YOUR IMPACT REPORT

AUTUMN 2019

MY RIGHT TO A FUTURE
URGENT APPEAL

ALL DONATIONS MATCHED!
Hello, and a very warm welcome to Your Impact Report, all about our Inclusive Education urgent appeal in Sudan.

Since 2012, we’ve been partnering with organisations of disability activists in Tanzania to tackle stigma, transform attitudes and support the right of every child to access an education. The success of this project has proven how societies can become more inclusive and how, with the right support and education, children with disabilities have the potential to thrive and build futures filled with opportunities. Now, we’re expanding this work to Sudan, so that children with disabilities can get the best education possible, no matter where they’re from.

We urgently need to raise £60,000 to make this work possible. That’s why we’re asking you to support our ‘My Right to a Future’ appeal. Together, we can take a significant step towards a future where every disabled person in Sudan has the opportunity to make the best of the life they are born into. Thank you.

“IT’S IMPORTANT FOR ANASTASIA TO GO TO SCHOOL BECAUSE SHE HAS THE SAME RIGHT TO AN EDUCATION AS OTHER CHILDREN WHO DON’T HAVE A DISABILITY.”

Happiness, Anastasia’s mum.

Anastasia (pictured here and on the cover) is 5 years old and has a hearing impairment. She loves maths and making new friends.

Everyone featured in this booklet have given their consent to share their story and image.
DENIED AN EDUCATION. DENIED A FUTURE.

In areas where research and technology aren’t readily available, people can’t access explanations for impairments. In this void of understanding, misconceptions about disability can form, with devastating consequences. Disabled children are often stigmatised and viewed as unable to learn and so are rarely encouraged or supported to go to school. Sometimes, they’re even hidden away by their families.

This stigma, alongside poverty, a lack of accessible schools, a shortage of teachers trained in inclusive education, and no assistive or learning devices, means that children with disabilities in Eastern Africa often don’t go to school.

Denying disabled children an education causes lifelong harm. Without an education, disabled children are deprived of the chance to learn, to thrive, to explore their talents, passions and possibilities, and to build futures filled with opportunity.

“In this world, you can’t succeed in life if you don’t have an education. If you have an education, you can get a good job, you can support your family and your parents. I feel bad that I can’t get an education! When I see other children go to school, I wish I could go too. I wish I could make friends and share ideas with them.

When some people hear about a disabled person, they think that God made a mistake to create that person, while in reality, we’re also human beings just like any other person. People should stop hiding children with disabilities because you’re denying their basic rights.”

Turam, 13.
INCLUSIVE EDUCATION: SCHOOLS FOR ALL.

Inclusive schools allow disabled children and non-disabled children to learn together, and break down the fear and stigma of difference.

What does an inclusive school look like?

- assistive devices and an accessible physical environment
- teachers trained to work with children with all kinds of impairments
- adapted curricula and inclusive teaching and learning materials
- adequate funding available to meet disabled children’s specific educational needs

Since 2012, we’ve been working with disability activists in Tanzania to help more children with disabilities access the inclusive education they’re entitled to.

“It’s very important to have inclusive classes because, having schools only for children with disabilities will make them feel like they are being isolated from other children.”

Doto, teacher.

“Before inclusive education, children with disabilities were being highly stigmatized. In the beginning I observed that primary school children with no disabilities used to run away from children with disabilities. But now that they learn together, there’s good cooperation among them, they help each other.”

Agnes, teacher.
Together with our disability activist partners, we train village leaders to go door to door to find disabled children who are often hidden away at home.

We work with parents to break down stigma and change attitudes, so parents see their child has the potential to learn and flourish and enrols him or her into school. We link parents to local income generating schemes so that they can earn the money to pay for their child’s schooling. We run media campaigns to break down stigma, to show that disability is not inability and assert the value of an education.

OUR RESPONSE: BREAKING DOWN STIGMA.

“I work with ADD International and SHIVYAWATA [the umbrella body of disability activists’ organisations] to motivate people in the community by telling them that, children with disabilities have the right to an education.

When you look back at the days before this project, parents were not aware that even young children with disabilities could be sent to school.

ADD International has helped us reach these parents, and as a result, they are now aware that, regardless of their child’s disability, these young children can also be taken to school, and study like other children.

There’s a big difference in the enrollment of children with disabilities compared to the days before the project and now. The improvement is huge!

I feel very happy when doing this type of sensitization work to convince parents to let their children go to school, especially when the parents finally agree to it.”

Joseph, District Education Officer.
OUR RESPONSE: CREATING INCLUSIVE SCHOOLS.

We engage teachers, schools and local powerholders to create inclusive learning environments. We help teachers access training in how to assess the needs of disabled children, how to deliver adapted curricula and how referral pathways work. We help them access adapted teaching and learning materials such as alphabetical and numerical singing toys, as well as assistive devices including Braille typewriters, white canes, wheelchairs and hearing aids. We collaborate with local powerholders to ensure school environments are physically accessible - from the classrooms to the bathrooms.

“ADD International’s trainings have helped me understand how to work with students with disability more effectively. They have also helped me to educate my fellow teachers from higher classes who will later take my students into their classes, so that they can teach them well. Before being trained in Inclusive Education, I was one of those people who had no love for students with disabilities. But now, I am aware of how to help children with different types of impairments. These trainings have helped me to restore my love for these children, and to educate others who believe children with disabilities aren’t needed in the community. That’s the thing I’m most proud of.”

