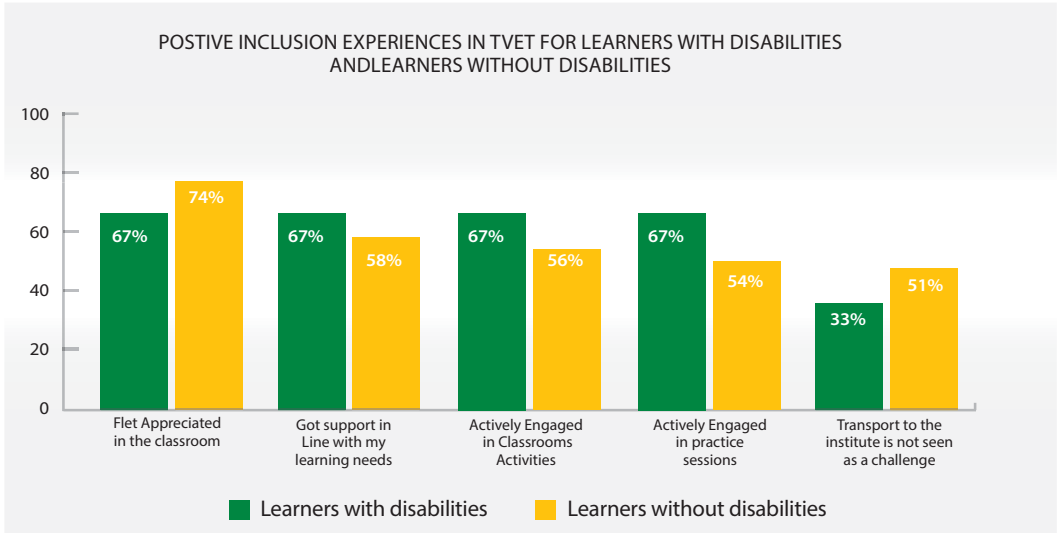


Figure 3: Positive inclusion experiences of learners with disabilities and learners without disabilities

■ The results in Figure 3 above indicated that learners who had self-identified as having a disability felt appreciated at the TVET, as whenever possible, they received the necessary support from their TVET instructors.

■ In addition, most TVET instructors noted that they generally did not interact with a lot of learners with disabilities due to their low enrolments in TVET. Some lecturers who had interacted with learners with disabilities in previous years shared that they had observed that some learners had learning difficulties and struggled to navigate and fit into the TVET system. They noted that their limited knowledge and skills on disability inclusion and how to support learners with different types of disabilities, could in itself contribute to the perceived stigma and discriminatory practices towards persons with disabilities at the TVET.

■ Limited or absence of disaggregated data on persons with disabilities within the TVET was noted to be a challenge as effective collection of data could assist the TVET management and staff to understand the diverse groups of persons with disabilities that existed or were being excluded within the TVET.

3.3 Perspectives on whether teaching methodologies were inclusive

■ TVET lecturers agreed that there were gaps in how lessons were being delivered and there was need to review the TVET's teaching methods and curriculum development processes in order to promote more disability inclusive approaches.

■ In-service capacity building sessions on disability inclusion and on non-discriminatory approaches towards persons with disabilities was also noted to be key, in order to ensure that no learner with a disability was excluded or felt left out during lessons.

3.4 Accessibility issues

Learners with disabilities shared that they did face some issues in accessing certain buildings and services within the TVET.

■ One of the proposed changes from learners was that the TVET management and OPDs should undertake physical checks on whether the TVET's buildings and services were accessible to all persons with disabilities. This would ensure that no persons with disabilities would be excluded from entering any building or accessing information and services.

■ Other improvements that were urgently needed was for learning materials be produced and delivered in accessible formats e.g. large font texts for learners with low vision and braille for those that would require it.

■ Furthermore, it was noted that the TVET ought to invest in assistive technologies or equipment so that participation of learners with disabilities could be enhanced and reduce any perceived discriminatory practices.

