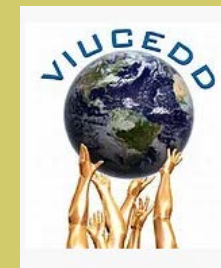
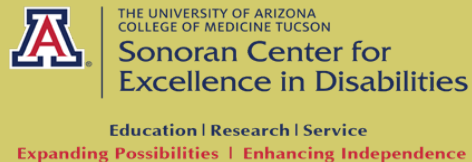
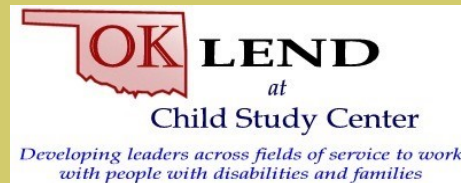


AUCD INTERNATIONAL FELLOWS: INCLUSIVE EDUCATION LEADS TO INCLUSIVE EMPLOYMENT



PROJECT PRESENTATIONS

Professionals Fellows Program– Inclusive Disability Education for Employment



By: Bijal Dipak Lal, Gwaliwa Mashaka, and Margo Izzo

Program sponsored by: U.S. Department of State Bureau of Educational and Cultural Affairs & Association of University Centers on Disabilities (AUCD)

Special Needs Education in Dar-es-salaam

- Separate Special Schools – Day or Boarding
- Al Muntazir Special Education Needs School (AMSEN) – Dar-es-Salaam, Tanzania
 - Private School – Per year: approx. \$1300, expensive!, some private sponsorship
 - Students – Approx. 78
 - Teachers – 9
 - Ages: 3 – 36
 - Transitions levels considering age and functioning levels



Special Needs Education in Dar-es-salaam

- My role:

- Seniors Class Teacher [Ages: 12 – 26]

- Primary goals: vary from teaching independence skills to potentially job skills



Education of Students with IDD in Tanzania

- No current available country data on IDD [That I am aware of]
- Prevalence and Incidence studies needed to adequately provide services
- **Avenues for Education:** If schooled: there are special schools, integrated and a few inclusive schools.

Education of Students with IDD in Tanzania

- **Avenues for Employment Training:** Very few Vocational Educational and Training Authority (VETA) centres are trained/prepared to cater to the varying IDD needs.
- **Avenues for Employment:** None that I am aware of, many individual projects/NGOs have initiated isolated projects.
- Is employment the only route to meaningful quality of life for students with IDD?

IDD in Tanzania:

- Most are hidden due to grave lack of understanding in the communities
- Rarely schooled
- Immense lack of infrastructure, lack of SEN teachers and therapists
- Lack of schools to accept these students – no Inclusion
- Lack of proper diagnostic tools [especially culturally relevant]

IDD in Tanzania:

- No plan for quality of life into adulthood or future independence
- Lack of community level acceptance
- No/Few employment opportunities [No specialized training facilities]
- Collectivistic culture benefits those that accept the condition
- Current rise in awareness of the conditions existence [yet highly misunderstood]

Academic & Independent Living Skills

- Initiated a mainstream program – Opportunities & Stigma
- My experience:
 - Low literacy rates despite high capabilities



Photocopying

Office Management Skills



Typing

Sewing Skills



Cutting



Sewing

Laundry Skills



Washing



Drying



Ironing



Hanging

Cooking Skills



Peeling



Cuting/Chopping



Cooking

Academic & Independent Living Skills

- My experience continued:
 - Parental Expectation: Varies but likely low
 - Independent Living Skill: Moving towards potential work skills



Photocopying

Office Management Skills



Typing

Sewing Skills



Cutting



Sewing

Laundry Skills



Washing



Drying



Ironing



Hanging

Cooking Skills



Peeling



Cuting/Chopping



Cooking

Statistics- Inclusive Employment in Tanzania

○ PwD in numbers:

- 7.8% of population have some activity limitation (Seeing, Hearing, Mobility, Self Care, Cognition, Communication) [2008 Tanzania Disability Survey]

- 4.2 million people living with disability in Tanzania [CCBRT, 2017]

○ Employability Law:

- Persons with Disabilities Act 2010 - Requires that all employers of a workforce of 20+ must hire at least 3% employees with disabilities.

