

ANNUAL REPORT 2016



The Netherlands



Groenhorst
College

Kenya



Rwanda



Ethiopia



Country:
Project partner:

Rwanda, Kenya and Ethiopia
LIGHT FOR THE WORLD Netherlands
Groenhorst College, UPHLS, ADDA, ECDD

Project title:

Employable: Developing Inclusive Competency-Based TVET Education Practices in Kenya, Rwanda and Ethiopia

Project number L-NL:
Project period:

316-3of3-L-N
01.01.2016 - 31.12.2016



Table of content

Summary.....	1
1 Introduction.....	2
2 Programme Intervention Logic.....	3
2.1 Overall and specific objectives	3
2.2 Activity table.....	4
3 Programme Achievements	6
3.1 Introduction.....	6
3.2 Results and highlights.....	6
Result 1.1: Set-up of inclusive TVET model in 2-3 TVET institutes/country in Kenya, Rwanda, Ethiopia (7 in total).....	6
Result 1.2: Institutional-based social and financial support structure for youth with disabilities to be enrolled in 7 TVET model institutes	7
Result 1.3: 400 youth with disability enrolled in the TVET model institutes and facilitated to join the labour market (50% has a job).....	8
Result 2.1: Standards/guidelines for inclusive TVET and practical labour market informed approaches developed and implemented in the model institutes.....	10
Result 2.2: A framework for delivering inclusive vocational education developed, shared and validated	11
Result 3.1: The capacity of involved 7 TVET institutions to include and collaborate is improved and shared with other relevant stakeholders.....	12
Result 3.2: Relevant stakeholders in each country collaborate, inform and get involved.....	13
Result 4.1: The lessons learnt are documented and shared	15
4 Finances.....	16
5 Conclusion and impact stories.....	17
5.1 Final conclusion	17
5.2 Impact stories	17

Summary

Employment for youth with disabilities

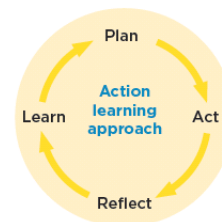
GOAL

To experiment with methodologies for **inclusion of youth with disabilities** in skills training provided by mainstream technical and vocational training institutes (TVETs) in



“With the support of the EmployAble programme we learned about inclusion and how to support people with disabilities. I can say we now can train people with disabilities without any difficulties.”
- manager Technobrain, Kenya

METHODOLOGY



RESULTS

- 448** youth with disabilities enrolled in technical and vocational training
- 7** TVET institutes have become more inclusive organisations
- 71%** of graduates found employment within 1 year after graduation

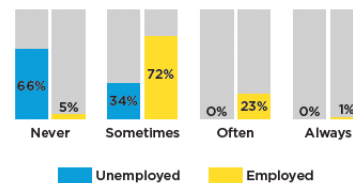
HOW TO

- ✓ Multi-stakeholder involvement
- ✓ Assist youth in course selection
- ✓ Enhancing inclusive practices in TVETs
- ✓ Supporting smooth transition to employment
- ✓ Post-employment coaching & support

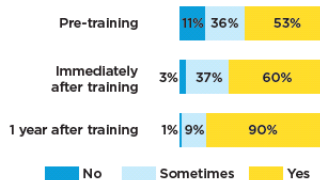
Employment



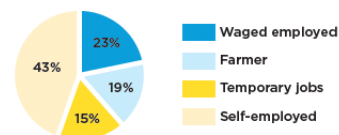
Can you save money on a monthly basis?



Participation in community activities



Type of employment 1 year after graduation



MOVING FORWARD



1 Introduction

EmployAble is a programme that was designed to develop practises on inclusive vocational education, training and employment in Rwanda, Kenya and Ethiopia. In these countries there are good policies, but there are few - if any - good practises, and as a result there are few youngsters with a disability that find their way into vocational training centres and enter as qualified workers into the labour market.

In accordance with the UN Convention on the Rights of Persons with Disabilities, the EmployAble programme aims to promote equal opportunities for youth with disabilities with disabilities in vocational education, as well as relevant and decent deployment. In each of the three countries there are at least two TVET centres that were identified to become model schools, and also a number of companies that would both provide input on the quality of the TVET education as well as provide internship and placement opportunities. During this three year programme at least 400 youngsters with disabilities were to be followed closely by capturing their stories to elicit the barriers they face, good practices they have noted and to foster practical discussions on what is needed to make inclusion work in both technical education as well as employment. This annual report gives an overview of the results achieved in the last year of EmployAble phase 1 and provides some overall results for the full 3 year period.

