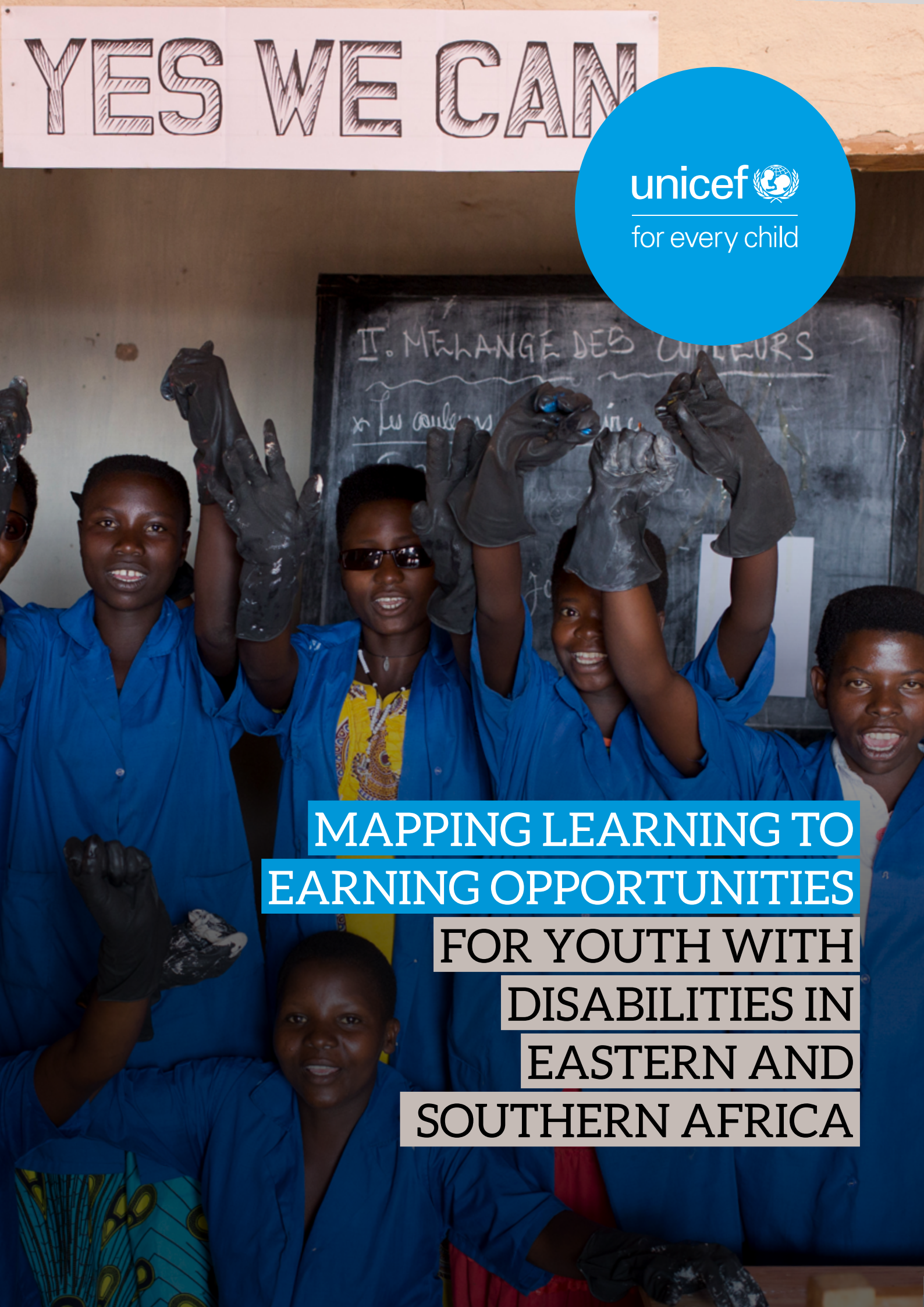


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**MAPPING LEARNING TO
EARNING OPPORTUNITIES
FOR YOUTH WITH
DISABILITIES IN
EASTERN AND
SOUTHERN AFRICA**



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Abbreviations

CBET	Competency Based Education and Training
CEDAW	Convention on the Elimination of Discrimination against Women
CPD	Country Programme Document
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ESAR	Eastern and Southern Africa Region
ESARO	Eastern and Southern Africa Regional Office
GDS	Global Disability Summit
NEET	Not in education, employment or training
SDG	Sustainable Development Goals
TVET	Technical and vocational education and training
UDPK	United Disabled Persons of Kenya
UNHCR	United Nations High Commissioner for Refugees
YADIZ	Youth in Action for Disability Inclusion in Zambia
YOMA	Youth Agency Marketplace



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Executive summary

Introduction

Background and context

Youth, for United Nations statistical purposes, describes people between the ages of 15 and 24. The most recent UN estimates (2019) suggest that people in this age group make up one-sixth of the world's population – around 1.2 billion. This number is projected to grow by 7 per cent, to 1.3 billion, by 2030.¹ International Labour Organization (ILO) data show that not only is Africa's workforce expanding rapidly, but those aged between 15 and 24 make up more than a third (34.2 per cent) of the continent's population. In the next decade, it is predicted that 150 million young workers will have moved into its labour markets.² However, World Bank research shows that youth with disabilities in Africa are in danger of being left behind; they are among the poorest and most marginalized youth – not just in Africa, but globally – and are less likely than their peers to find paid work, to become financially self-sufficient or to be allowed to take a full role in adult life and society.³

Programming for youth with disabilities could help put more opportunities within their reach, but targeting and reaching them through such initiatives is difficult. They are likely to be less well educated and have lower literacy levels than their peers, and more likely to be poor.⁴ Girls and young women with disabilities are also hindered by discriminatory gender norms and roles.⁵ Meanwhile the COVID-19 pandemic has exacerbated the impact of the digital divide, leaving marginalized groups isolated and with little or no access to online resources – including many youth with disabilities.⁶

To overcome these barriers, UNICEF country offices in the Eastern and Southern Africa Region (ESAR) support efforts with a range of partners to strengthen and improve youth success in school, life and work through learning to earning (learning to earning) programming. Most ESAR governments are harmonizing legislative and policy frameworks on education, training and employment.

Scope & methodology

In this mapping, the UNICEF Eastern and Southern Africa Regional Office (ESARO) has mapped learning to earning for youth with disabilities to take stock of programmes and initiatives that could guide future programming, identify key disability issues and help increase inclusion. This mapping has focused on five current initiatives: YOMA, UPSHIFT, Prospects, Generation Unlimited and U-Report. The mapping looked at their impact on the following areas: education, training and skills-building; employment, including entrepreneurship; job-matching, mentorship, internship. The aim was to find evidence of scalable initiatives and the process took account of the influence of cross-cutting issues such as gender, country context (including emergency and humanitarian situations), optimization of digital platforms and innovations and the effects of COVID-19.

Qualitative data was collected through informant interviews with 67 respondents who are key stakeholders in learning to earning processes for youth with disabilities in UNICEF country offices, other United Nations agencies, governments and organizations representing people with disabilities.

1 <https://population.un.org/wpp>

2 Cummins (2019)

3 World Bank (2020) Inclusion Matters in Africa <https://openknowledge.worldbank.org/bitstream/handle/10986/32528/IM-Africa.pdf>

4 <https://www.worldbank.org/en/topic/disability>

5 <https://www.un.org/development/desa/disabilities/youth-with-disabilities.html>

6 ILO (2022) https://www.decentjobsforyouth.org/wordpress/wp-content/uploads/2022/07/Formatted_Policy-brief-on-youth-with-disabilities_July-2022_v7.pdf

Key findings

Legal, policy and institutional frameworks

Disability

All ESAR countries (except Eritrea and South Sudan) in ESAR have ratified or acceded to the Convention on the Rights of Persons with Disabilities (CRPD) and all are at different stages of incorporating its provisions into domestic policy and law. Sustainable Development Goals (SDGs) 4, 8, 10, 11 and 17 ask signatories to support inclusive education, decent employment and inclusive spaces for all, the reduction of inequalities between persons with disabilities and their peers and the gathering of accurate and transparent disaggregated disability data.

National disability-specific or disability inclusive legislation, policies and action plans have been drafted or enacted by all CRPD-signatory ESAR governments. Some have established statutory bodies to enforce and implement policy provisions (**Namibia** and **Zambia**). Some legislation also establishes trust funds on which inclusion projects can draw (**Malawi** and **Kenya**). Accessibility is a key component of learning to earning interventions and in **Angola**, the Accessibility Act sets out how this should be achieved. **Mozambique's** Decree No. 53 of 2008 approves regulation of the construction and maintenance of technical devices for accessibility.

Education, training and skills-building

Articles 24 and 27(d) of the CRPD, and Articles 28 and 29 of the Convention on the Rights of the Child (CRC) call for access for all to secondary, vocational and higher education. The ILO Human Resources Development Convention 1975 (No. 142), Articles 3, 4 and 5 oblige members to provide vocational guidance and lifelong skills development and involve employers in training processes. The right to education is stated in Article 17 of the African Charter on People and Human Rights, Article 11(3) of the African Charter for the Rights and Welfare of the Child and Article 13 in the African Youth Charter. The African Youth Charter specifically

mentions access to education for youth with intellectual and physical disabilities in Article 24.

ESAR countries are rolling out basic Education for All provision to at least primary school level with varying levels of disability provision. For example, **Kenya** is implementing its Education Sector Policy for Learners and Trainees with Disabilities (2018) coupled with the 2019 Competency Based Education and Training (CBET) framework to develop competencies for the workplace. **Somalia** has laws that oblige all public schools to give 10 per cent of their places (and 5 per cent of places in private schools) free of charge to those with disabilities. In **Uganda**, the National Inclusive Education Policy, TVET and Teacher Education Policy are being developed.

Employment and entrepreneurship

The principles of non-discrimination and guidance on workplace management of disability-related issues are set out in the CRPD under Article 27, ILO Convention No. 159 of 1983 and ILO Code of Practice on Managing Disability in the Workplace (2001). The ILO Framework for Quality Apprenticeships (2021) has set out new standards for apprenticeships. The CRC, under Article 32, recognizes the right of 15 to 18-year-olds not to be exploited or given work that can harm them or interfere with their education. A right to gainful employment is stated in Article 15 of the African Charter on People and Human Rights and the African Youth Charter under Articles 14 and 15. Youth employment is promoted in the African Union Road Map on Harnessing the Demographic Dividend through Investments in Youth; the first five-year priority programme on employment, poverty eradication and inclusive development 2017; and the declaration by the African Union of 2018–2027 as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment.

Employment quotas and incentives to stimulate demand among employers to hire persons with disabilities have been adopted by some countries.

Rwanda, under Ministerial Order No. 03/19.19 of 27 July 2009, sets a minimum five per cent quota for the hiring of persons with disabilities by public and private sector employers. The **United Republic of Tanzania's** Persons with Disabilities Act (2010) sets a minimum of three per cent. Disability acts in **Kenya**, **Uganda** and **Zambia** offer tax concessions or rebates for employers who hire persons with disabilities.

Gender equality

Women's right to education, employment and economic autonomy is affirmed in Article 6 of the CRPD and the Convention on the Elimination of Discrimination against Women (CEDAW) in Articles 10, 11, 13 and 14. The need to give women and girls with disabilities access to learning to earning opportunities is stated in the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003) (Maputo Protocol), the African Union (AU) Strategy for Gender Equality and Women's Empowerment, and the declaration of the African Women's Decade (2020–2030) as the Decade of Women's Financial and Economic Inclusion.

Refugee and humanitarian settings

States and UN agencies are called on to protect and assist refugees with disabilities by the CRPD, Article 11 and the Office of the United Nations High Commissioner for Refugees Conclusion No. 110. The need to provide refugees with training and livelihoods to promote self-reliance is stated in Articles 17, 18, 19, 22 and 24 of the 1954 Convention on the Status of Stateless Persons and Article 3 (1) of the AU Convention on the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention).⁷ Other laws such as **South Africa's** Refugees Act (1998) and the **Kenya** Refugees Act No. 10 (2021), Articles 21, 24 (3), and 28, allow asylum seekers to study and take gainful employment.

Disability inclusion in ESAR learning to earning programming and initiatives

Government

Guidance at regional level on youth skill-building and employment is in the AU Continental Strategy for Africa 2016–2025, the Continental Strategy for TVET to Foster Employment, and the AU Science, Technology and

Innovation Strategy for Africa 2024 (STISA-2024) which aims to improve the region's economic development and global competitiveness.

Some ESAR countries provide government-sponsored skills-building and training to youth with disabilities in both special and inclusive settings. For instance, Government of **Zambia** skills development programmes are delivered through trade skills centres and a National Vocational Rehabilitation Centre caters for trainees with and without disabilities, while a Youth Empowerment Fund pays TVET institutions to offer free training and learning materials and help universities allocate at least 10 per cent of places to those with disabilities. However, respondents reported that training in job-market driven digital skills is still rarely offered to youth with disabilities in government-sponsored institutions.

In Kenya, the National Council for Persons with Disabilities offers a digital job-matching and training service through its online career portal.⁸ In **Somalia**, the government's National Youth Service has recruited 33 youth with disabilities, about 1 in 30 of the total. A respondent reported that 305 persons with disabilities have been employed in the public service in the last five years. The mapping found only one government-supported apprentice programme, in **Namibia**, but participation of youth with disabilities could not be assessed by desk review. It is, however, a viable programme for disability inclusion. In **Ethiopia, Kenya, Uganda, Tanzania, Zambia** and **South Africa**, ILO has supported the development of country-level business and disability networks that promote private sector workplace disability inclusion.

Government social protection provisions and grants are essential safety nets for youth with disabilities who can't find work or training or need help with the costs of disability. For instance, in **Angola**, the Disability Allowances Law (1998) provides grants to those who cannot do any form of work.⁹ The **United Republic of Tanzania** has a social welfare fund that gives grants to youth, women and persons with disabilities to

7 https://www.unhcr.org/ibelong/wp-content/uploads/1954-Convention-relating-to-the-Status-of-Stateless-Persons_ENG.pdf

8 <https://ncpwd-landing.fuzu.com/>

9 Initial report submitted by Angola under article 35 of the Convention, due in 2016 <http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1dpercent2FPPRiCAqhKb7yhslSjvi per cent2BFsb05Tc8urF per cent2BosPKQpxl7SbiHfX5hZMJgRVJENPy4BtsbGSVXPAZxaCnukY7cVc967qeNnPIYzlv8GjOKJt per cent2Fdx36tx46NP7LrMkQ>

set up businesses.¹⁰ However, a rapid assessment of seven countries in Africa found that provision of assistive technology is fragmented and inadequate.¹¹ For example, while community-based health insurance covers spectacles, crutches, orthoses and prostheses in **Rwanda**, **Botswana**¹² and **Kenya**,¹³ only limited trust funds are available to help people with disabilities and institutions buy assistive devices to access learning to earning interventions.

UNICEF

Disability inclusion is a cross-cutting priority for all programmes.¹⁴ The UNICEF Strategic Plan 2022–2025 makes the commitment that all children must be reached and fulfil their potential in various settings.¹⁵ In several UNICEF COs in ESAR (e.g. **Angola** and **Somalia**), the youth agenda is relatively new and strategies are still being drawn up. UNICEF **Uganda** is currently finalizing its Life Skills Toolkit which is viable for disability inclusion. Youth with disabilities have taken part in the consultative forums shaping Country Programme Documents (CPD) being developed in **Botswana, Namibia, Zambia** and **Zimbabwe (at the time of writing)**.

Participation of female youth with disabilities is actively encouraged. Vocational scholarships for 300 young people, 60 per cent of them girls, have been provided in **Angola**, and those with disabilities are prioritized. In **Zambia**, **Zambian Girls 2030** has placed girls with disabilities in workplace internships to get hands-on experience. Under **Skills4Girls** in **Namibia**, four of the 50 participants have disabilities. In **Zimbabwe**, under **Generation Unlimited**, the country office plans to work with ILO and UNDP to promote employability through targeted job placement and promotion of science, technology, engineering and mathematics (STEM) subjects for girls.

Digital platforms and other programmes

Youth Marketplace (YOMA):

- Online platform YOMA promotes opportunities for youth to acquire digital and green skills and offers a job-matching component. YOMA is in the formative stage in **Botswana and Burundi** and its highest uptake has been in **South Africa** and **Kenya**.
- It has an explicit 50 per cent enrolment target for young women and girls¹⁶ who at the moment make up 45 per cent of participants. It does not have explicit targets for the enrolment of youth with disabilities and nor is disability a data point at registration so their participation cannot be tracked. However, **UMUZI** – a YOMA ecosystem partner – collects disability data through a self-disclosure question that asks participants whether they identify as having a disability to prioritize them for selection. This yes or no question does not reveal the type of disability.
- A YOMA recruitment pilot is planned for youth in refugee settings that will offer a payment to offset the costs of participation and encourage better uptake. This approach could be adapted to target youth with disabilities.

UPSHIFT

- UPSHIFT is a UNICEF-supported social innovation and entrepreneurship programme that is implemented in **Kenya, Namibia, Somalia** and **Uganda**.
- **The United Republic of Tanzania** Country Office runs a localized version of UPSHIFT (the GRREAT project) targeting out-of-school adolescent girls and their transition to adulthood.
- Globally, 18 of the 43 countries using UPSHIFT target young persons with disabilities or promote it in institutions for youth with disabilities and Vietnam and Ukraine have achieved significant disability

10 <https://bigboldcities.org/en/innovation/empowerment-loans-how-10-allocated-budget-helps-women-youth-and-people-disabilities.html>

11 https://at2030.org/static/at2030_core/outputs/Final_Draft_CCA_in_7_African_Countries_web_16eOgiE.pdf

12 Sir Seretse Khama Memorial Fund for People with Disability in the Office of the President [https://botswanalaws.com/Botswana2021Pdfsi/Public per cent20Finance per cent20Management per cent20Sir per cent20Seretse per cent20Khama per cent20Memorial per cent20Fund per cent20for per cent20People per cent20with per cent20Disabilities\) per cent20Fund per cent20Order, per cent202021- per cent20S. per cent20I. per cent20No. per cent206 per cent20of per cent202021.pdf](https://botswanalaws.com/Botswana2021Pdfsi/Public%20Finance%20Management%20Sir%20Seretse%20Khama%20Memorial%20Fund%20for%20People%20with%20Disabilities%20Fund%20Order,%202021-%20S.%20I.%20No.%206%20of%202021.pdf), <https://allafrica.com/stories/202106170152.html>

13 <https://nfdk.or.ke/donations-to-individuals/>

14 UNICEF (2022), available at <https://www.unicef.org/executiveboard/media/10751/file/2022-EB9-OCPR-EN-EN-2022.05.03.pdf>

15 <https://www.unicef.org/sites/default/files/2022-02/UNICEF-strategic-plan-2022-2025-publication-EN.pdf>

16 <https://www.generationunlimited.org/signature-solutions-0>

inclusion in the programme. For **Vietnam**, weighted recruitment evaluation criteria score participants with disabilities higher and they are the majority group in the cohort. In ESAR, only **Namibia** reported having two youth with disabilities in UPSHIFT in the mapping.

Prospects

- Prospects is a four-year partnership programme to promote education and transition, employment and protection for refugees and their host communities in **Kenya, Uganda** and **Ethiopia** in ESAR. It is funded by the Government of the Netherlands and implemented by UNICEF with UNHCR, ILO and World Bank/IFC.
- It aims to keep refugees out of poverty, help them find sustainable livelihoods, and foster supportive local communities and peaceful coexistence.
- Disability is mentioned in the global log frame for the initiative but it has not been a priority and has no budgetary provision.

Generation Unlimited

- Generation Unlimited is a public-private-youth partnership platform that brings together governments, the private sector, civil society organizations, the United Nations and youth.
- In **Angola**, a landscape analysis for Generation Unlimited is currently examining what is working and what can be scaled, including for youth with disabilities.
- UNICEF **Botswana** has completed its analysis with the Office of the President, with provisions for disability inclusion.
- UNICEF **Malawi** and UNICEF **Tanzania** have run successful Generation Unlimited calls although none of the applicants had disabilities.
- UNICEF **Zimbabwe** plans to work with ILO and UNDP to promote employability through targeted job placement and promotion of STEM for girls, including those with disabilities.

