

Learning and Impact Evaluation of Project implemented by The Kesho Trust

Improving Community Awareness and Advocacy on Disability (ICAAD)



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ACRONYMS

AcT	Accountability Tanzania
ADD	Action on Disability and Development
AR	Action Research
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CCM	Chama Cha Mapinduzi (Party of the Revolution)
CDO	Community Development Officer
CHAVITA	Chama Viziwi Tanzania (Organization for Deaf people)
CHAWATA	Chama cha Watu wenye ulemavu Tanzania
CWD	Children with disabilities
CWLD	Children with Learning (intellectual) Disabilities
DEO	District Education Officer
DEQ	Disability Equality Training
DMP	Disability Mentoring Project
DPO	Disabled People's Organization
DSC	District Steering Committee
DSWO	District Social-welfare Officer
FCW	Foundation for Civil Society
FGD	Focus Group Discussion
HI	Handicap International
ICAAD	Improving Community Awareness and Advocacy on Disabilities
KASI	Kilimanjaro Association of Spinal Cord Injuries
KCMC	Kilimanjaro Christian Medical Centre
KT	Kesho Trust
LNGO	Local Non Governmental Organisations
MDG	Millenium Development Goals
MUM	Moslem University Media
NSC	National Steering Committee
PWA	People with Albinism
PWD	People with Disabilities
SEO	Special Education Officer
SHIVYAWATA	Shirikisho la Vyama vya Watu wenye Ulemavu Tanzania
SLI	Sign Language Interpreter
SWO	Social Welfare Officer
TAS	Tanzania Albino Society
TAMH	Tanzania Association for Mentally Handicapped
TOR	Terms of Reference
TSL	Tanzanian Sign Language
TSI	Tanzania Sign Language Interpreter
TLB	Tanzania League of Blind
UNCRPD	UN Convention on the Rights of Persons with Disabilities
VICOPA	Village Community Banks
VSLA	Village Savings and Loan Associations
WEO	Ward Executive Officer

EXECUTIVE SUMMARY

Project Purpose and Key Partners

The Improving Community Awareness and Advocacy on Disability (ICAAD) project has tried to raise awareness of the rights of disabled persons (amongst disabled persons and community leaders and duty bearers). It has also tried to empower disabled persons through representative structures, to identify key decision makers, raise issues around barriers to full participation and inclusion, and to lobby for local action to be taken to dismantle these barriers. It was a follow on piece of work, coming 8 months after a successful 12-month Disability Mentoring Project (DMP) in the same target districts. Both projects were funded in country via Accountability Tanzania (AcT). Kesho Trust implemented the project with five National Disabled Peoples' organisations (DPO) partners, the Tanzania League of the Blind (TLB), CHAVITA, CHAWATA, Tanzanian Albino Society (TAS) and TAMH. The national Federation (Shivyawata) had a role in project oversight and coordination of learning.

The project is designed around a Theory of Change (Annex One) that illustrates how the project will work to create a stronger network of grassroots DPOs with greater linkages between local branch and national DPO. The project provided skills and resources so these local branches carry out networking and influencing activities and action research to identify barriers to participation. The strategy agreed for action was awareness raising and lobbying.

Evaluation purpose and Methodology

The purpose of this evaluation is to assess how disabled people have been empowered, what local action was taken to address their rights and how effectively they have been included into generic services provided at community level, most specifically inclusion in education services. The evaluation approach was participatory allowing an opportunity for those directly involved to reflect on and learn from the process. Project data was made available in advance, mined for key information and an evaluation matrix (Annex Two) drafted. The evaluation followed an itinerary prearranged by Kesho Trust, holding a series of focus group discussions that were organised, in each target district with the District Steering Committee (DSC), with other beneficiaries, with teachers, local authority staff and others. Annex Three details participants in these and key areas for discussion.

Main Findings

Quantitative data available was limited; the Project Manager submitted a data set as part of end of project reporting (Annex Four). In the field it was difficult to find sources to cross-reference or verify several of these levels of outreach; group record keeping was of a basic standard and did not provide additional quantitative information in cases where this was seen. Qualitative information was reported by focus group discussion participants and provided illustration of the

changes made as a result of the project. In practice little distinction was made between DMP and ICAAD, disabled people participating in the process made little separation between the two phases and spoke about change and impact over the whole.

Persons with disabilities (PWD) described how after being tasked as committee members they went about and learned more about the difficulties faced by others in communities, a process that was totally new for them. Meetings were held with parents and with local leaders as they sought to create a network of support and some sense of community responsibility. Meetings were also held with schoolteachers, health sector staff, the police, bank staff and in mosques and churches as a way to create awareness of persons with disabilities.

Local authorities were identified and contacted as part of this process; some children with disabilities not in education were identified, links with government officials were created and children placed into school, with parents now paying the associated costs.

Changes amongst Persons with Disabilities

The theory of change set down as a marker of success that disabled people understand the rights based approach to disability and value coming together for joint advocacy. Participants in FGD frequently expressed changes in their own self-esteem and in the way their community regards them and this change has come about as a consequence of interaction with other PWD and the DSC. Many respondents mentioned the importance of solidarity and the value of unity – working together on common issues had helped them understand one another, the common problems facing all persons with disabilities and the specific issues relating to any particular disability. There are changed individuals, and people working together in ways they did not before. Understanding of the frameworks that enshrine the rights of PWD was variable; one committee (Morogoro) reported a greater self awareness and sense of how they were going to work for their own rights (some sense of the potential of self-help) and highlighted this as an important change from the project.

