

**Rehabilitation International**  
**Global Disability Development Fund / Africa Fund**  
**Final Report**

<b>Project:</b> Advocating for Inclusive Education in Matola, Mozambique	<b>Report No.:</b> 2
<b>Organization:</b> United States International Council on Disabilities	<b>Name of Project-in-charge:</b> Isabel Hodge
<b>Approved Funding:</b> (USD) \$29, 326.00	<b>Actual amount spent:</b> (USD) \$28,694.01
<b>Reporting Period:</b> 26 September 2019 – 17 January 2020	

**Executive Summary** (not more than 5 pages):

**1. Brief overview of your project and objectives**

Advocating for Inclusive Education in Matola, Mozambique focused on the provision of training to disabled peoples' organizations and other stakeholders on advocating for disability inclusion in primary and secondary schools and to provide a Global Disability Rights Library (GDRL) to one school or one disabled persons organization.

Training took place at Eduardo Mondlane University in Maputo, Mozambique from 12-15 August 2019. Each of the 75 participants received training booklets translated into Portuguese. A diverse group of participants attended the training: teachers, university students, parents of children with disabilities, individuals with physical disabilities, several blind individuals and two individuals who were deaf. We were delighted, when representative from another local Disabled Persons Organization (DPO), who speaks with school administrators regularly about inclusive education, shared that he had a greater understanding of inclusive education based on our training.

Pre-and post-training surveys submitted at the conclusion of the training indicated a vastly improved understanding of all topics presented. We received 43 completed action plans by individuals and groups. Each training participant received a certificate of completion.

APODEMOS received the GDRL eGranary at the conclusion of the training in August. USICD recommended to APODEMOS that GDRL be placed at the Eduardo Mondlane University to provide greater access to the library. A memorandum of understanding was recently established between APODEMOS and the Eduardo Mondlane University to place the GDRL eGranary at the University's library where the braille lab is also conveniently located. The GDRL is currently being installed and the University has sought technical assistance for the installation.

**2. Key output, outcomes and how you have measured them (as in the original proposal: if these were achieved or not and your comments)**

**Outputs/outcomes** - Families, professionals and general education practitioners were invited to attend a week-long inclusive education training designed to assist schools, school districts, administrators, policymakers, community members and professionals

to include parents, advocates and youth to assess, develop and implement inclusive education for students with disabilities. We shared relevant examples and they participated in activities, including a mock Individualized Education Program meeting and worked with checklists and other tools to help them as they seek to implement or improve inclusive education in their district or region. They also learned how to develop transition plans and conduct person-centered planning for individuals with disabilities and how to ensure they are fully involved in the decision-making process. Participants also received a basic overview of the GDRL to help them understand it as a resource for them as they seek additional inclusive education information.

Training topics included: Legislation and structures for the protection of the rights of persons with disabilities; History of Inclusive Education in the United States; Inclusive Education; The Special Education Cycle; Individualized Education Program; Role of Parents in Special Education; Paraprofessional Support; Low Cost Accommodations; Self-advocacy; Planning for Transition; Person-Centered Planning; and, Advocating for Inclusive Education in Mozambique.

Participants received the PowerPoint presentations and several handouts in their booklets, addressing: Article 24 of the CRPD; Student Present Levels of Performance; Student Strengths and Weaknesses; Direct Instruction and Academic Supports; Examples of Related Services; IEP Transition Plan; Paraprofessional – Getting to Know Your Student; Paraprofessional Peripheral Supports.

Group activities involved learning to make low-cost accommodations, responding to schools who say your son/daughter cannot attend their school with recommended solutions; Individualized Education Program development; and Transition Plan development.

Participants received an overview of the GDRL on the final day of the training. We announced that it would be available to all training participants and other stakeholders.

**Measurement** – Workshop participants were asked to complete pre-and post-workshop surveys and individual action plans at the conclusion of the workshop. The action plans detailed commitments they will undertake as stakeholders. APODEMOS was to follow-up with participants either via phone calls or via email at the three and six-month intervals to record action plan responses and gauge likelihood of sustainability. Training participants were asked to complete a pre- and post-training survey for each lesson they received that day. Thirty-four participants submitted the survey at the conclusion of the training (45%). The Likert Scale was used to determine a participant's skill and knowledge before and after training with "1" being the lowest level, "3" being medium; and "5" being the highest level of skill and knowledge. Pre- and post-training survey results indicated a vastly improved understanding of all topics presented by all participants. Overall the pre-training average was 2 and the post-training average was 4. The mid-term report that was submitted provides a visual representation of survey results by training topics.

We received 43 completed action plans (58%) at the conclusion of the training. Participants could partner with other participants on the plan. The mid-term report provides a brief summary of the action plans. Since the training in August, one group has established a theatre group to perform and raise awareness about the challenges

faced by Mozambicans with disabilities. The group is called “Sem Vergonha” and is comprised of four members led by Dr. Quembo.