U-Report

- U-Report is a digital platform that engages youth through social media interfaces such as Facebook Messenger, WhatsApp, SMS and Viber. It gathers real-time feedback and information-sharing through polls, chatbots, live chats and community action.
- Other UNICEF projects, including UPSHIFT and YOMA, use it for feedback and accountability.
- As disability is not a data point for registration, it isn't usually possible to know how many participants are youth with disabilities. However, a disability poll adapted from Serbia was launched in December 2021 in **Angola, Lesotho** and **Uganda**. In 2021, UNICEF **Tanzania** ran a poll asking 'do you have a disability?' to which 6 per cent responded yes.

Pandemic impact

Digitization triggered by the pandemic has increased the range of online learning to earning solutions for youth. YOMA began at the height of COVID-19 and employers have continued to embrace remote work, creating potential opportunities for youth not in a position to travel to find quality employment, perhaps even in other parts of the world. Non-traditional partners have explored the use of youth and grass roots resource centres to make digital platforms more accessible to youth with disabilities.

However, remote training and employment mechanisms have yet to become disability-friendly or readily available to youth with disabilities in ESAR. Most have skills that cannot be digitized, especially those who work in the informal sector. Costly hardware and a good quality internet connection are vital for access remote learning or, in a virtual workplace setting, to deliver work and collaborate with colleagues efficiently. These gadgets and software are often out of reach for this group.

ESAR countries rank low on indices of information and communications technology (ICT) access and IT skills¹⁷ and this has hampered the digitization of their economies. Countries are countering this through various development projects that have been accelerated by the Fourth Industrial Revolution and the COVID-19 pandemic.

Constraints

The mapping identified a number of constraints in the promotion of disability inclusion and implementing recommendations for learning to earning interventions in ESAR.

General policy and operating environments

- Disability and the needs of youth with disabilities are rarely explicitly differentiated from more general policies, legislation and projects around mainstream youth-focused education, skilling and employment laws and policies.
- Poor gathering of data and statistics on youth with disabilities on learning to earning information makes it difficult to know the precise level of need.
- There is not a great deal of donor interest in funding learning to earning programming for youth with disabilities; and negative societal and cultural attitudes towards disability make programme design, delivery or take-up difficult in some localities.
- Poor access to assistive technology and services significantly hamper the promotion of learning to earning programming for youth with disabilities in the ESAR.

Design and implementation of learning to earning programming

Success in programming L2E for this group is hindered by the following factors:

- Specific targets for inclusion of youth with disabilities are often lacking or inadequate.
- Data collection and monitoring and evaluation of inclusion is often non-standard and therefore not comparable across projects or across time.
- Budgets are often not disability-responsive or are geared away from supporting inclusion because of the perceived high costs of making learning to earning accessible to youth with disabilities, particularly those with more complex needs.

- Poorly targeted outreach on learning to earning programming leaves youth with disabilities and their families unaware of projects they could benefit from.
- Poor levels of enrolment, transition and completion of the education cycle among youth with disabilities leave many unqualified to meet basic entry requirements and without the digital literacy and soft skills they need to progress.

Government prioritization of and commitment to disability and disability inclusion

Most ESAR countries have limited resources, stretched services and very little capacity to prioritize disability issues. Most governments also have inadequate technical capacity to programme for disability and in emergency and conflict situations struggle to provide even essential services. Support for vocational, technical and higher education beyond basic provision for youth with disabilities is therefore essential.

Poor workplace inclusion processes

Employers, mentors and investors may not have processes in place to successfully take on interns, mentees and employees with disabilities, and some may be reluctant to take them on at all because of entrenched negative perceptions of disability. There is often a lack of interest in investing in inclusive workplaces combined with little knowledge about how to promote disability inclusion.

Including Organizations of Persons with Disabilities in consultation

Organizations of Persons with Disabilities are often unaware of government and UNICEF programmes. They also lack capacity to advocate for or support learning to earning programming and take on implementing partner roles.

Lessons learned

This mapping exercise has identified several learnings from implementation of learning to earning interventions in ESAR.

- Youth-centric projects should manage and sustain participants' interest. Their needs, capabilities and aspirations should be mapped and factored into programming and should explicitly include those with disabilities.
- Standardized registration processes are essential to make sure selection is consistent and fair and vital data is captured to track disability inclusion at all levels. The registration process should be easy, respectful and friendly, allowing disability self-disclosure and confidentiality without being time-consuming.
- Career guidance and counselling are vital if youth are to choose an learning to earning path which will lead to meaningful employment, especially in the digital economy.
- Well-targeted outreach reaches the right audience. For example, 9 in every 10 applicants for YOMA's 'women in tech' campaign were women who had been persuaded they had a real chance of success by outreach work that made it clear this was focused on them.
- Curriculum timing, venue, and mode and pace of content delivery are all important components of learning to earning schemes for youth with disabilities, especially those who have additional accessibility needs.
- Disability-related pilots arouse interest in learning and can improve programming.
- Employers, mentors and investors need early information and preparation on how to help youth with disabilities and adapt work and the workplace to their needs.

Key recommendations

Programming

Government and UNICEF country office inclusion targets for youth with disabilities must be explicit and intentional rather than an incidental add-on to mainstream programming.

Programme differentiation should cater for various categories of disability, and should include twin-track approaches, bridging courses and flexible eligibility criteria.

Accurate estimates of what it costs to make learning to earning accessible to all youth with disabilities should be available to programme designers so that budget can be explicitly and realistically allocated at the planning stage.

Improved disability data collection will help stakeholders make the social, business and value-for-money case for targeted learning to earning provision for this group. The use of the Washington Group Questions combined with the inclusive and labour modules is recommended for collection of data that is comparable across initiatives and projects and over time.

Government, partners and stakeholders

- Promoting better understanding of disability inclusion among line learning to earning stakeholders through sustained and regular training is imperative.
- The convening power of UN Agencies can help advocate and mobilize resources for disability inclusion in the learning to earning sector and support the government structures and bodies responsible for promoting inclusive learning to earning interventions.
- A multi-stakeholder approach is needed to successfully advocate for disability inclusion in learning to earning interventions and to adopt and implement disability inclusive laws and policies.

Employers and trainers

- Employers should be given help and support to anticipate the needs of interns and employees with disabilities.
- Trainers and employers should be encouraged to work together so that trainers have up-to-date understanding of the skills required by the job market.

Outreach, voice and agency of youth with disabilities

- An assertive outreach and mobilization strategy should include persons with disabilities, Organizations of Persons with Disabilities and their families and aim to raise community awareness and acceptance of their rights and needs. Community buy-in is needed to gain support for businesses owned by youth with disabilities and their employment in local businesses, for instance.
- Youth should be engaged in every step of the programme cycle to ensure that their needs and aspirations are systematically taken into account. In this process, it is important to ensure sufficient representation of youth with disabilities.
- Strengthened capacity among Organizations of Persons with Disabilities will make it possible for them to take on implementing partner roles and promote outreach through their own networks. At the programme planning stage, they will be able to offer valuable input on how best to offer learning to earning for their cohorts.
- The voice of youth with disabilities should be more clearly heard, and more effective advocacy platforms should be created to empower them to engage with governments and the private sector.
- Inclusion of youth with disabilities in online and other digital learning to earning initiatives could be enhanced by encouraging those who are more 'tech-savvy' to contribute to the development of such platforms; inviting their input through user testing would ensure accessible and disability-friendly design, development, and effective monitoring and evaluation of platforms such as YOMA.
- Regular polls that specifically ask for the input of youth with disabilities at community and national level might boost their engagement in platforms such as U-Report. Platform coordinators also need more capacity to effectively engage with youth with disabilities, and to assess disability access.

Conclusion

Overall, ESAR already has an evolving policy and legal environment that puts in place the frameworks and legislation needed to promote the rights of and programming for youth with disabilities. However, adherence to these provisions and strategies for disability inclusion is poor. Support to strengthen the ecosystem for disability inclusive learning to earning interventions is therefore urgently needed.

It is difficult to assess the current extent of inclusion of youth with different disabilities, gender and other intersectionalities in learning to earning interventions in most ESAR countries as these data are not routinely collected and reported. Likewise, evidence about the number of youth with disabilities who participate in work-based learning opportunities (internships, mentorships and job placements) is difficult to disaggregate from the current data.

Nonetheless, the responses to this mapping study suggest that programme development processes could easily and swiftly be adapted to promote wider and more constructive learning to earning inclusion in their planning and design.

However, this needs to be underpinned with more robust data and evidence-gathering so that future programming can be based on sound learning and reliably replicate successes. A collaborative and co-ordinated approach across the region's governments, NGOs and other agencies is needed to align perceptions and definitions of disability and make genuine inclusion of all youth with disabilities in learning to earning initiatives possible.



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1 Introduction

Background and context

Youths, for UN statistical purposes, describes people between the ages of 15 and 24. The most recent UN estimates (2019) suggest that people in this age group make up one-sixth of the world's population – around 1.2 billion. This number is projected to grow by seven per cent, to 1.3 billion, by 2030¹⁸. International Labour Organization data show that Africa is a particularly young continent; more than a third (34.2 per cent) of the population falls into the 'youth' group, and Africa is the only region in the world whose labour force is expanding rapidly. Work opportunities must be created for the 150 million young workers who will transition into labour markets in the next decade.¹⁹

World Bank data show that youth with disabilities are among the poorest and most marginalized in this age group and are more likely to suffer adverse social and economic outcomes. These include less education, lower literacy levels, lower employment levels and higher poverty rates.²⁰ Some estimates suggest that 80-90 per cent of those with disabilities do not do paid work.²¹ Poor inclusion for youth with disabilities makes it more difficult for them to be economically productive.²²

There is also a gender dimension to exclusion from economic activity; nearly 80 per cent of women's employment is in the informal economy compared to

68 per cent for men.²³ Female youth are three times more likely to be outside the labour force and education sectors.²⁴ For girls and young women with disabilities, the barriers to economic inclusion are even greater.²⁵

The COVID-19 pandemic has aggravated these difficulties. Millions of young people were unable to attend school or continue any form of learning, and in the first half of 2020 one in six young people were out of work²⁶; those with disabilities were among the first to lose their jobs as a result of pandemic restrictions. Again, young women with disabilities were disproportionately affected.²⁷ COVID-19 has deepened existing inequalities, hitting the poorest and most vulnerable communities hardest. In turn, social, political and economic disparities have amplified the impacts of the pandemic.²⁸

The pandemic triggered an increased need for technological solutions and accelerated the digital economy. This makes it particularly urgent to make sure youth with disabilities have access to inclusive skills training to help them bridge the digital divide, enhance their employability and increase their potential for higher earnings.²⁹

The foundations of any career are education and training, and both are difficult for youth with disabilities to access. They also find it difficult to access and retain work and to progress along a career path, or to start and grow their own business. To help them break out of the cycle of low-skilled, low-productivity and low-wage – and often insecure – employment, they need targeted

18 <https://population.un.org/wpp>

19 Cummins (2019)

20 <https://www.worldbank.org/en/topic/disability>

21 Mitra et al. (2011)

22 Brock (1999)

23 ILO (2020)

24 ILO (2016)

25 <https://www.un.org/development/desa/disabilities/youth-with-disabilities.html>

26 https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_745879/lang-en/index.htm

27 <https://www.decentjobsforyouth.org/resource-details/Blogs/1104>

28 UN (2020) <https://www.un.org/sustainabledevelopment/inequality/>

29 ILO (2022)

training and skills development, and support in the workplace or in growing their businesses.

The 'learning to earning' approach is supported by UNICEF in the Eastern and Southern Africa Region (ESAR) through system strengthening to help youth to succeed in school, life and work.³⁰ Governments in the region are making efforts to harmonize national legislative and policy frameworks with the UN Convention on the Rights of Persons with Disabilities (CRPD). This includes embedding in domestic policy, legislation and regulation their right to education, training and skills-building, entrepreneurship and employment. Some countries have developed national training and employment policies and programmes that acknowledge these rights.

Mapping scope

UNICEF Eastern and Southern Africa Regional Office (ESARO) set out to map the learning to earning (learning to earning) situation for youth aged 15 to 24 with disabilities³¹ in Eastern and Southern Africa³². The aim was to take stock of the work done in recent years in ESAR countries on learning to earning programmes and initiatives. The findings will be used to build and guide the agenda for the region in future years.

A key focus was to identify opportunities for inclusion in a range of initiatives. Five learning to earning initiatives were of interest: YOMA, UPSHIFT, Prospects, Generation Unlimited and U-Report. The goal was to map how youth with disabilities are catered for – or excluded from – the following areas:

- Education, training and skills-building
- Employment, including entrepreneurship
- Wrap-around services (job-matching, mentorship, internship)
- Empowerment and engagement

The mapping also aimed to identify scalable initiatives.

Key cross-cutting factors considered were:

- gender
- country contexts (emergency and humanitarian)
- optimization of digital platforms and innovations
- the impact of COVID 19

30 For more details of UNICEF 's work in the region, please refer to UNICEF ESARO Tool on Adolescent Skills and Employability in East and Southern Africa available [here](#).

31 The 15-24 years age group captures those eligible for labour preparedness processes such as training and/or whose national legislation permits them to work.

32 UNICEF's definition of Eastern and Southern Africa includes Angola, Botswana, Burundi, Comoros, Eritrea, Eswatini, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, United Republic of Tanzania, Uganda, Zambia, and Zimbabwe.

The mapping also sought to explore whether programming for youth was differentiated to cater for those with different disabilities – physical impairment versus intellectual and developmental disabilities or specific learning disabilities – and those with differing levels of disability, such as those with a hearing impairment ranging from hard of hearing to deafness or visual impairment from low vision to full blindness. Other types of disability considered included deaf-blindness, specific learning disabilities such as dyslexia, dyspraxia and dysgraphia, cerebral palsy, speech and language disabilities, autism, albinism, psychosocial disabilities and chronic health conditions.

Care was also taken to consider contextual, sociocultural and country-specific nuances to perceptions of disability that might affect the uptake of learning to earning initiatives for youth with disabilities in the region. The mapping aimed to ensure that the voices of persons with different disabilities were properly captured.

Methodology

International, regional and country-specific key documents were reviewed and analysed to obtain secondary data.

These included policies, past mapping, research, evaluations, and best practice; and lessons learned in disability inclusion, skills training, work readiness, employment and entrepreneurship of youth with disabilities within the formal and informal labour markets by UNICEF, governments, Organizations of Persons with Disabilities and international non-governmental organizations.

Key Informant interviews were conducted with representatives and direct implementers of learning to earning programmes from UNICEF, governments and Organizations of Persons with Disabilities. The aim was to gather in-depth knowledge, analysis and appreciation of current learning to earning opportunities for this group. The interviews were done remotely via Zoom and telephone.

Purposive sampling was used to select the mapping study area and study population to ensure representation from key categories among the target respondents; in all, 67 respondents were reached.³³

33 The respondents interviewed in ESAR countries were from Angola, Botswana, Burundi, Eritrea, Kenya, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Rwanda, Somalia, Uganda, United Republic of Tanzania, Zambia and Zimbabwe. Interviewees from Comoros, Eswatini, Ethiopia, South Africa, and South Sudan were available for various reasons



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2 Frameworks supporting learning to earning for youth with disabilities

This section presents the extent to which legislation, policies, institutional frameworks and programming in the countries studied enable learning to earning for this group. It also seeks to identify policy gaps that projects might target to optimize the likely gains of learning to earning programming for youth with disabilities.³⁴

2.1 Disability

International frameworks

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) sets a framework for shaping inclusive training and work for persons with disabilities. This mapping study examines how individual countries reflect the principles of the CRPD to gain insight into the status of persons with disabilities in ESAR. In Article 4.1, the CRPD stipulates that all parties must take all appropriate legislative and administrative measures to implement the rights recognized in this Convention. Ratification of the CRPD and the inclusion of its provisions in national laws and policies drives the development and prioritization of disability legislation and programming. All ESAR countries apart from Eritrea and South Sudan have ratified or acceded to the CRPD though each one is at a different stage of including it in domestic policy and frameworks.

For instance, countries that had disability laws before ratifying the CRPD have begun to review them. In 2020 **Uganda** revised the 2006 Persons with Disabilities Act (2020). **Malawi** drew up the 2019 Persons with Disabilities Act to revise two previous acts, the Handicapped Person's Act (1971) and Disability Act (2012).³⁵ At the time of writing, **Kenya's** Persons with Disabilities (Amendment) Bill (2020) is now going through its second reading and when enacted its CRPD-aligned provisions will make it a more progressive law. For example, Section 13 of the bill extends the 5 per cent employment quota for persons with disabilities to all employment, not just the public sector as specified in the 2003 act.³⁶ **Lesotho** signed the CRPD in 2008 and in 2021 enacted its Persons with Disability Equity Act; **Botswana**, being a dualist state, had to have national disability provisions before acceding to the CRPD in 2021.

The 2030 Agenda for Sustainable Development (SDGs) is also key since it states that disability is not sufficient justification for lack of access to personal development.³⁷ The SDGs explicitly reference the needs and rights of persons with disabilities in Goals 4, 8, 10, 11 and 17. These targets focus on inclusive education; full, productive and decent employment; inclusive spaces; reducing inequalities for persons with disabilities; and increased availability of high-quality, timely and reliable data disaggregated by disability.

34 Detailed country-specific contexts on youth and disability policies and legal obligations are in Annex B

35 [http://rodra.co.za/images/countries/malawi/legislation/Persons per cent20with per cent20Disabilities per cent20Bill, per cent202019.pdf](http://rodra.co.za/images/countries/malawi/legislation/Persons%20with%20Disabilities%20Bill,%20per%202019.pdf)

36 [http://www.parliament.go.ke/sites/default/files/2021-03/The per cent20Persons per cent20with per cent20Disabilities per cent20 per cent28Amendment per cent29 per cent20Bill per cent202020.pdf](http://www.parliament.go.ke/sites/default/files/2021-03/The%20Persons%20with%20Disabilities%20per%20Amendment%20Bill%202020.pdf)

37 [https://www.worldbank.org/en/topic/disability#:~:text=The per cent20CRPD per cent20specifically per cent20references per cent20the,the per cent20realization per cent20of per cent20human per cent20rights.](https://www.worldbank.org/en/topic/disability#:~:text=The%20CRPD%20specifically%20references%20the,the%20realization%20of%20human%20rights.)

The World Health Assembly resolution (WHA 71.8) and WHO Framework for Improving Access to Assistive Technology in the WHO African Region (2021)³⁸ acknowledges that millions of Africans are deprived of their basic rights due to the unmet need for assistive devices and technology. To address this gap, the WHO framework offers a guide to planning and implementation of priority interventions to promote access to assistive technology. It suggests effective policy actions to increase the availability and affordability of assistive technology, according to member states' specific needs and contexts, so that they can progressively implement measures required by the CRPD.

The 2018 Global Disability Summit (GDS) commitments³⁹ have given impetus in the last four years to disability inclusion in the learning to earning space. They have sparked and renewed country and donor attention to disability inclusion. The 2018 commitments laid great emphasis on the promotion of inclusive education. They mapped out the routes to economic empowerment, emphasizing the role of technology and inclusive data systems, and advocated for women and girls with disabilities and for Organizations of Persons with Disabilities.⁴⁰ Notably, ILO completed (in collaboration with the Washington Group) a new module for its Labour Force Surveys to gather information about the situation of persons with disabilities in the labour market.⁴¹

The updated GDS 2022 commitments⁴² focus on inclusive education, inclusive livelihoods and social protection, and the meaningful participation of Organizations of Persons with Disabilities and disability inclusion who are in conflict situations. The Government of **Lesotho** has made a commitment to better provision of lifelong learning and re-skilling. **Malawi** aims to introduce legislation to provide men and women with disabilities working at all levels of the public and private

sector with the same development and promotion opportunities. In **Rwanda**, the government has set an employment goal of at least 5,000 persons with disabilities in public and private sectors by the year 2025, and aims to train 2,000 youth/persons with disabilities in technical skills through TVET and other institutions.

UNICEF aims to strengthen systems by increasing information and knowledge about inclusive education. It is supporting policy and targeted interventions that help gather evidence about the barriers to educational access and participation that face learners with disabilities. UNICEF also seeks to build capacity and knowledge about universal design for learning, inclusive pedagogy, including in digital learning, for teachers and other education stakeholders.