■ Some learners with disabilities shared that they struggled to travel to and from the TVET and suggested that the TVET prioritize providing transport and accommodation to persons with disabilities. This would contribute to more enrollment and retention of more learners with disabilities, particularly those with physical disabilities and those that reside in hard-to-reach geographic areas.

3.5 Provision of Reasonable Accommodation

■ The absence or limited provision of Reasonable accommodation to persons with disabilities in itself contributed to discriminatory practices.

■ Many TVET staff and learners with disabilities indicated they were not familiar with how to

provide reasonable accommodation and how to budget for this in the TVET's budget systems.

■ A recommendation to increase knowledge and understanding on disability rights, the different disability types and the needs of learners with

disabilities would ensure that the TVETs provided adequate reasonable accommodation to persons with disabilities. This would ensure the meaningful engagement of persons with disabilities in the TVET's activities.

Box 1: TVET instructors share their experiences and perspectives on teaching learners with disabilities

"Firstly, the right conditions must be created for us to teach learners with disabilities and the vocational training center does not have adequate knowledge and resources on how to work with this specific group"

"Only one TVET Instructor was trained in sign language, but the remaining instructors also need training in how to work with learners with visual and hearing impairments."

"The TVET center has limited experience in working with learners with disabilities. Out of the 14 TVET instructors, only 3 have at some point taught learners with disabilities in their classrooms. Enrolment of learners with disabilities is generally low"

"We do not have enough resources to address most of the disabilities. For example, it will be difficult for learners with visual impairments to learn because we do not have computers adapted to serve this specific group. In the carpentry course, it would be difficult to work with learners with disabilities."

"Adaptations must be made to meet the needs of learners with diverse disabilities. Therefore, it is recommended that training on disability inclusion be provided to TVET Instructors and staff".

"Each disability type requires specific strategies. It is also important to look at learners with invisible disabilities. There is need to equip TVETs trainers with knowledge on how to identify these types of disabilities."

3.6 Results from the Audit Tool DISC session

■ The DISC Tool was also used to assist the TVET management and staff to conduct a self-assessment regarding disability inclusion practices within the institution. This session allowed TVET stakeholders to reflect, identify their strengths and opportunities to trigger change and promote actions for the TVET to reduce any perceived stigma and discrimination towards persons with disabilities within the TVET.



Picture 1: TVET staff during the Audit Tool DISC Session

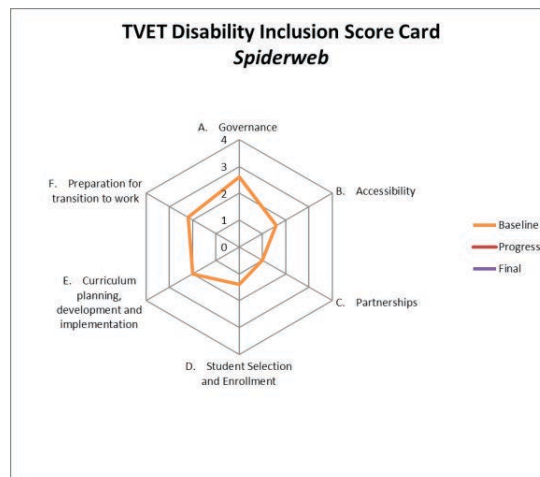


Fig 4: DISC Tool spiderweb dashboard

Table 3: Example of DISC Baseline Data scoring of TVET

TVET Institute DISC summary table	Baseline Data collected during pilot phase	Progress Tracker	Final
Date	30.08.2023	2024	0
A. Governance	2.60	0.00	0.00
B. Accessibility	1.60	0.00	0.00
C. Partnerships	1.00	0.00	0.00
D. Student Selection and Enrollment	1.40	0.00	0.00
E. Curriculum planning, development and implementation	2.00	0.00	0.00
F. Preparation for transition to work	2.20	0.00	0.00
Total	10.80	0.00	0.00

Although the TVET did not have high enrolment of learners with disabilities (at the time of the pilot phase), the Audit Tool’s DISC results were used to further dialogue on the current situation on persons with disabilities and changes that were needed. An action plan was developed to assist the TVET to move forward in promoting disability inclusive practices and approaches. Summary of DISC sessions findings that were discussed are as follows:

A. Governance and human resources

At the time of the pilot phase, the vocational training institution had no staff with disabilities. When it comes to the recruitment of more employees with disabilities, such a change will need to be triggered at the highest level of Government, as this involves the national labour policy and guidelines for recruitment. The Ministries in charge of TVETs, Labour and Disability Inclusion as well as workers unions and OPDs were encouraged to dialogue on how more staff with disabilities could be enrolled in public TVETs across the country. This would contribute to promoting non-discriminatory practices towards workers with disabilities at the TVETs.