Faith, Teacher.

“The project has developed some infrastructures so that children can come to learn. It has constructed inclusive and accessible toilets. It has constructed inclusive and accessible classrooms, and the teachers are being updated in terms of their skills and knowledge. Now the regional education administration is including much of the components of inclusive education in their annual budgets and plans.”

Jonas, disability activist.
In Tanzania, we’ve partnered with organisations of disability activists to build their confidence and capacity so they have the tools, resources and skills they need to defend the rights of people with disabilities. We help them to hold power holders to account in fully implementing policies for disabled children’s rights. They work to ensure that local and national policies take into account the needs of children with disabilities and that inclusive education is available, accessible, properly resourced and financed.

“ADD has improved our confidence in expressing ourselves and overcoming fear. Now we can go anywhere, to any government office to meet with top government officials at district level. Back in the day, we didn’t have that confidence or that courage. As a result, we only managed to speak to lower level decision makers who could have less impact.”
Zuhura, disability activist.

“ADD International and their partner organisations of disability activists have motivated the Tanzanian government to become more responsible. When the government in Mkuranga District saw ADD International providing various tools and resources like wheelchairs, accessible toilets and inclusive learning tools, the district finally decided to buy these things as well.”
Rashid, disability activist.

“ADD International for sure helps to shape the government policies. For instance, when ADD International initiated this project to identify children with disabilities in specific regions, the government adapted it for the whole country. ADD International has awoken us that there’s a need of taking children with disabilities to school.”
Siporah, District Education Officer.
CREATING LONG TERM CHANGE.

Going to school is not just about acquiring knowledge to help find a job. It’s also about developing the skills for building successful relationships, discovering friendships, exploring identity and finding community. Ensuring that children with disabilities go to school can transform not only a child’s life, but also the life of their family.

When we met Omari in 2017, his mum had to spend all day carrying him to school, 8km away. Often, her back pain meant she couldn’t take him. ADD International and our disability activist partners have lobbied powerholders to ensure that children with disabilities like Omari have the basic assistive and mobility devices so they can go to school. Omari’s mum told us:

“Since Omari received his wheelchair, sending him to school has been easy and doesn’t take a long time. I now have enough time to work on other activities whilst he’s at school, like my samosa business. Since Omari started school, there are a lot of improvements, not only at home but also at school. Now Omari looks happier than before, he loves to study and play with his new friends. I believe Omari will be successful.”

As children with disabilities emerge from isolation, grow in confidence and find their voice, it breaks down stigma and shifts people’s attitudes towards disability. Children who had been considered a drain and a burden are recognised as individuals with ability and worth. A new story, that disability is not inability, comes to life.
The success of our project in Tanzania has proven how societies can become more inclusive. Now, we’re expanding this work to Sudan, so that children with disabilities can get the best education possible, no matter where they’re from.

We will use the lessons learnt from our work in Tanzania to help strengthen the project in Sudan, and create links between the organisations of disability activists in both countries and build a stronger, more unified disability movement.

“There are big advantages when collaborating with disability activists from Sudan, like sharing experiences between these two countries and establishing a brotherhood between people from Tanzania and Sudan. We’re thankful to ADD International for bringing us together.”

Rashid, disability activist.

**EXPANDING OUR WORK TO SUDAN.**

**WHAT WE HOPE TO ACHIEVE IN SUDAN.**

- **654** children with disabilities are able to access education and improve the quality of their learning because of the adoption of inclusive practice.
- **13** schools targeted in 3 localities in Gedarif State, Eastern Sudan: Eastern Gallabat, Qala a Nahal and Guraisha.
- **260** teachers, educational authorities and advocacy teams trained on inclusive education methods. A model / guidelines for inclusive education is developed and used for replication.
- **370** disability activists have improved capacity to support children with disabilities, including the poorest and most marginalised, to access their right to education. Activists are empowered to campaign for change in attitudes, policies and practice to make education inclusive.
FEELING INSPIRED? HERE’S HOW YOU CAN HELP.

We need to raise £60,000 to deliver this groundbreaking work in Sudan. If the campaign for global disability equality inspires and moves you, then you can help make it a reality by supporting our ‘My Right to a Future’ appeal.

MAKE A DONATION.

Donate to our ‘My Right to a Future’ appeal online or by sending a cheque made payable to ADD International to The Foundry, 17-19 Oval Way, London, SE11 5RR.

FUNDRAISE IN YOUR COMMUNITY.

There are endless ways to get your community involved. Why not ask your employer to match your donations, urge loved ones to donate instead of buying you Christmas gifts, hold a collection at your place of worship or host a bake sale at your local school?

BUY GREETINGS CARDS.

Spread some festive cheer with our seasonal greetings cards. Our cards come in packs of five and are left blank inside for you to write your own message.

TO GET STARTED SIMPLY GET IN TOUCH OR VISIT WWW.ADDINTERNATIONAL.ORG/MYRIGHT

£44 could train disabled people’s organisations on how to raise awareness and advocate for the rights of children with disabilities to an education.

£60 could provide training to teaching staff on accessible communication methods, like sign language, Braille and lip reading.

£163 could train local government officers on how to identify disabled children to understand the extent of the need for inclusion.
7 year old Mohammed (left) recently started school and wants to be a doctor when he grows up. He loves going to school so he can learn and play football with his best friend.

By supporting our ‘My Right to a Future’ appeal, you can help more children like Mohammed go to school.

Visit www.add.org.uk/myright

THANK YOU