The EmployAble programme deliberately used a partnership approach. In total it identified four key partners including; Ethiopian Centre on Disability and Development ([ECDD](#)), Agency for Disability and Development in Africa ([ADDA](#)) and Umbrella of Organizations of People with Disabilities in the Fight against HIV/ AIDS ([UPHLS](#)). More than 15 stakeholders consisting of local training institutes, companies, government bodies and disabled people's organisations were involved in the project. The role of Light for the World Netherlands in this programme was to coordinate the activities, provide the necessary oversight and document lessons learned. Technical partner from the Netherlands is [Groenhorst International](#), member of the Aeres Groep providing capacity building in agricultural training.

We welcome your feedback on this report.

Meldah Tumukunde Atukwatse, Programme Manager. m.tumukunde@lightfortheworld.nl
Sander Schot, Head of Programmes. s.schot@lightfortheworld.nl

2 Programme Intervention Logic

2.1 Overall and specific objectives

The overall objective of the EmployAble programme is to see persons with disabilities in Kenya, Rwanda and Ethiopia:

- Being trained in appropriate and relevant skills in mainstream technical and agricultural training institutes, and
- Be sustainably (self)employed in many different sectors in society.

In partnership with SELAM TVET, 5 youth with hearing impairments were trained in Carpentry (Furniture making) and supported to find employment at Passion Agro Furniture PLC located in Debrezeit.



The specific objectives of the EmployAble programme are:

- 1) Quality vocational training and decent (self) employment (400 youth with disabilities in total);
- 2) Documentation of stories of these youth as well as the experiences of collaboration between TVET providers and other stakeholders in the labour market
- 3) Sharing of lessons learnt with a broad group of stakeholders and policy makers with the aim to promote the development and/or implementation of appropriate policies.

2.2 Activity table

Code	Result areas and activities
Result 1.	To improve access to vocational education and training in Africa
RES 1.1	Set up of inclusive TVET model
ACT 1.1.1	Accessibility audits TVETs + action planning
ACT 1.1.2	TVET tools inventory/assessment
ACT 1.1.3	Accessibility monitoring TVETs
ACT 1.1.4	Training of TVET staff
ACT 1.1.5	Adjustment infrastructure, eq., materials
ACT 1.1.6	Purchase assistive devices
RES 1.2	Social and financial support for youth with disabilities (YWD)
ACT 1.2.1	Financial support/scholarships for YWD
ACT 1.2.2	Contacting/advocating for support TVET YWD students
ACT 1.2.3	Identifying potential students with disabilities and organise capacity building sessions for DPOs)
ACT 1.2.4	Selection and testing of YWD students
ACT 1.2.5	Psycho social support for YWD students and training of families/parents to support education of their YWDs
ACT 1.2.6	Promoting adjusted entry requirements for YWD students
RES 1.3	Youth PWD enrolled in TVETs and facilitated to join the labour market
ACT 1.3.1	Career counselling set up/improved
ACT 1.3.2	Soft skills and entrepreneurship training
ACT 1.3.3	Training of employers and employment agencies
ACT 1.3.4	Mobilizing support for start up tools/capital for self employment for PWD students
ACT 1.3.5	Hosting HR managers networking meetings
ACT 1.3.6	Organize annual award giving event for 'inclusive employer'

Code	Result areas and activities
Result 2.	To enhance the quality of vocational education and its relevance to labour market demand
RES 2.1	Development of inclusive standards and practical, hands-on and labour market skills development approaches with teachers
ACT 2.1.1	Research on employment of YWD graduates
ACT 2.1.2	Training and development inclusive standards to teachers.
ACT 2.1.3	Training and development of hands-on and labor market approaches with teachers.
ACT 2.1.4	Interaction with Dutch TVET students
RES 2.2	A framework of inclusive competency-based assessment process developed and validated with managers and government officials
ACT 2.2.1	Workshops for sharing, validating of inclusive standards with TVET mgt and government officials
ACT 2.2.2	Workshops for sharing and validating labour market informed methods and standards with TVET management and government officials.
Result 3.	To embed good practices at the institutional level of TVET providers in a sustainable way
RES 3.1	Collaboration TVET-PS modelled + shared
ACT 3.1.1	Participation in open days/exhibition
ACT 3.1.2	Bi-annual newsletter about the project
ACT 3.1.3	Exchange and learning visits/meetings, and sharing learning agendas
ACT 3.1.4	Mid term Evaluation for learning + sharing learnt lessons
RES 3.2	Relevant stakeholders collaborate and inform/involve others
ACT 3.2.1	Set up and functioning of PSC (Project Steering Committee)
ACT 3.2.2	Info meetings with broad group of stakeholders, and linkages between TVETs and MFIs
ACT 3.2.3	Regular interaction + feedback with relevant ministries
ACT 3.2.4	Press releases on lesson learnt
4.	To include new actors in development cooperation, in the education and private sectors in particular, and strengthen the Learn4Work network
RES 4.1	Lessons learnt shared and documented
ACT 4.1.1	Documentation of model development + lessons learnt
ACT 4.1.2	3 Inter-country exchange visits, as well as POs -Peer learning and exchange
ACT 4.1.3	Participating in L4W events and International Conferences