B. Accessibility

As was noted above, staff agreed that the TVET’s physical infrastructure was not fully accessible to learners with physical disabilities and more still needed to be done to ensure that the universal design was adopted. It was noted that while courses such as cutting and sewing (fashion and

fabrics), information technology and executive secretariat were held on the first floor of one of the TVETs building, provisions were being made by the TVET to accommodate the needs of learners with mobility difficulties e.g. when the need arose, the TVET would make provisions for the learning sessions to be moved to the ground floor, in order to accommodate these learners.

The TVET noted there were some notable good practices on accessibility and recognized that more work needed to be done in order to accommodate the needs of diverse groups of persons with disabilities.

The DISC Tool also helped to establish that the TVET’s bathrooms were not fully accessible to some learners with disabilities and that this was an area that the TVET management needed to review and budget for.

Access to information in accessible formats was again noted to be a challenge at the TVET. With regards to learners with hearing impairments, sign language interpreters were not present at the TVET, but the TVET staff noted they often worked with volunteers from the community when such services were required.

Assistive devices and technologies needed to be purchased and used for enhanced learning and participation of persons with disabilities.



Picture 2: Research Team undertaking the Accessibility Audit of classroom



Picture 3: Accessibility Audit of physical environment

C. Partnerships

■ Partnership building between public TVETs and OPDs exists and is stronger at the National level. A Memorandum of Understanding (MOU), which currently exists between the Umbrella Body, FAMOD, and the Government entity in charge of TVETs needs to be decentralized to other Provinces. The TVET noted that they were unaware of the existence of a national MOU and TVET management agreed they would further explore on how the National MOU could be decentralized. Partnership building between Government and OPDs was noted to be key for strengthening disability inclusion in TVETs and other education institutions.

■ TVET management also agreed that partnership building with the private sector and Employers also needed to be prioritized for the smooth transition of learners with disabilities from the TVET into the labour market (during their internship period or once they had graduated from the TVET). A monitoring system also needed to be out in place to track progress made by learners with disabilities when they entered the labour market.

D. Student Selection and Enrollment

The admission criteria at the TVET is based on educational qualifications, age, and gender. There is an exception enrolment for females but not for learners with disabilities. It was noted that in the TVET's last enrollment cycle, only 2 persons with disabilities had applied to the TVET. This reflected the low numbers of learners with disabilities in the TVET and possible low enrolment by marginalized groups such as women with disabilities and other under-represented disability groups such as those with intellectual disabilities, psychosocial disabilities, those who are deafblind, little people and those with multiple disabilities. The TVET staff were

able to strategize on how the TVET's guidance and counselling center programmes could be strengthened and target more persons with disabilities in communities to enroll at the institution. This could contribute to the increased enrollment of more out of school youth and females with disabilities at the TVET.

E. Curriculum planning, development and implementation

TVET staff noted that their curriculum planning, and delivery processes needed to be reviewed to assess whether they were meeting the needs of learners with disabilities.

■ Inclusive pedagogical methodologies and practices needed to be strengthened and in-service training on disability inclusive approaches for instructors needed to be introduced at the TVET.

F. Preparation for transition to work

The ongoing national reforms being made in the education sector and the labour market need to strengthen advocacy efforts on the adoption of disability inclusive approaches. TVET management and staff noted that the relevant Government ministries needed to work closely with OPDs, UNESCO, ILO, workers Unions and key stakeholders to promote such approaches.