This will be done by training more teachers to deliver inclusive education and making sure that new developments in inclusive and accessible digital learning are more widely understood. Enhanced accessibility will be encouraged through UNICEF digital learning initiatives and promotion of the development of accessible learning materials. The aim is also to set up and strengthen a range of flexible pathways to learning, training and accreditation that include children and adolescents with disabilities who are out of school. The goal here is to support their transition to further education, training or work.

To help encourage the meaningful participation of Organizations of Persons with Disabilities, in cooperation with International Disability Alliance, UNICEF has made a commitment to support youth-focused disability networks that can engage in both the disability inclusion movement and the mainstream youth movement. This will help create an enabling environment for dialogue between authorities and Organizations of Persons with Disabilities, their parents and youth networks.

38 <https://apps.who.int/iris/bitstream/handle/10665/345392/AFR-RC71-11-eng.pdf?sequence=1&isAllowed=y>

39 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/731878/Global-Disability-Summit-Summary-Commitments_2.pdf

40 https://www.internationaldisabilityalliance.org/sites/default/files/global-disability-summit-summary-commitments_2.pdf,

41 https://www.internationaldisabilityalliance.org/sites/default/files/final_en_-_global_disability_summit_2_years_-_progress_on_implementation_of_commitments_-_pm_final_0.pdf

42 <https://www.globaldisabilitysummit.org/commitments>

Continental frameworks

Article 13 of the African Charter for the Rights and Welfare of the Child guarantees the rights of children aged 15 to 18 with disabilities and provides for special protection to ensure the physical and moral needs of such children are met. It demands the creation of conditions which ensure their dignity and promote their self-reliance and active participation in the community. However, Article 13.2 includes the phrase 'subject to available resources', limiting the obligation of states to comply only if they have the resources to do so.⁴³

The Protocol to the African Charter on Human and Persons' Right on the Rights of Persons with Disabilities (Africa Disability Protocol)⁴⁴ was adopted in 2018 as the Disability Protocol to the African Charter on Human and People's Rights (Banjul Charter). However, it is yet to come into force.⁴⁵ Its very positive provisions promote accessibility, education and employment in Articles 15, 16 and 17 respectively. Provisions in Articles 27, 28 and 29 explicitly mention women, girls, children and youth with disabilities. Often referred to as the African CRPD, it provides disability nuances that are unique to Africa, such as recognition of the challenges faced by people with albinism, making it an important legal instrument. Its full adoption should be fast-tracked.⁴⁶

Generally, African Union mainstream policies have been criticized for their lack of or limited reference to disability and their grouping of persons with disabilities under the heading of 'vulnerable'. This makes it difficult to use such policies to help target specific programming. For instance, Agenda 2063: the Africa We Want (2015)⁴⁷ makes no direct or explicit reference to disability despite being the strategic plan for the continent for the next 50 years.⁴⁸

National frameworks

All of the ESAR countries have positive national legislation (constitutions, disability laws, policies and/or action plans) that promote the inclusion of and non-discrimination against persons with disabilities. However, national frameworks differ in their approach to the education, training and employment of youth with disabilities. But generally countries have endeavoured to address gaps in their disability legislation; for example, while **Namibia** has no express provision for disability in its Constitution, it has enacted the National Disability Council Act.

Most ESAR countries have initiated or completed development of their national disability-specific or disability inclusive acts, policies and national action plans to enshrine the rights of persons with disabilities in law.

In **Lesotho**, the National Disability and Rehabilitation Policy 2011 and National Strategic Plan on Vulnerable Children April 2012–March 2017 already affirmed government commitment to the protection, empowerment, and rehabilitation of persons with disabilities. The enactment of Persons with Disabilities Equity Act (2021) and the National Disability Mainstreaming Action Plan (2021-2023) have given greater impetus to the country's efforts towards disability inclusion.

In **Malawi**, the Persons with Disabilities Act (2019) is underpinned by the 2006 National Policy on the Equalization of Opportunities for Persons with Disabilities and the 2018 National Disability Mainstreaming Strategy. **Somalia** is also finalizing its Persons with Disabilities Act at the Cabinet level. In **Zimbabwe**, a National Disability Policy is in place to complement the Persons with Disabilities Bill and domesticate the provisions of the CRPD.⁴⁹

43 https://www.researchgate.net/publication/314534397_Assessing_The_African_Charter_on_the_Rights_and_Welfare_of_The_Child_ACRWC_As_a_Blueprint_Towards_the_Attainment_of_Children's_Rights_in_Africa

44 https://au.int/sites/default/files/treaties/36440-treaty-protocol_to_the_achpr_on_the_rights_of_people_with_disabilities_in_africa_e.pdf

45 So far, only 11 countries have signed (Angola, Malawi, Mozambique, Rwanda and South Africa in ESAR) and only 3 countries have ratified (Kenya and Rwanda in ESAR). A minimum 15 countries must sign and ratify it to enter into force. <https://www.chr.up.ac.za/latest-news/2966-press-statement-centre-for-human-rights-calls-on-african-states-to-speed-up-ratification-of-the-african-disability-protocol>

46 <https://www.chr.up.ac.za/latest-news/2966-press-statement-centre-for-human-rights-calls-on-african-states-to-speed-up-ratification-of-the-african-disability-protocol>

47 https://au.int/sites/default/files/documents/33126-doc-framework_document_book.pdf

48 Lang et al. (2017)

49 <https://www.unesco.org/en/articles/zimbabwe-launches-national-disability-policy#:~:text=The per cent20national per cent20disability per cent20policy per cent20will,are per cent20found per cent20in per cent20public per cent20places>

Acts in various ESAR countries also establish statutory bodies to enforce and implement policy provisions.

Namibia has a National Disability Council supported by government legislation; **Zambia** has the Zambian Agency for Persons with Disabilities; **Kenya** and **Uganda** have a National Council for Disabilities established by act of parliament. Where there is no statutory body, some social services ministries oversee disability issues while others, such as in **Botswana**, are run from the Office of the President. As the national agencies mainstreaming disability policy, they are all important entry points for disability programming.

Trust funds are provided for by some of these acts. For example, **Malawi's** act provides for the Disability Trust Fund, though it is not yet fully operational.⁵⁰ **Kenya's** National Development Fund for Persons with Disabilities, described in Section 34 of its act, is up and running and, for instance, supports bursaries and scholarships for persons with disabilities up to Masters level; funds provision of tools of trade, assistive devices and technology; gives grants for groups to start or expand businesses; and helps finance and develop infrastructure for training institutions needed for learning to earning interventions.⁵¹

Accessibility is key for successful learning to earning interventions. Most ESAR countries' legislation recognize sign language and the use of braille as a component of the national language. The **Namibia** Disability Council Act stipulates that the state must develop mandatory standards and guidelines to make the physical environment accessible to all persons with disabilities. In **Angola**, the Accessibility Act seeks to eliminate architectural, communication, attitudinal, instrumental and methodological barriers. **Mozambique's** Decree No. 53 of 2008 approved a regulation which demands the construction and maintenance of technical devices to make sure they are accessible to persons with physical disabilities.

In summary, ESAR's policy and legal environment is evolving to become suitable for promoting and upholding the rights of youth with disabilities.

2.2 Education, training and skills-building

International frameworks

The CRPD, under Article 24 and Article 27d, sets out the right to education and the right to equity, participation and inclusion in the education system; the right to effective access to general technical and vocational guidance programmes; and to access to placement services and vocational and continuing technical training.

The CRPD calls for equal access for all to general tertiary education, vocational training, adult education and lifelong learning without discrimination. Similarly, SDG Goal 4.4 talks of equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, by the year 2030.

Article 28 of the CRC calls for equal access to secondary, vocational and higher education and to educational information and guidance. Article 29 says children must be prepared for responsible adulthood with the right life skills.

ILO Human Resources Development Convention (1975), No. 142, obliges members to develop systems of vocational guidance, including continuing employment information, to make comprehensive information and the broadest possible guidance available to all children, young people and adults. This includes appropriate programmes for all persons with disabilities, specified in Article 3, and provision of lifelong learning and skills development, specified in Article 4. Article 5 of the convention further requires the involvement of employers in development and provision of training processes.

50 <https://www.unicef.org/esa/media/11131/file/UNICEF-Malawi-Disability-Budget-Brief-2022-2023.pdf>

51 <https://ncpwd.go.ke/achievements-of-the-council/>

Regional frameworks

Article 17 of the African Charter on People and Human Rights provides for the right of education.⁵² The African Youth Charter, under Article 13 on Education and Skills Development, provides for the holistic cognitive, creative and emotional development of young people. It also calls on member states to reduce the indirect costs of education and revitalize vocational and higher education training. The African Youth Charter, in Article 24, also stresses the importance of giving youth with intellectual and physical disabilities access to education and employment.⁵³

Similarly, Article 11(3) of the African Charter for the Rights and Welfare of the Child obliges state governments to provide free and compulsory basic education; and to act to ensure all girls, including those who are pregnant, and gifted and disadvantaged children have access to education. However, unlike the CRC, the charter does not mention vocational education which is an important element of learning to earning.

National frameworks

Most ESAR countries are implementing Education for All to establish universal basic education, at least to primary school level. Access to TVET and higher education increases employability and many countries have also developed policies to promote access to these levels for youth with disabilities.

The National Inclusive Education Policy in **Uganda** is being developed at Cabinet level and addresses TVET and Teacher Education Policy. It is hoped that this will greatly improve the transition rate and human resource development for learners and trainees with disabilities.

In **Somalia**, the law obliges all public schools to make between five and 10 per cent of their places available to those with disabilities.

In **Kenya**, the Education Sector Policy for Learners and Trainees with Disabilities (2018) promotes inclusive education and training. Coupled with the Competency Based Education and Training (CBET) Framework (2019)⁵⁴, the aim is to develop competencies, knowledge, skills and positive worker behaviours in trainees, including those with disabilities. The demands of industry are shaping the curriculum.

Mozambique has applied CRPD and CRC provisions for disability inclusive education to improve national laws and policies that now reflect inclusive principles, such as the National Education System Law N° 18 of 2018.

52 https://au.int/sites/default/files/treaties/36390-treaty-0011_-_african_charter_on_human_and_peoples_rights_e.pdf

53 https://au.int/sites/default/files/treaties/7789-treaty-0033_-_african_youth_charter_e.pdf

54 <https://www.education.go.ke/index.php/downloads/file/615-competency-based-education-and-training-competency-based-training-framework>

2.3 Employment and entrepreneurship

International frameworks

The CRPD, under Article 27, prohibits all forms of employment discrimination, promotes access to vocational training, encourages self-employment and calls for reasonable accommodation in the workplace. ILO Convention No. 159 of 1983 requires to governments to formulate, implement and periodically review a national policy on vocational rehabilitation and employment of persons with disabilities, as far as national conditions, practice and resources allow. They should aim to promote employment opportunities for persons with disabilities in the open labour market, based on equal opportunity between all workers with or without disabilities, and consultant representative organizations of employers and workers including those representing persons with disabilities. In ESAR, **Ethiopia, Malawi, Uganda, Zambia and Zimbabwe** have ratified this convention.

The ILO Code of Practice on Managing Disability in the Workplace (2001) provides guidance on managing workplace issues for employees with a disability such as recruitment, advancement, job retention and return to work. Government and persons with disabilities themselves should be consulted on meaningful inclusion. The ILO Framework for Quality Apprenticeships (2021) sets out standards for this kind of in-work training.⁵⁵ CRC Article 32 recognizes the right of children not to be exploited or made to do harmful work or work which interferes with their education.

Continental frameworks

Article 15 of the African Charter on People and Human Rights recognizes that every individual shall have the right equitable and satisfactory work and to equal pay. This is a key to promoting inclusive employment for youth with disabilities. The African Youth Charter Articles 14 and 15 state that young people must have adequate standards of living and gainful employment. A focus on the creation of decent jobs for youth and women to achieve more inclusive growth and sustainable eradication of poverty is set out in: the African Union Road Map on Harnessing the Demographic Dividend through Investments in Youth; the first five-year priority programme on employment, poverty eradication and inclusive development 2017; and the African Union's designation of 2018 to 2027 as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment.

Important provisions for the reduction of unemployment, underemployment and vulnerability among youth and women are in the AU Declaration and Plan of Action on Employment (2015), Poverty Eradication and Inclusive Development, and the follow-up mechanism, Programme on Labour Migration and a Public-Private Partnership framework on Jobs Creation and Inclusive Development. The AU Declaration and Plan of Action on Employment (2015)⁵⁶ calls for job search and matching career guidance services, job and training funds in its Key Priority Area 2. Key Priority Area 3 mentions persons with disabilities in its provisions for social protection, progressive formalization of the informal economy for sustainable enterprises, and skills and labour development.

National frameworks

Most ESAR countries have employment quotas and incentives to encourage employers to hire a certain proportion of persons with disabilities, based on the principle that legislation is needed to integrate them persons with disabilities into the labour market.

55 https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_731155.pdf

56 AU 2015 Declaration and Plan of Action on Employment, Poverty Eradication and Inclusive Development, and the follow-up mechanism, a Programme on Labour Migration and a Public-Private Partnership Framework on Jobs Creation and Inclusive Development https://au.int/sites/default/files/pages/32899-file-assembly_au_20_xxiv_e.pdf

In **Angola**, Presidential Decree No. 12/16 of 15 stipulates 4 per cent of public sector jobs and 2 per cent of private sector jobs should be filled by persons with disabilities. **Kenya**'s Employment Act (2007) and Persons with Disabilities Act (2003)⁵⁷ requires 5 per cent of public sector jobs to be given to persons with disabilities. In **The United Republic of Tanzania**, the Employment Act (11) of 275⁵⁸ obliges employers to give equal access to jobs for persons with disabilities, and the Persons with Disabilities Act (2010) says 3 per cent of all jobs should be reserved for them. **Rwanda**, under Ministerial Order No. 03/19.19 of 27 July 2009, sets aside 5 per cent of jobs in both public and private sectors for workers with disabilities. Disability legislation in **Kenya, Uganda and Zambia** give incentives through tax concessions or rebates to employers who hire persons with disabilities.

Table 1: Employment quota systems for persons with disabilities in ESAR

Nature or state of quota system	Country
Binding quota/levy systems	Uganda
Binding quota systems, no apparent sanction for non-compliance	Angola Kenya United Republic of Tanzania
Quota system introduced by government decision or decree	Rwanda
Introduction of quota system under consideration	Zimbabwe

It is also important to note that **Namibia**'s Disability Act provides sheltered employment to people who, because of their disability or special needs, are unable to obtain, keep, or cope with the demands of a job in a competitive labour market.⁵⁹

2.4 Gender

International frameworks

CEDAW, in Articles 10, 11 and 13 respectively, affirms women's rights to non-discrimination in education, employment and economic and social activities. Article 14 places an emphasis on rural women. The legal capacity of women to undertake business matters is emphasized in Article 15, especially in marriage.

Article 6 of the CRPD sets out the obligation of member states to recognize that women and girls with disabilities are subject to multiple discrimination and to take measures to offset this and to ensure the full development, advancement, and empowerment of women.

Continental frameworks

The development of women and girls is addressed explicitly in the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003) (Maputo Protocol), the AU Strategy for Gender Equality and Women's Empowerment, and the African Women's Decade (2020–2030) designated as the Decade of Women's Financial and Economic Inclusion. The expressed aim is that every woman must be able to work, be paid and participate in the economy of her country by eradication of vulnerability through empowerment, education and raising awareness of the needs of women with disabilities. There is a particular focus on rural women and providing enterprise training, credit facilities and access to ICTs.⁶⁰

57 <https://ncpwd.go.ke/download/peoplewithdisabilitiesact-pdf/?wpdmdl=640&refresh=62e146ef281c31658930927>

58 <http://www.rttz.org/wp-content/uploads/2011/01/Employment-act-2005d.pdf>

59 Government of Namibia National Policy on Disability

60 <https://au.int/en/articles/african-womens-decade-financial-economic-inclusion>

2.5 Refugee and humanitarian settings

While most legislation and policies do not explicitly address the problems of internally displaced people, those on the move or stateless people who are also persons with disabilities, the collective principles on the provision of documentation, access to education and training, recognition of foreign certification and facilitation of employment and enterprise provide space for learning to earning interventions for these groups with an intersectionality lens.

International frameworks

CRPD Article 11 reinforces the obligations under international humanitarian law to ensure that persons with disabilities who are at risk, including those caught up in or close to armed conflict, humanitarian emergencies and natural disasters, are protected in line with CRPD provisions. Laws and policy covering such situations should be consistent with the CRPD, as should the capacity-building of emergency and humanitarian workers to cater for their needs.⁶¹

The Office of the United Nations High Commissioner for Refugees, in its Conclusion No. 110 (LXI) adopted in 2010, calls upon governments and UN agencies to protect and assist refugees with disabilities against all forms of discrimination, and to provide sustainable and appropriate support for their needs. The 1954 Convention on the Status of Stateless Persons, Articles 17, 18, 19, 22 and 24, provides for access to training and earning a living, as does the 1961 Convention on the Reduction of Statelessness.⁶²

Continental frameworks

Africa is home to more than a third of the world's refugees and internally displaced people, triggered by armed conflict, generalized violence, persecution, terrorist activities, and food insecurity and disasters such as drought, flooding and locust swarms.⁶³

The AU Convention on the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention) provides a legal framework for regional and national measures to protect and assist internally displaced people in Africa. Article 3 (1) calls for the promotion of self-reliance and sustainable livelihoods among internally displaced people. The Kampala Convention has been signed by five ESAR countries and ratified by a further 11.⁶⁴ The African Union, with technical support from UNHCR, is also finalizing a draft continental protocol to the African Charter on Human and Peoples' Rights that addresses specific aspects of the right to nationality and the eradication of statelessness in Africa. It will be important to monitor the inclusion of disability issues and needs.⁶⁵

National frameworks

Together, the AU's Africa We Want and global commitments on refugees which promote international solidarity and equitable responsibility-sharing provide a framework for ESAR countries to expand access to solutions and enhance the socioeconomic situation of displaced and host communities. For example, the **Kenya** Refugees Act No. 10 (2021) provides for care, safety, adequate facilities and services for refugees who have disabilities in Articles 21 and 24

61 <https://www.ohchr.org/en/calls-for-input/report-rights-people-disabilities-under-article-11-crpd-relating-situations-risk>

62 https://www.unhcr.org/ibelong/wp-content/uploads/1954-Convention-relating-to-the-Status-of-Stateless-Persons_ENG.pdf

63 UN (2020)

64 https://au.int/sites/default/files/treaties/36846-sl-African_Union_Convention_for_the_Protection_and_Assistance_of_Internally_Displaced_Persons_in_Africa_Kampala_Convention_1.pdf Signed by Burundi, Comoros, Eritrea, Madagascar and Namibia, ratified by Angola, Ethiopia, Lesotho, Mozambique, Rwanda, Somalia, South Sudan, United Republic of Tanzania, Zambia and Zimbabwe

65 <https://www.unhcr.org/news/press/2015/1/54ca3567f95/african-union-unhcr-push-right-nationality-africa.html>, https://au.int/sites/default/files/newsevents/workingdocuments/35139-wd-pa22527_e_original_explanatory_memorandum.pdf

(3). Articles 28 (4) and (5) provide access to relevant documentation for refugees so that they can contribute to the economic development of Kenya and find gainful employment, set up enterprises or learn a trade or profession.⁶⁶ The **South Africa** Refugees Act (1998) allows asylum seekers to move freely, work, and study in the country during the adjudication process.⁶⁷

2.6 Data and statistics

CRPD Article 31 requires the collection of statistical and research data to help formulate and implement CRPD-compliant policies and identify and address the barriers faced by persons with disabilities. Such data should be publicly available and accessible to persons with disabilities and others. SDG Goal 17.18 calls for enhanced capacity-building support for developing countries, particularly for the least developed countries and small island developing states, to significantly increase their access to high-quality, timely and reliable data disaggregated by disability and a range of other sociodemographic characteristics.