Changes in Communities and Local Leaders

Community awareness raising by DPO members was expected to bring about improvements in attitudes towards PWD, awareness of the barriers they face and knowledge of their rights. Participants in FGD reported some improvement in community understanding that disability is not a curse just a condition and that the mother of a child with disability is not to blame. Several instances where neighbours have begun to take responsibility and intervene in families where a CWD/PWD is knowingly mistreated were reported. Measuring attitudinal change is not equivalent to noting where ramps have been built, although this was very often given as an indicator of some attitudinal change. Construction of ramps in public places represents a quick win and a visible response to discussing the barriers PWD face but that must also go further to deal with the way PWD are received and served once inside public facilities. There is a new

collaboration between DSC and ward councillors, Special Education Officers, their District Executive and these relationships have brought PWD into regular contact with authorities.

Stronger DPO provide Representation in local Planning and Development Activity

The project aims to strengthen the capacity of DPO and provided specific skills training in Disability and Equality. The project channelled grant funds to the branch via the centre to ensure that there was communication and reporting of activity; support visits were expected to build abilities of district branches. Branches were not very active initially so some progress has been made though specific benchmarking of capacity at the start of ICAAD was not done. At its next level of impact the Theory of Change expects an improved understanding of PWD among communities and improved relationships between disabled and non-disabled people to lead in turn to greater willingness of local and district officials to engage with and include PWD in planning and resourcing discussions. This would mean that disability becomes a visible part of wider community development plans and budgets. To a large extent this has not been realised; disabled people are not yet represented in decision making structures, limited funds have been made available only for general awareness raising (to mark International Days of Disability), and PWD are not yet included in other community development groups such as women's groups, savings groups or mainstream community development programmes.

Despite many discussions with local leaders it was noted that discussions were rarely framed in terms of the legal obligations of the Tanzania Disability Act and this would permit officials to refuse things they feel are a request, as opposed to obliging them to recognise that they are in fact failing on their responsibilities as duty bearers to uphold the provisions of the law.

Changes Achieved on Key Issues: Education & Livelihoods

Some project activities were designed to build skills by learning through doing: an Initial Action Research process used during DMP to investigate how children with disabilities fare in the education system and the second Action Research during ICAAD, to investigate the impact of a positive attitude towards pupils with disabilities on their academic performance. Hence access to education became a focus for activity. There is good evidence for the project having brought about changes in demand for access to educational places for children with disabilities and some low cost adaptations that have improved learning and inclusion of some students with disabilities Overall attendance at school has also improved because additional units for CWD within mainstream schools have been created.

Education is a key factor affecting life chances for children with disabilities. For young people and adults access to the means to earn a living (jobs, livelihoods, small business, apprenticeships) are usually priority concerns. Only a few examples were found of how this project was improving community willingness to engage with and include disabled people in their activities although the Theory of Change expects to see that disability is mainstreamed

into community development and adult persons with disabilities access community development opportunities.

Conclusions and Recommendations

This programme is an extremely relevant intervention given the continued marginalisation of persons with disabilities and their inability to access key services on an equal basis with others. Community structures (DSC) have been set up and local organizations are more confident about their contribution to the lives of people with disabilities. The project has contributed to awareness raising and lobbying building on the pilot DMP programme in 4 districts. Key to this was its ability to bring support to disabled people via a community-led response; there has been a general rise in critical awareness of the problems facing children with disabilities and to lesser extent adults with disabilities and there are examples of changes made for individuals. It is clear that the sources for support to parents with a disabled child are very few, the project is creating demand by identifying previously hidden children and encouraging parents to send them to school but the role of the state and implementation of policy intent remains weak. The ICAAD programme reports it has some impact in the form of access to services to a total of 309 children and up to another 4,485 persons with disabilities who are now enrolled as DPO members. The scale of this impact is modest and it is essential to invest further to achieve meaningful scale up and sustainability.

There is an emerging political commitment to addressing needs of persons with disabilities but disability is still regarded as a Social Welfare issue and community development projects do not pay particular attention to including all citizens (including those with disabilities). This stems from ignorance of the numbers and existence of PWD and only weak uptake of responsibility for this knowledge by village leaders and higher levels of authority. Much national advocacy remains to be done to support those teachers now willing to enrol disabled pupils and working in challenging environments without adequate special education skills, materials or curriculum advice.

Recommendations

The following recommendations are made as to how the current work could be made stronger if additional resources become available, and replicated or brought to scale in the future. The short term nature of this process means that gains made are fragile and therefore this evaluation recommends a need to continue to critically review the community empowerment process to test whether it is indeed bringing real changes in the lives of individual people with disabilities.

How the current work could be strengthened

1. Provide quick wins for Government agents: If the project merely made it easier for SDO/SWO to discharge their duty by linking persons with disabilities to them, a win-win situation could be created and a basic start point (quantifying the scale and

nature of disability in any given community) established.

2. Rights based training: Legal training for Ward Councillors (and any others) should always be accompanied by distribution of short summary texts. It is recommended that the CCBRT summary of the Persons Disability Act 2010 is translated into Kiswahili and widely distributed.
3. Networking and sharing of information: should be a regular feature of DSC business so that all potential supporting actors in a district are known and members are able to tap into training or other support on offer. Signposting of members to relevant services should be a role for the DSC.
4. More regular mentoring support should be provided by the project or competent national DPO staff/members: to build self confidence and resolve potential conflicts in groups, to support local activists to remain abreast of progress and tailor support (for example as mobility aids for children with disabilities to reach school are required) and to build a cadre of self reliant local activists with good community animation and problem solving skills.

How the approach could be brought to scale

5. Kesho Trust should consider the potential to mainstream PWD in their work in environmental project areas thus learning across the organization – for example current work with Masai girls not in school could be cross-linked to general learning about girls out of school and disability impact. Also with environmental projects, bring the issues of disability into mainstream with community partners working on the environment (local and sustainable tourism is an aspect of this so there may be livelihood opportunities for persons with disabilities).