Statistics- Inclusive Employment in Tanzania

- Employment Data – Private Sector [CCBRT, TUICO and Radar Development, 2010]
 - 3.1% of PwD receive income from paid employment.
 - 0.7% of employees in all surveyed companies employed PwD of some kind

Findings : Disability Challenges

Education:

Education is a key to the development people with disabilities" potential. The education policy emphasize the availability of early learning and basic education to all children and that children with disability will be given a priority. Despite this commitment the education system is inaccessible to children with disabilities.

Findings : Disability Challenges

Skills training:

Skills Training enable people with disability to work and lead an independent life. Skills Training Offered in vocational training centers for people with disabilities is inadequate and do not provide the competence required to enable people with disabilities work independently. Besides the training environment is not adequately accessible.

Employment:

Work is crucial for an individual's development and dignity, yet the majority of people with disabilities in the country live in poverty because they cannot access work due to their disability and competition in the labor market.

Findings : Disability Challenges

Accessibility:

Effective participation of people with disabilities in their community life largely depends environmental accessibility. The construction of public buildings, roads, playgrounds, and services does not take into consideration the needs of the people with disabilities thus making these facilities inaccessible.

Awareness creation.

Negative attitude of the society towards persons with disabilities is a barrier that limits their participation in activities. It is important that this negative perception is corrected by availing people with disabilities every opportunity that would ensure that they lead productive lives equal to the non-disabled.

Findings : Disability Challenges

Information sharing:

Information on available services is an important part of service provision to people with disabilities. The development of people with disabilities and their effective participation in the daily life of the community depends in large part on the information available to them. Unfortunately, the present service provision paradigm does not include sharing information to people with disabilities and their families.

THANK YOU! – Asanteni!

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INCLUSIVE EDUCATION ALYX MEDLOCK (NM LEND/TANZANIA)



Video: One female teacher standing and speaking in Kiswahili to a room with approximately 200 children. The children are between six and eight years old and seated at desks around the periphery of the room and on the floor in the center. They are attentive and focused on the teacher.

Tanzanian Fellow

- Isack Idama, International Fellow from Tanzania, came to New Mexico to learn more about inclusive education in the United States.
- Observations at schools and meetings with experts in inclusive education.
- Developed an outbound program.



Image: Man on tram with desert background.



Image: Man standing in front of an adobe church.

Identified Needs

- Pre-primary school newly mandated with expectation of inclusion.
- Overcrowding (200-300 pre-primary students in a classroom) makes differentiating instruction difficult.
- Some schools do not have pre-primary classrooms (children taught outside).



Image: Approximately 200 children seated at desks in on the periphery of a schoolroom and on the floor in the center of the room.



Image: Children standing in a circle outside.

U.S. Fellow

- 3-Day train the trainer workshop on Universal Design for Learning.
- Technical assistance follow-up at 5 schools near Dar Es Salaam.
- Met with disabilities organizations in Tanzania.



Image: People sitting at a U-shaped table looking at a woman presenting

Universal Design for Learning Workshop

- Day 1: Why is inclusive education important?
 - Inclusion is Important: Experiences of People with Disabilities
 - Universal Design for Learning Overview: New Assumptions
- Day 2: How do we create a more inclusive classroom?
 - Providing Visual, Auditory, Tactile & Movement Supports
- Day 3: How can we create a plan for an individual student with a disability?
 - Providing Multiple Means of Expression and Engagement
 - Individualized Education Plans

Workshop Outcomes: Quotes

- “Universal design reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress.” – Workshop Participant
- “The training was good because the facilitator introduced Universal Design. Inclusion is important to connect the community. Honors the fact that everyone has different strengths.” – Workshop Participant
- “[The workshop] enabled me to do a lot of activities, such as organizing tools and having children in an integrated class.” – Workshop Participant

Strengths

- All workshop participants generated teaching materials to support UDL.
- Excellent teaching strategies to support participation of all children.
- Creative use of materials to fit into classroom and curriculum.
- Children with disabilities integrated and participating.