The 2001 United Nations International Seminar on the Measurement of Disability created the Washington Group on Disability Statistics⁶⁸ to collate basic and globally comparable information on disability. The Washington Group Set of Questions – the ‘short’ (WG-SS) and ‘extended’ (WG-ES) sets – can be added to censuses or surveys. The group, in collaboration with UNICEF, has also developed a child functioning module and a module on inclusive education to identify barriers to school attendance for children with disabilities. A further module on inclusive employment has been developed in collaboration with ILO.⁶⁹

ILO produces Disability Labour Market Indicators (2022) giving data on labour force participation, employment, unemployment and other labour underutilization, and earnings. The indicators offer a critical insight into country-level disability labour statistics.⁷⁰

66 Republic of Kenya, Refugee Act (2021)[http://kenyalaw.org:8181/exist/kenyalex/actview.xql?actid=No. per cent2010 per cent20of per cent202021](http://kenyalaw.org:8181/exist/kenyalex/actview.xql?actid=No.%20per%20cent2010%20per%20cent20of%20per%20cent202021)

67 <https://www.migrationpolicy.org/article/south-africa-immigration-destination-history>

68 A group of representatives from national statistical agencies operating under the aegis of the United Nations Statistical Commission

69 <https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf>

70 <https://ilostat.ilo.org/new-ilo-database-highlights-labour-market-challenges-of-people-with-disabilities/>



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3 Disability inclusion in learning to earning programming and initiatives

This section examines the various services and programmes that have been put in place to support youth and the extent to which they include youth with disabilities. This looks at education, training and skills development, wrap-around services, which includes: school-to-work transitions, job training, counselling, job search assistance and placement, business support and other initiatives that support youth with disabilities' economic empowerment and facilitate their inclusion in the labour market.⁷¹

3.1 Government programming and initiatives

Education, training and skills development

Significant efforts have been made to increase access to compulsory basic education, equip youth with essential skills, qualifications and attitudes, and establish a continuing education culture among youth in the ESAR.

At the regional level, the AU Continental Strategy on for Africa 2016-2025⁷² offers guidance for skills-building among youth as does the Continental Strategy for TVET to Foster Employment⁷³, as part of a strategy to further the region's economic development and make it competitive in the global market. The AU Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) is at the epicentre of Africa's socioeconomic development and growth and includes guidance on training in these areas.⁷⁴

ESAR countries have progressively extended skilling and training to youth with disabilities via government-sponsored institutions through special or inclusive settings. For instance, the Government of **Zambia** has skills development programmes delivered by trade skills centres and a National Vocational Rehabilitation Centre that offers placement for trainees with and without disabilities. Alongside this, a Youth Empowerment Fund finances TVET institutions through levies, offering free training, learning materials and a quota system that guarantees 10 per cent of university enrolments to those with disabilities. In **Kenya**, the African Development Bank is supporting the State Department of TVET work to improve infrastructure and accessibility in four special TVET institutions for trainees with disabilities, aiming to increase enrolment and training

71 Detailed country-specific contexts on youth and disability programming and initiatives are in Annex B

72 [https://www.edu-au.org/downloads/Strategic%20Documents%20and%20Frameworks/Continental%20Education%20Strategy%20for%20Africa%20\(CESA%202016-25\)/AU_CESA_16-25_en.pdf](https://www.edu-au.org/downloads/Strategic%20Documents%20and%20Frameworks/Continental%20Education%20Strategy%20for%20Africa%20(CESA%202016-25)/AU_CESA_16-25_en.pdf)

73 https://www.edu-au.org/downloads/Strategic%20Documents%20and%20Frameworks/AU%20TVET%20Strategy/AU_TVET_Strategy_en.pdf

74 [https://www.edu-au.org/downloads/Strategic%20Documents%20and%20Frameworks/Science%20Technology%20and%20Innovation%20Strategy%20for%20Africa%20\(STISA%202024\)/AU_STISA_2024_en.pdf](https://www.edu-au.org/downloads/Strategic%20Documents%20and%20Frameworks/Science%20Technology%20and%20Innovation%20Strategy%20for%20Africa%20(STISA%202024)/AU_STISA_2024_en.pdf)

quality.⁷⁵ However, respondents to this mapping study reported that provision of job-market driven digital skilling for youth with disabilities in government-sponsored institutions remains minimal.

Employment

The Kenyan National Council for Persons with Disabilities operates a digital job-matching and training platform, the National Council for Persons with Disabilities (NCPWD) Career Portal.⁷⁶ This is an interface through which candidates with disabilities can apply for jobs, and employers can use it to help them reach their 5 per cent recruitment target of persons with disabilities.

The **Malawi** government's goal is to have a million youth in employment by the year 2030; the African Development Bank, through the Jobs for Youth Project, has funded the creation of 17,000 jobs in decent work and sustainable entrepreneurship through improved employability. However, there is no explicit targeting of youth with disabilities in this programme and it is not clear how many from this group have benefited.⁷⁷

In **Somalia**, a mapping study respondent reports that the government-promoted National Youth Service has recruited 33 youth with disabilities among its 1000-strong youth cohort and 305 people with disabilities have been employed in public service jobs in the last five years.

The only government-supported apprentice programme in ESAR found by this mapping study was in **Namibia** and it provides opportunities for transition to employment.⁷⁸ However, its approach to disability inclusion was not clear and the desk review was also not able to establish how many youth with disabilities had places on the programme. Nevertheless, it does present a strategic model that could support youth with disabilities for learning to earning stakeholders to learn from. The programme sets an apprentice alongside an experienced artisan, technician or supervisor so that they can learn trade skills on the job, complemented by theory training at a registered training institution. Employers with the right tools and equipment, machinery and qualified mentors are accredited by the National Training Authority to recruit apprentices and they receive a grant towards training costs. A monthly stipend is paid to the apprentice by the National Training Authority. The apprentice signs an agreement with the employer and National Training Authority that covers the terms of their apprenticeship.

Somalia offers loans to small businesses, payable every three months; in the last three months 50 businesses were supported and five were owned by persons with disabilities.

The **United Republic of Tanzania** has a social welfare fund that offers youth, women and persons with disabilities grants to set up businesses.⁷⁹

75 <https://www.kenyanews.go.ke/government-set-aside-sh-800-million-to-renovate-special-tvet-institutions/>

76 <https://ncpwd-landing.fuzu.com/>

77 <https://projectsportal.afdb.org/dataportal/VProject/show/P-MW-IA0-005>

78 <https://www.nta.com.na/nta-apprenticeship/>

79 <https://bigboldcities.org/en/innovation/empowerment-loans-how-10-allocated-budget-helps-women-youth-and-people-disabilities.html>

Social protection

As already established, youth with disabilities are significantly more likely to have never attended school, are more likely not to be working and are more likely to be poor and experience barriers to gaining the skills and experience that would help them find work.⁸⁰

Government social protection provisions and grants are therefore an important safety net for youth with disabilities. **Namibia**, for instance, has a social grant scheme for persons with disabilities, provided they are registered⁸¹.

Access to assistive technology and devices

A rapid assessment, by AT2030, of seven countries in Africa (three of them in ESAR : **Ethiopia, Malawi and Rwanda**) found that provision of assistive technology is fragmented, uncoordinated and relies heavily on non-government, non-profit and for-profit organizations. Provision through government facilities, where it exists, is largely centralized in the capital with limited human resource capacity. The lack of national policies and service delivery standards to regulate provision of assistive technology creates inconsistencies and wide variation in service quality from one provider to another.⁸² For example, **Rwanda's** Community Based Health Insurance only covers spectacles, crutches, orthoses and prostheses. **Botswana**⁸³ and **Kenya**^{84, 85} provide assistive devices through limited trust funds to persons with disabilities and to institutions which cater for learning to earning.

3.2 UNICEF programming and initiatives

Disability inclusion is a cross-cutting priority across UNICEF programmes addressing the principles of equity, inclusion and leave no one behind. Disability rights are a key part of the UNICEF Strategic Plan 2022-2025 commitment to reach all children in education and to fulfil their potential in their various settings.⁸⁶ The UNICEF country offices in ESAR support system strengthening to improve learning to earning for youth for their success in school, life and work. This section looks at how youth-focused programmes and initiatives promoted or delivered by country offices address the issue of disability inclusion.

Country-level programming and initiatives

In **Angola** and **Somalia**, the youth agenda is a relatively new focus for the UNICEF country office, introduced only three years ago. Strategy and targeted interventions for youth there are still being developed. In **Namibia**, the current Country Programme Document (CPD) runs to the end of 2023 and relevant focus areas include education and employability. The country office there recently held a consultative forum with 55 adolescents with different disabilities to get their views on the next cycle's CPD. Current initiatives mostly focus on youth with physical disabilities and with albinism, though the office is working to include other youth with different types of disabilities.

80 Trani and Loeb (2012)

81 <https://www.bon.com.na/CMSTemplates/Bon/Files/bon.com.na/88/8836bf27-7f47-4b0c-9744-f124611e6abb.pdf>

82 https://at2030.org/static/at2030_core/outputs/Final_Draft_CCA_in_7_African_Countries_web_16eOgiE.pdf

83 Sir Seretse Khama Memorial Fund for People with Disability in the Office of the President [https://botswanalaws.com/Botswana2021Pdfsi/Public per cent20Finance per cent20Management per cent20Sir per cent20Seretse per cent20Khama per cent20Memorial per cent20Fund per cent20for per cent20People per cent20with per cent20Disabilities\) per cent20Fund per cent20Order, per cent202021- per cent20S. per cent20I. per cent20No. per cent20of per cent202021.pdf](https://botswanalaws.com/Botswana2021Pdfsi/Public%20Finance%20Management%20Sir%20Seretse%20Khama%20Memorial%20Fund%20for%20People%20with%20Disabilities%20Fund%20Order,%202021-%20S.%20No.%20of%202021.pdf), <https://allafrica.com/stories/202106170152.html>

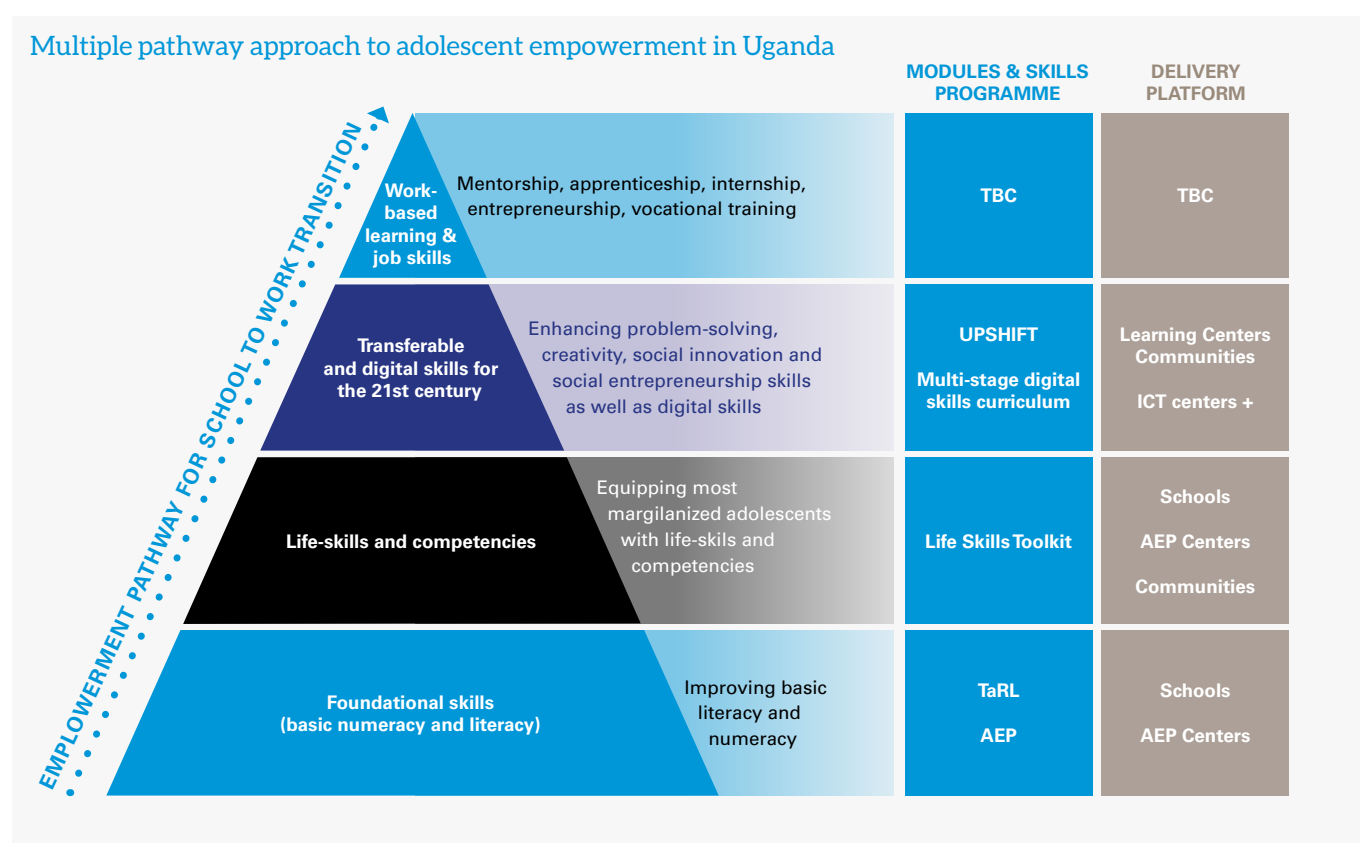
84 <https://ncpwd.go.ke/assistive-device/>

85 <https://nfdk.or.ke/donations-to-individuals/>

86 <https://www.unicef.org/sites/default/files/2022-02/UNICEF-strategic-plan-2022-2025-publication-EN.pdf>

Uganda is currently finalizing its Skills for Development Toolkit, led by the Ministry of Education and supported by UNICEF. The country's programming has focused on out-of-school children, teenage mothers, children with disabilities, refugees, urban poor, those with HIV/AIDS, and those not in education, employment or training (NEET). However, there is no explicit programming on youth with disabilities though a mapping study respondent reports that those with mild disabilities

have been participating. Figure 1 shows the multi-pathway approach developed by the country office to ensure every adolescent girl and boy, including the most marginalized, are empowered to make a successful transition from school to a productive, active life, from improved completion of primary and secondary education through to successful employment.



Source: UNICEF Uganda

Disability programming in The **United Republic of Tanzania** has mainly focused on children with disabilities supported by a situation analysis. While youth with disabilities have been encouraged to apply for opportunities in UNICEF programmes, a mapping study respondent reports that very few have applied and some programme places have had no applicants. The U-Report advisory group has an expert on disability and staff with disability.

The **Zambia** Country Office has adolescent youth programming aimed at strengthening the engagement of 15 to 17-year-olds in learning to earning. UNICEF staff are working towards ensuring the next CPD provides for inclusive youth engagement; youth with disabilities participated in the 2022-2027 CPD stakeholders' consultation. UNICEF also supported a national government survey on disability in 2015 and helped digitize and adapt learning materials to be disability friendly.

Programming of other UN agencies

ILO has implemented a range of programming with various skilling and inclusive employment projects in the region for persons with disabilities in partnership with disability, skilling and employment-related institutions.

In **Zambia**, ILO is supporting employability of persons with disabilities through three to six-month internships, in partnership with the Zambian Federation of Employers. It has digitized the information management system at the Zambia Agency for Persons with Disabilities to improve data capture of persons with disabilities, and is piloting inclusive training in five TVET institutions.

Across several African countries, ILO is currently mapping the inclusiveness of TVETs, having already completed this process in **Zambia** where it assessed stigma and discrimination levels in TVET institutions' entry requirements, willingness to make accommodations for students with differing abilities, and attitudes towards differently abled students. It has also been instrumental in setting up country-level business and disability networks that promote private sector workplace disability inclusion in **Ethiopia, Kenya, Uganda, The United Republic of Tanzania, Zambia** and **South Africa**.

Gender mainstreaming

According to ILO, women with disabilities are more likely than their male counterparts to be poor or destitute, illiterate or without vocational skills, and most are unemployed.⁸⁷ When women with disabilities do find work, they often experience unequal hiring and promotion standards, unequal access to training and retraining, unequal access to credit and other productive resources, unequal pay for equal work, and occupational segregation. They rarely participate in economic decision-making, which calls for the gendering of education and employment laws and policies to include women's and girls' issues.⁸⁸

Some promising practices of disability inclusive and gender-responsive programming can be found in ESAR:

The Girls Reproductive Health, Rights and Empowerment (GRREAT) project in the **United Republic of Tanzania** is an almost localized version of UPSHIFT, focusing on out-of-school adolescent girls and their transition to adulthood. The girls are taught creative thinking, problem-solving, entrepreneurship and internet safety. They are offered loans to start or expand their enterprises. Many are mothers and the enterprises the set up support their daily upkeep. The participation of girls with disabilities is encouraged.

In **Zimbabwe**, under Generation Unlimited, the country office plans to work with ILO and UNDP to promote employability through targeted job placement and promotion of STEM for girls.

Vocational scholarships for 300 young people, 60 per cent of them girls, have been provided in **Angola**, and those with disabilities are prioritized.

Girls with disabilities have internships under the **Zambian** Girls 2030 scheme, gaining hands-on experience.

Four of the 50 girls on the Skills 4 Girls programme in **Namibia** have disabilities.

Norwegian Agency for Development Cooperation (NORAD) funding in **Lesotho** and **Zambia** supported the building of gender-friendly and disability-friendly water, sanitation and hygiene (WASH) facilities in schools to reduce absenteeism among girls.

In **Somalia**, the Undaunted Programme aims to address pandemic-triggered education needs, supporting education providers with COVID-19 response plans and gender-responsive remote education programming for girls, particularly girls with disabilities.⁸⁹

87 ILO: Report of the Director General, ILC, 67th Session, Geneva, 1981.

88 ILO: "Women Swell Ranks of Working Poor," World of Work, no. 17 (1996)

89 <https://canwach.ca/project/undaunted-educating-girls-with-disabilities-in-response-to-coronavirus-covid-19-in-somalia/>

3.3 Specific programming and initiatives

Youth Agency Marketplace (YOMA)

YOMA is an online youth-centric digital marketplace that seeks to promote youth as agents of change, by offering opportunities to learn, achieve social impact and connect with the labour market. Young people were involved in its creation, consulted for their ideas and innovations. It steps beyond traditional and formal learning processes and helps young people upskill themselves with high-quality content certified by Google, Amazon and others, encouraging them to do and learn experientially. YOMA challenges rolled out by Goodwall focus on development of entrepreneurship, digital and green skills. The platform also matches youth with internships or jobs, and will be able to help them generate digital CVs—from online verifications and certifications.

It is used in **Burundi, Kenya** and **South Africa** in ESAR (at various stages of roll-out). In **Botswana**, YOMA is still in its formative stages. Its highest uptake has been in **South Africa** and **Kenya**⁹⁰ where established systems have been able to embrace UNICEF programming and digital solutions more quickly. It has been especially popular in urban areas where digital connectivity is more widely available. The young people involved have become more confident about their careers and life pathways; more connected with their peers across the globe regardless of their preferred primary language; more empowered by a sense of agency that helps them identify and support innovative ideas; and able to earn learning 'tokens' that have improved their digital CVs and employability.

YOMA targets all young people, with particular attention to equal participation of young women and girls. Currently, 45 per cent of all those involved are female. Mobile phones are a great asset for young people on

the move and in refugee settings and YOMA could be a useful tool for them. A pilot is planned in Uganda for youth in refugee settings to offer them a stipend that can be used to gain access to three months of consistent learning, without having the constraints of unaffordable access to internet and devices. The aim will not be income generation.

At country and global levels, enrolment efforts for YOMA have not specifically targeted youth with disabilities and disability is not recorded at registration. This makes it difficult to know how many youth with disabilities have enrolled or their level of engagement. However, UMUZI – a YOMA implementing partner based in **South Africa** leading the digital learning to earning pathway – collects disability data through a self-disclosure question that asks participants whether they identify as having a disability to prioritize them for selection. This is a yes or no question that does not reveal the type of disability.⁹¹

Mapping study respondents noted that the minimal accessibility standards and features of the platform make it possible for those with lower limb mobility challenges to navigate it. At the same time, speech output and subtitles on the learning content serve those with low-literacy rates and those with hearing impairment. Initial discussions have been had with line partners about making the YOMA platform more accessible with inclusive livelihoods pathways.

UPSHIFT

UPSHIFT is a social innovation and entrepreneurship programme started in 2014 and implemented in **Burundi, Kenya, Namibia, Somalia** and **Uganda** in ESAR. In addition, the **United Republic of Tanzania** runs the GRREAT project, a more localized version of UPSHIFT focusing on out-of-school adolescent girls and their transition to adulthood.