3 Programme Achievements

3.1 Introduction

The year 2016 has seen more institutional commitment to enrolment of students with disabilities as well as linkages with employers for internship and employment of youth graduates. TVETs have showed notable adjustments with regard to accessibility and mind set around disability and youth with disabilities pursuing vocational education.

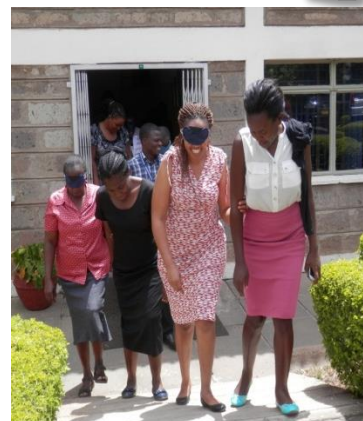
Achievements are notably:

- Increased demand for graduates by the companies who got convinced that it was possible for persons with disabilities to work. The conviction was through the disability awareness sessions and also engagement in the core teams.
- Increased enrolment of youth in the TVETs 273 reported in 2015 to 448. These include: 103 from Ethiopia, 129 in Rwanda and 216 in Kenya. We were able to reach the set target of 400 youth.
- The targeted TVETs are committed to becoming more inclusive. Some of the TVETs have committed to enrolment of youth with disabilities directly without the involvement of the in country partners, they have also endeavoured to make their structures and the TVET general environment accessible to students with disabilities, attitudes towards inclusion and students with disabilities has also positively changed.

3.2 Results and highlights

Result 1.1: Set-up of inclusive TVET model in 2-3 TVET institutes/country in Kenya, Rwanda, Ethiopia (7 in total)

Activity	Target 2016	Realized 2016	Remarks
1.1.1 Accessibility audits conducted at TVETs	NA	NA	The activity was completed in 2014 for all partners, no activity was planned in 2015 nor 2016.
1.1.2 TVET tools inventory/assessment	NA	NA	Completed for UPHLS in Rwanda in 2014
1.1.3 Accessibility monitoring TVETs	continuous	continuous	This was on track for all partners, ongoing as more students are enrolled
1.1.4 Training of TVET staff	80	92	Trainings on disability awareness, braille and Sign language. In total 576 TVET staff were trained over the 3 years.
1.1.5 Adjustment infra-structure, equipment and materials	continuous	continuous	Quite some infrastructural adjustments were made to make the vocational training institutes accessible.
1.1.6 Purchase assistive devices	continuous	continuous	On demand assistive devices were provided in Rwanda with support of the Rwandan rehabilitation centre. Also in Ethiopia assistive materials like Braille rulers were provided. In Kenya, sign language and software such as JAWS was given at Technobrain.



Monitoring to check accessibility measures by a mixed team of accessibility auditors at ADB Nyarutarama in Rwanda, including noting the infrastructural adjustments made (picture left and middle). Sighted guide exercise in a sensitization at Jomo Kenyatta Foundation, Kenya (picture right)

Result 1.2: Institutional-based social and financial support structure for youth with disabilities to be enrolled in 7 TVET model institutes

Activity	Target 2016	Realized 2016	Remarks
1.2.1 Financial support / scholarships for students with disabilities	EUR 106,230 ¹	EUR 9,794	Mobilizing additional bursaries for students with disabilities locally remained a challenge especially in Rwanda and Ethiopia. In Kenya, some bursaries were secured from the National Council for Disability but only for the students to advance their studies. Accessing other available opportunities proved to be very cumbersome notwithstanding our efforts.
1.2.2 Contacting/advocating for support by TVETs of students with disabilities	continuous	continuous	On track and all partners invested effort in identifying possible support to students with disabilities from either the families and other institutions
1.2.3 Identifying potential students with disabilities	continuous	continuous	In 2016, more focus was on identifying employers and linking them to graduates for temporary and permanent employment and/or internship.
1.2.4 Selection and testing of	215	174	Although the focus in 2016 was

¹ The mentioned amount is from the original proposal. After experiencing the difficulties in 2014 and 2015 to acquire local bursaries, the EmployAble team reduced the number of targeted students to enrol in vocational training from 625 to 400, which also considerably reduced the required co-funding in terms of bursaries. This was a way to mitigate the lack of additional financial resources, and enabled shifting attention more to facilitate the transition to employment of the graduates.

