



## Increased the rate of secondary school students with disabilities in science programme

### Project Information

Project Location	Dzaleka Refugee Camp, Dowa District, Malawi
Project name	Increased the rate of secondary school students with disabilities in science programme
Start/End Day of the activity	From 01 July 2023 to 25 October 2023
Total amount received:	£ 500
Funded by:	Biochemical Society
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Contact	

### Performance

The project focused on:

1. *Strengthened 50 persons with disabilities aged 18–35 to make their choices of taking a science programme at the secondary and tertiary education level in five days in Dzaleka Camp, Malawi.*
2. *Increased awareness of the rights of persons with disabilities in ten days to 50,600 persons in the four areas of Dzaleka Camp, Malawi.*
3. *Increased awareness of disability in science among the estimated 50,600 populations in one month in Dzaleka Camp, Malawi.*

The following activities were implemented:

1. Conducted a five-day science inclusion workshop for 50 dropouts with disabilities at the Jesuit Refugee Service Centre. Jesuit Refugee Service provided the project with the centre's room, which enabled the 50 persons with disabilities to participate in a five-day workshop delivered by a community facilitator about science inclusion that covered the concepts of disability in science and comforted the persons with disabilities in order to discover themselves and return to their respective schools in Dzaleka Camp, Malawi.
2. Organised a ten-day rights awareness campaign on the rights of persons with disabilities in the four areas of Dzaleka Camp. Six volunteer youth from Dzaleka Camp accepted to support the project by conducting an onsite awareness campaign concerning human rights and disability in education. This programme reached four areas of Dzaleka Camp, and approximately 50,600

general populations became aware of the rights of persons with disabilities by understanding that they can access science education, and those parents with youth with disabilities should direct them in the science programmes as they do for able children.

3. Conducted a one-month radio broadcast programme on science inclusion at Yetu Community Radio in Dzaleka Camp, Malawi. It was on Yetu Community Radio, where people regularly listen to different updates, that the Project Management Team conducted a radio broadcast emission that covered the concepts of human rights in education and economic services to the general community members of Dzaleka Camp, 50,600 people, which increased the population's knowledge of the importance of sending both able and disabled persons to the science programme. The programme encouraged the populations to direct the people with disabilities to the science programme as well as prevent social discrimination towards people with disabilities.

***Which were the output/results of your activity?***



1. 50 people with disabilities participated in a five-day workshop delivered by a community facilitator that improved their understanding of the importance of the science programme and helped them make decisions about taking this programme at the secondary and university. This contributed to increasing their commitment to engaging in the science programme and promised to influence other disability clubs that are still behind in the sciences.



2. The general population of 50,600 people in Dzaleka Camp was reached through the awareness campaign programmes, and the populations promised to send their children with disabilities to the science programmes when reaching the secondary and university



levels. Others confirmed that they would advance the rights of persons with disabilities in their schools and communities.

3. The 50,600 community members of Dzaleka communities were reached, and the community leaders highly appreciated this intervention, which updated them on the benefit of persons with disabilities in excelling in the science programme. They promised to be advocates for people with disabilities to ensure that discrimination against them does not exist in the communities they are administering.

### **Adaptations**

The following were the challenges during the project's implementation:

- Many participants were illiterate in the workshop. The teaching methods were used to enable illiterate people to understand the concept.
- The project timeline was not enough to achieve the planned tasks. The project management team settled this by minimizing and simplifying the tasks under pressure.
- Budget costs were not realistic due to Malawi's inflation compared to previous years. The activities were adjusted, and other budget items were reduced.

### **Lesson learned**

We learned that:

- Being disabled should not be a threat that will limit any types of opportunities and insult society. All people are equal and should be living in harmony to enable everyone to participate and demonstrate their potential.
- It is important to extend the education programs for refugee with disabilities in the science programme because the number of asylum-seekers is increasing with language problems in the country of asylum, and the registration places in schools are missing for asylum-seekers especially those with language barriers, who have lower chances of getting admission. These specific school programs may help to build new schools, especially for children with disabilities and illiterate adults, and can be allocated to them rather than mixing all of them in the general classes.
- Community, traditional, and Religious representatives had negative perceptions about disabilities that affected the community members in similar ways. They have become the primary advocates of persons with disabilities in their communities through the identification, demonstration, and promotion of their rights at the community and national levels.

## **Success Story**



*“As disables, we had no ideas if a person with disabilities can also learn mathematics and Chemistry at secondary and university due to marginalization in which we are considered in our society. Thank you for this program, we feel we have freedom to access any programme we desire too. We have got that disability is not a barrier. Nothing is impossible if we desire.”* Head of persons with disabilities after accessing Inclusion in Science Intervention in Dzaleka Camp, Malawi.

## **What Will We Do Next Differently?**

We are writing this report to describe what we learned and make recommendations for organizations for people with disabilities. We will advocate to donors and international and national agencies for persons with disabilities in Malawi and all over the world to promote the inclusion of persons with disabilities in science.

## **Benefits of the project**

We are grateful for this project funded by the **Biochemical Society**. It has been an opportunity to enhance our organizational skills and identify opportunities for growth, all to the benefit of key populations and local communities. We partnered with community representatives and administrators of community organizations such as Let's Be Transformed and Jesuit Refugee Services in Dzaleka Camp, Malawi.

## **What Will We Do Next Differently?**

We are writing this report to describe what we learned and make recommendations for organizations for people with disabilities. We will advocate to donors and international and national agencies for persons with disabilities in Malawi and all over the world to promote social, economic, and political inclusion of persons with disabilities.

We are looking forward to running a similar programme in the future

Milemo Lusambya  
Project Manager