UPSHIFT has no central funding and country offices have used their own funding to deploy it. Younger members are taken through learning and skills-building

90 In Kenya, YOMA has partnered with Kenya Medical Training College and eight universities to promote digital and soft skills training for students.

91 Of 8,000 applicants, 224 self-selected that they have a disability; of the 224, 50 who completed the aptitude test with a score of 'ok' and above: 12 South Africa, 20 Nigeria, 8 Kenya, 3 Uganda, 2 Cameroon, 1 Rwanda, 1 Cameroon, 2 in refugee settings; 31 female, 18 male, 1 non-binary. UMUZI does not request further information such as nature/type of disability or need for accessibility support.

while the older ones are steered towards employment and income generation and given advice on how to scale their innovations. The UPSHIFT pathway includes encouragement to innovate, boot camps, mentorships, a human-centred curriculum including problem-solving solutions, development of products and services, pitching for seed funding. It offers further incubation support with the following key outcomes:

- Development of twenty-first century and transferable skills
- Entrepreneurship
- Civic engagement
- Empowerment
- Peacebuilding

Globally, 18 of the 43 countries around the world that implement UPSHIFT say they are targeting young persons with disabilities or are implementing UPSHIFT in centres or institutions that have young persons with disabilities.⁹²

Vietnam and **Ukraine** have achieved remarkable disability inclusion in UPSHIFT. In Vietnam, participants have been selected using weighted recruitment evaluation criteria. Those with disabilities scored higher and were therefore a more significant percentage of those onboarded. In Ukraine, where disability inclusion is critical for private companies wanting funding from the European Development Bank, many were not achieving it. Through UPSHIFT, the country office and Ukraine’s largest university showcase the capabilities and potential contributions of youth with disabilities to private sector workplaces.

UPSHIFT has engaged young persons with disabilities and other marginalized youth populations in new networks, including social activities such as karaoke evenings where the deaf can sing using sign language. This aspect of the platform helps change mindsets through exposure to new experiences and the additional skills participants acquire feed into their sense of agency, especially in solving problems in their immediate communities. For instance, in **India** a participant designed an agricultural device that could be used while standing, to relieve the back pain of prolonged bending while farming.

A mapping study respondent reported that two youth with disabilities who joined **Namibia** UPSHIFT were initially very reserved and unwilling to do group work. However, by their third month of membership, they were much more engaged and acknowledged they had been surprised to have been selected to join the project. Through Skills 4 Girls, girls with disabilities have been inspired to find disability-friendly offices that they can comfortably work in.

Prospects

This is a four-year partnership programme funded by the Government of the Netherlands and implemented by UNICEF with UNHCR, ILO and World Bank/IFC to promote education, transition to employment and protection for refugees and their host communities in **Kenya, Uganda** and **Ethiopia** in ESAR.

Livelihood programmes help refugees avoid slipping into poverty and find sustainable employment while benefiting local communities and fostering coexistence. While disability is mentioned in the global log frame for such programmes, it is not a priority and there is no budgetary provision for it at HQ level. An application to the Opportunity Fund to scale up or improve Prospects disability programming was not successful. However, the proposal and lessons learned from the application are still feeding into continued fundraising. Countries like **Jordan** and **Iraq** have engaged children and youth with disabilities in project design; **Lebanon** has provision for psychosocial support; in **Kenya**, parents are trained to improve their knowledge of disability.

The role of ILO and UNHCR in the Prospects project was examined during this mapping study. The UNHCR Regional Bureau for East, Horn of Africa and the Great Lakes serves **Ethiopia, Eritrea, Djibouti, Uganda, Burundi, Sudan** and **South Sudan**. Its Education Bureau helps advocate for and promote the needs of refugee children and youth. While each country responds to the needs of its own youth context, the localization of solutions for some groups, such as those among urban refugee communities, are harder to track. Those who are on the move are at higher risk than those in camps. The main concern is to keep youth interested and occupied.

92 However, the actual number of young persons with disabilities is not indicated.

The UNHCR has supported refugee youth-led organizations, increasing their internet connectivity and access to information, and included youth and persons with disabilities in refugee camp committees to ensure that they are part of the decision-making processes. In **Uganda**, five youth-led organizations were given USD4,000 each to set up businesses (however, none had youth with disabilities). In **Kenya**, UNHCR has worked with the National Council for Persons with Disabilities to produce disability-friendly information, education and communication materials; and with a refugee-led organization on the prevention of gender-based violence and COVID 19 responses.

Generation Unlimited

Also known as GenU, this is a public-private-youth partnership platform that brings together governments, the private sector, civil society organizations, the UN and youth. It runs in 54 countries with 1.8 billion youth participants. As of August 2022, there are six active GenU countries in ESAR and two more plan to launch by the end of 2022. Countries translate and operationalize the Generation Unlimited Strategy (2022–2025) that promotes entrepreneurship and innovations. The previously mentioned YOMA and UPSHIFT are flagship platforms of Generation Unlimited. Initiatives are under way to also offer low-technology or no-technology project solutions.

In **Angola**, a landscape analysis for Generation Unlimited is examining what is working and what can be scaled, including initiatives for youth with disabilities. **Botswana** has completed its analysis in partnership with the Office of the President, looking at provisions for disability inclusion. In **Malawi**, Generation Unlimited is in four districts focusing on education, livelihoods, participation and climate change. In each funding round, 10 youth groups pitch their proposals and the best four win grants. So far, 16 projects are under way funded by a USD2.5 million seed grant. This is the first time youth have been asked to develop solutions to improve their lives; however, none of the applicants so far have been youth with disabilities.

The **Zimbabwe** Country Office plans to work with ILO and UNDP, through GenU, to promote employability through targeted job placement and promotion of STEM for girls. Youth with disabilities are also a priority. Discussions are still at the preliminary stage. In 2018 in the **United Republic of Tanzania**, the Generation Unlimited Youth Challenge called for innovations. It attracted 80 applicants, and five groups won seed funding of USD1000 each. None of the applicants identified themselves as differently abled.

U-Report

With its 21 million youth users, the digital platform uses third-party systems such as SMS, Facebook Messenger, WhatsApp and Viber to collect real-time feedback from youth and share information through polls, chatbots, live chats and community action. It has been particularly well-used in emergencies, helping youth to engage in life-changing and life-saving situations, including during the war in Ukraine. It offers capacity building through a range of partners including universities, youth groups and U-Report ambassadors. Counsellors are sometimes available to provide feedback.

It is linked with other UNICEF projects, including UPSHIFT and YOMA which use it for outreach, feedback and accountability. For example, in **Uganda**, U-Report collects feedback in refugee camps and encourages adolescent mothers to enrol in UPSHIFT. Generally, the number of U-Reporters with a disability is not known at the regional level because the question is not asked at registration. However, a disability poll adapted from Serbia was launched in December 2021 in **Angola**, **Lesotho** and **Uganda**.

In **Angola**, U-Report was launched in 2020 and now has 82,000 U-Reporters. A total of 10 polls have been conducted, nine specifically about learning to earning. One focused on disability, asking two questions specific to learning to earning for youth with disabilities.⁹³ A disability-related poll has also been conducted in **Lesotho**.⁹⁴ In **Malawi**, 200,024 youth participating in U-Report. In **The United Republic of Tanzania**, where 236,000 have been participating since 2017, a 2021 poll

93 <https://angola.ureport.in/opinion/5470/>

94 <https://les.ureport.in/opinion/2617/>

asked 'do you have a disability?' to which 6 per cent responded yes.

Yunitok, the localized version of U-Report in **Kenya**, has eight implementing partners. It shares critical information on mental health, GBV, innovations, entrepreneurship opportunities, hosting of arts and cultural events, volunteering and sports activities. Yunitokers are also given information about all the country's youth projects. Interaction on the Yunitok platform and tin promoted community activities help UNICEF to be responsive to participants' needs and address any gaps, focusing effort towards more targeted interventions. The level of participation of youth with disabilities in the projects is not clear; there is no tracking of this kind and none of the implementing partners are organizations that represent persons with disabilities or disability service providers. However, the Kenya Scouts Association has had its materials transcribed into braille through the Yunitok programme.

3.4 The work of Organizations of Persons with Disabilities

The ILO Convention No. 159 and Recommendation No. 168 calls for consultation with representative organizations of employers and workers and for persons with disabilities on national policy around vocational rehabilitation and employment. In recent years, persons with disabilities, Organizations of Persons with Disabilities and NGOs have increasingly advocated for the design and implementation of inclusive employment initiatives, largely driven by the provisions of the UN CRPD and Global Disability Summit commitments.

International organizations that campaign for disability rights have also been vocal champions, assessing the meaningful engagement of persons with disabilities in development processes and helping build the capacity of country-level organizations. The International Disability Alliance has been active in Africa in notable collaborations with, among others, the United Disabled Persons of **Kenya** and the National Union of Disabled Persons of **Uganda**.⁹⁵ This has increased the number of projects funded, designed, implemented and evaluated in partnership with Organizations of Persons with Disabilities.

Youth in Action for Disability Inclusion in **Zambia** (YADIZ), United Disabled Persons of **Kenya** (UDPK) and the **Tanzania** Federation of Disabled Persons (SHIVYAWATA) were interviewed for this mapping study.

SHIVYAWATA has a training component that focuses on livelihood resilience with support from the Embassy of Finland. The inclusion of youth with disabilities in this government and World Bank-supported programme is a key part of this proposal to improve vocational skills training and entrepreneurship. Though the programme is yet to take off, it is working with UNESCO on TVET training for products and labour market.

95 IDA (2020) https://www.internationaldisabilityalliance.org/sites/default/files/executive_summary_final.pdf

The Sightsavers' Inclusion Works project seeks to enhance formal employment for persons with disabilities in private and public sector employment. In partnership with UDPK, its primary role is to mobilize persons with disabilities and train employers on disability inclusion. UDPK has worked with Leonard Cheshire's Innovation to Inclusion project to generate evidence for data-driven advocacy on social protection and employment, as set out in UN CRPD Articles 27 and 28. It has also partnered Light for the World in the InBusiness initiative that works to empower microentrepreneurs with disabilities to scale up their businesses; and worked with Humanity & Inclusion, supporting refugees with disabilities in Kakuma and Dadaab camps to form associations, know their rights and advocate for trade licences and market spaces.

YADIZ has researched school bullying and the harassment of those with disabilities, in partnership with Leonard Cheshire and with funding from UNICEF. It also devised a one-year project to enhance youth employability and entrepreneurship in partnership with Volunteer Services Overseas for 500 youth, 50 of whom were youth with disabilities.

3.5 Implications of COVID 19

Digitization, accelerated by the COVID 19 pandemic, has increased learning to earning solutions for youth in various ways, significantly reducing training costs and increasing the reach of training programmes.

The YOMA platform was initiated at the height of the COVID 19 pandemic, and since its premise is to use technology to promote remote learning and working, it was able to leverage wider take-up from the education vacuum created by the pandemic.

Employers have embraced the concept that if youth can learn remotely through the Atingi/YOMA platform, then they also have the skills to work remotely. Remote work allows youth who cannot travel, get visas or work permits to still work with international employers, gaining global scale exposure and experience from wherever they live. This is a space that can be further explored for youth with disabilities.

Non-traditional partners and channels are also being explored. The use of youth centres and local expertise have eased geographical constraints on accessibility for youth with disabilities. Positive conversations on mental health issues have been triggered that were once taboo and there is renewed interest in promoting mental wellness for all, including those with disabilities.

However, remote training and employment mechanisms are yet to be made universally disability-friendly and readily available to youth with disabilities. Most persons with disabilities have skills that cannot be digitized and this makes remote work unfeasible for them. Working from home also requires non-standard facilities such as an adapted workstation, and stable electricity and internet connections that may be out of reach for most youth with disabilities in ESAR.

Technology in learning to earning interventions

CRPD Article 9 recognizes the importance of ICT in promoting the welfare and inclusion of persons with disabilities in education, health, rehabilitation, and employment. Among the 187 countries in the 2017 edition of the International Telecommunication Union's Global ICT Development Index, ESAR countries rank very low on the parameters of access, skills and use of ICT. **South Africa** is highest-ranked at 92; next is **Botswana** at 102 and **Namibia** at 118.⁹⁶ However, ESAR countries have been taking great strides towards digitization including in rural areas. Projects such as **Smart Botswana**,⁹⁷ Ajira Digital in **Kenya**⁹⁸ and **Smart Zambia**⁹⁹ have been at least partially accelerated by the COVID 19 pandemic, but spurred on the fourth industrial revolution.

The fourth industrial revolution has the potential to raise global income levels and improve the quality of life by cutting the costs of transportation communication and trade and creating more effective logistics and global supply chains. All of this will open up new markets and drive economic growth, and persons with disabilities should be able to engage equally in this growth as part of the digital community.¹⁰⁰ However, the revolution could also yield greater inequality, particularly in its potential to disrupt labour markets as automation takes the place of labour, possibly exacerbating the gap between returns to capital and returns to individual workers.¹⁰¹

Inclusive technological transformation and assistive technology offers people with disabilities better access to job markets through flexible training and learning arrangements, digital jobhunting and recruitments, and digital jobs.¹⁰² This makes training in the use of ICTs key to the enhancement of employability.

ILO, in partnership with Sightsavers, CISCO, the National Industrial Training Authority, and Safaricom LTD, run an IT Bridge Academy for youth with disabilities in **Kenya**, offering students intensive IT training and an internship at Safaricom on completion. An ILO respondent to this mapping study acknowledged that this was not the ideal model since it promotes segregated rather than inclusive training, it however brings together key partners who actively contribute to training for youth with disabilities while making sure they acquire the skills the employer needs.

The pace of change

Change and innovation in ICT is so fast that unless universal design – and accessibility – is at the heart of innovation, new ICT products and services might also create new barriers. Having persons with disabilities directly involved in innovation and design processes is key and will also lead to better products and services for all.

The AU High Level Panel on Innovation and Emerging Technologies (APET)¹⁰³ has encouraged African governments, agencies, partners, and the private sector to consider standardizing disability-friendly assistive technologies and accompanying policy frameworks. The panel asks governments to ensure increasing availability, accessibility, and affordability of assistive technologies in economic and educational programmes and entrepreneurship opportunities. Finally, it urges the development of IT-focused policies and infrastructure that meet the needs and challenges of persons with disabilities.

96 <https://www.itu.int/net4/ITU-D/di/2017/index.html>

97 <https://itweb.africa/content/lwrKxq3KjPAqmg1o>

98 <https://ajiradigital.go.ke/#/index>

99 <https://www.zicta.zm/project/smart-zambia-ndola-ict-centre-of-excellency>

100 Ayentimi & Burgess (2019)

101 Gross (2019)

102 ILO (2022)

103 <https://www.nepad.org/blog/disability-not-inability-addressing-disability-divide-africa-using-smart-technologies>



4 Learning to earning for youth with disabilities: barriers and lessons learned

4.1 Barriers to promoting disability inclusion in learning to earning interventions in ESAR

Little explicit mention of disability or youth with disabilities in youth-related education, skilling and employment laws and policies

As mentioned earlier, explicit provisions on disability or youth with disabilities are lacking or limited and this hampers inclusion, as does the placement of disability within welfare legal frameworks rather than in employment frameworks. These shortcomings make it difficult for sector players to mainstream, plan and secure resource allocations for disability in learning to earning interventions. When disability-specific policies are enacted, they can in fact hamper inclusion if legislation is acted on in isolation rather than in the context of a thematic area, especially in intersectional spaces such as gender or refugee assistance.

Poor data collection and statistics on youth with disabilities in learning to earning analysis

At the national level, labour market indicators on persons with disabilities are difficult to disaggregate from regular databases or to estimate in countries

where labour market surveys are outdated. Discrepancies in prevalence estimates arise from different types of screening questions being used in surveys, making comparison between studies problematic. Concepts and definitions of disability have also evolved over recent decades, meaning that statistics over time may not be comparable.

Limited knowledge and technical expertise on disability and disability inclusion among learning to earning stakeholders

While the learning to earning stakeholders consulted for this mapping study expressed concern about and desire for inclusion, they were constrained by having insufficient staff with a good understanding of disability inclusion and a generally poor knowledge of the disability learning to earning landscape. So, for instance, they were not familiar with relevant Organizations of Persons with Disabilities, youth with disabilities groups, projects or disability-related legislation. There is also limited knowledge of intersectional areas such as gender, displacement, migration and disability inclusion on which learning to earning interventions can be hinged. A good number of respondents mentioned that many staff, stakeholders and communities perceive disability only a visible impairment. As a result, those with non-visible impairments such as intellectual, cognitive, psychosocial or chronic health conditions are excluded from planning, mobilization programming and allocation of resources.

Poor coordination on disability matters

There is no coherent strategy for sector players to work together on learning to earning for youth with disabilities. In most instances, referral pathways are also non-existent or weak as are monitoring and evaluation systems. For example, while the Prospects Partnership to assist refugees has shown how United Nations agencies and other organizations can converge in the design and implementation of a programme for a specific population, there is no similar initiative for youth with disabilities.

Societal and cultural barriers

Stigma, discrimination and exclusion of persons with disabilities starts very early in families and communities and children with disabilities do not develop a positive outlook on life; this, in turn, negatively affects their adulthood and their pursuit of economic empowerment and demotivates them.

In most settings, youth with disabilities find that their disability draws more attention than their potential. They are often automatically assumed to be unproductive or to be requiring additional support to become a productive member of society. This conscious and unconscious stigma may be reflected in decisions made by governments, NGAs, United Nations agencies and even organizations of people with disabilities, excluding them from mainstream programming from the outset.

In some communities persons with disabilities also experience a lot of physical violence, especially those with albinism in **Kenya, Madagascar, Mozambique,**

South Africa and **United Republic of Tanzania** and this affects their engagement in learning to earning interventions.¹⁰⁴ Over-protective families may not allow their young relatives who have disabilities to participate in projects. In patriarchal communities, where there is reluctance to allow girls and young women access to assets such as mobile phones so that they can take part in digital projects like the U-Report polls, resistance to the participation of girls and young women with disabilities is often even stronger.

A highly competitive labour market in ESAR makes it more difficult to promote the employment of youth and youth with disabilities because they are competing with older people for the same limited work opportunities. Even though young people are more likely to adapt to the demands of the digital and green economies, older people are more likely to be recruited. Ageism has an impact on youth; there is an assumption of lack of capacity, knowledge and experience. The ability of a young person to take on a task and deliver the expected outcome is greatly underestimated.¹⁰⁵ Culturally too, as one respondent to this study said, 15–24-year-olds can sometimes be considered to be children and therefore have limited access to the resources required to start a job or a business.

Girls with disabilities and youth with disabilities in refugee settings are disproportionately marginalized by the intersectionality of ageism, gender expectations, migratory status and ableism. In addition, most refugee settlements are in marginalized areas, and even the delivery of consistent support for skills development demands considerable resources.

104 <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G22/000/74/PDF/G2200074.pdf?OpenElement>

105 <https://www.ashoka.org/en-ke/story/diversity-equity-and-inclusivity-dialogue-ageism>

Lack of or poor access to digital accessibility, assistive devices, technology and services

Often the knowledge products of many projects and initiatives are not disability-friendly; for instance, videos do not have captions or signed interpretation. U-Report is embedded in the third-party systems and SMS systems of each country and this reliance on the messaging service providers therefore makes it difficult to promote accessibility. The time and expertise needed to make the online experience as accessible as possible for all, including users with disabilities, is rarely factored into platform design. This is despite the fact that discussions around YOMAs purpose began with input from a disability service provider.

Assistive devices, services and technologies are not readily available or affordable and this is a particular barrier to the participation of youth with disabilities in learning to earning activities. In **Lesotho**, for instance, assistive devices and technology are sourced from **South Africa** which makes them expensive and makes maintenance a challenge because there is little local expertise for repairs. Assistive devices, technology or services in more technical settings such as sports or in workplaces also demand higher specification than those used in day-to-day social activities.