Activity	Target 2016	Realized 2016	Remarks
students with disabilities	with		on linking with employers, 174 more students were enrolled in the TVETs
1.2.5 Psycho social support for students with disabilities	continuous	continuous	This activity is done during identification and assessment and is continuous during the training, internship placement and actual employment
1.2.6 Promoting adjusted entry requirements for students with disabilities	continuous	continuous	On track for all partners, is part of the disability inclusion score card. In Ethiopia this has become part of the policy on Inclusive TVET



EmployAble team in Kenya with Parent & Daughter meeting



Food preparation and Kitchen operation trainees pose for photo the Melaku Tekle, project officer with EmployAble at ECDD office, Addis Ababa

Result 1.3: 400 youth with disability enrolled in the TVET model institutes and facilitated to join the labour market (50% has a job).

Activity	Target 2016	Realized 2016	Remarks
1.3.1 Career counselling set up / improved	continuous	continuous	In Rwanda the DPOs and responsible persons in TVETs were trained in 2015. The career counselling was seen as highly important for youth with disabilities to be able to choose their right vocation, and therefore is as much as possible integrated in the initial assessment. Also TVET centers have been trained on this, for example Alage and Selam in Ethiopia
1.3.2 Soft skills and entrepreneurship training	NA	NA	Business skills training is incorporated in the TVET training in Kenya and Rwanda (eg

Activity	Target 2016	Realized 2016	Remarks
			development of business plans), and therefore not separately reported.
1.3.3 Training of employers and employment agencies	continuous	continuous	Several companies have been identified and sensitized on inclusion and as a result 23% of the 203 graduates that found employment are in formal employment. In Kenya the employers included Eco Bank, Cloud Factory, SamaSource School, NTV and Cemastea. In Ethiopia a Disability Inclusive Employment Training was given to 13 human resource managers from Bekas Chemicals, Brothers Biscuit Factory, Shoa Flour Factory, Sororo PLC and Nazreth Garment factory.
1.3.4 Mobilizing support for start up tools / capital for self employment for students with disabilities	continuous	Continuous	Start-up funds have been mobilized for graduates in Rwanda through the Business Development Fund, Kazi Kanoze and Mama Kazi in Kenya.
1.3.5 Hosting HR managers networking meetings	0	1	Was done throughout the 3 years in Ethiopia with the Society of Human Resource Management in Ethiopia (SHRME).
1.3.6 Organize annual award giving event for 'inclusive employer'	0	3	3 awards have been handed out in a formal event in Ethiopia



Introduction of trainees with the company owners of Passion Furniture Factory Debrezeit, Ethiopia



Deaf furniture Making trainees and thier teachers visiting Passion Furniture Factory, Debrezeit

Result 1.3.: A case study with Passion AFP

During the reporting period an exposure visit was conducted to Debrezeit passion AFP. Passion AFP is Dutch owned company which is newly opened factory in Debrezeit, Ethiopia. Currently, the company is engaged in production of furniture products among others, kitchen cabinets, office furniture and other house hold items. The company will soon instilling a poultry plant which processes and packs chickens for export markets. The main objective of the visit was expose Deaf trainees with the modern furniture making process, tools and machineries along with their thoughts of working in such factory at the outskirts of Debrezeit. The trainees were accompanied by their teachers to explain them the company features and machineries comparing and contrasting with what they have thought them in the classroom. It has been observed that exposing prospective youths with disabilities to the actual company setting helps to understand the impression about the job placement. The EmployAble team makes sure that prospective graduates got an advice from their instructors concerning the career path they take professionally. Today 5 deaf youth have been employed by Passion AFP.

Result 2.1: Standards/guidelines for inclusive TVET and practical labour market informed approaches developed and implemented in the model institutes

Activity	Target 2016	Realized 2016	Remarks
2.1.1 Research on employment of graduated students with disabilities.	NA	NA	The reports were finalised and shared in 2015.
2.1.2 Training and development of inclusive standards to teachers.	continuous	continuous	Throughout the 3-year programme more than 570 teachers and staff have been trained on disability awareness, as well as more advanced training in braille and sign language. Lessons learned have been documented in a special publication, that will be launched in May 2017.
2.1.3 Training and development of hands-on and labour market approaches with teachers.	0	1	Groenhorst College has conducted monitoring visits to the TVETs to assess the extent to which the graduates are making use of the skills acquired from the BTEC training and also linking the TVETs/graduates to the private sector/companies for employment opportunities
2.1.4 Interaction with Dutch TVET students	0	25	21 students and 4 teachers from the Netherlands visited Alage Agricultural TVET College in February and May 2016.