How added value could be gained

6. Build collaborations on work in related areas: largely policy analysis and influencing. Education is an obvious sector to begin; NDPO partners recognised that they do not have strong skills in understanding policy, analysis and making suggestions for improving delivery. It is important that they have recognised that this is an effective strategy for capitalising on some of the local detailed knowledge already acquired through this project and the evaluation recommends that learning is shared with others working on related issues.
7. Provide tailored inputs such as coaching, mentoring or learning opportunities to DPO activists (selected on basis of expertise and their application to role of community animator not the office or post occupied) to build their skills in advocacy and policy work. Although this recommendation has its place I do not suggest that this falls within the areas of expertise of the Kesho Trust and another more appropriate partner might provide such inputs

BACKGROUND TO THE PROJECT

This Improving Community Awareness and Advocacy on Disability (ICAAD) project is described as grounded in a rights based approach and has tried to raise awareness of the rights of disabled persons (amongst disabled persons and community leaders and duty bearers). It has also tried to empower disabled persons through representative structures, to identify key decision makers, raise issues around barriers to full participation and inclusion, and to lobby for local action to be taken to dismantle these barriers. It was a follow on piece of work, coming 8 months after a successful 12-month project Disability Mentoring Project (DMP) in the same target districts. Both projects were funded in country via Accountability Tanzania (AcT).

The disability movement in Tanzania has existed in some form for decades. Membership based organisations started by people with a specific disability (for example deafness) or by parents (of children with learning and intellectual disabilities) exist; their scope and geographic coverage varies enormously; and nine of these organisations are grouped into a National Federation of Disabled Peoples' Organisations SHIVYAWATA. It was felt that the national organisations had a useful role to play in national advocacy and that it was often from the grassroots that DPO branches should be unifying disabled people and lobbying for better conditions for their members. The logic for the project's intervention and strategies adopted was to trial the injection of a limited amount of training, guidance and resources (funds) to try to 'bring life' to several local branches of these national DPO and support them in working to improve the situation of persons with disabilities in 4 target areas. The Disability Mentoring Project (DMP) and the follow up ICAAD phases are all part of one programme of awareness raising, advocacy and community mobilization, *among disabled people and by disabled people*.

The Kesho Trust & Key Partners

The Kesho Trust is an international organisation established as a Canadian charity in 2005, which works to build community based understanding and action that strengthens the interrelationships between people and the natural environment. All international work is centred in Tanzania; where the organization is registered as a local NGO with national board. Information posted on the organisation website on the ICAAD project explains the strategies of awareness raising and advocacy to be employed to the benefit of persons with disabilities – with additional partners rather than in the districts where community partnerships and environmental work is already on going.

The DMP and ICAAD projects have been implemented with five National DPO partners (representing blind persons, deaf people, persons with physical disability, people with albinism and those with intellectual and learning disabilities). These are, in that order, the Tanzania League of the Blind (TLB), CHAVITA, CHAWATA, Tanzanian Albino Society (TAS) and TAMH. The national Federation (Shiviyawata) received a small grant to have a place in project oversight and coordination of learning.

Accountability in Tanzania (AcT) the sole funder of this project has a strong focus on partnership and learning and seeks to incorporate learning from individual funded projects/programmes within the Fund's portfolio, assessing contributions towards progress on MDG targets. This evaluation of the disability partnership may serve as a focus case study to illustrate the type of outcomes that the Governance programme's Theory of Change articulates, and the scale on which this has been possible.

Project Design

The project was applied in 4 districts: Kilombero and Hai (more rural districts) and Morogoro Urban, Moshi Municipality (urban/peri urban districts). This range of contexts may slightly alter the efficacy of mobilising disabled people in groups and lobbying for specific services since generally the pressures of urban life and living in a monetised economy make collective community action harder to achieve.

Specific context also varied within districts for example Moshi although a municipal district contains both urban wards and wards that are a part of the municipality despite having no electricity and characterised by farms where people live a village style life. The total reach of the project is modest. The DMP targeted 3 to 4 wards in each of the four target districts; ICAAD aimed to extend this work to cover six wards per district. Coverage achieved¹ is Hai District 5 of 14 wards; Kilombero 6 of 23 wards; Moshi 7 of 21 wards and Morogoro 5 of 19 wards. This provides a manageable zone of intervention, and there has been some planned extension.

The project is designed around a Theory of Change (Annex One) that illustrates how the project will work to create a stronger network of grassroots DPOs with greater linkages between local branch and national DPO. The project will provide skills and resources so these local branches can carry out networking and influencing activities and action research to identify barriers to participation. Disabled people during the DMP had already come to appreciate the value of working jointly on advocacy and had gained some understanding of their rights as citizens. The project aimed to spread awareness amongst the wider community and local leaders and change attitudes to disability such that this is no longer seen as an individual medical problem (of impairment) but rather in terms of the barriers that attitudes and the way in which services are organised and delivered, are disabling and prevent inclusion. This is the basis of the Social Model of disability.

Within this Theory of Change green boxes refer to changes in Knowledge and Attitudes; the next level (red boxes) refer to changed Practice. In all community and district meetings evidence for the latter was sought. The evaluation also tried² to note gender dimensions (or constraints) upon success and to assess any varied impact by nature of disability. Ultimately the project aims to come to a changed situation where disabled people are able to represent

themselves in community decision making processes and therefore will be effectively included (mainstreamed) in all service provision and community development activity.