Image: Teacher and students in a classroom standing behind a sheet laid on the floor with teaching materials.

Future Plans

- On-going technical assistance to workshop participants, supported by UNM and ADD International.
- Continued discussion around supporting inclusive education in Tanzania.



Image: Five people at a disability organization in discussions.

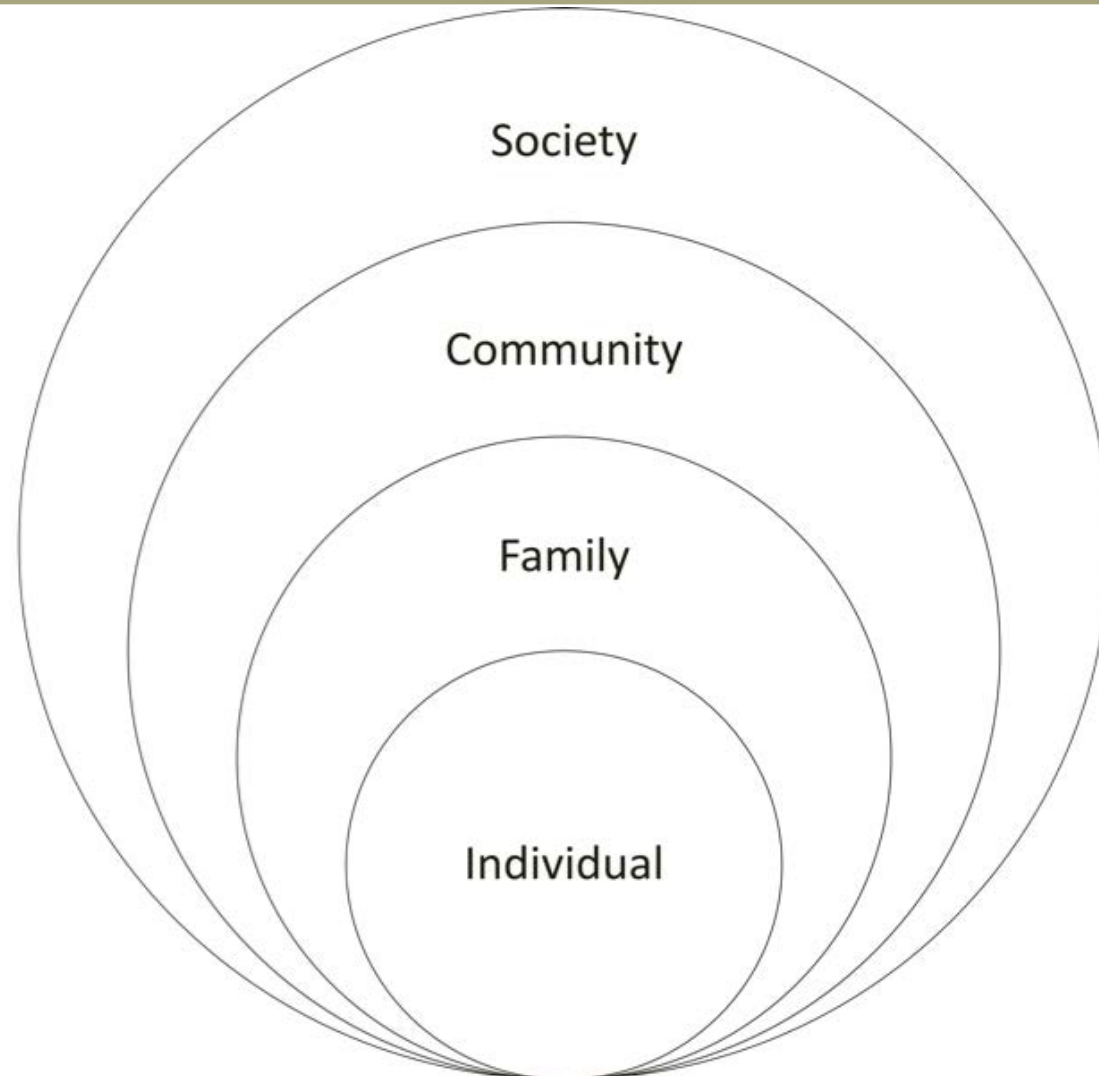
Alyx Medlock, M.S., CCC-SLP, Training Director, New Mexico LEND
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INCLUSIVE EMPLOYMENT MEGAN PETERS (OK LEND/UGANADA)



Image of four people sitting on chairs with arms around each other smiling. Buganda Disability Union executive committee with Megan Peters.