■ As noted above, TVET staff noted that the institutions preparatory programmes for internships, graduates entering the formal labour market and those seeking to enter the informal sector need to be reviewed and strengthened, as part of efforts to eliminate stigma and discriminatory practices towards persons with disabilities.

Overview of results from the DISC SWOT Analysis

Based on the DISC session’s Strength, Weakness, Opportunities and Threats (SWOT) analysis, TVET staff shared the following

SWOT Analysis	
Strengths	Weaknesses
<ul style="list-style-type: none">■ Willpower of TVET instructors and management exist in wanting change and promoting more disability inclusive approaches. In-Service training on disability inclusion and non-discriminatory approaches is required.■ TVET has an instructor trained in sign language and can be used as a role model for promoting disability inclusion.■ Initial attempts have been made by some TVET instructors to adapt their lessons to meet the needs of learners with disabilities.■ Geographic location of the TVET in an easy to reach area and some facilities are accessible;	<ul style="list-style-type: none">■ Lack of training on disability inclusion for staff, management, instructors and learners.■ Lack of knowledge and skills in inclusive methodologies and pedagogical approaches.■ Limited or unavailability of assistive devices and equipment for learners with disabilities■ Inaccessible facilities such as toilets.■ Lack of space on the TVET to build new classrooms and accommodation facilities .■ Lack of a Youth and Adolescent Counseling Office.■ Lack of partnerships / MOU with Organizations for Persons with Disabilities.■ No mechanisms to collect disability disaggregated data

SWOT Analysis	
Opportunities	Threats
<ul style="list-style-type: none"> ■ Existence of Organizations of Persons with Disabilities with members who have keen interest in working with TVETs so that more learners with disabilities are enrolled at the TVET. ■ Private Sector interested in supporting the transition of young people with disabilities into the job market (pre-professional internships and employment) ■ Existence of the NGO Arquitetura sem Fronteiras which works in social inclusion and with persons with disabilities in the local area 	<ul style="list-style-type: none"> ■ Limited decision-making power at TVET level to trigger change on disability inclusion and gender responsive approaches, as decision making to promote meaningful change takes place first at national level e.g. through reviews or reforms of policies and national strategies related to TVETs, Disability Affairs, Inclusive Education, Employment and Gender etc.) ■ Related to above, lack of budget to finance all proposed disability inclusion initiatives (e.g. in-service trainings on disability inclusion, adaptations of teaching material, hiring of sign language interpreters, purchase of assistive devices and technologies) etc.

3.7 Proposed Action Plan for TVET to advance in addressing stigma and discrimination practices

The Audit Tool further assisted the TVET management and staff to develop an action plan of proposed key actions to promote disability inclusion and non-discriminatory practices towards persons with disabilities (Refer to Table 4):



Picture 4: Stakeholders from TVET, OPDs and Government Ministry in charge of TVETs dialogue on strategies TVET can adopt in order to address perceived stigma and discrimination practices towards persons with disabilities in TVETs

Table 4: Proposed Action plan produced by TVET and key stakeholders

No.	Actions identified	Target Date	Responsible Person
Governance			
1	Train TVET Staff including Instructors, Health and Gender Focal Points, Guidance and Counselling Staff on Disability Inclusion concepts and promoting non-discriminatory approaches towards persons with disabilities.	End of 2025	VET Management
2	Establish mechanisms for structured dialogue between TVET management and persons with disabilities as well as Government Ministries on how to address issues related to perceived stigma and discriminatory practices, and tracking progress made (e.g. Regular quarterly meetings or Workshops)	End of 2025	VET Management
3	Create a functional database of learners with disabilities which include a search system for learners with disabilities who dropped out of TVET courses. Data collected to be disaggregated by gender and disability type	TVET 2024-2025	TVET Administration and Education Coordination Team
4	Review annual TVET enrolment numbers, procedures and processes for strengthened disability inclusion. This will contribute to increasing enrolment and retention of learners with disabilities	Annually	TVET Administrator, Management Team and Guidance and Counselling Focal Points
Governance			
5	Make bathrooms accessible for wheelchair users	2024-2025	TVET Center Director
6	Train instructors on disability and non-discriminatory approaches	2025	TVET Management / Director
7	Review accessibility to all TVET infrastructure and services e.g. assess where barriers exist at entrances to the reception area entrances, classrooms, bathrooms	2024	TVET Director and Management