The strategy agreed for action was awareness raising and lobbying³; early on a theme chosen was education, later⁴ specifically the education of girl children with disabilities. DPO members worked to sensitise parents on their duty to educate all children with disabilities. Local leaders were implicated in identifying disabled people, and tackling, with teachers, some of the issues around quality of education. Referrals and signposting to education units (integrated classes in mainstream schools) and special education schools (disability specific – boarding – schools) resulted in children attending school for the first time, or being transferred to a more appropriate school.

The project proposal has a clear set of outcome areas with linked outcome and output statements that was generated by the end of the initial DPO Mentoring Project (See below Table One: Reporting against ICAAD Anticipated Results) although it was not clear from the quarterly reporting or final report what sources were locally used to gather data on these output indicators. To express this in terms of the project's Theory of Change Marker of Success level - that is what information was collected to show that the inputs (workshops and skill-based activities) lead to the expected outputs (increased abilities).

It is clear that the overall project timeframe is short (28 months over a 42 month period June 2011-November 2014; or for ICAAD 16 months total over a 20 month calendar period). The budget deployed appears modest £225,000 +/- for the 16 month ICAAD phases. Nonetheless if the projects were successful in kick-starting a process of disabled people mobilizing and some range of self-help activities, it is not unreasonable to expect some degree of continuity and activity even between the phases where AcT/Kesho Trust funds were being provided.

BACKGROUND TO THE EVALUATION

The purpose of this evaluation is to assess how disabled people have been empowered, what local action was taken to address their rights and how effectively they have been included into generic services provided at community level, most specifically inclusion in education services. It aims to assess the project methodology, document changes made, capture learning and make recommendations as to how this work might be replicated and scaled up in future.

Eight months after the end of the Disability Mentoring Project, ICAAD was introduced and underwent a start-up phase as though it were a new project so strictly the learning and impact from work over this 16-month period was to be considered by this evaluation. In practice it quickly became clear that disabled people participating in the process made little separation between the two phases and spoke about change and impact over the whole.

EVALUATION METHODOLOGY

The evaluation approach was required⁵ to be participatory allowing an opportunity for those directly involved to reflect on and learn from the process.

Project data was made available in advance; mined for key information and an evaluation matrix (Annex Two) drafted. Time for this stage in advance of a field mission of 13 working days was sufficient. The evaluation followed an itinerary of meetings prearranged by Kesho Trust. Key questions (Annex Three) were prepared for a series of focus group discussions that were organised, in each target district with the District Steering Committee (DSC), with other beneficiaries, with teachers, local authority staff and others. Kesho Trust partners determined who would participate in these focus group discussions. In the main committee members were gathered with a variable number of other actors (for example those who had conducted Action Research activities) and beneficiary participants (parents, teachers, some disabled members of local DPO).

In principle the TOR suggested that Hai and Moshi districts should be more intensively reviewed with maximum stakeholder participation. In practice, as the programme was arranged, the situation was not very different in terms of the level of participation and range of participants in Kilombero either. In Morogoro the evaluation, as planned, met only the DSC, no other participants or local authorities. One meeting was held with National Steering Committee to review their role in supporting the project in districts and in adding value through media or advocacy work at national level.

All discussions were held, seated in the round to maximise participation, with sign language interpretation for deaf participants and an individual translator assisted the evaluator throughout the evaluation. Having interacted with committees in all districts a comparative ranking exercise to assess the relative strengths of each DSC was done at the end of the evaluation. This compares each DSC against every other, identifying the stronger committee in relation to criteria of group dynamics, level of participation of committee members in subsequent activities, range of sectors in which there is activity reported (education, health care, livelihoods, mobility etc.), presence of women and their active participation in the committee and understanding of disability rights and inclusion demonstrated by local authority staff (based on the assumption that this learning has been stimulated through interactions between committee members and themselves).

To understand what change all participants had appreciated as the most significant changes to come about because of the project(s) strenuous efforts were made to elicit comment from everyone in focus group discussions, though not everyone commented on every issue in these. In some instances there were no women participants; a few key persons heavily dominated the discussion for a good part of the time; or the discussion was not fluid⁶.

From project design (proposal and internal reporting) the evaluation expected to find all of the following outputs, which would contribute to documenting the process of change under way for some years; in practice the evaluation found only those checked below.

- Outcome mapping exercises conducted by District Steering Committees
 - Regular monitoring visits by project staff,
- Short documentary film was to be produced
- Monitoring of media outputs and content
 - Outcome journals (kept by individual DSC members; no clear process through which the project management has ‘uploaded’ this monitoring data)

Quantitative data available was limited; the Project Manager submitted a data set as part of Quarter 4 reporting (Annex Four). It was difficult to find sources to cross-reference or verify several of these levels of outreach; figures on membership for example often seemed to be speculative. Group record keeping was of a basic standard and did not provide additional quantitative information in cases where this was seen. It seems more interesting to note the big numbers that indicate where effort was focused, for example the large numbers of the mass events desired to raise community awareness about disability⁷.

The reporting reviewed as the first stage in this evaluation has a consistent narrative; the examples of positive changes achieved are consistent⁸ within the final evaluation DPO Mentoring Project (July 2012) Monitoring visit of International expert (January 2014) and National Workshop report (May 2014). There are many positive examples of individual or district specific impact – this evaluation tried to deal with this qualitative evidence in a systematic way thereby addressing the challenge of AcT described as *consolidation of the successful anecdotes into quantifiable evidence of a change process*, but has failed because of the basic level of results reporting, the limited range of monitoring tools actually used and limited information on the scale of the issue against which progress could be measured⁹.

PROJECT IMPLEMENTATION

The Kesho Trust instigated the creation of committees in districts during the start up phase of the Disability Mentoring project. In all areas each national DPO represented was asked to elect persons¹⁰ to coordinate the project activities. Since inactivity of local ‘branches’ was a problem in the initial situation analysis, it is not clear quite who was electing these leaders and whom they represented; it is a strong possibility that many nominated themselves¹¹. At the start of ICAAD, committee membership was reviewed with a view to resolving any tensions among members. In one case KT later encouraged the DSC to include a recent trainee (post Disability Equality Training) into the committee, in order to capitalize upon the learning acquired in this training.