MULTILAYERED APPROACH



TRAINING AND PREPARATION

- 20 Scholarships secured for students with disabilities to attend trade school
- Labor officers from rural districts were informed about the scholarships



Images of a student receiving a certificate and students practicing sewing

COMMUNITY ENGAGEMENT

- Increase awareness about opportunities in the community
- Help families visualize positive futures
- Build support systems through family to family connections



Image of community members and professionals

CHALLENGES

Difficult environments



Challenges of daily life



Images of buildings and streets showing rough terrain and congested pedestrian and vehicle traffic.

POLICY-MAKERS



Met with policy-makers in district and national government offices

Met with officials for the Buganda Kingdom

Working toward increasing awareness and implementation of current policy



Images of meetings with officials

PROMOTING THE ISSUES



Meetings to promote awareness with employers

Engaging government and non-government organizations

Leveraging media outlets



Images of meetings with organizations, and media



Professional Fellows Program on Inclusive Disability Employment Uganda, Africa

Karen Heath, US Fellow

Jeremiah Lwebuga, Uganda Fellow



UAA Center for
Human Development
UNIVERSITY of ALASKA ANCHORAGE

AMAZING STORIES
BEING WRITTEN EVERY DAY.

Kampala, Uganda



Microentrepreneur Training

- Charcoal seller
- Small Grocery shop
- Electronics shop
- Tailor
- Fabric and sewing shop
- Vegetable seller
- Fast-food shop



Business Planning

- Elajah Tukundane
 - Fast Food Business
 - Started in 2019
- Goal to “scale-up” business

UAA UNIVERSITY of ALASKA ANCHORAGE
 Center for Human Development

Name of Entrepreneur TUKUNDANE ELAJAH

Interview guide for entrepreneurs in Uganda (make sure to get photo releases)

1) Tell me about your business. How long have you been in business? What are the products/services you sell? About how many hours per day/week do you work at your business? Is your business seasonal? If it is seasonal, what do you do on the off season? What is the goal of your business (how much money do you need to make, to provide products or services to your community)?

1 Fast food business @ Started in 2019 January. @ I sell chapatis, Rolex, half cakes, Samosas, plain eggs etc. @ I work full day (from 05:00 am to 11:00pm).

@ My business is not seasonal. It works every day, week, year.

@ The goal of my business is : I wish to get enough capital and run a wholesale shop.

@ I therefore need about ~~10~~ 30 millions to begin a wholesale shop.

1 - Rent - 3000,000f (6 months)	8 - Jerrycans of cooking oil 500,000f
2 - Fridge - 2000,000f	9 - Sandles, Saucapans, Basins, books, pencils, Polythene bags, Cosmetics, Baking powder, T. Paper, Padlocks, plastics, Stockings, Matchbox, Chewings, G-Nuts, Mineral water, transport, Loading & offloading
3 - Weighing scale - 180,000f	} 1000000f
4 - Sacks of posho, beans, rice, sugar, millet flour, cassava, salt etc } 500,000f	
5 - Cartons of wheat flour - 500,000f	
6 - Sodas (plastic & glass) - 2000,000f	
7 - Soap & detergents - 500,000f	

Visiting the Entrepreneurs in Nakawa Market

Nakawa Market



John Osire--Tailor



Visiting Nakawa Market

Hadijah Kyobijja—Fabric and Sewing Shop; Peter Balwane—Electronics Shop



John Busulwa –Vegetable Seller



Visiting Luzira Prison Estate

**Elizabeth Wamukulu—
Grocery/Sundries Shop**



Detailed Ledger



Elizabeth Wamukulu's Business

- To scale up her business she needs:
 - Bookkeeping training
 - Charcoal oven
 - Capital to purchase own kiosk (currently rents)
 - Transportation to buy goods to sell