**Comment** – The Advocating for Inclusive Education training took place on the week of 12 August 2019 at Eduardo Mondlane University in Maputo Mozambique. Flyers were posted throughout the campus and invitations were sent to APODEMOS’ members and other stakeholders. We planned for approximately 40 participants and were pleased to have 75 training participants attend. Each participant received a training booklet and certificate of completion at the conclusion of the training.

Information about implementation about action plans has been minimal because workshop participants lack the resources to implement them.

**Outputs/outcomes** - The GDRL deployment site has been asked to report on the number of people using the system each quarter, disaggregated by gender and disability status.

**Measurement** – Each eGranary automatically keeps an electronic log that tracks how often it is used and what resources were retrieved from it. The site is expected to send this log to USICD and to WiderNet each month. The site is expected to complete a total of five surveys. Some of the surveys are meant to be completed by staff at the deployment site and some are meant to be completed by GDRL users. Finally, the deployment site will be asked to report how sites are publicizing the GDRL – Radio, tv, newspaper, articles, presentations/conferences, newsletters, websites, listservs, etc.

**Comment** – The GDRL is an important resource for APODEMOS and other stakeholders in the Maputo area when it is finally installed at the University. USICD did not foresee the length of time it would take for APODEMOS and the Eduardo Mondlane University to sign the Memorandum of Understanding for the placement of the GDRL at the university’s library and the challenges the University would have in following the instructions for the installation. USICD has connected Dr. Quembo with WiderNet’s technical experts.

### 3. Challenges and Issues arising and solutions

- Communicating with Dr. Carlos Quembo was limited by his access to WiFi.
- The remaining translations were received from Dr. Quembo just a few days before USICD’s travel to Mozambique. Training booklet printing was expedited and cost more than expected.
- USICD did not receive the number of technical assistance requests expected from either APODEMOS or training participants and we received minimal information regarding the implementation of action plans. Dr. Quembo shared that participants had no financial means to implement their action plans and a lack of fundraising capacity. The action plans indicated that most participants expected their plans to take one year to complete and that material and human resources were necessary as well as access to funding.

### 4. Self-evaluation and Lessons Learned

- In retrospect, at the beginning of the project USICD should have queried APODEMOS regarding their capacity to provide support to participants on their

action plans and included additional funding for APODEMOS to provide training participants with mobile phone cards and material resource support for implementing action plans.

- USICD did not foresee the length of time it would take for APODEMOS and the Eduardo Mondlane University to sign the Memorandum of Understanding for the placement of the GDRL at the university's library and the challenges the University would have in following the instructions for the installation.
- Although this was a one-year project, USICD understands that ongoing need for technical assistance in inclusive education may be necessary. We also plan to reach out to APODEMOS for GDRL usage data and push relevant library content updates when available.

#### **5. Suggestions for dissemination**

USICD recommends that Rehabilitation International consider consolidating all training materials into one training manual and making it available online in English, Portuguese, and other languages. We also recommend that facilitator guides for each module be produced and available online to complement the training manual. We also recommend the development of a communication strategy that would outline the marketing of the product(s).

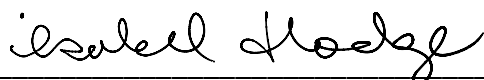
#### **6. Recommendations (both for your own organization and other organizations working in the same thematic areas)**

USICD recommends that APODEMOS and other disability NGOs, such as the Forum of Organizations of Persons with Disabilities (FAMOD) receive training in capacity building, coalition building, and governance training. The need for the recommended training was reiterated when we met with representatives from the West Minster Foundation which has provided funding in the past to FAMOD.

USICD also recommends that APODEMOS' Executive Director, Dr. Carlos Quembo, remain in contact with the US Embassy public affairs staff in Maputo and seek grant opportunities. Communicating with the Department of State's Bureau of Democracy, Human Rights and Labor (DRL) before and after any visit and reading the Country Report on Human Rights is highly recommended. In this case, the representative at DRL was able to help introduce the team to the US Embassy public affairs officer in Maputo.

We decided when we were developing our training that it would be important to include group activities throughout the week. Group activities were designed to motivate participants to share their relevant experiences, engage with each other, and continue communication post-training. Training participants ultimately were more engaged with the presenters as a result and a greater understanding of the content was achieved through practical and culturally relevant inclusive education examples.

Prepared by: Isabel Hodge, Executive Director and Finance Manager



Reviewed and Endorsed by: (Board Chairman) Dr. Patricia Morrissey

A handwritten signature in blue ink, appearing to read "Dennis A. Manning", is written over a horizontal line.

---

Date: 17 January, 2020

**Appendix A: Photos, links to materials made and other supporting materials.**

Please visit USICD's Google drive for all photos and training presentations and other supporting documents:

[https://drive.google.com/drive/folders/1kyn98UggbR-1zq5QEu6MmnckNpZrEe\\_s?usp=sharing](https://drive.google.com/drive/folders/1kyn98UggbR-1zq5QEu6MmnckNpZrEe_s?usp=sharing)