Students from Groenhorst College the Netherlands visiting Alage ATVET college and having a reflection session with them, an exposure visit to the donkey sanctuary and the resource center in the school

Result 2.1: ICDL testing for the visually impaired, MQTB

Close follow up was made to both Techno Brain and ICDL Africa in regard to accessible ICDL training for the visually impaired. Both organizations have been looking into an accessible ICDL solution for the visually impaired that can use JAWS and that which can enable practice and exams undertaking. In August, a skype meeting was held between ADDA, ICDL and Techno Brain to discuss a solution proposed by ICDL called Manual Questions and Testing Base – MQTB. Andrew Mwangi, the Technical and Business Support Specialist - ICDL shared that MQTB –Syllabus 5.0 was adapted a few years ago with 7 module structure being in use. The modules include: Concepts of Information and Communication Technology (ICT), Using the computer and managing files, word processing, spread sheets, using database, presentation and web browsing and communication. Andrew further shared that ICDL will provide all the test materials, which means all modules apart from online collaborations because this particular module contains a variety of tools, some which are very hard to integrate with the screen readers. He further stated that ICDL would provide the MQTB to the Automated Testing System – Techno Brain within 24 hours upon a made request. After that, both EmployAble team and Techno Brain engaged with a few visually impaired students to pilot the MQTB solution so that all parties learned from the process.

Result 2.2: A framework for delivering inclusive vocational education developed, shared and validated

Activity	Target 2016	Realized 2016	Remarks
2.2.1 Workshops for sharing, validating of inclusive standards with TVET management and government officials.	1	1	A ministerial visit was organized in August to Ethiopia, with officials from the government and national councils of persons with disabilities from Rwanda and Kenya.
2.2.2 Workshops for sharing and validating labour market informed methods and standards with TVET management and government officials.	NA	NA	We did not give this a lot of attention while the inclusive standards were not yet in place.



A one day workshop on the development of inclusive TVET manuals, guidelines and standards took place in Dreamliner Hotel on August 24, 2016.



Field visit at the Federal TVET training institute in Addis Abeba, Ethiopia

Result 2.2.: The take aways from the ministerial exposure visit by the Kenya team

Representatives from ADDA, the Ministry of Education, Science and Technology – TVET Directorate and from the National Council for persons with disabilities who were Mr. Peter Muasya, Mr Bashir Mursal and Mr. James Ndwiga respectively, participated in the Ministerial exposure visit in Ethiopia. The visit aimed at exchanging experiences on development of inclusive policy frameworks in TVETs. In September, the team met again to discuss the take aways from their trip and to plan for the way forward. They deliberated on how Kenya can initiate a process of developing an inclusive guideline in TVET that would particularly be implemented in Technical Teachers Training Institutions and other mainstream TVET Institutions, while borrowing a lot of content from the Ethiopian Inclusive guideline in TVETs. The action points included ADDA embarking on customizing a draft guideline which will include issues of disabilities in TVET, sharing the draft with the TVET Directorate and the National Council for Persons with disabilities, and finally presenting the draft to the stakeholders and partners for input and validation.

Result 3.1: The capacity of involved 7 TVET institutions to include and collaborate is improved and shared with other relevant stakeholders.

Activity	Target 2016	Realized 2016	Remarks
3.1.1 Participation in open days / exhibition	0	1	On the Baraka field day, 21 youth with disabilities residing in 3 different counties with different types of impairment participated, these were potential students with disabilities, trainees with disabilities at the College and graduates with disabilities.
3.1.2 Bi-annual newsletter about the project	2 newsletters	2 newsletters	The first edition of the newsletter was published in June 2016, the second edition will be published after the publication is ready in May 2017.
3.1.3 Exchange and learning visits/meetings	continuous	continuous	Several webinars, thematic learning sessions and skype meetings have been organised in 2016.
3.1.4 Mid term Evaluation for learning + sharing	NA	NA	The MTR took place in 2015, its recommendations have informed

Activity	Target 2016	Realized 2016	Remarks
learnt lessons			implementation of activities in 2016.