Tour of Masanafu Child and Family Support (MCAFS) Vocational Training



- Vocational training center focused on Orphans and Vulnerable Children

Vocational Training Opportunities at MCAFS

Welding



Carpentry



Other vocational training opportunities

- Hair Salon
- Tailoring
- Motor Vehicle Repair
- Electrical Installation
- Agriculture
- Bricklaying

US Embassy Meeting

- Conversation focused on:
 - Kyombogo University Disability Program
 - Opportunities through US Scholar Program
 - Fellows Projects



Other Engagement

- Humanity and Inclusion
- Kyombogo University
- Source of the Nile Union of Persons with Albinism
- Legal Aid for Persons with Disabilities

Peter Ogik-Uganda Fellow



And since returning to the other side of the world

- Jerrie and I are developing MOAs
 - Collaboration between CHD, Frontier Impacts, and MCAFS AND Collaboration between CHD, Finding XY, and Frontier Impacts
- We are still searching for viable partnerships for his solar tricycle idea
- Returning in April 2020 to continue work

Thank you

Karen Heath

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Facebook: www.facebook.com/alaskachd

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SUMMARY OF PROJECTS

PROMOTING INCLUSIVE EMPLOYMENT IN HOST COMMUNITIES IN DADAAB REFUGEE CAMP



1. Trainings

Inclusive strategies for promoting employment

2. Academic Collaborations

Jomo Kenyata University

Kenya Medical Training College (KMTC)

Kenya Occupational Therapy Association



Nairobi, Kenya 2019 PPF-ID Trip - Kimberly Mills - VICUEDD



- Training
- Technical Assistance
- Business Development
- Fellowship



PROMOTING INCLUSIVE EMPLOYMENT AND SELF-ADVOCACY

Group training with Cheshire staff

Dr. Jerry R. Alliston visited Nairobi, Africa with Vincent Ogutu with Cheshire Disability Services Kenya



INSTITUTE FOR DISABILITY STUDIES
THE UNIVERSITY OF SOUTHERN MISSISSIPPI



Meeting group leader



Meeting with inclusive group of emerging leaders

Inclusive Education Resources for Teachers: Goodluck Chanyika, Tanzania



Inclusive Employment in Higher Education: Ines Kajiru, Tanzania



THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON
**Sonoran Center for
Excellence in Disabilities**

Education | Research | Service
Expanding Possibilities | Enhancing Independence



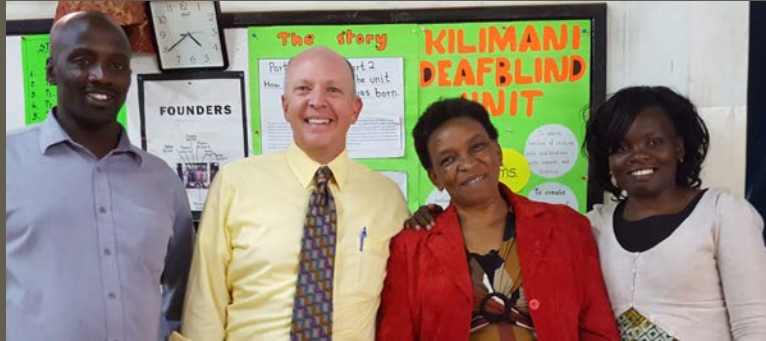
EARLY INTERVENTION FRAMEWORK



Rural Institute
For Inclusive Communities



STUDENT CONNECTIONS





Inclusive Education Teacher Capacity Building Kenya Institute of Special Education (KISE)



Kenya Institute of Special Education



NDCPD
Minot State University
Center of Excellence

From Michigan to Peru, the “Possibilities” Video Series: Building Inclusive Education and Communities

(Posibilidades en español)

Serie de videos Posibilidades- Abby



Lino y Katty



Eugenio



Jonatan



Michigan Developmental
Disabilities Institute



WAYNE STATE UNIVERSITY



<https://ddi.wayne.edu/>

<https://www.warmakunahope.org>

CHALLENGES, SUSTAINABILITY, AREAS
OF IMPROVEMENT, NEXT STEPS