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Multi-Country Programme Full Proposal

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| **Title of the programme** | **Ending Stigma and Discrimination, Breaking the Cycle of Poverty and Marginalization of Persons with Disabilities** |
| **Countries** | Africa – Mozambique, Namibia, Tanzania, and Zimbabwe |
| **Duration (max. 24 months)** | 24 months |
| **Total Budget (including 7% indirect costs)** | 500,000 USD |
| **Implementing UN Organizations** | UNESCO and ILO |
| **Other implementing partners** | Organizations of Persons with Disabilities, TVET and Tertiary Education Institutions, Employers and Workers Organizations |
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# Executive summary

Persons with disabilities, particularly women, face enormous attitudinal, physical and informational barriers to equal opportunities in the world of training and work. The biased socio-cultural, medical and religious lens provide fertile ground for them to be generally perceived as unproductive and unfit to access education and training and to compete in the labor market, thereby perpetuating the cycle of poverty and exclusion.

This project aims atdeveloping a collective understanding of the stigma and discrimination patterns in the Technical and Vocational Education and Training (TVET) institutions and among the employers, thereby laying grounds for action to fight such a widespread phenomenon. The TVET institutions and learning environments, as well as enterprises more inclusive, as both are important levers of emancipation.[[1]](#footnote-1)This will be accomplished by the development and testing of three tools in the four participating countries, with exchanges of experiences and lessons learnt. The tools include (i) a participatory Disability Audit tool that will assist TVET institutions and employers in tracking and documenting the shift in attitudes and perceptions, (ii) a Government Mechanism for Dialogue between TVET institutions and Employers’ organizations that should encourage collective commitment towards disability inclusion; and (iii)Practical and user-friendly Guidelines for Reasonable Accommodation in TVET institutions and employers’ organizations. A particular attention will be paid to shedding light on how the intersectional discrimination between disability, gender, and poverty influences the generation and perpetuation of stigma and discrimination.

The programme intends to contribute to ending harmful prejudice and stereotype of persons with disabilities as unproductive members of the society, by deconstructing steretypes by means of evidence-based research, practical tools on reasonable accomodations, social inclusive dialogue, and piloting of inclusive models in TVET institutions. The stereotypes that will need to ba addressed include perceptions and beleiefs that it is too expensive to accommodate persons with disabilities in TVET programs / employment, other workers will be burdened with additional work if you hire someone with a disability, women with disabilities are worth less than men with disabilities or workers without disabilities, etc.

# CONTEXT AND RATIONALE

#### 2.1 CHallenges

Persons with disabilities are more likely than persons without disabilities to be unemployed, underemployed or economically inactive. Where they have participated in TVET, it is often in segregated settings where courses are frequently not linked to labor market demandsor at a standard lower than that required by employers. And where they are employed, workers with disabilities are more likely to be in low-paid jobs with poor promotional prospects and working conditions.[[2]](#footnote-2) The main problem therefore consists in the cycle of poverty in which persons with disabilities find themselves in, because of a vicious circle between stigma and discrimination, denial of access to TVET and employment, marginalization and poor quality of life, etc.

In general harmful cultural, religious beliefs and social and institutional/systemic prejudices and stereotypes in Mozambique, Namibia, Tanzania, and Zimbabwe represent a major barrier for persons with disabilities to access TVET programmes and employment. Coupled with a lack of accessible infrastructures and dedicated provisions in education institutions and workplace, this has caused exclusion of persons with disabilities from the whole education and skills cycle and the formal labour market. This is true in particular for women and girls with disabilities whose families tend to be more protective, in the face of persistent discrimination and gender-based violence in the society. In Zimbabwe, a livelihood survey conducted by Leonard Cheshire Disability shows that 57% of the interviewed women have never worked, against 43% for men (150 interviewees, 50% women).[[3]](#footnote-3) The great part of respondents (62%) recognize discrimination, stigma, attitudes and stereotypes as the main problems in accessing job. In Tanzania for instance, more than 90% of 15-29 years old have never attended school,0,2% of women with disabilities have completed their tertiary education,[[4]](#footnote-4) and so, only 3.1% receive income from paid employment.[[5]](#footnote-5) In Namibia 41% of females and 37% of males with disability never attended school, and the unemployment rate of persons with disabilities is 39%, compared to the national unemployment rate of 28%.[[6]](#footnote-6)

The weak understanding of disability rights and inclusion concepts and standards is commonplace. Mainstream TVET institutions do not take active and systematised steps to include persons with disabilities in their programmes (at all levels – out-reach, admission, curriculum, infrastructure), and persons with disabilities are placed in training or jobs based on their disabilities, not their abilities and interest. Specialised skills development centres hosted in associations or by the government have been the historical pathways for persons with disabilities, essentially in handicraft and sewing. In concrete terms, the absence of tangible reasonable accommodation modalities in TVET institutions and Employers’ organisations and firms has locked the latter in a cycle of stereotype and exclusion of persons with disabilities, with the assumption that at best persons with disabilities can only create their own informal employment but cannot find a job in the private or public sector. Also there is a general assumption that recruiting persons with disabilities require more resources and investment, demands more efforts from the institutions, and may hamper productivity.

Lastly, despite the existence of a national disability policy and bill, an inclusive education strategy, and a Labour Act in all four countries and an or Affirmative Action Employment Act in Namibia, the enforcement of these instruments has been weak, the stigma and discrimination aspect not analysed per se and integrated in the strategies, and the national actors have been working in silos. As long as these institutions and OPDs do not dialogue and learn from each other on piloting concrete reasonable accommodation modalities and affirmative action agreements, the society will continue to perpetuate the stereotype of persons with disabilities being unproductive and incapable.

#### 2.2 Rationale and Opportunities

The gap is triple. Firstly, the existing initiatives on TVET overlook the disability inclusion dimension, and have no dedicated target/objective on the matter, or only focus on accessible infrastructure while ignoring the attitudinal barriers and the broader reflection on reasonable accommodation across the board. Secondly, there is no systematic and organized dialogue/partnership between the TVET institutions and the employers and their organizations when it comes to integratingpersons with disabilities in training programmes and employment. Lastly, there are few initiatives explicitly addressing the issue of stigma and discrimination by leveraging on skills development and employability of persons with disabilities.

The programme will build on the achievements, networks, and momentum of the existing endeavors led by UNESCO and ILO in the four countries. In Zimbabwe, UNESCO has produced a qualitative study on the social stigma and cultural norms in the framework of a UNPRPD-funded project,[[7]](#footnote-7) is supporting the national institutions in fighting GBV and discrimination against girls and women with disabilities within the Spotlight Initiative, and has very strong partnership with the networks of OPDs and the national institutions. At present, the government is in the process of validating a national disability policy, and one of the key priorities is to set up a national agreement framework whereby TVET institutions and the Employers Organizations would facilitate the employment of persons with disabilities.

In Mozambique,[[8]](#footnote-8)the Government is working on a Disability Bill for the Council of Ministers and Parliament for consideration and approval.The programme can leverage on the upcoming consultations, as well as the support UNESCO provides to the government to roll out its Inclusive Education Strategy (2020-2029) through teacher training programmes. UNESCO’s partner, the association Artedif, will be mobilized to expand its initiative on TVET in the service of handicraft production by women and men with disabilities, which benefited from the support of UNESCO and the Norwegian Agency for Development. Lastly, the programme will synergize with the UNESCO-led intervention supporting persons with albinism, and with the Italian AIFO association within its project “Trajectories of Inclusion of Persons with Disability in Mozambique”, aimed at making TVET institutions in Maputo and Cabo Delgado provinces more accessible.