Persons with disabilities described how after being tasked as committee members they went about and learned more about the difficulties faced by others in communities, a process that was totally new for them. Meetings were held with parents, with local leaders and in some places with religious leaders in attempts to create awareness of persons with disabilities. They sought to create a network of support and some sense of community responsibility. Meetings were also held with schoolteachers, health sector staff, the police, bank staff and in mosques and churches. In several districts committee members collected information from village leaders following up with visits to specific homes (Hai) or went outside the town (Moshi) searching for other persons with disabilities. Some ward leaders (Moshi) in turn reported that they most easily signposted DSC members towards other persons with disabilities who were already active in the local economy and therefore visible.

Local authorities were identified and contacted as part of this process; some children with disabilities not in education were identified, links with government officials were created and children placed into school, with parents now paying the associated costs. In this same way other persons with disabilities who had been sent to remote farm areas or otherwise abused were identified and actions taken. Some key decision makers were targeted by involvement in skills training the project provided. For example the Disability Equality (DEQ) Training delivered in July 2013 to eight DPO members and three Government staff was intended to provide key people with a minimum of understanding on the rights of persons with disabilities and how to approach issues of equality in accessing community services.

Some activities were designed to build skills by learning through doing. For example the Initial Action Research to investigate how children with disabilities fare in the education system and the second Action Research during ICAAD, to investigate the impact of a positive attitude towards pupils with disabilities on their academic performance. As well as new skills gained and practice in conducting community research, participants reported that they were perceived very differently by persons in schools where research was conducted and grew in their own estimation – through successfully carrying it out. This proved to be a tough but important learning exercise for those persons with disabilities involved.

From the outset project staff demonstrated caution over productive activity and the DSC were not yet actively concentrating on encouraging economic activity or lobbying for participation of PWD in other community development activities that would improve the financial situation of adults with disabilities.

It seemed unsurprising that the two projects are conflated in the minds of many participants – very little distinction was made between the two projects¹² - in terms of what was done and the types of success recognized. In part this is because there is clear replication of a process into new wards during the ICAAD project, so partners are doing more of the same. Not many

additional and different outcomes were reported as a specific achievement of the subsequent ICAAD phases; the exception being the first time allocation of District funds for disability in one case¹³ and the media programming that is currently in progress, where outcomes are not yet known.

SPONTANEOUS EXTENSION OF ACTIVITIES

The evaluation found a few examples of some spontaneous amplification of the ‘footprint’ of the project – where the same conversations were beginning in other communities outside the project area. Morogoro DSC reported that Mvomero District had learned about the activities of ICAAD in Morogoro Municipal District and were now replicating some of the activities (as best they understood them). TAS in particular had been involved in supporting them and this is an encouraging indicator of a self-help ethos beginning to take root. In Moshi District nearby wards were visited (especially amongst deaf people easily able to exchange information at cross ward functions such as church services, markets etc.) and some imitation of changes had been reported amongst immediate neighbouring wards. One woman who knew of her aunt’s involvement in the project in Ifakara – challenged one family who kept their disabled child inside the house¹⁴ in her own area. Amplification into unplanned target groups was also described: a ‘friend of the deaf’ in Ifakara sensitized other boda boda (motorbike taxi) drivers as to the challenges facing deaf people and this had helped to widen community understanding and shows other community members working to change attitudes, not just PWD directly implicated in the project.

CONTEXT IN WHICH THE PROJECT OPERATES

About 15% of the world’s population (over one billion people) has a disability¹⁵ and people with a disability are disproportionately likely to be among the very poor with the World Bank estimating that they make up 20% of people living below the extreme poverty line¹⁶. In the project districts participants reported that disabled people are routinely teased by children, called by pejorative terms, are more isolated than others in their families, are unsympathetically treated by some persons in position of authority and face additional barriers to full participation in the economy and development of Tanzania. For example

- As a disabled child grows to adulthood “we regard them as having a mental condition even if for example they are blind” – view reported by one Social Welfare Officer

In large part this challenging context is attributed to ignorance, attitudes that focus on a person’s disability over their abilities, and poor institutional practice – that makes access to services difficult for many poor Tanzanians, and poses additional barriers for persons with disabilities. The number of persons with disabilities is not clearly established¹⁷; and in this context the project has been testing an approach based on awareness raising and advocacy that was expected to allow disabled community members to access local services, and hold these accountable.

Local Government Context

Tanzania is subdivided administratively into 30 regions; each is further divided into a total number of 169 districts¹⁸. Kesho Trust and partners work in 4 districts of 2 regions. At village level of local government a committee of representatives supports an elected chairperson and secretary with responsibility for environment, health, education, social welfare, security and reconciliation. There is a clear chain of communication between the community level and the local authorities. The elected Village Chair and Secretary attend ward meetings with representative Ward Councillors; Ward Councillors bring community issues to District Council meetings; the Full Council (composed of elected representatives) sets the political emphasis and budget for programmes.

At ward level Social Development Officers and Social Welfare Officers are responsible for knowing/listing all persons with disabilities (but commonly do not have this data). In some districts responsibility was also given to Community Development Officers¹⁹ and there was anecdotal evidence given about Village Leaders who felt that it was not their responsibility to intervene²⁰ in cases of children with disabilities being enclosed within the family home, and not given opportunities for social interaction and education. This situation highlights the gap between responsibilities attributed to various government staff and them assuming these duties.