Daniel, a visually impaired trainee agriculture course trainee at Baraka Agricultural College



EmployAble team visit to Toyota Kenya Limited, with their Human Resource Assistant & Head of training

Result 3.1: Building expert knowledge on teaching skills of visually impaired students

It is to be recalled that, during the EmployAble November Learning and Sharing Conference in Debrezeit, Ethiopia ECDD has pointed out the need to learn from other countries on Inclusive teaching skills for the visually impaired and the blind. Hence, the ECDD EmployAble Project Officer along with the Program Director and Alage ATVET Dean has visited Kenya from April 5 to 8, 2016. The visit was mainly facilitated by ADDA EmployAble team in Kenya. The EmployAble partner training institutions include Baraka Agricultural TVET College, Sikri Specialized training center for the deaf and blind and Techno Brain training institute in Kenya Nairobi. The college dean of Sikri made clear that the task analysis is important for the inclusion of blind trainees in a mainstreamed training institutions. It is further explained that besides adapting the training into tactile it is more important to break the tasks in sub pieces to make clear for the activities for the trainee. The ECDD team found the exchange very helpful and applied the lessons once arriving back in Ethiopia.

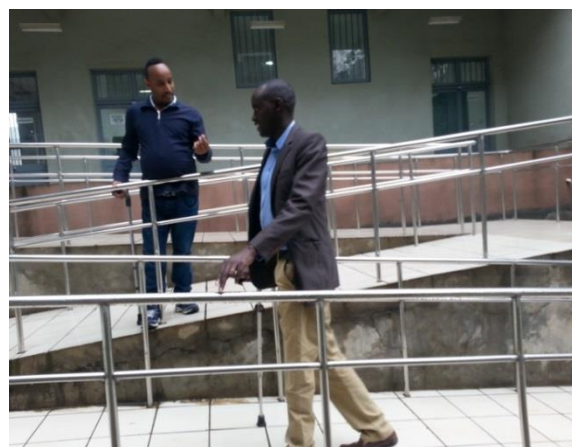
Result 3.2: Relevant stakeholders in each country collaborate, inform and get involved

Activity	Target 2016	Realized 2016	Remarks
3.2.1 Set up and functioning of PSC (Project Steering Committee)	6	6	PSC were set up in 2014, and met regularly in each country to monitor progress.
3.2.2 Info meetings with broad group of stakeholders	continuous	continuous	The activity is on track all for partners and ongoing. Several other stakeholders especially from the private sector came on board to provide on job training and employment for instance the Alive and Kicking organisation (involved in sticking balls) in Kenya, Passion AFP involved in (Furniture making) in Ethiopia.

Activity	Target 2016	Realized 2016	Remarks
3.2.3 Regular interaction and feedback with relevant ministries	continuous	continuous	The activity is on track all for partners and ongoing. A ministerial exchange visit was organised in Ethiopia for Government officials from Kenya and Rwanda to learn about the process of developing inclusive TVET standards. (see above).
3.2.4 Press releases on lessons learned	NA	NA	This is part of the newsletter and the publication under development.



Juliet and Rina coaching youth with disabilities to make their job applications to Safaricom Ltd; one of the new companies joining forces with EmployAble



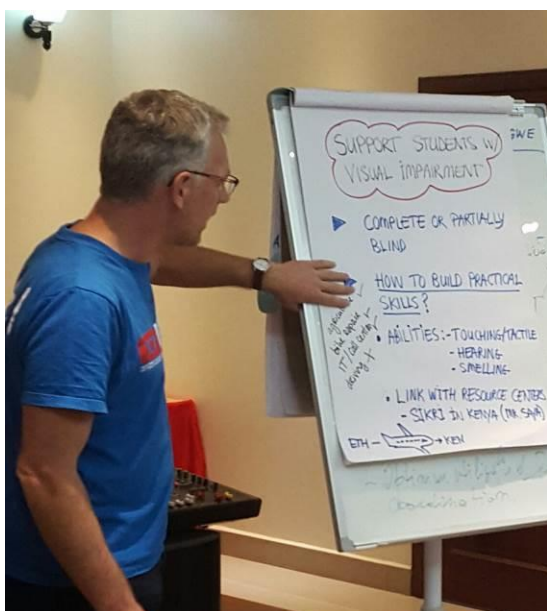
Field visit at the Federal TVET teachers training institute in Addis Ababa, Ethiopia

Result 3.2: Livity Africa and Google – making digital marketing training inclusive