In Namibia, the UN and the Office of the President, Disability Affairs and other OPDsare implementing a project on Strengthening Integrated Systems to Promote Access to Services for Persons with Disabilities.[[9]](#footnote-9)The UN is also piloting a Project for Skills Development and Innovation in Rural Areas of Namibia, with the Ministry of Higher Education, Training and Innovation, aimed at improving and expanding the current TVET programmes to rural areas in Namibia, linking the skills acquired to nationally agreed human resource development targets and existing TVET programs, unit standards and qualifications; and access to decent work opportunities.

In Tanzania, this programme will articulate with the “Better Education for Africa’s Rise (BEAR) II”[[10]](#footnote-10)project, and aimed at providing young people a better chance to access decent employment and/or generate self-employment. Also the UN Joint Project on Albinism has created a good networks of OPDs that will be leveraged in this programme.

# PrOGRAMME APPROACH AND EXPECTED RESULTS

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#### 3.1 ProgramME IMPACT

The programme intends to contribute towardsending harmful prejudice and stereotype of persons with disabilities as unproductive members of the society. It will do so by developing practical and innovative tools that will help TVET institutions and employers fight against stigma and discrimination, commit towards disability inclusion, and exchange practices and policies.

The impact of the project will be measured against (i) the evidence of tangible shifts in attitudes and perceptions among the personnel of TVET institutions and partnering firms; (ii) the commitment of the latter towards disability inclusion as expressed in their vision, procedures, and practices; and (iii) the existence of a fluid dialogue and learning process between the different actors, knowingly the responsible government departments, the TVET institutions, the Employers and their Organizations and the OPDs.

Overall, the programme will complement the respective governments’ efforts in accelerating the CRPD implementation around:

* *Article 6 (Women with Disabilities)*
* *Article 8 (Awareness Raising)*
* *Article 24 (Education)*
* *Article 27 (Work and Employment)*

#### 3.2 OUTCOMES

The programme’s intended outcomes are the following:

1. The TVET institutions, Employers and Employers’ organizations fully understand the key concepts and standards of disability rights and inclusion, are aware of the existing stigma and discrimination patterns, and act to shift the perception and attitudes of their personnel vis-à-vis persons with disabilities. This requires systematic awareness-raising of the TVET administration, leadership, faculty, and students, as well as HR officers, CEOs and staff of firms, led by OPDs and persons with disabilities themselves. Government’s leadership in setting up dialogue mechanisms between the responsible government departments, the TVET institutions, the Employers and their Organizations and the OPDs will be key in casting a shared and collective vision and commitment to fight stigma and discrimination.
2. The policy inertia and the deep-rooted social stereotypes are unblocked by bringing afore convincing good practices of reasonable accommodations in TVET institutions and Employers’ organizations and firms. Considering the historical deep-rooted stigma and stereotyping of persons with disabilities as unproductive individuals, the high-level normative frameworks have to be supported by concrete models and practices that can be tested on the ground. The involved actors will need a practical accompaniment with precise guidelines on the reasonable accommodation modalities and tested practices that could efficiently deconstruct assumptions and prejudices on the unaffordability of reasonable accommodation. Targeting good willing employers and TVET institutions to lead as role model for social change will highly contribute to break the cycle of stigma and discrimination at large in the society.

#### 3.3 APPROACH

To achieve the above-mentioned outcomes, the project will place a particular attention to the following approaches:

* + - 1. **Participatory approach**, placing OPDs at the forefront of knowledge production, models/tools development, and advice to institutions. The hypothesis of the project is that OPDs – despite their limited capacities depending on the contexts – are the most aware and alert of the kind of stigma and discrimination that are affecting their constituencies. They will be therefore considered as the main resource organizations in mobilizing the networks of persons with disabilities, diagnosing the main patterns of stigma and discrimination, advising on reasonable accommodation, etc. The project will serve as a unique platform whereby OPDs will be capacitated according to their needs in the various domains of intervention of the project; they will also be actively involved in policy dialogues with the national, TVET, and employers’ institutions, thus enhancing their legitimacy as CSOs.
      2. **Dialogue for influence approach**. In the area of TVET and employment system, it is very important to foster exchanges of views and practices between the different actors, for two reasons. Firstly, advancing disability inclusion in TVET institutions and in employment is often about taking concrete steps in changing the existing processes and daring to try new practices; therefore, lessons learnt from concrete examples of non-discrimination practices on the ground and between the four countries will be catalytic. Secondly, the dialogue between TVET/Employment system and their joint commitment for inclusion and non-discrimination are essential to opening systemic pathways for persons with disabilities, from the skills development to the employment stages. On the long terms, it is believed that the good pilots and practices can positively influence governments to enact/enforce the Employment Equity policy or the Inclusive Education strategy.
      3. **Multicountry approach**. Since this project aims at piloting new tools and documenting their impacts, it will be extremely important to allow a continuous cross learning process between the actors involved in the four countries. The four countries of the AU and SADC member States, adhering to the AU Agenda 2063 and the Protocol to The African Charter on Human and Peoples’ Rights on the Rights of Persons with Disabilities in Africa (African Disability Rights Protocol) that aims to promote, protect and ensure the full and equal enjoyment of all human and people’s rights by all persons with disabilities, and to ensure respect for their inherent dignity. The exchanges of practices and learning process around the piloting of the three tools envisaged in this project will lay solid foundations for engaging broader discussion with the SADC Secretariat and Member States on the enforcement of the above-mentioned Protocol’s Article 3 that calls for Non-discrimination, full and effective participation and inclusion in society and equality of opportunity for persons with disabilities.