Legal and Policy Protection and Provision

An internet based review illustrates the level of legal, constitutional and policy frameworks protecting the rights of persons with disabilities. National Disability Policy dates from 2004²¹ with the Ministry of Labour, Youth Development and Sports the lead ministry. The UN Convention on Rights of Persons with Disabilities (UNCRPD) was ratified in November 2009 and the Government of Tanzania has yet to report on implementation of this²². The Persons with Disabilities Act (2010) provides for the protection and support for a person with disabilities. Four Special seats (amongst 120) in the Parliament are held by MPs with a disability though no reference to specific actions to further the position of persons with disabilities in Tanzania could be found on media websites. Similarly a National Social Protection framework (October 2008) provides an example of good theoretical policy intent. There is no specific reference to the general and specific needs of persons with disabilities that should be addressed within the framework of the National Development Strategy Mukukuta II. Reference only is made to marginalised vulnerable groups in the context of early childhood development and maternal / child survival rates. The National Assembly approved a revised draft of the Constitution (October 2014) and a public referendum on this will be held once the electoral register is updated (before May 2015)²³. If accepted many revisions are expected to strengthen the rights of persons with disabilities²⁴. Health services are supposed to be free to those over 60yrs; this would help grandmothers caring for disabled grandchildren if applied²⁵.

Tanzania has a policy of Universal Primary Education since 1974; abolished tuition fees in 2002, and school attendance surged from 59% to 95%. The law provides for all children over 7yrs to be in school, education is compulsory to Standard 7 (end of primary level). The Child Act 2009 and by-laws protect children from child labour and sanction parents who do not send all their children to school. However there is still stigma within families, which mean that a disabled child may not be treated equally as their siblings (for example a case where two children took the national primary leaving exam; the deaf child passed, the hearing sibling failed but was sent by the parents to secondary school)²⁶.

There are many issues affecting the quality of education outstanding: supply of special education teachers is low since trainees are few²⁷. Just one college in Tanzania (Patandi, Arusha) trains teachers for children with learning disabilities (CWLD) and there is no formal curriculum advice for CWLD. Teachers complained²⁸ that teaching aids (toys etc) are expensive and in short supply. This evaluation was not able to determine output of teachers trained in special and inclusive education per year or how they are deployed²⁹.

Overall the policy frameworks are present but appear relatively weak in their implementation a view that was endorsed by one respondent: “*In our Government policies are very clear but they don’t have any implementation*”³⁰ This contributes to the rationale for the project and its theory of change that expects communities to become better able to hold local government and local services to account.

Other Disability Actors

Several INGO working specifically on disability in Tanzania (ADD; Basic Needs; CBM International; Handicap International; Sightsavers, MyRight and ICRC) were identified by the evaluation, with HelpAge working with older people and actively promoting social protection for older persons via a state pension. There were other LNGO also working with more than one of the NDPO partners (CCBRT; FCS). This presents opportunities for partnership working on common issues. From information these organisations published on the web none work in the districts covered by the ICAAD project although some (HI and ADD in particular) do work with of several of the same DPO partners at national level and work on the same issues (particularly access to education and reclaiming the rights of persons with disabilities).

Timeline and Key Milestones in implementation

A list of the key project inputs and activities was gathered together from a reading of internal reporting and this is summarised in Annex Five: Timeline of Key Events. It is to note that there is no reporting covering the period August – November 2014 available yet.³¹

The DMP final evaluation records continuous mentoring support as a major input to the project.

This evaluation found poor records and recall of when visits by project staff including the international advisor had occurred in ICAAD and for what purpose.³² The same was true of support received from National DPO and National Steering Committee members. Some remembered that they came at the start of project and end for evaluation; two DSC³³ visitor books showed that Chavita, TAMH, TAS and Shivyawata made a joint visit in June 2013; and NSC minutes illustrate that a joint mission to the same 2 districts was being discussed throughout the period September – December 2013.³⁴ Some individual DPO representatives came more frequently³⁵ and there seems to be a reasonable expectation (among branches) that some National DPO programmes will continue even if this project phases out.

CHANGES REPORTED AS A RESULT OF THE DMP AND ICAAD PROJECTS

Changes amongst PWD targeted through training and highly involved in subsequent committee activities

The theory of change set down as a marker of success that disabled people understand the rights based approach to disability and value coming together for joint advocacy. The main message recalled most frequently from those who took part in the DEQ training was the importance of solidarity and the value of unity – working together on common issues. The value of this had been shown through what has been achieved by the DSC in each district. There are changed individuals, and people working together in ways they did not before.

Since the 1980s the international disability movement has argued for a rights based approach to disability where it is recognised that people with disabilities have the same human rights as others and their lives are of equal value and worth to those of non-disabled people.³⁶ Human rights instruments at international and national levels make clear that disability is a human rights issue and discrimination on the basis of impairment should end. Participants in FGD frequently expressed change in their own self-esteem and in the way their community regards them and this change has come about as a consequence of interaction with other PWD and the DSC.

- People emerged from isolation and low sense of self worth “It’s like we were hating ourselves”³⁷ and this low value and self esteem previously led to enmity towards other people and a self perpetuating cycle and the myth that disabled people are difficult / aggressive / mentally unstable. So as individuals were able to feel better about themselves, and jointly with others, to take part in activities to try to change things; creating instead a virtuous cycle.
- An older woman with physical disability³⁸ reported how she used to feel very alone and was frequently teased by children. She has met many other persons with disabilities, participated in community awareness raising and been able to confront the parents of some children such that teasing incidents are less frequent though not

stopped altogether.

