



# How Can the Most Marginalized Child become Included?

Working group 4

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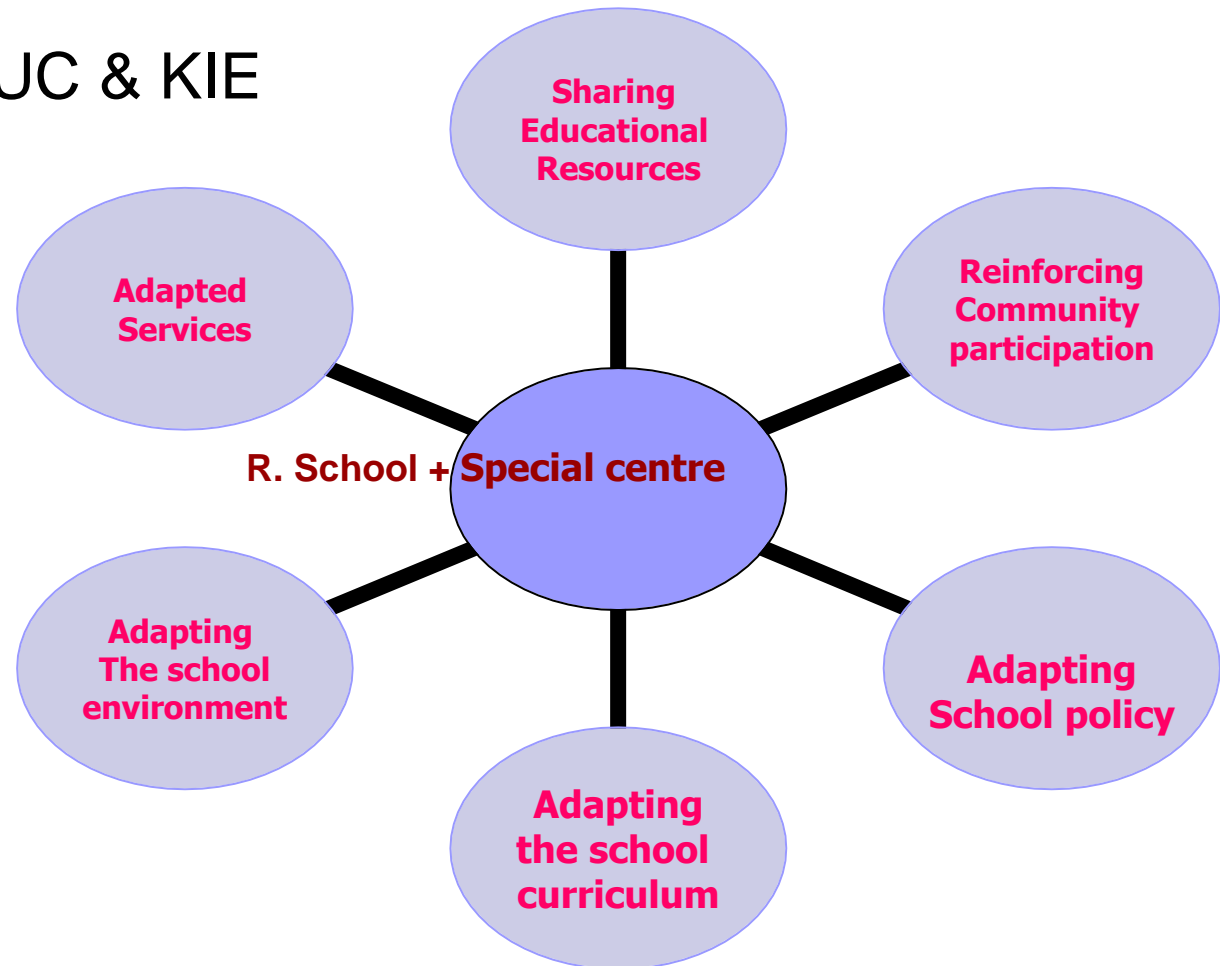
Handicap International Rwanda

« Education without Exclusion », Bezev Conference, Bonn, Germany

25<sup>th</sup> – 27<sup>th</sup> Nov 2009

# Handicap International's Approach to Inclusive Education

HI with MINEDUC & KIE



# Context of disability in Rwanda

- 3,9% of Rwandans have a major disability (Rwanda national census, 2002)
- Legislative efforts; law on protection of disabled people(2007) & concretised by the ministerial decrees in september 2009, MOH elaborated a National Plan of rehabilitation of physical disabilities
- Only 3% of disabled children have access to school (DC)(Causes: stigma, geographical setting and community attitudes)
- 2,8 millions of OVC of which 2 millions are vulnerable and 825 000 are orphans(MIGEPROF&UNICEF, 2007-8).
- 2,2% of children aged between 0-17yrs live with major disability(93.299) & the majority of whom have no access to school
- 10% of schooled children have special educational needs
- Only 29% of teachers know something on Inclusive Education