Table 4: Proposed Action plan produced by TVET and key stakeholders

No.	Actions identified	Target Date	Responsible Person
Partnerships			
8	Disseminate TVET calendars of registration dates and scholarship opportunities with persons with disabilities, local OPDs, NGOs, Caregivers of persons with disabilities and Community Leaders for increased enrollment of out of school youth and females with disabilities.	Annually	Educational coordinator and Guidance and Counselling Team
9	Create a student counseling room to provide Inclusive support to all learners including learners with disabilities in cases of abuse, gender-based violence, etc.	2025	TVET Center Director
Student Selection and Enrollment			
10	Dialogue with National stakeholders on how a scholarship and quotas system for learners with Disabilities can be introduced	2025	IFPELAC National level
11	Review and adapt TVET application and enrollment forms and processes to capture data on persons with disabilities in the TVET. N.B Data to be disaggregated by gender, disability type and should also state Reasonable Accommodation required by learners with disabilities.	2024 - 2025	
Curriculum planning, development, and implementation			
12	Training of TVET instructors and on disability inclusion approaches and how to teach diverse learners with disabilities	2025	TVET Director
13	Support curriculum review and pedagogy approaches for strengthened disability inclusion	2025	TVET Director
14	Provision of Reasonable Accommodation e.g. assess the needs of learners with diverse disability types	2024 - 2025	Educational Coordinator

No.	Actions identified	Target Date	Responsible Person
Preparing learners for disabilities and Employers for transition to work			
15	Organize seminars with Employers in private and public sector, in coordination with OPDs, to advocate for increased internship and employment opportunities for TVET learners with disabilities e.g. internships and after graduation sector.	Mid 2024	OPDs / IFPELAC
16	Train learners with disabilities and employers on concept on Reasonable Accommodation and how it should be provided. ¹		

¹ Within the framework of this programme ILO was supported to develop a Tool on Reasonable Accommodation and this Tool can be used by capacitate employers in both the public and private sectors

4 Conclusion and key recommendations

The Audit Tool helped to provide data to initiate dialogue on the sensitive topic of stigma and discrimination issues. Data on persons with disabilities is generally scarce but the Audit Tool helped to motivate the TVET instructors and managers, Government Ministries and OPDs to initiate dialogue on how to strengthen disability inclusion approaches in TVETs. A summary of key recommendations include the following:

- i.** Government and OPDs encouraged to jointly review current national Disability and TVET policies and frameworks to strengthen disability inclusive approaches .
- ii.** Promote more awareness raising on disability inclusion and non-discriminatory approaches towards learners and workers with disabilities in TVETs and communities. This will contribute to increased enrolment of learners with disabilities in TVETs.
- iii.** Introduce in and pre-service training on disability inclusive approaches for current and future TVET instructors. This will also strengthen inclusive pedagogical approaches.
- iv.** Review TVET teaching materials so that they are produced and disseminated in accessible formats to learners with disabilities.
- v.** Improve the physical accessibility of the TVET institution to better serve current and future learners and workers with disabilities. The Universal design should be adopted in TVET infrastructure renovations and new building projects.
- vi.** Strengthen TVET and private sector partnerships for learners with disabilities to access internships and employment opportunities after graduation so as to ensure smooth transition to the workplace. This will ensure that no persons with disabilities are excluded.
- vii.** TVETs to ensure that Reasonable Accommodation is provided to persons with disabilities so that no persons with disabilities are excluded from the institution's activities.
- viii.** Government ministries in charge of TVETs, Inclusive Education, Disability Rights, Labour and Gender encouraged to jointly dialogue on disability inclusion can be strengthened.
- ix.** Government at national level to consider how TVETs can formally engage OPDs at local level.
- x.** Government at national level to consider scaling up the use of this Audit Tool in all public TVETs across Mozambique public TVETs, as part of efforts of promoting disability inclusion and non-discriminatory approaches towards persons with disabilities



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