- A woman with physical disability³⁹ explained how she had grown enormously in confidence. Previously she was unable even to talk with her family without a sense of anger, she is now supremely confident and plays a wider leadership role in her community – as Secretary to the Union of Parents within Chama Cha Mapinduzi (CCM) the dominant ruling party in Tanzania. Because of her skills and demeanour she is sometimes asked to intervene to help resolve other peoples' domestic conflicts and others no longer belittle her husband.

Understanding of the frameworks that enshrine the rights of PWD varied, from rather low,⁴⁰ in contrast to Morogoro committee that reported a greater self awareness and sense of how they were going to work for their own rights (some sense of the potential of self-help) and highlighted this as an important change from the project. In this committee two members from TAS (1 male, 1 female) have been involved in general legal training and paralegal support system⁴¹ since January 2014. This involvement is generating greater understanding of human rights issues and exposure to local training and events. Most often this question was answered by general statements relating to the general protection framework provided by the Constitution of Tanzania rather than any knowledge of the Disability Act or indeed the UN Convention on Rights of Persons with Disabilities.

Changes in Groups and DPO dynamics

An objective of the project was to build an active membership base at local level. Some respondents state this has been achieved, and numbers reported⁴² show 4685 persons with disabilities enrolled as new DPO members. It was reported by PWD in FGD that some local leaders have started to keep records of the numbers of disabled members of their community. It was also reported that some persons with disabilities have begun to join together in small groups (it was not always clear whether such were mainly social or if these groups engaged in any form of productive activity and had therefore attained a level of inclusion in mainstream community development). It has been a positive experience for those persons with disabilities who have done things as a result of this ICAAD project that they would not otherwise have done.

- Participants in FGD reported learning from working together about the challenges facing one another and they had changed both their attitude and their way of working together at district level.
- The project created structures that allowed PWD to work together in ways they had not before: DSC members are of mixed disabilities, with bank accounts and relationships with local authority staff. Persons with disabilities were able to work together and the NSC provided training on finance and fund management; also how to conduct lobbying and advocacy (because of the KT project). This helped build some understanding that there are legal protections that are specific to disabled

people as well as general protection.⁴³

- The process of preparing and conducting the action research was a new experience but overall action researchers testified that the process and results have allowed persons with disabilities to identify problems they consider important to them rather than addressing issues others (non disabled people) deem as important. They also stressed that by conducting the process themselves this challenged and made a difference to peoples' attitudes in a way that no one else could have done except DPO members themselves.
- Government has noted the impact of this innovative way of working. *"The research process and its report has been of great importance to educate the community, empower researchers and a crucial stepping-stone for furthers researches on disability in Morogoro"* DEO Morogoro⁴⁴
- Participation in communities is increasing and there is a sense that community attitudes are now changing: for example an active leader of TAS Hai was encouraged by his neighbours to stand to represent them all at Village Council level, a very positive recognition of his skills
- Two members of DSC Morogoro were linked through another training to MUM-FM (local radio station) that later invited them to represent the rights of persons with disabilities in a discussion programme on the constitutional reform. Networking opportunities like this help identify persons of influence and key decision makers; it was impressive to note how the curiosity of some committee members⁴⁵ led them to discover helpful agencies/organisations with whom they later worked.

New DPO Members

In an attempt to understand the momentum of the process that has served to mobilise persons with disabilities, encourage them to remain in contact and become active members of DPO, this evaluation routinely asked about the membership of local branches represented in discussions. A very frequent response was that the key leader concerned did not remember but that records were in their office.

Equally common were perfectly round numbers: 50 members (blind); 100 members (spinal injury); previously 150 members now 300 (parents of children with learning disabilities; 250 blind adults were identified, 120 male 130 female. Membership of Chawata Morogoro was said to increase from 3000 to 50 000 over the period of the Disability Mentoring Project; TAMH membership is reported to have increased from zero to 250 since ICAAD. None of these figures could be verified and it was striking that such round numbers were given; these may have been approximations from memory or just a number given to answer the question.

Internal reporting states that 4685 persons with disabilities enrolled as new DPO members – no gender or disability breakdown is given. The evaluation was therefore unable to construct a firm sense of how many disabled people might have benefited from changes achieved. It was clear

that disabled people are working together in ways that they had not done before.

Changes in Relationships between Local and National DPO

The theory of change begins by seeking to strengthen the capacity of DPO to link branch and national level offices and the project channelled grant funds to the branch via the centre to ensure that there was communication and reporting of activity. Support visits were expected to build abilities of district branches (in awareness raising, identifying barriers to participation, and networking with key local decision makers). This assumes that those visiting have the required skills to mentor and advise the districts constructively. Some aspects of the relationships between National and Local DPO are described in similar terms to Tanzanian society. This is structured and governed in such a fashion that policy directives, plans for community benefit and instructions of what to do often cascade down from the top; reporting ensures the upward transfer of information including identification of challenges impeding progress; communities may then frequently be left waiting for a solution to be delivered by authorities who declare “We are working on that.”⁴⁶

- One NSC member’s clarity over their role is very helpful: to support KT in implementation of the ICAAD project; to oversee the work by receiving reports, giving support and advice and so helping to build a relationship with district branches. Different DPO have visited their branches according to different rhythms; monitoring visits by KT staff and by the NSC have also been made intermittently.
- Chavita Hai described the upward transfer of information as indicative of good relations; the National Director had visited regularly and asked about challenges (no specific actions were mentioned as a consequence). TAS Hai confirmed communication between district and national levels but linked visits from their leaders only to the ICAAD project and grant funds being available to facilitate this.
- The functioning of each DSC varies (which is normal) some appear to be strong with a well established presence; a rented office, partnership with the Foundation for Civil Society and an active relationship with local media.⁴⁷

The comparative peer ranking exercise carried out at the end of the field visit stage found Morogoro DSC to be the strongest; Hai the next strongest; with Moshi and Ifakara less strong. This judgement is based upon comparison of the relationships with local leaders and others established by each DSC, the activities undertaken and achievements made as well as the dynamics and level of equal participation by male and female members in the committee. This may be taken as a proxy indicator for where there is most potential for significant and enduring changes to be achieved.