| **Impact (in 5 years after start date of project implementation)** | **Baseline** | **Target** | **Means of Verification** |
| --- | --- | --- | --- |
| **The rights of all persons with disabilities including equal rights to emplyments and TVET , are fully respected, protected and fulfilled, and all persons with disabilities fully and equitably participate in society** |  |  |  |
| **SDGs Indicators** |  |  |  |
| 4.3.3 Participation rate of persons with disabilities in technical-vocational programmes (15- to 24-year-olds) by sex | TBC | TBC | TBC |
| 8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities | TBC | TBC | TBC |
| 10.3.1: Percentage of the population reporting having personally felt discriminated against or harassed within the last 12 months on the basis of a ground of discrimination prohibited under international human rights law | TBC | TBC | TBC |
| **Outcome/Output** | **Baseline** | **Target** | **Means of Verification** |
| **1. The TVET institutions, Employers and Employers’ organizations are aware of the existing stigma and discrimination patterns and equipped with the knowledge and adequate dialogue platforms to advance disability inclusive TVET systems and employment.** |  |  |  |
| **Outcome 1 Indicators** |  |  |  |
| # of TVET institutions and employers reporting increased knowledge and capacities to design/reform and deliver inclusive policies and systems (disaggregation by stakeholder Gov/ UN/OPDs/other).  # and % of TVET institutions and employers that have developed and/or strengthened national guidelines, protocols, and/or standards to design or implement policies and systems in the areas of TVET and employment.  # of TVET institutions and employers that undertook multi stakeholder capacity building initiatives on disability inclusive policies and systems in the areas of TVET and employment. | *0*  *0*  *0* | *At least 2 TVET institutions and 1 Union or Employer’s Federation per country* | Relevant official documents and communication *;* Official communication; ToRs of monitoring commitees *; t*he Audit findings after iteration. |
| Outputs Indicators |  |  |  |
| **Output 1.1 - Capacity of TVET institutions, Employers and Employers’ organizations is enhanced to develop gender-responsive and disability inclusive policies and systems to fight stigma and discrimination.**  # of trainings developed and delivered to raise awareness on Stigma and Discrimination, Legal and Policy frameworks, and Lived experience of persons with disabilities (including specifics modules on women with disabilities and underrepresented groups needs and rights), in support national CRPD /inclusive SDG implementation.  # of participants (disaggregated Gov/UN/OPDs/other)(disaggregated by sex) participating in capacity building activities.  # of persons with disabilities (disaggregated by sex, geographic location (rural/ urban) and type of disability) participating in capacity building activities. | *0*  *2 Umbrella bodies and a network of 20 OPDs in Zimbabwe*  *300 in Zimbabwe* | *At least 3 per country*  *At least 100 per country*  *At least 100 per country* | *Concept notes and programmes; presentations; pictures.*  *List of participants; pre/post questionnaires*  *List of participants; pre/post questionnaires* |
| **Output 1.2 – TVET institutions, Employers, Employers’ organizations, and Government revise or develop and implement policy frameworks and procedures to fight stigma and discrimination, and promote equality and non-discrimination,** **based on CRPD standards, and translate them into plans as relevant.**  # of newly produced, reviewed, or reformed policies, regulations (notably on reasonable accommodation), or procedures in relation to inclusive TVET systems and labour policy, disaggregated by type (disability specific /mainstream), precondition,[[11]](#footnote-11) and type of change (reviewed developed or strengthened).  # of developed/strengthened multi-stakeholder coordination and dialogue mechanisms in TVET institutions, Employers and Employers’ organizations supporting policy and plans changes and implementation (disaggregation by stakeholder Gov/ UN/OPDs/other).  # of organizations of persons with disabilities taking part in consultation processes related to TVET and labour policy changes, disaggregated by kind of organization of persons with disability, constituency represented among persons with disabilities and geographical location. | 0  0  LCD Zimbabwe | At least 2 frameworks in TVET institutions and 2 in Employers/ Employers’ organizations per country  At least one per country  At least one Umbrealla body and 5 OPDs | Developed or revised documents; Minutes of meetings;  ToRs; list of members; minutes of meetings  List of participants; Minutes of meetings |
| **Outcome** |  |  |  |
| **2. The TVET institutions, Employers and Employers’ organizations use the adequate tools, guidance, and platforms for exchanges of practices to create positive changes in attitudes and perceptions that are conducive to inclusive and non discriminatory TVET systems and services.** |  |  |  |
| Outcome 2 Indicators |  |  |  |
| # of TVET institutions, Employers and Employers’ organizations with inclusive and gender-responsive service delivery systems and processes to fight stigma and discrimination.  # of newly established mechanisms supporting formal participation of OPDs to support CRPD implementation in relation to inclusive TVET systems and labour.  # of platforms allowing effective learning process and exchanges of good practices on inclusive TVET and employment.  # of capacity building activities directed at women and girls with disabilities on their rights and requirements (number of participants, disaggregated by age, disability and geographical location). | *0*  *0*  *0*  *At least 20 in Zimbabwe* | *At least 2 TVET institutions and 1 Union or Employer’s Federation per country*  At least one per country  *At least 2 for the project*  *At least 10 per country (at least 50 women and girls per country)* | *Approved documents on regulations and processes; testimonies from beneficiaries*  ToRs; list of members; minutes of meetings  *Links; minutes of meetings; ToRs; communications between beneficiaries*  *Concept notes and programmes; list of participants; pictures; news* |
| **Outputs Indicators** |  |  |  |
| **Output 2.1 - Knowledge products and tools developed and piloted, particularly to address gaps on the preconditions to implement CRPD and disability inclusive SDGs in relation to inclusive TVET systems and labour**  # of knowledge products (disaggregated by product: tools, guidelines, protocols, reports) developed, piloted and disseminated to the relevant stakeholders to inform inclusive practices and fight stigma and discrimination  # of knowledge products developed that address gaps related to inclusion of women and girls with disabilities and underrepresented groups of persons with disabilities  # of OPDs involved in developing and testing of knowledge products (disaggregated by product tools, guidelines, protocols, reports) and benefitted from related capacity building activities (type of activities[[12]](#footnote-12)) disaggregated type of representation of participatingOPDs (disaggregated by type umbrella- disability specific- women-other).  # actors involved in developing and testing of knowledge products (disaggregated by product tools, guidelines, protocols, reports) disaggregated by actor (GOV/NGOs/Other) | 0  4 in Zimbabwe  *2 Umbrella bodies and a network of 20 OPDs in Zimbabwe*  0 | At least 3 modules contextualized to each of the countries  At least one module per country  At least one Umbrealla body and 5 OPDs  At least 2 GOV institutions, 2 TVET institutions, 1 Federation of Employer’s organisations, and 5 OPDs | Modules; publications; presentations; videos  Modules; publications; presentations; videos  List of participants; minutes of meetings; news and testimonies  List of participants; minutes of meetings; news and testimonies |
| **Output 2.2 - Evidence generation, learning and exchange mechanisms are developed and functional, based on country level experiences, to increase understanding and inform innovative practices.**  # of reports, case studies and/or other sources of evidence generated on the processes put in place by the project, to allow peer learning within and between the countries involved.  # of reports, case studies and/or other sources of evidence addressing the situation of women with disabilities and underrepresented groups of persons with disabilities  # actors involved in learning and evidence generated to inform inclusive policies and systems disaggregated disaggregated by actor (GOV/OPDs, NGOs, media, etc).  # of established mechanisms/instances promoting learning and exchange across countries (disaggregation by region/ group of countries/ theme and participants (disaggregation by sex, disability, representation of OPDs, UN , GOV/other) | *0*  *0*  *0*  *0* | *At least 10 per country*  *At least 3 per country*  At least 2 GOV institutions, 2 TVET institutions, 1 Federation of Employer’s organisations, and 10 OPDs  *At least 2 structured platforms for the projects and 5 initiatives per country* | *Synthesis of pre/post questionnaires; testimonies and recordings; case-studies; recommendations*  *Synthesis of pre/post questionnaires; testimonies and recordings; case-studies; recommendations*  List of participants to events or webinars; minutes of meetings; news and testimonies  *Links; minutes of meetings; ToRs; communications between beneficiaries* |

# 5.Knowledge management AND CAPACITY BUILDING

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#### 5.1 KNOWLEDGE GAPS TO BE ADDRESSED

At the macro level, the programme will set up a Regional Advisory Group that will help develop, monitor, and document the learning process around the three tools that will be elaborated. The first task of this Group will be to define and detail the learning questions that will guide the documentation of the pilots. The main areas of enquiry include:

For the Dialogue Committee:

* What has caused the policy inertia in the domain of Inclusive Education and Labour?
* To what extent this Committee be integrated and synergize with the various Task Force and Committees already in place in the disability sector?
* What are the resistance and challenges in the review process of the key procedures and policy documents of the TVET and Employers’ institutions?
* What changes occurred or were observed as a result of the tool? (even small changes, including policy changes, changes in attitudes, increased knowledge, etc.)
* What recommendations could you make to make the tool more successful in the future or in other contexts (e.g., next steps or challenges to overcome)?