# Handicap International's work alongside partners

« Promoting community inclusion of children  
& young adolescents with disability  
through access to inclusive education »

# 1. Overall aim of our work

- Promoting the participation of children & young adolescents with disabilities in community basic activities.
- Skills improvement for teachers and educators of specialised centres and regular schools on inclusive education
- Contributing to the coordination and the promotion of inclusive education at Ministry of Education level

# The specific objective

- Develop a specialised or inclusive education based on disabled children & young adolescents individual needs for autonomy and community inclusion

# 2007 - 2009

A project built on 4 pillars:

- The reinforcement of teaching & education practices for 4 centres for them to become the resource centres for the community
- Promoting inclusive education in the regular/mainstream schools
- Capacity building for the 4 partner associations
- Institutional and community involvement

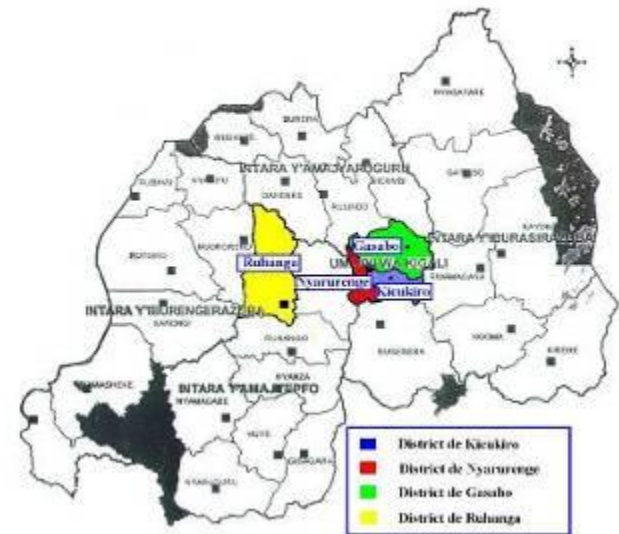
# 2. Coverage zones

## 4 Districts of

Rwanda (Among 30):

- Nyarugenge (Kigali city)
- Kicukiro (Kigali city)
- Gasabo (Kigali city)
- Muhanga (Muhanga district, southern province)