A difficult labour market

Unemployment is rife in Africa for both youth with and without disabilities, with formal waged or salaried work being much more difficult to find. It is also difficult for women with disabilities and those with particularly stigmatized impairments, such as cognitive/intellectual and psychosocial/mental health impairments, to find work.¹⁰⁶ Using recent Labour Force Surveys, ILO estimated unemployment rates of individuals aged

at least 16 years of age for a total of 10 countries out of the 40 targeted countries that, included Botswana and Rwanda in ESAR, an average unemployment rate among persons without disabilities in these countries is 8 per cent, while on average 9 per cent of persons with disabilities are unemployed. The unemployment rate of youth without disabilities and youth with disabilities also follows a similar pattern, in Botswana is 42 per cent and 38 per cent, respectively; in Kenya, it is 16 per cent for both youth without disabilities and youth with disabilities and in Malawi, 26 per cent for both; in South Africa, 64 per cent and 70 per cent respectively. However, a gap is observed in favour of youth with disabilities in Rwanda (1.8 per cent and 0.3 per cent for youth without and with disabilities – a gap of 1.5 percentage points).¹⁰⁷

Further, there is a close link between poor access to work, limited or no school education and, thus, lower socioeconomic status for persons with disabilities.¹⁰⁸ Youth with disabilities are up to five times more likely to be outside the educational system and not in employment or training (NEET) than their peers without disabilities. The UN definition delineates the age bracket for the SDG 8.6 NEET category from 15 to 24 and covers both unemployment (i.e., youth actively seeking employment but not finding any) and inactivity (youth who withdrew from the labour force). Being NEET is said to have a strong negative impact on the physical, emotional, and psychosocial well-being of youth and life-long negative socio-economic consequences, including chronic unemployment and poverty.¹⁰⁹ The NEET rate for young women with disabilities is higher than that of young men with disabilities. The share of youth not in employment, education or training in Angola is 19 per cent for youth without disabilities to 28 per cent for youth with disabilities, Botswana 43 per cent to 37 per cent, Ethiopia 32 per cent to 10 per cent, Rwanda 64 per cent to 29 per cent, United Republic of Tanzania 65 per cent to 15 per cent.¹¹⁰

106 Rohwerder 2015, Disability Inclusion, GSDRC, Institute of Development Studies, <https://gsdrc.org/wp-content/uploads/2015/11/DisabilityInclusion.pdf>

107 Leonard Cheshire (2018), Disability Data Review: A collation and analysis of disability data from 40 countries, https://www.disabilitydataportal.com/fileadmin/uploads/lcdp/Documents/report-web_version.pdf

108 OECD, 2010, *Sickness, Disability and Work: Breaking the Barriers A Synthesis of Findings across OECD Countries*, https://read.oecd-ilibrary.org/social-issues-migration-health/sickness-disability-and-work-breaking-the-barriers_9789264088856-en#page1

109 Katarzyna Cieslik, Anna Barford & Bhaskar Vira (2022) Young people not in Employment, Education or Training (NEET) in Sub-Saharan Africa: Sustainable Development Target 8.6 missed and reset, *Journal of Youth Studies*, 25:8, 1126-1147, <https://www.tandfonline.com/doi/full/10.1080/13676261.2021.1939287>

110 ILO (2022), ILOSTAT <https://ilostat.ilo.org/tag/disability/>

In developing countries, most workers with disabilities are employed in the informal sector, where labour protection is limited, and work is unstable. It is estimated that between half and three-quarters of all non-agricultural workers in developing countries are employed in the informal sector. In Sub-Saharan Africa, self-employment outside of agriculture accounts for 60 to 70 per cent of informal work. Accounting for 80.8 per cent of jobs, the informal sector is the main source of employment and the backbone of economic activity in urban Africa. The urban informal economy is particularly common among youth (95.8 per cent ages 15-24) and women (92.1 per cent).¹¹¹ From the ILOSTAT (2022), in three-quarters of countries with available data, persons with disabilities (though not disaggregated up to youth) are more likely than those without to be in informal employment. In Botswana, 78 per cent of persons with disabilities are in the informal economy as compared to 74 per cent of those without disabilities; Eswatini, 69 per cent to 58 per cent; Lesotho, 85 per cent to 81 per cent; Somalia, 90 per cent to 82 per cent; Uganda, 96 per cent to 92 per cent.

Further, the high number of persons with disabilities in the informal economy could be attributed to the discouragement they face in discriminatory barriers and mistaken assumptions about their capacity to work, and in some cases, fearing a loss of benefits, many persons with disabilities withdraw from an active search for employment and jobs and rely either on disability benefits in countries where these exist, or eke out a livelihood in low value-added work in the informal economy, with support from their families and community.¹¹² This implies that they face greater difficulties in accessing jobs in the formal economy, which generally provides more secure and stable incomes.¹¹³

4.2 Barriers to design and implementation of learning to earning programming for youth with disabilities

Lack of or inadequate targets, collection and reporting on disability-related data in learning to earning

As mentioned in section 4.1, poor availability of disaggregated national level data on people with a disability makes it difficult to target this group in programming. At the same time, however, programming often lacks targets that specifically reference youth with disabilities. This can inadvertently exclude them from mainstream government and partners' learning to earning programmes and initiatives. Unless forward and backward reporting includes disability data points, it cannot provide disability inclusion backstopping or identify suboptimal participation of youth with disabilities in programmes and initiatives.

Disability inclusion is not, as yet, routinely included in mainstream programming and this makes it difficult for country teams, project designers and implementing partners to deliver it. Even when it is included, blanket programming can miss the point that 'disability' is not a homogeneous category. Project delivery has to be sufficiently dynamic to be able to respond to the different needs of different disabilities.

Non-standardized tools and processes for disability disaggregated data collection

A lack of standardized tools for disability data collection and reporting has led to poor and conflicting data on disability. The Washington Group Set of Questions is useful, but not well known and therefore underused.

111 ILO (2018), Women and Men in the Informal Economy: A Statistical Picture, wcms_626831.pdf (ilo.org)

112 UNDESA (2016), Toolkit for Disability in Africa, <https://www.un.org/development/desa/dspd/2016/11/toolkit-on-disability-for-africa-2/#English>

113 ILO (2022), ILOSTAT <https://ilostat.ilo.org/tag/disability/>

Budgets are not disability-responsive

Disability indicators exist but often they do not have corresponding budget lines. Budgeting for disability is often a product of implementation rather than planning, and this affects the inclusion of youth with disabilities in activities. Project documents may set disability targets but budgets rarely have disability-related activities and or budget for assistance such as appropriate accommodation or accessibility.

The perception is that disability inclusion is expensive and those costs are disproportionately high compared to how many people will benefit. It may be seen as not worth the investment, or as consuming too much of the already limited funding that a country or project might have.

Projects that exclusively target youth with disabilities projects are also perceived to be costly and this means they demand heightened advocacy for a share of resources. Reasonable adjustments and accommodations such as sign language interpreters or sighted guides are often seen as costs and rather than investments. However, the long-term costs of exclusion are much higher in terms of the socioeconomic burden created when persons with disabilities are not empowered.¹¹⁴

Youth with multiple, severe and complex disabilities are also often left out of programming; many projects prefer to work with those who have mild to moderate disabilities and who need less costly levels of support.

Poor involvement of youth with disabilities in education

Access to education and employment for youth with disabilities is guaranteed in law in all ESAR countries and yet in reality both are beyond their reach. School enrolment, continuing health care and investment in the needs of children with disabilities is not a priority at household or national level.

Geographical distribution of special schools is patchy and they generally have limited integrated or inclusive settings and inadequate teacher training. The cost of assistive devices and services slows and even halts

the transition of this group through a full programme of primary or secondary education and inevitably hinders access to employment. When they move or drop out of education, the stereotyping of career choices for youth with disabilities narrows their options.

This means that youth with disabilities are less likely to have the skills or resources to respond to calls for innovations, set up businesses, take on business loans and seed capital, execute business plans, pay back business loans and reinvest profits in their businesses.

Uneven digital access

Low and uneven digital penetration, especially between rural and urban areas, creates uneven opportunities for all youth to access information, online education and digital programming such as U-Report and YOMA. These disadvantages are inevitably amplified among youth with disabilities. For example, YOMA is purely online and young people must have a smart gadget and internet access to use it. Fully remote learning also demands much self-motivation and, as already mentioned, this group are likely to be already significantly demotivated by cultural attitudes towards their disabilities. Online projects such as YOMA would require additional hybrid/offline facilitation to give youth with disabilities the motivation, coaching and accessibility support they need to succeed.

Prohibitive eligibility criteria

Age limits for enrolment in training are geared towards the majority and do not take into account the slower progress through formal education that might be necessary for someone with a disability. Similarly, courses and projects that ask for a certain level of skill or the ability to provide equipment or fund living costs will exclude many young people; but this will be a more significant barrier to the involvement of a disproportionate number of youth who have disabilities.

Limited awareness of projects and programmes

Respondents to this mapping study from both UNICEF and Organizations of Persons with Disabilities drew attention to low traffic during some project registrations. They feel many youth with disabilities are not aware of UNICEF-led learning to earning initiatives and believe much outreach work is not reaching its target. Some outreach may also lack appeal or be poorly packaged, failing to get the message across to youth with disabilities that they can apply.

Inclusion of families and communities

Families and parents give critical support to youth with disabilities, especially those with high function needs, yet in most instances programming does not include them. This, coupled with limited or no provision for extra needs such as easy physical access or adapted disability-friendly equipment – or no publicity to reassure likely participants that this help is available – limits uptake of programmes among the target audiences.

Learning content and teaching methodologies

Adapted learning materials and differentiated teaching methodology delivered by well-trained teachers, especially for experiential learning, are vital to engage youth with disabilities.

Project scale

Large scale projects are difficult to monitor for disability inclusion. Layered programming and activities need to be well planned and monitored to ensure they include a range of different disabilities; one UNICEF respondent reported that this is done in the case of Generation Unlimited.

4.3 Delivery of inclusive learning to earning interventions in ESAR: Lessons learned

Youth-centric project design

Engagement in the programme and initiatives cycle depends on participants being able to focus on the gains and rewards of successful completion. Often young people hope for instant results or quick financial reward and yet the benefits from such projects usually come in the medium to long term. This makes managing and sustaining the interest of participants vital and for youth with disabilities, their interests, aspirations and capabilities need to be mapped and considered over and above generic designs for general youth populations.

Standardized registration processes

Standardized registration filtering at national and implementing partner levels ensures uniformity in youth selection and data capture and is especially helpful in ensuring disability inclusion. Data points that track the involvement of youth with disabilities in projects should be systematically included. The process should be easy, respectful, and offer reassurance of confidentiality to encourage self-reporting of disability and of any extra needs at the outset.

While registration should not be rushed, lengthy disability registration processes are often not completed thoroughly and the data collected may not be meaningful.

Career guidance

Guidance, job shadowing and mentorships, particularly about what the dynamic digital labour market requires, are essential to help young persons with disabilities make informed decisions about their education, training and transitions into productive life.

Targeted outreach

Positive bias-led calls for applications often successfully reach specific audiences. Nine out of 10 applications prompted by the 'Women in Tech' campaign for YOMA came from young women, persuaded that they had a real chance of success. Outreach that specifically advertises a positive bias towards youth applicants with disabilities may also yield better results than a general advert for a youth programme.

Inclusive recruitment criteria and catchment areas

Reaching a wide audience is critical for the recruitment of inclusive cohorts of participants for projects such as UPSHIFT. It is important to find ways to reach the disabled among marginalised groups such as young people on the move, asylum seekers, orphanages, juvenile justice centres, women and youth on the streets and to target youth with disabilities through Organizations of Persons with Disabilities or in special basic education and TVET institutions or universities.

Time and place

In some conservative communities, families trust schools or university premises more than youth centres, especially for the participation of girls and young women. Likewise, a consistent schedule with proper timekeeping builds trust and habitual attendance. Mentors may be needed to coach those who may be disadvantaged by lower levels of experience or skill than other students. Adjustment of the length and pace of content delivery to suit different abilities and those from differing backgrounds is imperative.

Uniformity can also be a useful tool, as in the use of UPSHIFT t-shirts and caps to reduce apparent differences between students and trainees.

Preparation and collaboration with employers, mentors and investors

Identifying and building relationships with employers, mentors and those who want to support or invest in developing the potential of youth with disabilities needs to be done very early in the programming process.

This helps put in place much-needed support so that there is no time lag when programme delivery begins; if youth with disabilities are to be fully included, their needs must be fully assessed beforehand, and it may also be necessary to prepare employers and others with the disability sensitization they need to work successfully with these young people.



5 Sector-specific constraints and recommendations

5.1 Government

Constraints

Government prioritization of and commitment to disability and disability inclusion

In most ESAR countries, government resources are limited and existing services are stretched, and few prioritize disability issues or have adequate technical capacity on disability.¹¹⁵ Disability is less likely to be prioritized in low-income countries where there are a host of pressing development concerns.

In **Zimbabwe**, the disability department at national Ministry level has only five staff; inevitably, though the government is committed to disability inclusion, it is difficult to programme or gather data, and this hampers learning to earning interventions.

In emergency and conflict situations, governments struggle even to provide basic services. For instance, there is often a delicate balance to be struck between humanitarian and development processes for refugees, so there is little room to promote learning to earning in such situations. High levels of poverty will mean putting basic survival support ahead of programmes that focus on employability for both displaced people and a government's own citizens.

Inadequate provision of skilling and employment opportunities

In most countries, government controls provision of training for youth with disabilities. Some special

government TVET institutions may have obsolete training equipment – and often, limited and obsolete course offerings – that can't equip students for the needs of modern industry. This sets back interns, apprentices, attaches or employees with disabilities; they need more on-the-job training and such placements may be hard to find, especially if employers can call on youth trained in better equipped institutions. In some instances, special TVET institutions are privately owned by well-wishers or churches and this makes it difficult to influence the training of market-driven skills.

Not all regular tertiary institutions can offer the access and adaptations that would allow youth with disabilities to study their desired course. In response to this mapping study, one organization representing persons with disabilities talked of youth with disabilities who have met entry requirement being turned away from regular TVETS or universities, or being forced to take other courses. In effect, their disability becomes one of their eligibility criteria. This explains the absence of qualified persons with disabilities in certain careers and it takes career choices out of the hands of youth with disabilities, where they should be.¹¹⁶

Inadequate provision of support for youth with disabilities

Mainstream scholarship and bursary committees often focus on high-performing candidates and exclude deserving youth with disabilities, failing to consider the challenges they have encountered and overcome to succeed in education.

115 [https://www.lshtm.ac.uk/sites/default/files/2020-03/Summary per cent20Report_Costs per cent20of per cent20Exclusion_print.pdf](https://www.lshtm.ac.uk/sites/default/files/2020-03/Summary%20per%20cent20Report_Costs%20of%20Exclusion_print.pdf)

116 Career choice for the persons with disabilities is generally 'other-directed' (Wehmeyer, 2004).

Recommendations

Support disability inclusion in technical and higher education

Governments need focused support to promote an education system that includes children and youth with disabilities through more schooling they can access, improved data collection, increased resourcing and improved inclusive skills training.

learning to earning stakeholders should advocate for higher accessibility standards in training facilities such as TVETS and universities.

Higher qualified trainers, upgraded training equipment and appropriate, inclusive career guidance and coaching will allow youth with disabilities to pursue their choice of course and paid work.

Support governments to improve learning to earning provision in the disability sector

The convening power of UNICEF can be used to advocate for disability inclusion in learning to earning for youth with disability. For example, the Generation Unlimited initiative has support at Office of President level in many ESAR countries that could be leveraged to channel more policy support towards inclusion. Continuous advocacy by UNICEF can help challenge

and support governments to create disability-friendly environments.

Support implementation of disability legislation on learning to earning

Generally, most ESAR countries have positive disability and learning to earning legislation, but poor adherence and compliance. UNICEF can support in-country disability and learning to earning stakeholders to review and promote the aims of disability laws and policies to create an enabling environment for successful learning to earning interventions.

Engage with line disability and learning to earning-related ministries/departments

Identification and engagement with respective government structures and bodies responsible for promoting the rights of persons with disabilities and extension of services to them including on livelihoods will enhance UNICEF inclusive learning to earning interventions beyond the traditional government partners. These include the Ministries of Youth, Ministries of Labour, Ministries of ICT and statistical bodies.

5.2 Employers, mentors and investors

Constraints

Poor workplace inclusion processes

Employers, mentors and investors may not be ready to take on those with disabilities. Many workplaces have poor disability inclusion policies or none at all, and few have the knowledge or skills to successfully navigate inclusion. Negative attitudes towards disability in the wider community or culture may also deter investment in creating inclusive workplaces. Employers may have low appetite to take on interns or apprentices with disabilities, undermining learning to earning inclusive interventions and smaller companies may simply struggle to fund the reasonable accommodations they might need.

Inadequate mapping of investors

Local investors, especially tech companies and those who would be willing to fund the efforts of youth innovators, are hard to find. For instance, an app that would track school attendance and curb truancy in **The United Republic of Tanzania** attracted interest from the Ministry of Education. However, despite its utility, there was no funding to develop it further, and innovations that would help youth with disabilities may face similar challenges in attracting financial support.

Recommendations

Engage employers with programmes and initiatives

Employers need to be involved from the outset to help them anticipate the needs of interns and employees with disabilities.

An ILO respondent to this mapping study suggests employers could be invited to observe training to see how much and what kind of support trainees with disabilities need if they are to take up apprenticeships, internships and employment.

Employers could also be supported from within, helped by organizations that represent persons with disabilities to set up internal groups or unions of staff with disabilities that can regularly assess and review the support they need.

Inclusion is a journey that inclusion advocates need to walk with employers. While it is critical that employers understand their obligation to comply with employment laws that demand the inclusion of people with disability in their workforces, they should also be encouraged to understand the benefits that inclusion brings. It is possible to make a sound business case for the creation of an inclusive workplace and workforce, and this may persuade employers to support and feed into well-resourced inclusive learning to earning interventions.

Cultivate relationships between trainers and employers

Trainers need to be up to date with the needs of the job market so that they can be sure their courses are delivering the skills trainees need to improve their employability.

5.3 Organizations of Persons with Disabilities

Constraints

Poor awareness of UNICEF programming

Organizations representing persons with disabilities report that they are often not aware of certain government and UNICEF initiatives that would help their constituents because publicity about them is not well-targeted. This leads to poor involvement in such programming of both individuals and the organizations that could help raise awareness of these initiatives.

Lack of or poor capacity of Organizations of Persons with Disabilities

Established organizations, though understanding the challenges faced by the people they advocate for, may not have capacity specifically in learning to earning interventions, specialist understanding of learning to earning processes or of intersectional issues such as gender, population displacement and conflict situations. This may mean that they do not have the expertise to qualify as implementing partners or support improved targeting and participation of youth with disabilities.

Recommendations

Strengthen capacity of persons with disabilities

Such organizations need support to strengthen capacity in three areas:

- At the organizational level, to make it possible for them to take on implementing partner roles;
- At programme level, to articulate the challenges and needs of youth with disabilities in their learning to earning journey; and
- At advocacy level, to champion the meaningful involvement of youth with disabilities.

For instance, a UNHCR respondent said that in refugee settings there was a need to raise awareness among Organizations of Persons with Disabilities from host communities of the specific concerns of refugees with disabilities to help create vital and mutually supportive links between the two.

Inclusive youth-led organizations from among displaced populations could also be encouraged to take on roles as implementing partners, building their capacity and leadership to harness their energy and enthusiasm. Youth with disabilities are just as keen to find their own solutions to their issues as other youth groups, and investors are increasingly interested in funding community- and youth-led initiatives.

Involve civil society in learning to earning programming

Partnerships with organization of persons with disabilities, including youth-led organizations, can bring valuable input to pilots, project needs assessments, resource mobilization, the development of accessibility tools and accessibility audits, outreach to potential participants, and monitoring and evaluation of projects.

This kind of involvement will help such organizations build capacity and is also vital for making sure the voices of persons with disabilities are heard and reflected in programme intent and content.

Create advocacy platforms for and with persons with disabilities

learning to earning stakeholders need to create platforms from which youth with disabilities and Organizations of Persons with Disabilities can speak to governments and the private sector about issues such as transport and accessibility. Exchange programmes between youth with disabilities from different countries would help them learn about how others advocate on best practice for disability inclusion. One possible model is UNICEF's Youth Advocacy Guide, a tool created by young people to help young advocates create meaningful change in their communities.

learning to earning stakeholders need to consider supporting youth with disabilities and organizations of persons within the analysis and review of training and employment legislation to ensure that they address the needs of youth with disabilities.