For the Audit Tool:

* How can the tool ensure free speech and testimonies from the different actors?
* Has the tool managed to highlight the implicit patterns of stigma and discrimination?
* What were the major attitudinal blockages and obstacles that, prevent persons with disabilities to access training and employment? How has the tool succeeded in addressing these blockages and obstacles?
* How can the confrontation between the perceptions and external stigma on the one hand, and the internalized stigma and actual abilities of persons with disabilities on the other, be optimized towards identifying solutions to fight stigma and discrimination?
* What approaches, adaptations, or activities contributed to the success of the tool? (Be specific, e.g., we delivered the tool at the start of the program)

For the Guidelines on Reasonable accommodation:

* What type of resistance/narrative do the Guidelines face from the side of the CEOs, HR Officers, Teachers, Curriculum Developers, and Directors?
* What were/are the challenges in implementing this tool?
* How has the Guidelines facilitate the compliance with the existing policies on Inclusive Education and Labour?
* Are TVET and Employers’ institutions willing to listen to and be advised by OPDs on a regular basis?
* What approaches, adaptations, or activities contributed to the success of the tool? (Be specific, e.g., we delivered the tool at the start of the program)

The project will use the following strategy to document and capture the learning process and exchanges of practices:

1. At the national level, Implementation partnership agreement with OPDs to capture and document the process. OPDs will be actively involved as lead across several activities around dialogue engagement, and tool design and testing. In doing so, their terms of reference will include documenting and reporting on the outcomes, sharing lessons learnt during workshops and seminars, and refining the tools accordingly with the recommendations from the various stakeholders.
2. Within the TVET and Employers’ institutions, the project will make attempts to set up S&D monitoring mechanisms, that could reiterate the Audit tool administration and analysis to assess the shift in perceptions and attitudes, and document the implementation of the Guidelines on Reasonable Accommodation. In so doing, the project will anchor processes and mechanisms within the institutions, in order to ensure systemic and corporate reporting on regular basis.
3. At the regional level, multicounty platform of exchanges will be set up to allow regular exchanges of experiences and practices on the tools developed. The national stakeholders (TVET, Employers, OPDs, Government) in the four countries will be invited to exchange their practices and lessons learnt on multicounty platforms that will include the project’s Regional Advisory Board meetings, series of thematic webinars, and[UNESCO MOST Inclusive Policy Lab](https://en.unesco.org/inclusivepolicylab/). This is where the project will advocate for policy reform/review on the basis of good practices that will have been tested on the ground.

UNESCO and ILO will also assess, at the start of this programme, the knowledge gaps in their current programmes on disabilities, TVET and Employment, in order to find the most strategic entry points for this programme to develop catalytic interventions for disability inclusion. This includes for instance the Project for Skills Development and Innovation in Rural Areas of Namibia whereby UNESCO is accompanying Ministry of Higher Education, Training and Innovation, to improve the current TVET programmes to rural areas in Namibia, as well as the ongoing validation process of the National Disability Policy in Zimbabwe where this programme will aim at concretizing a strategic partnership between TVET institutions and Employers and Workers’ Organizations.

#### 5.2 TOOLS TO BE DEVELOPED

A set of three tools will be used and tested to combat the above-mentioned disability-based stigma and discrimination affecting the TVET / employment system.

The first tool will aim at securing an in-depth common understanding and diagnosis of the disability-based stigma and discrimination affecting the TVET / employment system. This will take the form of an *ad hoc* Dialogue Committee on Fighting Stigma and Discrimination initiated by the project with the support of the Disability Department in the relevant Ministry[[13]](#footnote-13), convening the national institutions in charge of TVET and Labour, the TVET institutions, Employers and their organizations, and the OPDs around the table. The primary mission of this Committee will be to (i) raise awareness and sensitize its members on the stigma and discrimination patterns in the TVET and Employers institutions; and (ii) elaborate on the potential solutions for overcoming barriers and setting corporate commitments for including persons with disabilities in the skills development programmes and employment. A model will be developed whereby the priority will be given not to a bureaucratic representation of all sectors, but to actors’ eagerness to test innovative approaches; the OPDs will play a leading role in facilitating the learning process, drawing on their experiences with their constituencies in the communities; and the meeting and working modalities of the committee (to be defined in clear Terms of reference) shall allow and encourage agility, pro-activeness, and endeavors of the involved actors. The Dialogue Committee shall address the key topics that can transform procedures, attitudes, and the corporate culture towards more inclusiveness. This includes the issues of fear and stereotypes vis-à-vis persons with disabilities in the domain of work and education, the freedom of choice and the differentiated abilities of individuals, the legal and normative frameworks pertaining to labour and education and training, the intersectional discrimination between disability and gender, and the scope of reasonable accommodation (out-reach, admission, curriculum, students-students-teachers relationships, infrastructure; human resources policies, working hours, salaries, internships, etc.). On the medium term, this Dialogue Committee should facilitate the design and setting up of non-discriminatory and proactively inclusive procedures and practices in TVET institutions and Employers’ and Workers’ Organizations. Such mechanisms will be adapted to each specific setting, and assorted with a communication tool that should help TVET institutions, Employers and Employers’ organizations improve their internal communication on disability inclusion and outreach to persons with disabilities.

The second tool will be a Disability Audit model assorted with a Sensitization Training Series addressed to the different target groups in TVET institutions, firms and employers’ organizations. The originality of the Audit tool will reside in its focusing on documenting and measuring the attitudes and perceptions of TVET and employment actors’ personnel with regard to persons with disabilities. This will not be used as a sanctioning tool, but as a tool that generates evidence and serves as an entry point for dialogue (in linkage with the first tool) among the personnel of TVET institutions and of employers, as well as between these two actors. The aim of the Audit tool will be to collect and compare evidence over time, on the way TVET and employment actors’ personnel and constituencies understand stigma and discrimination on the one hand, and equal access and free choice on the other. It will also identify the major blockage and obstacles that, according to them, prevent persons with disabilities to access training and employment. Aset of questions will be posed to persons with disabilities as well,[[14]](#footnote-14) in order to confront the data, dialogue around demystification, and formulate potential ways of reviewing TVET programmes and employment policies that will be free of disability-based stigma and discrimination. The nature and scope of topics that will be addressed in the Audit tool will be primarily qualitative, looking both at the commonly shared perceptions and attitudes across the target groups, and the specific bias and stigma in the area of human resource management, curriculum design, students/students/teachers’ relationship, admission, outreach and communication, evaluation, etc. From the perspective of the persons with disabilities, the audit will assess the external stigma and discrimination (verbal and physical abuses, denial of free choice or information, exclusion from social gatherings, overprotection by families, patriarchal and gender norms, etc.) as well as the internalized stigma (feeling of worthlessness, feeling of shame, lack of confidence to apply for jobs or training programmes, fear of peer judgement, etc.).[[15]](#footnote-15) From the TVET/Employers’ perspectives, the survey will also look at the general perceptions and beliefs, and attitudinal barriers in relation to changing policies, laws, and internal rules, providing reasonable accommodation, persons’ with disabilities’ social integration and economic productivity, etc. The Sensitization Training Series will be designed using the Audit findings and tailored to the specific target groups in TVET and employers’ institutions, with the aim of shifting the perceptions and attitudes towards persons with disabilities. On top of the specific topic addressed to each target group, the series will include basic modules on Myths and Prejudices; Actual Abilities vs Disabilities; Free Choice and Fundamental Rights; and Legislation and Reasonable Accommodation.[[16]](#footnote-16) This tool will make specific provisions – with the support of disability experts, Unions, and academia – for OPDs to lead and engage in conducting the survey, interviews, and dialogues with the different actors at the different stages of theprocess.

The third tool builds on the understanding that the denial of Reasonable accommodation is in fact a form of direct discrimination.Therefore, there is a need for a Government-issued Practical Guidelines for Reasonable Accommodation that aims at unblocking the policy inertia in promoting access of persons with disabilities to TVET programmes and employment. Such a practical guidance for understanding and implementing Reasonable Accommodation will be closely linked to the existing national laws and policies, andhelp to ensure that the latter is realized and enforced in concrete terms. The purpose of the guidance is to deconstruct the common belief that reasonable accommodations are costly, provide clear national interpretation based on international standards, and suggest possible concrete arrangements and accommodation of the procedures and practices, identify the catalytic arrangements that need TVET institutions’ and Employers’ ad hoc partnerships, and share some good practices in the various domains with the responsible officers and professionals (TVET admission, curriculum, outreach, evaluation; Job recruitment process, working time, physical access, social benefits, etc.). The guidance will specifically address the application of reasonable accommodations for women with disabilities and other underrepresented groups of persons with disabilities (e.g., in case studies,ability assessment, resource assessment, etc.). Such guidelines are much needed to deconstruct stereotypes and assumptions, offer practical tips and possible models, and eventually transform corporate culture in both institutions. This tool will be designed in very close consultation with the different stakeholders involved in the various domains, draw from the OPDs’ direct engagement with persons with disabilities themselves, and discussed and arbitrated in the Dialogue Committee (Tool 1). Where possible, the tool will be integrated into a monitoring mechanism that will help assess the actors’ efforts in fighting stigma and discrimination and in applying reasonable accommodations.