### RWANDA



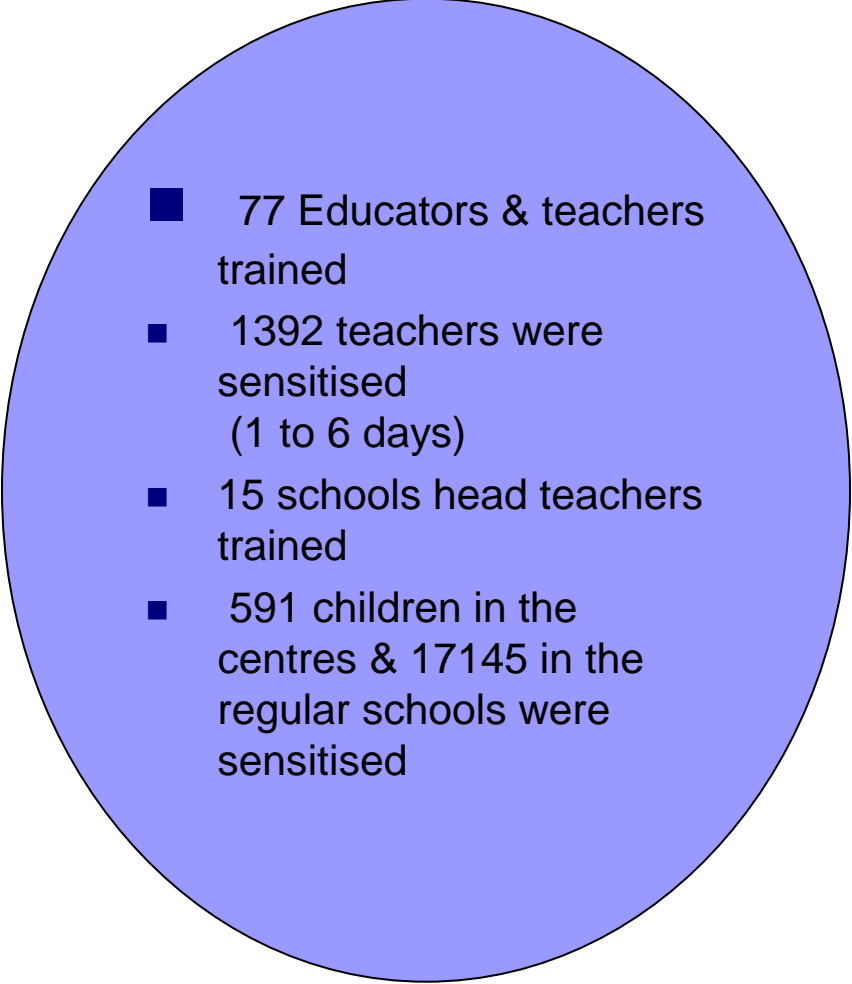


# 3. Partners

1. HRD « Handicapé Rwandais Réintégré dans ses Droits »
2. « Espoir Umwana Nk'Abandi »
3. « Jyamubandi Mwana »
4. « Eglise Méthodiste Libre au Rwanda »(centre Amizero)
5. Ministry of Education and Kigali Institute of Education (KIE)

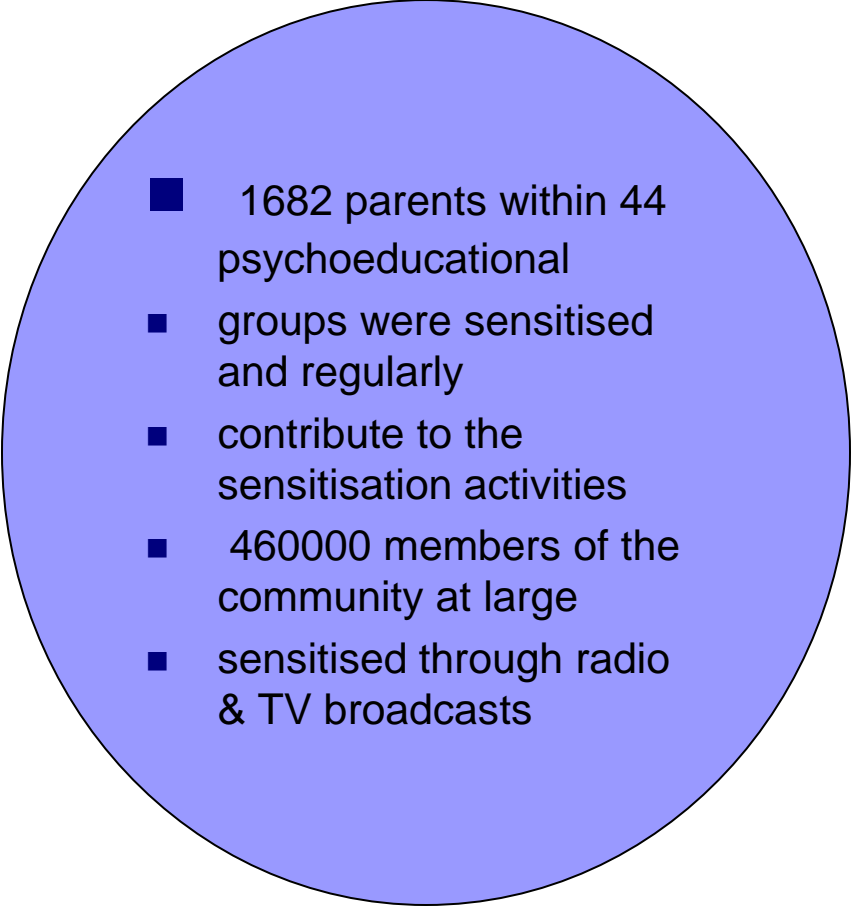
# 4. Target groups to be mobilised.

- 18 educators from the 4 resource centres and 4 coordinators of those 4 partner resource centres
- 266 teachers of the mainstream schools and 25 headteachers of those regular schools
- 1 800 children of the regular schools

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- 77 Educators & teachers trained
  - 1392 teachers were sensitised (1 to 6 days)
  - 15 schools head teachers trained
  - 591 children in the centres & 17145 in the regular schools were sensitised

# Target groups to be mobilised (continued)

- 1 800 parents and close relatives
- 2 400 members of the neighbouring community benefiting from the psycho educational group activities.
- 100 000 people «community at large» listeners of the radio and television broadcasts

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- 1682 parents within 44 psychoeducational
  - groups were sensitised and regularly
  - contribute to the sensitisation activities
  - 460000 members of the community at large
  - sensitised through radio & TV broadcasts

# 4. Final beneficiaries

- 400 disabled children and adolescents in the 4 specialised centres
- 5 000 close relatives to the disabled children
- The rwandan education system (duplicable achievements)

- 198 adolescents in the community
- and 237 in the centres(through vaca-tional activites
- Focal persons in the community: 82
- A follow up is done with children with disabilities and their families
- Participants at the intersectoral meetings: 73

# 6. Main Activities

- Ongoing training on inclusive education for educators and teachers
- Observation and evaluation of disabled children in order to make individual education plans, or support them to take part in vocational activities