6 Overall recommendations to promote disability inclusion in learning to earning in ESAR

Programming

Improved data and evidence

Given lack of clarity on the extent of the challenges facing youth with disabilities in accessing employment and learning to earning initiatives, data points on all aspects of disability should be routinely included in mainstream data-gathering work.

Programming that accommodates a range of disabilities

Blanket programming often disadvantages certain youth populations. Flexible programming allows projects to be customized as they progress to suit the needs, interests and circumstances of youth with disabilities. For instance, it should be possible to augment a stand-alone YOMA digital solution with offline and disability-friendly options. All learning to earning platforms should conform with web content accessibility guidelines¹¹⁷.

Targets, monitoring & evaluation

Targets for inclusion of youth with disabilities must be explicit to give projects a measurable disability inclusion component. Monitoring and evaluation frameworks with progress markers to track disability inclusion

in learning to earning are recommended using key performance indicators such as the Washington Group of Questions to enhance accountability.

In **Kenya**, a 5 per cent reservation in the education section for children with disabilities guides the general budget allocation of textbooks, school construction. The **Mozambique** Country Office's Programme Review Committee includes a component on disability inclusion in every programme delivered with implementing partners. Such quota methods could also be applied to learning to earning projects.

Mainstreaming disability inclusion

A longitudinal approach to the programming of disability inclusion can help children with disabilities already included in education, child protection or social protection projects to transition smoothly to youth-focused skill-building and employment support and projects. This can also help identify linkages between several different sources of disadvantage; for instance, youth with disabilities in certain areas suffer violence as a result of their perceived 'difference' and this in turn can affect their uptake of learning to earning interventions.

117 <https://www.w3.org/TR/WCAG21/>

Disability-responsive budgeting

Demystification of the costs of disability is imperative. Guidance notes on the unit costs of disability budgeting would greatly assist inclusive programming; for instance, costings for the digitization of learning through Reimagine Education and Giga should include accessibility costs for youth with disability.¹¹⁸

Government, partners and stakeholders

Incorporation of disability inclusion in joint government and UNICEF programming

Most country offices have memorandums of understanding in hand with governments on learning to earning programming and are developing CPDs (mentioned by **Angola, Zimbabwe, Botswana** and **Zambia** during this mapping study). These should include explicit provision for youth with disabilities and disability-related targets. Youth with disabilities and their organizations persons with disabilities need to be engaged in CPD design and development.

A multi-stakeholder approach for an enabling environment

Consultation, collaboration and partnership on legal and regulatory frameworks and how well they address the learning to earning needs of youth with disabilities should be based on a multi-stakeholder approach that includes governments, appropriate ministries, UN agencies, representative organizations and NGOs. Within agencies and organizations, coordination of programme areas across teams should seek to avoid siloed working. While much learning content should be universal, a multi-stakeholder approach will help identify where it needs to be customized to suit the different needs of specific groups such as adolescent girls, displaced youth or youth with disabilities. For instance,

the learning to earning continuum for youth with disabilities are at the border of the mandates of ILO and UNICEF; increased synergies between them would strengthen their work on education and employment, in line with their joint global memorandum of understanding on these issues.

Enhancing understanding of disability and disability inclusion

Disability has become a critical programming issue in ESAR, and more effort is required to raise the awareness of learning to earning stakeholders of the needs of youth with disabilities and the benefits of their inclusion in education and employability initiatives. The CRPD definition of disability should be more widely disseminated to promote alignment across ESAR stakeholders on what constitutes disability inclusion at the country level and to harmonize disability inclusive programming.

Training and disability sensitization for key stakeholders

Quality training and sensitization on disability and inclusion towards can foster a shared understanding of disability inclusion and promote inter-agency and south-south learnings on best practices, guidelines and tools for disability inclusion.

Parental and family involvement

UNICEF and government collaborations should aim to reach both youth with disabilities and their families. Many are not aware of their rights to learn and earn; even when they are, some youth with intellectual, developmental, multiple and complex disabilities rely on consistent support from their families. Budgets that allow for inclusion and empowerment of caregivers will feed into better life outcomes for those with disabilities.

118 <https://www.unicef-irc.org/publications/pdf/How-Much-Does-Universal-Digital-Learning-Cost.pdf>

Employers and trainers

Piloting disability inclusive projects

Pilots on disability inclusion with targeted outreach, like the YOMA project for youth in refugee settings, can show how to overcome the barriers that usually preclude youth with disabilities from full engagement in projects.

Context-specific learning to earning pilots that target this group will unpack important lessons and give country teams and implementing partners the tools to scale up. Such pilots should reveal differing needs between different types of disability and other intersectionalities. There is also a need to gather evidence that supports replicable project design for the largest possible number of participants.

Preparation for learning to earning

Shorter courses for transferable skills work well for those who have been well prepared through some form of education, training or previous experience. Youth with disabilities cohorts have often been excluded from exactly these opportunities. Bridging courses such as ILO Sight Savers can give them the requisite skills, and more flexible eligibility criteria can adjust to take account of the challenges this group faces.

Course delivery and content

Constraints imposed by the COVID 19 pandemic have revealed the vital importance of online learning and digitized learning materials, and improving access and accessibility to digital platforms for learning and earning.

The rapid pace of IT development demands more diversification and regular updating of training offer for youth.

Course and course content should be guided by market assessments to identify the skills the job market needs, and to make sure much-needed and more traditional skills beyond the digital sector are not neglected.

Aptitude tests, career guidance and counselling can guide applicants towards learning opportunities that suit their abilities and interests.

Targeted soft skills training

A twin-track approach is needed to establish solid inclusive and stand-alone capacity-building programmes for youth with disabilities. They need twenty-first century skills such as those offered by mainstream learning to earning training facilities, but personal qualities of self-awareness, confidence, assertiveness and sound mental health help them to make the most of those opportunities, succeed in the labour market and become responsible citizens. These qualities also help them combat the fear of stigma and discrimination that often, for instance, prevents people with a less visible disability from disclosing it when applying for training or jobs and so losing out on support that could make all the difference to their working lives.

Outreach, voice and agency of youth with disabilities

Outreach

Creating opportunities for learning to earning for youth with disabilities does not mean they will apply for them. Outreach to persons with disabilities by UNICEF and its implementing partners should always emphasize the inclusion of youth with disabilities and all communication materials need to be disability-friendly, especially in recruitment processes, to reach and include the widest possible audience. Use of local languages may also be important.

Reaching the target audience

Respondents from disability advocacy Organizations of Persons with Disabilities recommended more diverse modes of communication, going to persons with disabilities beyond conventional newspaper and website adverts to social media posts or emails to specific groups of people.

Community buy-in

Community buy-in is a vital part of outreach, and stories of change told by advocates with disabilities can be powerful motivators for both participation and community acceptance of the importance of giving youth with disabilities access to quality learning to earning.

Youth buy-in

Collaborating with young persons with and without disabilities to create social media campaigns may lead to better reach. Incorporation of disability-related questions in U-Report polls, for instance, can create interest in disability issues among youth without disabilities.

Many youth with disabilities have the technical knowledge to contribute to the development of more accessible digital platforms. They can also be recruited for user testing at upgrade and monitoring and evaluation stages.

Ownership of platforms

Youth with disabilities need their own forums where they can express their views and needs without mediation through other parties.

7 Conclusion

Overall, ESAR already has an evolving policy and legal environment that puts in place the frameworks and legislation needed to promote the rights of and programming for youth with disabilities. However, adherence to these provisions and strategies for disability inclusion is poor. Support to strengthen the ecosystem for disability inclusive learning to earning interventions is therefore urgently needed.

It is difficult to assess the current extent of inclusion of youth with different disabilities, gender and other intersectionalities in learning to earning interventions in most ESAR countries as these data are not systematically collected and reported. Likewise evidence about the number of youth with disabilities who participate in internships, mentorships and job placements is difficult to disaggregate from the current data.

Nonetheless, the responses to this mapping study suggest that programme development processes could easily and swiftly be adapted to promote wider and more constructive learning to earning inclusion in their planning and design.

However, this needs to be underpinned with systematic engagement with youth with disabilities, robust data and evidence-gathering, so that programming can be based on sound learning and reliably replicate successes; and with a collaborative and co-ordinated approach across the region's governments, NGOs, youth and other agencies in a way that aligns perceptions and definitions of disability and makes possible the genuine inclusion of all youth with disabilities in learning to earning initiatives.

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Annexes

Annex A: Country contexts

Southern African region

Angola

The Constitution of the Republic of Angola refers to the rights of persons with disabilities in Articles 21d, 24, 25, 77 (1), and in all sections of article 83. The State of Angola acceded to the CRPD in 2013. As concerns learning and earning, the Disability Allowances Law (1998) provides grants to persons with disabilities who cannot do any form of work. Decree No. 6-E/91 (1991) creates a National Rehabilitation Institute for persons with disabilities. Presidential Decree No. 12/16 of 15 stipulates that in every public or private organization, recruitment, four per cent and two per cent respectively of jobs should be filled by persons with disabilities. Decree-Law No. 2/08 guarantees equality of treatment and opportunities for young persons with disabilities seeking their first job and the award of scholarships to students with disabilities. Presidential Decree No. 1057/12 establishes the National Council for Persons with Disabilities and approves its regulations. Act No. 5/14 establishes the general legal framework for the National Sports System.

The youth agenda is relatively new for the UNICEF Angola Country Office. Strategy and targeted interventions for youth are being piloted and place focus on girls in addressing school dropout, early pregnancy, low wages, and poor and narrow careers that do not pay well. Vocational scholarships target 300 young people, with 60 per cent of the beneficiaries being girls and those with disabilities are prioritized. Help for those disabled by the war and the need to reintegrate former soldiers are top priorities.

However, there has been a diminishing focus on disability in the last 10 years. The country office will be supporting the Ministry of Education in operationalizing the Inclusive Education Policy, hopefully with a pilot to reveal and address education challenges.

A landscape analysis for Generation Unlimited has been undertaken to find out what is working and what can be scaled, including for young persons with disabilities. U-Report was launched in 2020 and now has 82,000 U-Reporters; at the time of mapping, 10 polls have been conducted and nine were specifically about learning to earning. The remaining poll was on disability and asked two questions on learning to earning for youth with disabilities.¹¹⁹

Botswana

Botswana recently developed National Disability Policy, National Disability Strategy and Implementation Plan and acceded to the CRPD in 2021. Its Inclusive Education Policy acknowledges that every student has the potential to learn and that all learners need support.

The Botswana Country Office is working with the government on the promotion of inclusive education which was not in their last CPD cycle, and has supplied consultants to advise on assessment of learners. The landscape analysis for Generation Unlimited is complete and covers disability inclusion and collaboration is now under way with the Office of the President. UPSHIFT and YOMA are in the formative stages and at the time of mapping it was hoped that the YOMA implementation plan would be signed with the Ministry of Youth by June 2022. A youth dialogue was held with focus on psychosocial support and improved mental health. Youth with disabilities participated, brought together by a representative organization for persons with disabilities.

119 <https://angola.ureport.in/opinion/5470/>

Lesotho

The National Disability and Rehabilitation Policy 2011 and National Strategic Plan on Vulnerable Children April 2012–March 2017 affirms the commitment of Lesotho’s government to the protection, empowerment, and rehabilitation of persons with disabilities. The enactment of the Persons with Disabilities Equity Act (2021)¹²⁰ and the National Disability Mainstreaming Action Plan (2015-2025)¹²¹ have given greater impetus to disability inclusion and the UNICEF office is in the process of aligning its programming to these instruments. The Persons with Disabilities Equity Act (2021) Act provides for accessibility, sign language and braille in learning institutions and employment situations. The Act however does not lay down minimum levels of inclusion in education or employment.

Lesotho has a high level of literacy at 87 per cent. Unfortunately, however, 40 per cent of primary school age children with disabilities do not have access to education, and 23 per cent of adolescents with disability do not attend secondary school¹²². The country office has mostly supported basic education and disseminated the Inclusive Education Policy and information on identification of children with disabilities. It is currently working towards engaging TVETs for workforce preparation. It received NORAD funding in 2021 to support teacher education, provision of learning materials in accessible formats and gender-friendly and disability-friendly water, sanitation and hygiene (WASH) to reduce girls’ absenteeism. Lesotho has the U-Report initiative and has run a disability-specific poll.¹²³

Malawi

The Malawian government is focused on the 10–29 age group, aiming to help one million youth into work by the year 2030. They are served by the Ministries of Education, Youth and Labour, following the provisions of: the Disability Act (2012)¹²⁴; the National Youth Investment Plan; and the Malawi Policy on the Equalization of Persons with Disabilities¹²⁵. Policies and programmes that seek to tackle youth unemployment include: the Malawi Growth and Development Strategy; the National Employment and Labour Policy; the National Youth Policy; the Malawi Decent Work Country Programme; and the Technical Entrepreneurial, Vocational Education and Training Authority which through the TVET Act of 1999 supports access of persons with disabilities to vocational training. Access to and completion of secondary education and transition to tertiary education are key government priorities. The African Development Bank has funded the creation of 17,000 jobs through support for new businesses and supporting community colleges for youth with low levels of education.

The Malawi UNICEF Country Office is focused on functional literacy and numeracy among 15-24-year-olds, out-of-school youth and transition to work, leveraging Generation Unlimited and U-Report. Generation Unlimited Youth Challenge runs in four districts focusing on education, livelihoods, participation and climate change. Ten youth groups pitch their proposals, with the best four getting funding at each round. So far, 16 projects are have a total of USD2.5 million seed funding. This the first project that has asked young people to come up with solutions to improve their lives. There are 200,024 youth participating in U-Report. In neither project has there been a deliberate effort to include youth with disabilities though some Generation Unlimited Youth Challenge groups have youth with disabilities in their membership in. Disability and gender data are not collected.

120 <https://www.ilo.org/dyn/natlex/docs/MONOGRAPH/112416/140481/F445608953/LSO112416.pdf>

121 https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Lesotho_National-Disability-Mainstreaming-Plan.pdf

122 and Welfare Act, 2011 of Lesotho. (2014) Artic 40. 16(1):15–9.

123 <https://les.ureport.in/opinion/2617/>

124 <https://afri-can.org/wp-content/uploads/2019/08/Malawi-Disability-Act.pdf>

125 http://ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_jsn=104037&p_count=100183 file:///C:/Users/User/Downloads/Malawi%20National%20Policy%20on%20Equalisation%20of%20Opportunities%20for%20Persons%20with%20Disabilities.pdf

Mozambique

The government has applied the CRPD and CRC provisions to disability inclusive education. This has resulted in the improvement of national laws and policies to reflect inclusive principles: the National Education System law n° 18 of 2018 deals with analysis, planning and implementation in the education sector, including the Disability Strategic Education Plan 2020-2029. It offers improved financing for inclusive education, improved disability data, monitoring and quality assurance and the establishment of coordination and partnership mechanisms. It puts in place vertical coordination (national to subnational level at school level), horizontal coordination (inter-agency and between government units), partnerships and coordination mechanisms with development partners (international development agencies, CSOs, ORGANIZATION OF PERSONS WITH DISABILITIES) and the Inclusive Education and Development Network for Children with Disabilities – Mozambique Inclusion Network. These are processes on which UNICEF can hinge learning to earning interventions for youth with disabilities.

Apart from the support that UNICEF is giving the Ministry of Education on the inclusive education policy launched in 2021, limited programming is geared towards youth with disabilities on learning to earning. The country is implementing U-Report though no disability-related polls have been run yet. Generally, the voice of youth with disabilities is little heard and stigma and inaccessibility hamper their inclusion in programming. There is a need for more dialogue with youth with disabilities to enhance their meaningful participation in programming.

Namibia

Namibia ratified the CRPD and its Optional Protocol in 2007. The National Disability Council Act 26 (2004), National Policy on Disability (2004), Affirmative Action (Employment) Act 29 (1998), National Policy on Special Needs and Inclusive Education (2008) and National Vocational Training Act 18 (1994) provide for learning to earning interventions for youth with disabilities. The Constitution, however, does not expressly mention disability or persons with disability. The President's Harambee Prosperity Plan focuses on employment creation and youth development and Namibia's aspiration to be a knowledge-based economy by 2030. The Namibia Youth Policy focuses on education and skill development, health, economic empowerment and civic engagement; all government ministries are expected to mainstream youth issues. The Namibia Youth Credit Scheme provides loans to youth who start businesses while the Apprenticeship Programme Policy provides for opportunities for transition to employment. There is also the Namibia Organization for Youth with Disabilities which is affiliated with the National Youth Council that promotes and supports youth with disabilities to enrol in training institutions and supports their businesses.

The current 's focus areas include education and employability. The country office is implementing UPSHIFT, U-Report, and Skills 4 Girls under learning to earning initiatives. Community activations for UPSHIFT for the youth group's innovations were conducted, two were youth with disabilities. Under Skills for Girls, four of the 50 girls who applied through the general recruitment processes were girls with disabilities; in U-Report, the youth with disabilities group representative is in the secretariat; recruitment for U-Reporters with disabilities is under way. Mostly youth with physical disabilities and with albinism have been participating in country office initiatives but staff are working towards including youth with different types of disabilities. A consultative forum with 55 adolescents with different disabilities were asked for their views on the next cycle's CPD.

Under the UN Development Assistance Framework's social transformation pillar, youth with disabilities are prioritized. UN Agencies in Namibia have identified disability inclusion focal points where they regularly meet Organizations of Persons with

Disabilities. The UNICEF Country Representative is very focused on delivering disability inclusion across all programming and this has improved inclusion. Further, the UNPRPD project through UNDP 2019-2022 on disability coordination and participation of Organizations of Persons with Disabilities has helped ensure programming for children with disabilities, youth with disabilities and women with disabilities. It is a subregional project also under way in Zimbabwe, Malawi and Zambia. The project aims to strengthen data on disability, and promote early intervention and research on the challenges of resource mobilization for Organizations of Persons with Disabilities.

Zambia

The government delivers skills development programmes through trade skills centres with a National Vocational Rehabilitation Centre and a quota system for university enrolment of 10 per cent for those with disabilities. There are tax concessions for employers with inclusive workplaces and the Youth Empowerment Fund funds free training and learning materials for TVET institutions. The National Vocational Rehabilitation Centre admits trainees with and without disabilities; once they move to workplaces upon graduation, those without disabilities have shown themselves to be supportive of colleagues with disability. UNICEF supported the government to conduct a national survey on disability in 2015; to build accessible washrooms to improve menstrual hygiene for girls with disabilities; and digitize and adapt learning materials to make them disability-friendly.

The Zambia Country Office has programming that aims to strengthen the engagement of 15–17-year-olds in learning to earning and is drafting the next CPD with provision for inclusive youth engagement. Youth with disabilities participated in the 2022–2027 CPD consultations with stakeholders. U-Report in Zambia is managed by the HIV and Health section with support from the Norway grant. The Internet of Good Things has also just been launched and it is hoped that both projects will be inclusive as possible. *Zambian Girls 2030* has girls with disabilities interning in companies to get hands-on experience.

The country office has a disability task force with membership from across all sections/departments including human resources, finance, operations and procurement departments. They meet monthly and each section has targets and planned activities on disability inclusion. Disability is also prioritized by senior management in the country office with renewed emphasis on leaving no one behind.

In Zambia, ILO is supporting line institutions to promote the employability of persons with disabilities. It is working with the *Zambian Federation of Employers* to place persons with disabilities in three- to six-month internships in companies and has digitized the information management system for the *Zambia Agency for Persons with Disabilities* to improve data capture of persons with disabilities. It is also piloting inclusive training in five TVET institutions and mapping the inclusiveness of TVETS in Africa having already assessed stigma and discrimination levels in TVET institutions' entry requirements, reasonable accommodations provisions and attitudes.

Zimbabwe

The National Disability Policy that compliments the Persons with Disabilities Bill is now in place. It is currently being costed. The Zimbabwe UNICEF Country Office, through the NORAD grant, is supporting government implementation, including translating the policy and the CRPD into child-friendly and accessible formats.

The government's high prioritization of disability has led to the appointment of a Director of Disability Services and the country's first report to the CRPD Committee which promotes disability inclusion in the country. UN Agencies have a collaborative mechanism for joint implementation of disability-related activities under the UNPRPD to maximize the limited resources available. The country office has established relationships with Organizations of Persons with Disabilities to get first-hand feedback and disability-specific information such as the experience of those with epilepsy and albinism. Implementing partners have been trained on disability inclusion including how to plan for reasonable accommodations. Under the social and behaviour change component of the UNPRPD programme, youth with disabilities are participating in the dispelling of myths around disability and addressing disability stigma.