#### 5.3 KM OUTPUTS

Please list all outputs and activities in the table below.

|  |  |  |
| --- | --- | --- |
| **Output** | **Activities** | **Partners Involved** |
| 1. Set of learning questions for capturing learning on KM tools and best practices. | 1. Defining detailed learning questions of each of the three tools, with specific target groups that will develop, and test the KM tools. | Regional Advisory Group, TVET institutions and Employers and workers organizations, OPDs. |
| 2. Mapping of the existing tools to identify and fight stigma and discrimination. | 1. Conducting a desk-review and analysis of the existing tools, especially learning from the tools in the domain of HIV. 2. Workshops to identify the main entry points/topics that will structure the Audit questionnaire. | TVET institutions and Employers and workers organizations, OPDs, consultants and disability experts. |
| 3. Analysis of the enabling conditions for the application of reasonable accommodation in TVET institutions and firms. | * + - 1. Workshops with the different categories of professionals involved to build a common understanding.       2. Quick analysis of the current resources and projection of the mandatory resources to implement reasonable accommodations. | TVET institutions and Employers and workers organizations, OPDs, students, TVET administration, workers, Ministry of Education and TVET, Ministry of Social Development. |
| 4. Documentation of the lessons learnt and adaptation of tools to the national contexts. | 1. Documenting the pilot by OPDs; 2. National workshops to examine the piloting experiences, and to identify the adaptation needed; 3. Regional workshops to exchanges experiences between the four countries. 4. Modeling of the Dialogue Committee. | TVET institutions and Employers and workers organizations, OPDs, consultants and disability experts, Ministry of Education, Labour and Social Welfare. |

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#### 5.4 Capacity Building

One of the major technical gaps already identified by stakeholders across the four countries (during the October 2020 Regional Consultative meetings for the development of this proposal) was the limited knowledge and understanding on disability inclusion and rights, as well as the root cause of S&D. In order for the project to comprehensively address disability inclusion and barriers to the realization of the rights of persons with disabilities in TVET, Tertiary institutions or employment spaces, the project team and the Regional Project Advisory Group (UN team, government, OPDs, Employers, Media) will be capacitated on key disability inclusion issues, within the project’s Inception Phase and during the implementation period. This will include capacity-building on the CRPD, the National Policy and legal frameworks in the areas of Labour and Inclusive Education, Terminology and inclusion of under-represented population groups. In order to maximize influence and visibility of the project’ in contributing to disability-inclusion & implementation of the CRPD at country level, the UN Team will closely involve the Office of the Resident Coordinator in the four countries.

The OPDs’ capacities will be assessed in the four countries, against the expectations of their involvement/leadership in the different components of the project. From the onset, capacity-building for the OPDs will include Understandingstigma and discrimination patterns, Conducting an Disability Audit, Engaging in dialogue and consensus building, Undertaking advocacy for policy changes, Convening their constituencies and collecting data and testimonies, Communication, and Reporting.

#### 5.5 Capacity Building OUTPUTS

Please list outputs in the table below.

|  |  |  |
| --- | --- | --- |
| **CB Output** | **Activities** | **Partners Involved** |
| 1. CB for TVET institutions and Employers and workers organizations to understand the S&D patterns existing in their institutions, and the disability inclusivity approaches; | 1. Inception workshop to build a common understanding of S&D in the TVET and employment dosectors. 2. Orientation and capacity building for existing workplace committees/stakeholders on disability inclusion in the world of work. | TVET institutions and Employers and workers organizations, OPDs, Regional Advisory Group. |
| 2. CB for OPDs to engage in dialogue policy dialogue with TVET and employers’ institutions, and government. | 1. CB workshops on advocacy and policy dialogue; 2. Simulation of Dialogue with the TVET institutions and Employers and workers organizations. | OPDs, PUNOs, consultant and disability experts. |
| 3. CB for OPDs who will be conducting the Disability Audit. | a. CB workshops on questionnaire administration, data collection and analysis, FGD technics, report writing, etc. | OPDs, PUNOs, consultant and disability experts. |
| 4. CB for TVET institutions and employers on the training modules developed. | 1. Workshops to share and validate the audit findings with the TVET institutions and Employers and workers organizations. 2. Capacity-building workshops with TVET institutions and Employers and workers organizations (students, teachers, administration and management, workers, etc.) | TVET institutions and Employers and workers organizations, OPDs, students, TVET administration, workers, Ministry of Education and TVET, Ministry of Social Development, and Community Radios. |
| 5. CB for TVET institutions and Employers and workers organization’s on the use and monitoring of the Guidelines on Reasonable Accommodation. | 1. Workshops to define the implementation and monitoring of the Guidelines. | OPDs, TVET institutions and Employers and workers organizations, Ministry of Social Development, Ministry of Education and TVET, Ministry of Labor. |
|  |  |  |

# 6. Partnerships and STAKEHOLDERS ENGAGEMENT

#### 6.1 Consultative ProgramME Design

Stakeholders including OPDs, government, TVET and Higher Education Institutions, media, labor unions, employer’s federations and other CSOs were involved in the development of the full proposal. UNESCO and ILO conducted stakeholder consultations in the four countries to dialogue and get inputs on the overall approach to the project as well as outcomes and activities. A joint stakeholder consultative meeting was held with Namibian and Zimbabwean stakeholders on the 1st of October 2020 with more than 22 participants from various institutions including umbrella OPDs. Key elements of the project, including objectives, outcomes, activities, results, budget and partners were presented and the stakeholders provided inputs and suggestions on areas of improvement during plenary discussions. A template for inputs with outcomes and outputs was circulated to stakeholders after the meeting, including those who could not participate in the virtual meeting to solicit more suggestions on activities. Very important and strategic inputs were received and incorporated into the full proposal.

A summary of the draft concept note, including template for inputs with outcomes and outputs was shared with the Mozambican Association of Persons with Disability (ADEMO), the Ministry of Gender Child and Social Action (MGECAS), with the Institute for Technical and Professional Training (IFPELAC) and the Secretariat of the State for Youth and Employment after first consultation call. It resulted in constructive and grounded contributions in terms of the needs of persons with disability and how the project can achieve the intended goals. Though hesitant because the full proposal was not yet finalized by the time the consultation took place, the stakeholders demonstrated their willingness to actively participate in the proposed intervention from its inception.

During stakeholder mapping, particular attention was paid to the involvement of women and girls with disabilities and underrepresented groups of persons with disabilities such as persons with intellectual disabilities and youth with disabilities. Networks of advocates in the ongoing UNPRPD project in Zimbabwe and umbrella organizations were mobilized to ensure equitable representation of these groups.

#### 6.2 Parternships for ProgramME Delivery

UNESCO and ILO have consulted with OPDs and their umbrella organizations,[[17]](#footnote-17) the TVET institutions,[[18]](#footnote-18) and the Employers’ and Workers’ Organizations in the four countries. Substantive consultations were conducted via conference calls[[19]](#footnote-19), and concrete areas of implementation in partnership with DPOs have been identified, for instance with a project on Inclusion in Vocational Education and Training currently implemented in Zimbabwe by Leonard Cheshire Disability Zimbabwe and Development Aid from People to People (DAPP).