ADDA was introduced to Livity Africa by Mr. Stephen Jalenga, who works for the Ministry of Public Service, Gender and Youth Affairs. Mr. Stephen recommended that Livity Africa in partnership with Google needed to make their Digital marketing training inclusive. It will be important to note that Livity Africa has trained youth before in Digital marketing, but never youth with disabilities. During the reporting period, ADDA and Livity Africa organized for a one day digital marketing training targeting youth (18-35 years) with disabilities. The training covered a wide range of digital marketing concepts including: online branding, web design and user interface, pay-per-click, organic social media, paid social media and other digital entrepreneurial opportunities. In August, ADDA began identifying potential youth with disabilities interested with digital marketing, especially individuals who have smart phones or laptops, have no jobs and were looking into making an income online. A google form was developed to enabled registration and confirmation of the potential participants where a total of 77 youth with disabilities registered for the training. The google registration form showed 87.7% of YWDs that registered for Digital Marketing training had a smart phone or a laptop, and 79% did not have jobs, 86.4% of YWDs registered had a college or University education level, and 43.2% being youth between ages 18 to 25 years, who were the majority. This analysis validated the need for organizing a digital marketing training that would help youth with disabilities to think out of the box in regard to online entrepreneurship opportunities. Of all the 77 YWDs registered with ADDA, only 36 were able to attend the training, a majority of whom were visual impaired.

Result 4.1: The lessons learnt are documented and shared

Activity	Target 2016	Realized 2016	Remarks
4.1.1 Documentation of model development and lessons learned	1 annual report	1 annual report; report of learning and exchange meeting Rwanda	The second learning and sharing conference was held in Rwanda to continue learning and documenting strategies that worked and/or did not work. The documentation in the two conferences formed a basis for the writing of the publication.
4.1.2 Three inter-country exchange visits	1 exchange visit	2 exchange visits	In 2016, a team from Ethiopia visited Kenya to learn about the role of specialised institutions in supporting TVETs to realise inclusion. Also another inter-country exchange was organised with the project officers in Kenya.
4.1.3 Participating in Learn4Work events and international conferences	1	1	The partners from the 3 countries participated in the L4W event organised in Kenya in 2017 (which was planned for Fall 2016).



Mr. Sander Schot, Head of Programmes at LFTW presenting the Phase out – Scale up process for the Employable programme



Mr. Peter Muasya of ADDA making a presentation at the UNESCO TVET Regional Forum for Eastern Africa



Ms. Mary Muthuri of ADDA doing a presentation on EmployAble promising practice at the L4W workshop in Kenya



Participants at the second learning and sharing conference in Kigali Rwanda

4 Finances

As can be seen from the financial report (annex 1), a total amount of 386,905 EUR was spent on the programme, approximately 127% of the 2016 budget. We have been able to fundraise more than the 2016 budget, which allowed us to keep the cash flow of the programme in a healthy state. A project audit report by WITH accountants is available upon request.

Explanation on budget deviation:

- Result 1.1 was higher as more teachers in the TVET centres still were requesting for support, e.g. sign language training.
- Result 1.2 was higher, although we brought down the number of new students to be enrolled in the last year, still quite a number continued in longer than 1 year training.
- Result 1.3 was higher, we felt that transition to the labour market was key to close this phase of EmployAble in a responsible way.
- Result 2.1 was higher than expected, as some activities of 2015 were still pushed into 2016.
- Result 2.2 was lower than anticipated, as the lobby toward the government officials took longer than expected. Will be continued in EmployAble-2.
- Result 3.1 was higher than expected as we realized that collecting evidence from the programme would be key to be effective in our lobby towards government institutes and businesses.
- Result 4.1 was higher than expected as we realized the Learning & Sharing conference under this budgetline, we invited many stakeholders and have invested in a high quality publication to be launched in April 2017.

5 Conclusion and impact stories

5.1 Final conclusion

Based on the Mid Term Review of late 2015 a number of changes were implemented in the programme. We saw that the staff became increasingly confident in working with big employers, resulting in an increasing demand for qualified youth with disabilities in the workforce. The programme has been able to attract a growing number of partners and therefore the programme is extended into 2017-2019 with a renewed focus, building on the good practices that were established so far.

Overall, the EmployAble programme has been successful. We have been able to do a lot in 2016, and we are satisfied with the results achieved. We hope that EmployAble phase 2 will bring more experiences and of course open us up to more practical solutions to some of the challenges we encountered. We believe that the publication, when finalised in April will provide more insights to the lessons learnt as well as the recommendations.

5.2 Impact stories

Before the support by EmployAble program, I felt my life in critical situation as it was not easy for my parents to afford everything needed to access trainings. I did not attend school as I had dropped out when I had reached senior one. At the beginning of the training, Sign Language was a constraint but teachers become skilled with signing as they have been receiving training on sign language throughout the training period. My ambition was to look for a better life and help my family to live in good condition through the knowledge and skills even if I am deaf. After becoming one of the EmployAble beneficiaries I wondered if my dreams could become true. So I have been enrolled in hairdressing as my choice! After the training, I have embarked with internship period. Later, after two months, I started a temporary job at Blessing Saloon located at Kabeza in Kigali City where I became a permanent employee. And you see now today my objective is achieved and I'm proud of myself and I'm very thankful to EmployAble Program, thanks a lot for what you have done for me and persons with disabilities in general.