Photo: Brigitte, age 9yrs

# Main activities (Contin'd)

- Support to vocational activities (professional inclusion) for the 4 resource centres to allow economic and social independence/autonomy of the child/adolescent
- Professional and study tours
- Put in place resource centres within the 4 partners specialised centres



Photo: David, age 15yrs

## 6. Main activities(contin'd)



- Capacity building for the 4 partners centres
- Sensitisation of the teachers , head teachers and other school officials of the regular/mainstream schools on Inclusive education



# 7. Main activities(contin'd)

- Support accessibility activities in the regular/mainstream schools.
- Track and sensitization of the children





# 7. Main activities(contin'd)

- Sensitisation of parents and neighbours and radio/TV broadcasts for the general public
- Guidance and counselling for disabled children and the local community

HI IE advisor collecting information on children



# 7. Main activities(contin'd)

- Steering committee
- Support to the conception of the national inclusive education plan
- Intersectoral seminars & workshops
- Publication of the training manual & final KAP survey

The MINEDUC representative speaking in the intersectoral seminar



# Disabled children in mainstream schools due to the project

DISABLED CHILDREN IN SCHOOLS IN MAINSTREAM SCHOOLS DUE TO THE PROJECT- YEAR 2009																			
DISTRICT	SECTEUR	ECOLE	VISUAL IMPAIRMENT		HEARING IMPAIRMENT		PHYSICAL IMPAIRMENT		INTELLECTUAL IMPAIRMENT		EPILEPSIE		ALBINOS		TRAUMA		TOTAL		
			F	M	F	M	F	M	F	M	F	M	F	M	F	M	TOT		
GASABO	GATSATA	GIHOGWE	0	4	0	1	12	13	6	9	2	1	1	2	0	0	21	30	51
		GATSATA	7	9	5	1	5	5	1	3	0	0	1	0	0	0	19	18	37
	JABANA	JABANA	6	6	2	2	1	2	8	2	2	1	0	0	0	0	19	13	32
		KABUYE BWERAMVURA	2	2	0	0	6	3	3	2	0	1	1	0	0	1	12	9	21
<b>TOTAL DISTRICT GASABO</b>			<b>17</b>	<b>24</b>	<b>8</b>	<b>5</b>	<b>26</b>	<b>31</b>	<b>20</b>	<b>20</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>78</b>	<b>88</b>	<b>166</b>
MUHANGA	NYAMABUYE	GAHOGO	2	1	1	3	8	3	1	4	0	0	0	0	0	0	12	11	23
		BITI	0	0	0	0	0	1	2	3	1	0	0	0	0	0	3	4	7
		GITARMAMA	0	3	0	0	1	5	2	1	1	0	0	0	1	0	5	9	14
		NYABISINDU	3	3	0	0	1	1	1	1	1	1	0	0	1	0	7	6	13
		KABGAYI A KABGAYI B	0	0	0	1	1	3	3	0	2	1	0	0	0	0	6	5	11
	CYEZA	KIVUMU	4	3	2	2	7	8	15	17	3	4	0	0	0	2	31	36	67
	SHYOGWE	ADEPR	0	1	0	0	2	5	2	0	1	0	0	0	0	0	5	6	11
NYARUSENGE	NYARUSANGE	0	4	0	1	5	7	1	6	1	1	0	0	0	0	7	19	26	
<b>TOTAL DISTRICT MUHANGA</b>			<b>9</b>	<b>16</b>	<b>6</b>	<b>9</b>	<b>29</b>	<b>37</b>	<b>29</b>	<b>33</b>	<b>13</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>89</b>	<b>110</b>	<b>199</b>
RULINDO	SHYORONGI	RUTONDE	0	0	5	7	5	9	0	0	0	1	0	0	0	1	10	18	28
	BISHOKI	RULINDO	2	5	2	0	10	7	4	0	0	1	0	0	0	0	18	13	31
<b>TOTAL DISTRICT RULINDO</b>			<b>2</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>15</b>	<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>28</b>	<b>31</b>	<b>59</b>
NYARUGENGE	NYAMIRAMBO	ST CHARLES LWANGA	6	3	0	1	0	1	2	2	0	0	0	0	0	0	8	7	15
NGORORERO	NYANGE	NYANGE A	0	2	1	2	0	0	0	1	1	0	0	0	0	0	2	5	7
KICUKIRO	GIKONDO	KINUNGA	4	3	2	3	4	2	2	1	0	1	0	0	0	0	12	10	22
<b>GRAND TOTAL</b>			<b>38</b>	<b>53</b>	<b>24</b>	<b>27</b>	<b>74</b>	<b>87</b>	<b>57</b>	<b>57</b>	<b>18</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>217</b>	<b>251</b>	<b>468</b>

Thank you  
for  
listening!