The Ministry of Labor and Social Welfare, as well as the National Disability Board in Zimbabwe, have been consulted, including in the framework of the ongoing National Consultation of the National Disability Bill and Policy in Zimbabwe. In Mozambique, the proposal has been discussed with the Ministry of Gender, and through the multisectoral working group under the ongoing project. In Namibia, the project will build on the ongoing initiatives on strengthening employment services, and will be coordinated through existing Inter-Ministerial Committee on Disability under the Office of the President, in consultation with Ministries of Labor, and of Higher Education, Training and Innovation, Namibia Training Authority (NTA), Vocational Training Centers (VTCs), University of Namibia, and Namibia University of Science and Technology. In Tanzania the project has the support of the Office of the Prime Minister.

At the general level, this project will serve to spearhead the UNCTs’ engagement and partnership with OPDs, learning from the UNPRPD experience in Zimbabwe. Specific attention will be given to partnership building with disability sector umbrella bodies and relevant OPDs in the respective countries. This is of particular importance in view of the entry into force of the UNDIS. At the level of the project, OPDs, including those of underrepresented groups and women with disabilities, will be members of the project’s Regional Advisory Board and have leading roles in:

* Advising the project stakeholders in the Regional Advisory Board
* Capacitated to speak as one voice (via Umbrella organisations) and engage in policy dialogue with the government and national institutions
* Designing and facilitating the capacity-building workshops on S&D and Disability Inclusion targeting the TVET institutions and the Employers’ organisations and firms
* Designing, testing, and documenting the delivery of the Audit model
* Advising and designing the practical guidelines on Reasonable Accommodation

Grants will be given to OPDs and community media to conduct the audits in the four countries and to produce and test the different tools for persons with disabilities, the media and TVET institutions. OPDs for and run by women with disabilities and underrepresented groups will be considered for grants. The stakeholder engagement will be monitored by collecting data on activities reach and qualitative information on change in attitudes, policies and other qualitative indicators.

UNESCO will ensure the overall coordination and technical backstopping to the project. This will be done essentially by the UNESCO Regional Office for Southern Africa (Harare, Zimbabwe), with the support of the National Offices in Mozambique, Namibia, and Tanzania, and assistance of the UNESCO Regional Office for Eastern Africa (Nairobi, Kenya). ILO and UNESCO will collaborate closely across all interventions and tools development, by bringing their expertise on disability inclusion and shifting social perceptions, Inclusive Education, and Labour governance. UNESCO will be specifically responsible for the components related to OPDs’ involvement, tools development and capacity-building, and partnerships, improvement of TVET programme within the framework of Inclusive Education, and documenting the lessons learnt and policy dialogue along the way. Building from its unique advantage of tripartite structure, ILO will contribute to trigger and sustain quality dialogue between TVET institutions, the Employers’ organizations, the Union, and the government in terms of fighting S&D in the Labour policy and laws.

# 7. Monitoring and Evaluation

#### 7.1 M&E PLAN

An M&E plan will be developed at the start of the programme, monitored and updated along the implementation phase, and used to measure the outcomes and impact at the end of the programe. The Monitoring and Evaluation of this programme will be assured throughout the implementation, as well as at the end of the project. A Regional Project Advisory Group (UN team, government, OPDs, Employers, and Media) will be constituted with the mandate of ensuring a participatory approach, without compromising on clear accountability. This Group will be supported by UNESCO and ILO, as designated UN agencies that will be accountable for ensuring that the agreed M&E framework is implemented in a timely and well-coordinated manner that maintains the agreed quality standards to meet the M&E needs of the programme. An M&E plan will include a provision for organizing monitoring visits jointly carried out by the UN agencies and the national partners. These visits will be guided by well-defined ToRs and monitoring tools; and the visits will result in recommendations that will be tracked for implementation through a programme dashboard.

The Regional Coordinator will use the recommendations from the Regional Project Advisory Group to inform the Annual Review Meetings and reports to assess the progress and challenges. The Coordinator, with the support of the Programmes assistants in the four countries, will be responsible for collecting information from various stakeholders; developing the drafts of the annual progress reports; and for the validation and approval of these reports in the joint meetings.

Apart from the results monitoring, UNESCO and ILO also coordinate the efforts around budget/expenditure monitoring with their respective Finance and Administrative Officers, to verify the expenditures from the field in a harmonized manner, avoiding duplication. Good practices from the project’s approach will be documented and shared regularly with relevant stakeholders, using platforms such as the respective UN Agencies and the Resident Coordinator's Office websites in Namibia, Mozambique, Tanzania and Zimbabwe UN Offices.

A final M&E mission will be conducted by an external and independent firm/consultant, to assess the impacts on persons with disabilities and benefiting institutions.

# 8. Programme suSTAINABILITY

Robust sustainability mechanisms have been included from the development of the project. ILO and UNESCO have ensured institutional buy-in and ownership by government, OPDs and TVET and Employers’ and workers’ organizations, which should impact institutional behaviors, attitudes, policies and practices on the long terms.

These key partners have been engaged meaningfully from the onset, and their engagement and advice will be continuously sought during implementation. Government institutions mandated with disability affairs and skills development and labor will be engaged with the tools, the pilot results and lessons learnt, as well as advocacy messages emerging from the project in order to influence the enforcement of policies and strategies. The Dialogue Committee on Fighting Disability Stigma and Discrimination in Accessing TVET Programme and Employment will serve as a major platform for policy dialogue, advocacy and influence. The advocacy will seek in particular to (i) ensuring that the tools are used and up-taken by other institutions withformal commitment, (ii) documenting the lessons learnt from the different actors involved, and (iii) demonstrating the positive linkage between the practical application of the tools produced, and the unblocking of policy inertia.

Governments, local authorities and the private sector will be invited to provide in-kind contributions to the project in order to enhance capacities, promote activities, and uptake the tested tools. Networks and partnerships will be built with stakeholders and organizations implementing similar initiatives to allow for synergies, maximization of impact and sustainability. In addition, there is potential to leverage co-funding opportunities with donors who have interests in disability rights, skills development and employment creation.

ILO and UNESCO, will also integrate the use of the tested tools in their existing programmes on TVET and disability inclusion. In close consultation with the RCO, ILO and UNESCO will take proactive steps towards advocating for the UNCT to up take the tested tools to fight disability S&D in the UN common processes (such as CCA, and UNSDCF) and joint programming – includingin relation to COVID-19 Recovery MPTF. At the continental level in Africa, and in other regions,the two agencies will actively and continuously share the lessons learnt and the tools with the their Country and Regional Offices, for uptake, pilot, and upscaling as well.

# 9. Risk Management

*Please describe the risk management strategy for the programme using the table below.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of risk[[20]](#footnote-20) (contextual, programmatic, or institutional)** | **Risk (include country)** | **Likelihood (L, M, H)** | **Impact (L, M, H)** | **Mitigation strategies** | **Risk treatment owners** |
| Programmatic | Limited capacity of partners leading to delay of project activities - all countries | M | M | Continuous capacity building and training; Mobilising technical support from the UN agencies HQ – ILO / UNESCO and UNPRPD TS. | Implementing Agencies |
| Contextual | The impact of Covid-19 and related restrictions and regulations on activities implementation | H | M | Adopting digital technologies for meetings and other engagements. Use of PPEs and WASH equipment and material | Agencies and implementing partners |
| Institutional | Action, information or perceptions damaging to integrity or credibility of project (reputational risk) | M | M | Proper communication about the project to all stakeholders will be ensured. Furthermore, the routine checking of media outlets for anything unfavorable will be conducted in order to counter the spread of negative messages. Staff recruitment screening measures will be put in place and all project related activities will be executed in compliance with ethics. | Project Coordinator |

# 10. Accessibility

Building on lessons learnt from the UNPRPD Zimbabwe Round 3 project in Zimbabwe on “Advancing the Rights on Women and girls with Disabilities”, accessibility will be ensured through adoption of varied measures to allow the effective and meaningful participation of persons with disabilities during planning, implementation and monitoring phases of the project.