The high unemployment rate in Zimbabwe makes it difficult to promote the employment of youth and youth with disabilities; older people with better connections are competing for the same limited employment opportunities even though young people are accessing and excelling in technology and green jobs faster and better. Culturally 15-24-year-olds are considered children and therefore have limited access to the assets such as digital devices that would assist their efforts to find employment opportunities.

Generation Unlimited, YOMA, U-Report and UPSHIFT are all at the exploratory stage in Zimbabwe. Under Generation Unlimited, the country office plans to work with ILO and UNDP to promote employability through targeted job placement and promotion of STEM for girls. Youth with disabilities are a priority too. However, discussions are still at the preliminary stage.

Eastern African region

Eritrea

Eritrea has a Special Needs Education Policy and a five-year Strategy and Action Plan on Disability. There is limited learning space for learners and trainees with disabilities in the country, limited teaching capacity, a lack of evidence and data on persons with disabilities and poor coordination among sector players. This hampers learning to earning interventions for youth with disabilities. Stigma and discrimination are also rampant and many areas are hard to reach geographically. The Eritrea Country Office has one of the lowest budgets which makes it difficult to deliver a full programme of learning to earning interventions for youth with disabilities.

Kenya

Kenya's Persons with Disabilities Act (2003)¹²⁶ provides for five per cent employment reservation for persons with disabilities in public sector jobs. The National Development Fund for Persons with Disabilities supports provisions of bursaries and scholarships for persons with disabilities up to Masters level, assistive devices and technology, grants for groups to start or expand businesses. There is Local Purchasing Order financing and infrastructure development for learning institutions serving persons with disabilities to improve education and economic empowerment. The Education Sector Policy for Learners and Trainees with Disabilities (2018)¹²⁷ promotes the mainstreaming of inclusive education. Coupled with the Competency Based Education and Training (CBET) Framework (2019)¹²⁸, the country is working towards developing knowledge, skills and positive worker behaviours in trainees, including those with disabilities. The demands of industry are therefore shaping the curriculum to better prepare graduates for work.

126 <https://ncpwd.go.ke/download/personswithdisabilitiesact-pdf/?wpdmdl=640&refresh=62e146ef281c31658930927>

127 https://planipolis.iiep.unesco.org/sites/default/files/ressources/kenya_sector_policy_learners_trainees_disabilities.pdf

128 <https://www.education.go.ke/index.php/downloads/file/615-competency-based-education-and-training-competency-based-training-framework>

The country office is leveraging Generation Unlimited, UPSHIFT, Prospects, YOMA and Yunitok, the localized version of U-Report. Under YOMA, it has partnered with Kenya Medical Training College and eight universities to promote digital and soft skills training for students. These initiatives may create entry points for inclusion of youth with disabilities.

Yunitok has eight implementing partners and it has become a space for sharing critical information on mental health, GBV, innovations, entrepreneurship opportunities, hosting of arts and cultural events, volunteerism and sports activities. Yunitokers are also exposed to all other youth projects. The interaction on the Yunitok platform and the community activities are very helpful as they allow UNICEF to be responsive to young people's needs and interests and develop more targeted interventions. However, none of the implementing partners are Organizations of Persons with Disabilities or disability service providers, though the Kenya Scouts Association has had its materials transcribed to braille under Yunitok. UPSHIFT held a two-week online boot camp in Turkana through an implementing partner. The participation of youth with disabilities in the projects is not clear as it has not been tracked.

ILO, in partnership with Sightsavers, CISCO, Kenyan National Industrial Training Authority, and Safaricom LTD, run an IT Bridge Academy for youth with disabilities in Kenya. The trainees are taken through intensive IT training and are offered internships at Safaricom LTD. ILO acknowledges that it is not the ideal model of inclusive rather than segregated training, but it has brought together key partners including an employer who has been able to ensure trainees learned the skills the employer needed.

Somalia

Somalia is finalizing its Persons with Disabilities Act at the Cabinet level. It provides business loans to its citizens every three months and in the last three months 50 businesses were supported; five are owned by persons with disabilities. Of 1000 National Youth Service posts, 33 are held by youth with disabilities; 305 persons with disabilities have been recruited by the public service in the last five years. Public schools must allocate 10 per cent of places and private school must allocate five per cent of places free to students with disabilities. A survey on disability and access to education is planned in three months' time.

The UNICEF country office's first adolescent and youth programming is being delivered during the period 2021–2025 and they are in the process of using the adolescent toolkit. Discussions and alignment of priorities have just begun on U-Report and Generation Unlimited projects. UPSHIFT was launched in conjunction with the government in 2019 and is now in its second round of implementation. There is also a university scholarship programme for girls. The involvement of youth in these projects and their access to income has brought status to youth and given them better bargaining power in their households. It has been difficult to recruit youth with disabilities who meet the eligibility criteria for these initiatives. However, the Undaunted Programme aims to address the education needs arising from COVID-19 in Somalia through gender-responsive remote education programming for girls and particularly girls with disabilities.¹²⁹

129 <https://canwach.ca/project/undaunted-educating-girls-with-disabilities-in-response-to-coronavirus-covid-19-in-somalia/>

Uganda

The Constitution of Uganda promotes and protects the rights of persons with disabilities, including in Articles 21, 32 and 35. Uganda ratified the UNCRPD and the Optional Protocol in September 2008. Persons with Disabilities Act (2020) and National Policy on Disabilities (2006) provides for elimination of all forms of discrimination against persons with disabilities and towards equal opportunities. It focuses, among other provisions, on right to life, access to education, habitation, and rehabilitation. The Act was amended in 2020 to comply with local laws and adequately domesticate the UNCRPD.

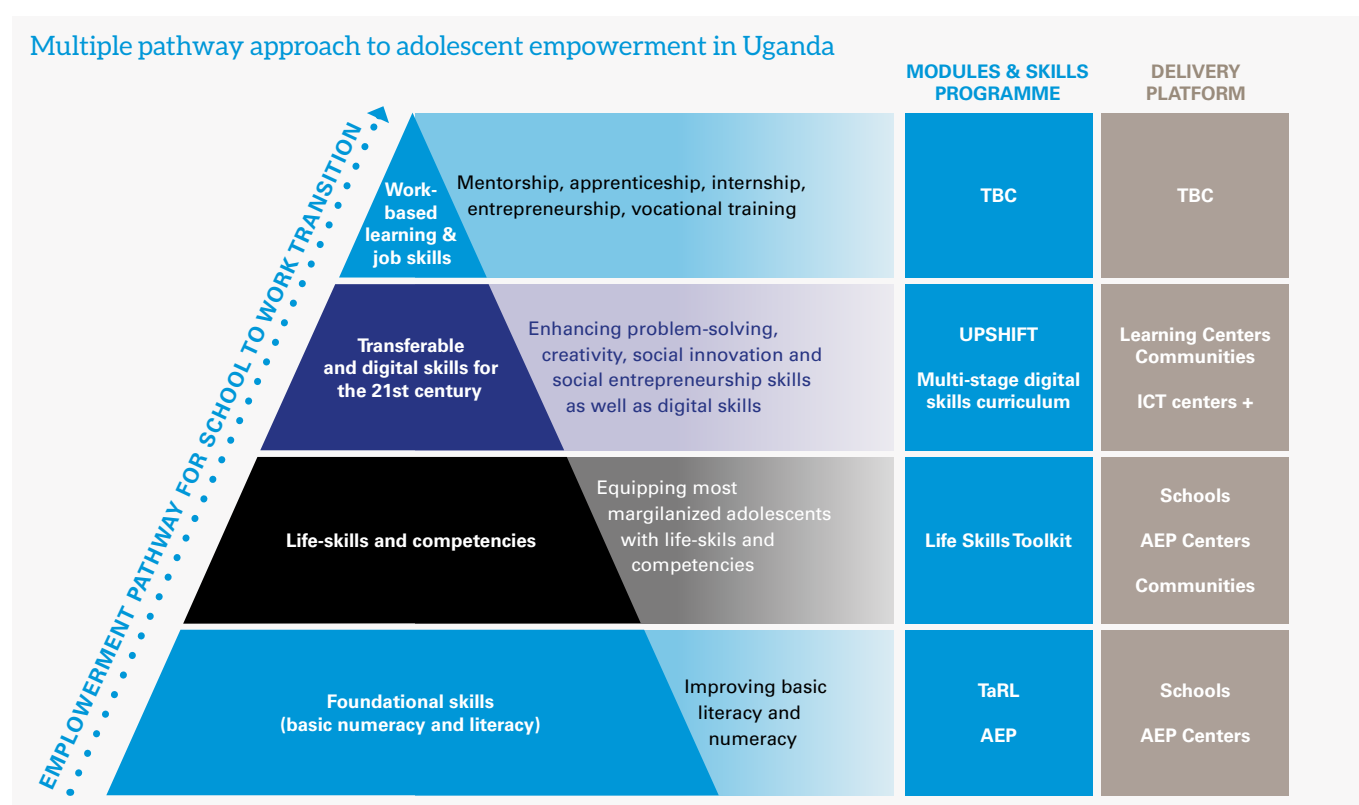
The National Council on Disability Act (2013) provides for the establishment of a National Council for Disability. The Employment Act (2006), National Employment Policy for Uganda (2011) and Equal Opportunity Act (2006) prohibit discrimination against persons in employment. The Building Control Act (2013) sets standards for physical accessibility.

The country is currently finalizing its Skills for Development Toolkit which is led by the Ministry of Education and supported by UNICEF. The National Inclusive Education Policy is agreed at Cabinet level and TVET and a Teacher Education Policy are being

developed with the aim of improving the transition rate and human resource development of learners and trainees with disabilities. The country's programming has focused on out-of-school children, teenage mothers, children with disabilities, refugees, urban poor, those with HIV/AIDS, and those not in education, employment or training (NEET). However, there is no explicit programming on youth with disabilities, though those with mild disabilities have been participating.

Uganda is implementing Prospects, YOMA, UPSHIFT and Generation Unlimited projects. It has just completed the pilot for UPSHIFT and its scale-up started in September 2022.

The country office has developed four pathways to empower every adolescent girl and boy, including the most marginalized, for a successful transition from school to a productive, active life. The four pathways use spaces within both formal education (primarily schools) and non-formal education settings (community and other available vocational training centres). Each provides specific learning, skills-building and referral opportunities for livelihood for all while focusing on refugee and host community adolescents as the most marginalized group.



United Republic of Tanzania

The Employment Act (11) of 2005¹³⁰ provides for equal opportunities for persons with disabilities to access jobs. The country also has a social welfare fund that youth, women and persons with disabilities can access for grants to set up businesses. A respondent reports that youth with disabilities are enrolled in regular TVETS and higher education institutions which give them a wide range of courses to study.

Disability programming in Tanzania has mainly been for children with disabilities and a situation analysis on provision for this group has been carried out. Youth with disabilities have been encouraged to apply for opportunities in UNICEF projects, with little success. A Generation Unlimited Youth Challenge call for innovations in 2018 attracted 80 applicants; five groups won seed funding of USD1000 each. A UNICEF staff member reported that this was a fulfilling process in which young people were able to consider solutions to the challenges they face and be at the table with big tech companies; the seed funding has helped them buy equipment such as laptops to advance their work. Since 2017, U-Report has attracted 236,000 youth participants since. In 2021, in a poll that asked 'do you have a disability?', six per cent responded yes.

The GRREAT project, a localized version of UPSHIFT focusing on out-of-school adolescent girls and their transition to adulthood, runs here. Participants are taught creative thinking, problem-solving, entrepreneurship and internet safety and are provided with loans under the savings and loans component to start or expand their enterprises. Many are mothers and their enterprises support their daily upkeep. The country office is collaborating with the Ministry of Education and the Institute of Adult Education to implement the Integrated Programme for Out of School Adolescents which targets adolescents who never attended school, dropped out of either primary or secondary school or completed primary school but did not transit to secondary education. The programme helps them acquire four skills: literacy, entrepreneurship, life skills and pre-vocational skills. The country offices are accessible; the U-Report advisory group includes an expert on disability and staff with disability whose presence automatically reminds the project to be disability inclusive.

Annex B: Data collection tools

The following data collection tools were used in this mapping exercise.

1. Key informant guide for UNICEF ESARO and country offices – Disability Inclusion Focal Points/ Education Specialists/ Adolescent Specialists
2. Key Informant Interview Guide for Partners – Governments in the ESAR-Representatives from the learning sector – TVET, Higher Education, representatives from the employment sector, representatives from the entrepreneurship sector, representatives from the disability/social protection sector
3. Key Informant Interview Guide for Partners UN Agencies-ILO, UNHCR, UNESCO, UNGEI Heads and Project Leads of Organizations of Persons With Disabilities

Annex C: Distribution of Respondents

The mapping study covered representatively and proportionately partners and key stakeholders of UNICEF ESARO and UNICEF country offices in the learning to earning processes for youth with disabilities totalling 65 respondents as follows:

1. UNICEF Global-level Initiative Leads -YOMA (2), UPSHIFT (1), Prospects (2), Gen Unlimited (1) and U-Report (2)
2. UNICEF Country Office-level Initiative Focal Points-YOMA (3- Botswana, Burundi, Kenya), UPSHIFT (7- Botswana, Burundi, Kenya, Namibia, Somalia, Uganda, Zimbabwe) Prospects (2- Kenya, Uganda) Generation Unlimited (5-, Botswana, Burundi, Rwanda, United Republic of Tanzania, Zimbabwe,) and U-Report (5- Angola, Botswana, Burundi, Kenya, United Republic of Tanzania)

130 <http://www.rttz.org/wp-content/uploads/2011/01/Employment-act-2005d.pdf>

3. UNICEF Country Offices Staff-Disability Focal Points/ Education Specialists (7- Angola, Kenya, Lesotho, Malawi, Namibia, Uganda, Zimbabwe,), Disability Focal Points/Adolescent Specialists (1-Angola), 1 UNICEF Disability Focal Points/Knowledge Management Specialist (1- United Republic of Tanzania) Disability Inclusion Officer (1-Zambia), Education Specialists (6- Botswana, Eritrea, Madagascar, Malawi, Mozambique, United Republic of Tanzania), Adolescent Specialists (4- Burundi, Malawi, Namibia, Uganda)
4. Other UN Agencies in the ESAR with related projects in the learning and earning of persons with disabilities-ILO (2- global office, Zambia), UNHCR (3- regional office (2), Uganda (1))
5. UNICEF implementing partner for YOMA-UMUZI (1),
6. Organizations of persons with disabilities (3-Youth in Action for Disability Inclusion in Zambia-YADIZ, United Disabled Persons of Kenya-UDPK and Tanzania Federation of Disabled Persons-SHIVYAWATA)
7. Government representatives -Education/TVET/higher education sector (5- Lesotho, Mozambique, Somalia, Uganda, Zambia), employment (3-Somalia, United Republic of Tanzania), youth (1-Namibia) and disability/ social services (2- Lesotho, Zambia)

Distribution of Respondents-UNICEF ESARO Mapping Youth with Disabilities learning to earning							
Organization	Designation	Global	ESAR	Southern	Eastern	Total	Countries
UNICEF	Global Project Leads-YOMA	2				2	Kenya and Geneva
	Global Project Leads-UPSHIFT	1				1	Paris
	Global Project Leads-Prospects	2				2	Geneva
	Global Project Leads-Gen U	1				1	New York
	Global Project Leads-U-Report	1				1	Nairobi
	Country Focal Points-YOMA			1	2	3	Kenya, Burundi, Botswana
	Country Focal Points-UPSHIFT			3	4	7	Namibia, Zimbabwe, Kenya, Botswana,, Somalia, Uganda, Burundi
	Country Focal Points-Prospects				2	2	Kenya, Uganda
	Country Focal Points-Gen U			2	3	5	Rwanda, Burundi, Botswana, Zimbabwe, Tanzania
	Country Focal Points-U-Report			2	3	5	Kenya, Burundi, Angola, Botswana, Tanzania
	Disability Focal Points/Education Specialists			5	2	7	Angola, Namibia, Lesotho, Malawi, Zimbabwe, Kenya, Uganda
	Disability Focal Points/ Adolescent Specialists			1		1	Angola
	Disability Focal Points/ Knowledge Management Specialist				1	1	Tanzania
	Disability Inclusion Officer			1		1	Zambia
	Education Specialists			4	2	6	Botswana, Madagascar, Mozambique, Eritrea, Tanzania, Malawi
Adolescent Specialist			2	2	4	Namibia, Uganda, Burundi, Malawi	
Youth			2		2	Zambia	

Distribution of Respondents-UNICEF ESARO Mapping Youth with Disabilities learning to earning							
Organization	Designation	Global	ESAR	Southern	Eastern	Total	Countries
Implementing partner	YOMA-UMUZI		1			1	South Africa
ILO		1			1	2	Geneva, Zambia
UNHCR			2	1		3	Kenya Regional office, Uganda
ORGANIZATION OF PERSONS WITH DISABILITIESs/ Youth with Disabilities				1	2	3	Zambia, Tanzania, Kenya
Government	Education/TVET/Higher Education			2	3	5	Zambia, Uganda, Mozambique, Lesotho, Somalia
	Employment				2	2	Tanzania/Zanzibar, Somalia
	Entrepreneurship					0	
	Youth			1		1	Namibia
	Disability/Social Services			2		2	Zambia, Lesotho
						0	
Total						67	

Annex D: Glossary

Accessibility: Ensuring that persons with disabilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and other facilities and services open or provided to the public, both in urban and in rural areas¹³¹

Adolescents: defined by the United Nations as those between the ages of 10 and 19¹³²

Assistive products: maintain or improve an individual's functioning and independence, thereby promoting their well-being. Hearing aids, wheelchairs, communication aids, spectacles, prostheses, pill organizers and memory aids are all examples of assistive products¹³³

Assistive services: support given by someone else to enhance the functional abilities of persons with disabilities, e.g., sign language interpretation

Assistive technology: an umbrella term covering the systems and services related to the delivery of assistive products and services¹³⁴

Curriculum: organized experiences that schools provide to help one to learn and develop. It includes the subjects taught, the content, the school environment and other organized learning enhancement activities outside the classroom.

Disability inclusion: meaningful participation of persons with disabilities in all their diversity, the promotion and mainstreaming of their rights into the work of the Organization, the development of disability-

131 UN CRPD Article 9

132 <https://data.unicef.org/topic/adolescents/overview/>

133 <https://www.who.int/news-room/fact-sheets/detail/assistive-technology>

134 <https://www.who.int/news-room/fact-sheets/detail/assistive-technology>

specific programmes and the consideration of disability-related perspectives in compliance with the Convention on the Rights of Persons with Disabilities. This requires the development and implementation of a consistent and systematic approach to disability inclusion in all areas of operations and programming, internally and externally.¹³⁵

Inclusive education: a process that necessitates a continuing and pro-active commitment to eliminating barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate all students. It focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized¹³⁶

Inclusive workplaces: as the experience people have in the workplace and the extent to which they feel valued for who they are, the skills and experience they bring and the extent to which they have a strong sense of belonging with others at work¹³⁷

Intersectionality: considers how individuals can simultaneously experience and embody privileges and disadvantages as different social hierarchies combine in varied ways across time and diverse locations¹³⁸

Persons with disabilities: include those that have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others¹³⁹

Young people: defined by UNICEF, WHO and UNFPA as those between the ages of 10-24¹⁴⁰

Youth: as per the UN, those persons between the ages of 15 and 24 without prejudice to other definitions by the member states¹⁴¹.

Reasonable accommodations: Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms¹⁴²

Universal design: The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed¹⁴³

135 UN Disability Inclusion Strategy

136 General Comment No.4 on Article 24-the Right to Inclusive Education <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-4-article-24-right-inclusive>

137 ILO https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_841085/lang-en/index.htm

138 Larson et al, 2016

139 UN CRPD (Article 1), <https://www.unicef.org/lac/en/children-and-adolescents-disabilities#:~:text=UNICEF%20uses%20the%20term%20disability,participation%20in%20society%20on%20an>

140 <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

141 Secretary-General's Report to the General Assembly, A/40/256, 1985

142 UN CRPD (Article 2)

143 UN CRPD (Article 2)



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