Graduate with a hearing impaired, permanently employed, Rwanda

I am the breadwinner in my family supporting my son, my mother, and my two siblings. I now have a steady job at the Kenya Revenue Authority where I work as a telephone operator. Through EmployAble, I was able to get a diploma in International Computer Driving License (ICDL) at Technobrain. I was one of the first partially deafblind persons doing the ICDL course. I used JAWS, a screen reader programme. Since it was a pilot, some of my trainers didn't know how to assist me. During exams, the screen reader couldn't read some of the icons on my computer. However, the teachers were willing to learn how to work with people with visual impairments like me. I also really enjoyed interacting with my non-disabled classmates.

EmployAble not only supported me through the technical part of the training, but also provided me with psycho-social support. It is difficult having a disability sometimes. I struggle to do my daily activities, and to be independent, and yet sometimes people are unkind because they think I am pretending that I can't see.

Because of the training, I am now computer literate. This meant I now met the requirements for working at the Kenya Revenue Authority. In addition, I have now bought my own laptop, and managed to purchase a smartphone online. I love my new job. I am doing something I am trained in, I am earning a good salary with which to support my family, and talking is my hobby. My son will start Kindergarten next year and I will be able pay his school fees.

A Graduate who is partially deafblind, Kenya

Mengistu is deaf since childhood. He attended primary school Alpha Special Needs School for hearing impaired children in Addis Ababa, and went to Tikur Anbesa for his secondary education. He passed the national exam in grade 10, and decided to attend a vocational training school to follow his dream of becoming a furniture maker. But he was still not satisfied. Although the college had a sign language interpreter, he decided to leave the school due to the communication barriers he faced with the teachers.

Whilst looking for a job, he came across the EmployAble programme. He was able to enroll in a furniture-making course at Selam David Röschli Technical and Vocational College. He was assigned a sign language interpreter. In addition, he received a small transportation fee as well as safety clothes and shoes ahead of the training.

This time around, he found the teacher very interesting, and that the training was provided in such a way that he was able to follow. Sometimes, students would accidentally take his materials during a training session, but the trainers would then settle the problems for him. He appreciates the support that the trainers provided, and graduated with enough skills to be employed. Currently, Mengistu works at a Dutch company Passion Agro & Furniture Production PLC in Debrezeit, which manufactures furniture for household and office use. He has achieved his dream, and hopes to open his own furniture making business.

A Graduate who is deaf, formally employed Ethiopia

Annex 1: Financial report

Financial report: 01-01-2016 till 31-12-2016	Budget 2016	Expenditures 2016	In % 2016
Project & partnership coordination			
Project management	€ 96.922,00	€ 96.045,00	
Overhead	€ 20.663,00	€ 11.763,00	
Audit	€ 4.000,00	€ 2.442,00	
Total expenses on project and partnership coordination	€ 121.585,00	€ 110.250,00	91%
Result 1: To improve access to vocational education and training in Africa			
Result 1.1: Set up of inclusive TVET model	€ 9.449,00	€ 16.781,60	
Result 1.2: Social and Fin. Support for PWD	€ 35.489,00	€ 52.075,80	
Result 1.3: Youth PWD enrolled in TVETs and facilitated to join the labour market	€ 21.348,00	€ 33.496,01	
Total expenses on result 1	€ 66.286,00	€ 102.353,41	154%
Result 2: To enhance the quality of vocational education and its relevance to labour market demand			
Result 2.1: Development of inclusive standards and practical, hands-on and labour market skills development approaches with teachers	€ 9.370,00	€ 41.437,47	
Result 2.2: A framework of inclusive competency-based assessment process developed and validated with managers and govt officials	€ 32.100,00	€ 17.086,65	
Total expenses on result 2	€ 41.470,00	€ 58.524,13	141%
Result 3: To embed good practices at the institutional level of TVET providers in a sustainable way			
Result 3.1: Collaboration TVET-PS modelled + shared	€ 38.919,00	€ 59.045,52	
Result 3.2: Relevant stakeholders collaborate and inform/involve others	€ 3.453,00	€ 4.217,75	
Total expenses on result 3	€ 42.372,00	€ 63.263,27	149%
Result 4: To include new actors in development cooperation, in the education and private sectors in particular, and strengthen the Learn4Work network			
Result 4.1: Lessons learnt shared and documented	€ 32.532,00	€ 52.514,16	
Total expenses on result 4	€ 32.532,00	€ 52.514,16	161%
Grand total	€ 304.245	€ 386.905	127%