The three tools that will be produced by the project will duly integrate sign language where needed, easy-read formats, as well as in Audio.

Reasonable Accommodation (when required) will be ensured through provision of accessible physical venues, alternative and accessible versions of documents/access to web documents and availing sign language interpreters for both physical and virtual meetings. It is this project’s top priority for OPDs to be engaged as key implementing partners. As can be noted in the Budget Section of this project proposal, costs for accessibility components have been considered for the planned activities to be solely implemented by OPDs through Grant Transfers.

For the regular communication with OPDs, and persons with disabilities the team will use email, WhatsApp (writing and voice recording), and telephone.

# 11. Budget

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#### 11.1 BudgeT Narrative

The programme budget has been designed in an integrated manner that should allow Joint interventions between ILO/UNESCO, and regional synergies between the four countries. In compliance with the general approach, each activity involves both the supply (TVET institutions) and the demand (Employers and Workers Organizations) sides, thus requiring UNESCO and ILO to work hand in hand, andmobilize their respective networks in support of the interventions. In addition, for most activities, ILO and UNESCO will strive to streamline interventions by producing models/tools/methodologies at the regional level, which could then be tested/exploited and customized in the four countries. Budget wise, this means cost-savings and avoidance of scattered budgeting for the same tasks at the national level.

To ensure the effective and meaningful participation of persons with disabilities and OPDs in the implementation phase, budget has been earmarked for direct grants to OPDs in the four countries. Such grants should allow OPDs to either spearhead the development of some tools that must be essentially shaped by the local contexts, or to pilot/test some tools/methodologies that have been designed at the regional level. This scheme of direct implementation and partnership with OPDs should allow capacity-building of these organizations, and will extend the networks of the UNCTs in the disability sector.

In terms of management, the programme budget includes funds for one Regional Coordinator (15 months, and 9 months of co-funding by UNESCO) who will be supporting the team in the four countries in coordinating the implementation of activities, facilitating exchanges of practices, backstopping the reporting process, etc. The Regional Coordinator will be hosted by the UNESCO Regional Office for Southern Africa, under the supervision of the Unit Head for the Social and Human Sciences, who will play a general oversight and monitoring function, and provide the technical and scientific advice that will come from the different programme specialists involved in the different ILO’s and UNESCO’s Offices. In addition, a small lump sum has been earmarked (4,800 USD per Country Office for 24 months) to co-fund one Programme Assistant in each UNESCO’s and ILO’s Country Office, so as to ensure the on-the-ground coordination of activities and streamlining of information and communication towards the Regional Coordinator. These Programme Assistant posts will be essentially co-funded by the PUNOs from their core funds and other voluntary contributions.

Lastly, because of a volatile COVID-19 context, some funds have been to support the national partners who will need assistance for their online participation in some e-events/workshops.

#### 11.2. Budget Elements

From the budget information please specify the following:

|  |  |  |
| --- | --- | --- |
| **Category** | **Activity (please describe)** | **Total cost (USD)** |
| Monitoring and Evaluation[[21]](#footnote-21) Costs | Inception workshop (detailed work plan, formulation of monitoring and evaluation framework) | 10,00 |
|  | External Evaluation (possibly by an OPD) | 15,000 (This will come from co-funding from ILO and UNESCO at the end of the project) |
| Direct impact on empowerment of women and girls with disabilities | A regional gender and disability audit methodology will be developed by a firm, to be deployed in the four countries (Act. 1.1) | 10,000 |
|  | At least 2 deliberately selected to conduct the gender and disability audit and report writing- plus Quick survey/Obstacles to access TVET and Employment (Act. 1.1) | 10,000 |
|  | At least 2 women-led OPDs mobilize and advocate with TVET and Employers and write reports, testing the advocacy materials produced by the consultant (Act. 1.2) | 10,000 |
| Direct Impact on DPOs’ capacity | Conducting the audit and Report writing-Grant to 4 DPO [one in each country] | 20,000 |
|  | 4 DPOs mobilize and advocate with TVET and Employers and write reports, testing the advocacy materials produced by the consultant | 20,000 |
|  | Content Development and Pilot, including with Community Radios (IPA with 4 DPO) | 12,000 |
| Accessibility costs | Translation to braille | 1,500 |
| Sign language interpretation for the different interventions.  Translation of materials into audio formats. | 4,600 |
|  | **GRAND TOTAL** | **106,100** |

#### 11.3 FiNANCING

*Please provide information on additional resources that will be mobilized/are available for the programme.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Partner (UN/Gov/ Private sectror)** | **Outcome** | **Description** | **Amount USD** |
| EU-funded Spotlight Initiative (SI) in Zimbabwe | 1 and 2 | The second tranche (UNESCO) of the SI in Zimbabwe includes campaign and advocacy on fighting GBV against women and girls with disabilities, in partnership with OPDs, and the National Disability Board. Linkage will be done with the Act. 1.2, 1.3, 1.4, 2.2, 2.3 and 2.4 of this programme. | 90,612.00 USD (half of the second tranche) |
| UNCT’s programmes on COVID-19 Recovery in Zimbabwe, submitted to the Interim MPTF Call. | 1 and 2 | This includes the project on UNWomen-led “Save Market” that will contribute to Act. 2.3. The additional UNESCO-led project on “COVID-19 Recovery Inclusive Governance” (to be submitted on 31 Oct. 2020) will also contribute to the Act. 1.2, 1.4, and 2.1. | 1,000,000.00 USD (the Save Market project’s total budget, of which agencies will earmark funds for disability inclusion); and 1,000,000.00 USD total budget for the Inclusive Governance (of which 30% will be earmarked for disability inclusion). |
| SDG Joint programme“Catalysing Investments in Climate and Sustainable Energy for productive use and the Achievement of the SDGs in Zimbabwe” | 1 and 2 | UNESCO (lead), UNWomen and UNDP are finalizing the full-fledged project proposal (10,000,000 USD) to be submitted on 30 November 2020 to the SDG Funds Secretariat, after the Concept note has been approved (August 2020). The project will aim at harnessing new financing schemes from the private sector in the area of renewable energy for schools and the community, while promoting entrepreneurship of women and youth, and TVET programmes. | At least 3% of the total funds will be allotted to ensure disability inclusion. |
| SDG Joint programme “Strengthening Namibia’s Financing Architecture for Enhanced Quality & Scale of Financing for SDGs” | 1 and 2 | ILO is implementing a component on mainstreaming employment and decent work in national development policies and programmes, to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. The JP SDG Fund Contribution to the budget is USD 1,000,000. As part of this Joint UNPRPD Programme, the ILO(ZWE/NAM) will allocate additional core resources –USD10,000 towards promoting the access of persons with disabilities to education, skills development and life-long learning, as well as their transition from education and training to employment. | 10,000 USD |
| Raising awareness on the situation of informal sector vendors in order to ensure an adequate, inclusive and people-centred policy response in Mozambique. | 2 | The ILO is part of the United Nations COVID-19 response in Mozambique designing a project aimed at increasing knowledge and positive attitudes towards the adoption of market-related recommended preventive practices among users and vendors, as well as raise awareness on the situation of informal sector vendors in order to ensure an adequate, inclusive and people-centred policy response. The project focuses on common work in the markets to promote SMEs resilience using already tested Business Continuity. |  |

#### 11.4 Value FOR MONEY

The programme will deliver value for money through 4cost drivers:

1. The programme will build on the existing networks and programmes on disabilities, TVET and employment implemented by UNESCO and ILO in the four countries, harnessing on the current partners, OPDs, and interventions that are relevant to the expected results of this programme (Section 2.2). This will help save time in mapping out the key partners, and in streamlining the interventions on TVET into a more global frameworks of cooperation with the national stakeholders. Thisprogramme will serve as an important advocacy platform to include disability rights in the ongoing programmes on TVET that have not been looking at this dimension so far.
2. The programme will benefit from the ongoing Zimbabwe UNPRPD project, led by UNESCO, which has produced an important number of knowledge and tools on stigma and discrimination.[[22]](#footnote-22) These sets of resources will facilitate the production of knowledge and tools that are planned in this programme in terms of methodologies and topical focus. The same approach will be used in Namibia where a UNPRPD project is being implemented under UNICEF lead.
3. The budget has been designed in an integrated manner that should allow regional synergies and streamlining between the four countries. For most activities, ILO and UNESCO will strive to streamline interventions by producing models/tools/methodologies at the regional level, which could be tested/exploited and customized in the four countries. Budget wise, this means cost-savings and avoidance of scattered budgeting for the same tasks at the national level.
4. In terms of coordination, one Regional Coordinator will be backstopping the four countries in the implementation phase, thereby ensuring coherence, exchange of practices, and cost-effectiveness. ILO’s and UNESCO’s Offices will provide co-funding and technical support on the ground as well, from the various programmes they are implementing.

1. ILO 2013 Global Employment Trends for Youth 2013: A generation at risk, Geneva [↑](#footnote-ref-1)
2. ILO, Employment policy brief [https://www.ilo.org/wcmsp5/groups/public/---ed\_emp/-- ifp\_skills/documents/publication/wcms\_605087.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/--%20ifp_skills/documents/publication/wcms_605087.pdf) [↑](#footnote-ref-2)
3. *Livelihoods Survey Zimbabwe - Preliminary results*, Leonard Cheshire Disability Zimbabwe [↑](#footnote-ref-3)
4. Op.cit. [↑](#footnote-ref-4)
5. SIDA, Disability Rights in Tanzania, 2014, <https://www.sida.se/globalassets/sida/eng/partners/human-rights-based-approach/disability/rights-of-persons-with-disabilities-tanzania.pdf> [↑](#footnote-ref-5)
6. Disability Report, Namibia 2011 Census, <https://cms.my.na/assets/documents/Namibia_2011_Disability_Report.pdf> [↑](#footnote-ref-6)
7. *Needs and Aspirations of Women and Girls with Disabilities*, UNESCO, 2019, under the UNPRPD Project, “Advancing the rights of women and girls with disabilities”, <https://en.unesco.org/fieldoffice/harare/unprpddisabilityrights>; “Hear us too!” Rights of persons with disabilities in Zimbabwe: https://en.unesco.org/news/ hear-us-too-rights-persons-disabilities-zimbabwe. [↑](#footnote-ref-7)
8. In Mozambique, a project on Albinism is ongoing, led by UNESCO with DPOs, the Ministry of Justice Constitutional and Religious Affairs, the Office of the High Commissioner for Human Rights (OHCHR), the National Forum of Community Radios. Also, the Italian funded project (PIN) in collaboration with IFPELAC (Mozambican Professional Training Institute) trains persons with disability and bridge them to work placement in Maputo, Beira and Cabo Delgado provinces (Light for the World, Manual de Formaçao: Sensibilizaçao dos Colaboradores. Formadores e Estudantes nos Centros de Formaçao Técnico-Profissional sobre Deficiência e Inclusao). [↑](#footnote-ref-8)
9. The project focuses on advocating for the full and effective participation and inclusion of persons with disabilities in society. [↑](#footnote-ref-9)
10. Supported by the Republic of Korea. [↑](#footnote-ref-10)
11. Equality and non-discrimination, Service delivery, Accessibility, and Participation of persons with disabilities in the design TVET and Labour policiies and regulations. [↑](#footnote-ref-11)
12. This can include: training, financial support, technical support etc [↑](#footnote-ref-12)
13. Mozambique – Ministry for Gender, Children, and Social Action, and National Council for Social Action (CNAS); Namibia – Inter-Ministerial Committee on Disability under the Office of the President; Tanzania – National Disability Council, Ministry of Health and Social Welfare; Zimbabwe – Department of the Disability Affairs, Ministry of Public Service, Labour, and Social Welfare. [↑](#footnote-ref-13)
14. Persons with disabilities who are willing to access TVET programmes, but encounter diverse barriers in terms of lack of access to information, lack of support from the family, and lack of self-confidence because of lack of enabling environment; and those who have been trained in TVET programmes, or other training programmes that provided them with a certain level of skills, but encounter challenges to find employment in the formal sector. [↑](#footnote-ref-14)
15. Lessons will be drawn from some of the existing tools/initiatives which address stigma include “Understanding and challenging HIV stigma: Toolkit for action” and the “PLHIV Stigma Index”, a standardized tool to gather evidence on how stigma and discrimination impacts the lives of people living with HIV. Another tool, which addresses stereotypes and discrimination facing women, is The Global Media Monitoring Project (GMMP), a large research and advocacy initiative on gender equality in the world’s news media.) [↑](#footnote-ref-15)
16. The ILO sensitization training tool,Disability Equality Training (DET), recently developed in an online format, could be considered. The DET examines the barriers faced by persons with disabilities; challenges stereotypes, myths and misunderstandings about disability; and promotes inclusive behaviors. The training is designed to address unconscious biases and upend stereotypes. [↑](#footnote-ref-16)
17. Namibia: National Federation of people with Disabilities in Namibia ;Mozambique: Children and Social Action (MGCAS), Civil Society platform for Social Protection (PSCM-PS), Albimoz, Amor à Vida, AZEMAP, Mozambican Forum of Persons with Disability (FAMOD); Tanzania: Federation for the Persons with Disability (SHIVYAWATA), Tanzania Albinism Society (TAS) ; Zimbabwe: FODPZ and NASCOH, LCDZ, Zimbabwe Albino Association, and the UNPRPD Project Advisory Board. [↑](#footnote-ref-17)
18. Namibia: Namibian College of Open Learning (NAMCOL), University of Namibia (UNAM), Namibia University of Science and Technology (NUST); Zimbabwe: Harare Polytechnic, Harare Institute of Technology. [↑](#footnote-ref-18)
19. During the COVID-19 pandemic, physical gathering has been impossible in the context of national lockdown in all four countries. [↑](#footnote-ref-19)
20. Use the following definitions: Contextual – Factors over which external actors have limited control, e.g., political turmoil, return to conflict, humanitarian crisis; Programmatic -Factors specific to the delivery of the programme, e.g., failure to achieve objectives, low turnout at programme event; Institutional –Internal factors specific to the participating organisations, e.g., reputional loss, financial mismanagement. [↑](#footnote-ref-20)
21. Please include costs for a final external evaluation of the project. [↑](#footnote-ref-21)
22. UNESCO, 2020, [Aspirations, Needs and Concerns of Women and Girls with Disabilities in Zimbabwe](https://unesdoc.unesco.org/ark:/48223/pf0000374388); [Interface of Disability, Gender and Culture in Zimbabwe Perspectives of Communities](https://drive.google.com/file/d/1X8ebKtch8yHrOJ0M78yVcmBLgG2y3eHE/view) (Abridged Summary Report); UNESCO, 2020, [Toolkit on the interface of Disability, Gender and Culture: Addressing negative cultural beliefs, harmful practices, stigma and discrimination towards women and girls with disabilities](https://drive.google.com/file/d/1raPAmGAMRcy77dMivBmRyfDrfI7XFSHO/view). [↑](#footnote-ref-22)