Changed Attitudes in Communities

The Theory of Change sets down as a marker of success an understanding within communities of the links between disability and barriers to participation. Community awareness raising by

DPO members was expected to bring about improvements in attitudes towards PWD, awareness of the barriers they face and knowledge of their rights. Measuring attitudinal change is not equivalent to noting where ramps have been built, although this was very often given as an indicator of some attitudinal change. Construction of ramps in public places represents a quick win and a visible response to discussing the barriers PWD face but that must also go further to deal with the way PWD are received and served once inside public facilities.

- Participants in FGD reported some improvement in community understanding that disability is not a curse just a condition and that the mother of a child with disability is not to blame.
- In some instances neighbours have begun to take responsibility and intervene in families where a CWD/PWD is knowingly mistreated (an extreme example given was the case of a young woman with mental illness who was locked in a farm building and had been raped by other community members). Less alarming examples are more numerous: such as the case of a girl hidden by her parents in Ifakara, where the Village Executive approached the parents, and with input from Chawata a wheelchair was provided allowing her to attend school.
- In Hai some of those institutions visited by DSC later built ramps, and some health clinics now serve persons with disabilities before others. Some people reported an improvement in the attitudes of staff to serving persons with disabilities For example in some health facilities pregnant women with a disability would formerly be criticized for becoming pregnant and challenged about why they had accepted another problem when they already face one (having a disability). Some women reported that this attitude is softening in some nurses although it would not yet be true to say that the rights of women with disability to sexual health, relationships and to bear a child are recognized in quite those terms.
- By involving medical staff and fathers of women/girls with disabilities in workshops Morogoro committee reported achieving a greater understanding of the rights of women with disability to have a child, for any child to receive support from the family of the father and so the number of cases where mothers of children with disability are abandoned has decreased.
- Morogoro also mentioned receiving priority service in banks and the DEO now understanding that they have issues (and are not in his office to beg); in Hai too one respondent noted “Office bearers no longer reach for coins but listen to us” and individual officers may now stop their vehicles to greet them in passing – this recognition is validating.
- Deaf people in Moshi reported good cooperation amongst themselves and with others had been teaching basic sign language to hearing staff from public services (about 10-15 people attended 3 month sessions); nurses, police and parents were concerned. Naturally some learned better than others and individual motivation was said to underlie this – “some learn as if they are forced to do so.”
- Media groups have also invited Morogoro branch to participate in disability specific

programmes and this presents great opportunity to further change awareness of disability.

Changes of Attitudes amongst Local Leaders and Authorities

At its next level of impact the Theory of Change expects the improved understanding of PWD among communities and improved relationships between disabled and non-disabled people to lead in turn to greater willingness of local and district officials to engage with and include PWD in planning and resourcing discussions. This would mean that disability becomes a visible part of wider community development plans and budgets.⁴⁸ Decentralisation of leadership to smaller administrative units appears to give ample pairs of eyes and ears / a means to gain better local knowledge on disability incidence. The working relationships between DSC and ward councillors, Special Education Officers, their District Executive were an indicator of useful relationships with duty bearers. There is some new collaboration that has been productive as in the following examples:

- SEO (Kilombero) sent letters to all schools reminding them of their responsibility to register children with disabilities at primary level and teachers corroborated increased levels of registration of new students with disabilities for the next academic year
- Kilombero District had provided white canes to facilitate visually impaired students getting to school (but not materials to facilitate learning once they got there). Community by-laws have been used in Hai district to oblige parents to send children with disabilities to school.
- During the evaluation, a multi-disciplinary committee of district staff (Moshi) from education, health and finance were visiting schools where there are students with disabilities. This was a new initiative attributed to collaboration between TLB and CCBRT. Although it was unclear what outcomes were expected from this 23-member delegation tour it was clearly regarded as a sign that officials were taking an interest in education of children with disabilities.
- Physical access to those in authority remains an issue – Morogoro DEO is on an upper floor from staff. Nonetheless this committee reported greater collaboration with government – now that they are known as an active group they are invited to participate in the project activities of others⁴⁹
- Social Welfare staff Morogoro District have informed the DSC that there was a budget of 8M/- (approx. \$4500) for use by persons with disabilities in the 2013/14 financial year. It is believed this was used in July – it was not clear for what purpose.
- Although persons with disabilities are not yet formally represented (as they have requested that they should be) within the Municipal Council PWD were optimistic that if the new Constitution is adopted recommendations that provide for the representation of persons with disabilities at all levels will have to be implemented and this will produce change. Currently there is a significant doubt about how well ward councillors are representing persons with disabilities since there is no feedback

given to PWD after council meetings – this is justifiably considered to be evidence that nothing concerning persons with disabilities is discussed.

Despite these signs of some change there remains further work to be done together to fully include persons with disabilities in all community activities and services. In Moshi local authorities were represented to the evaluation by the lead Community Development Officer, in post for the past 7 years, who said she felt that there is no problem of exclusion since persons with disabilities and other people work together; at the same time reporting that she did not note persons with disabilities amongst more general women's groups or youth groups involved in community development. So while there is no evidence of any inclusion the Senior Officer responsible for community development does not recognise this as an issue that needs to be addressed.

In part this may be because as noted earlier⁵⁰ there is shared or varied attribution of responsibility for disabled people and the same is true of responsibility for children's issues.⁵¹ In theory though responsibilities are shared, child protection teams from District level raise awareness through village meetings. This has potential to kick start a process to identify vulnerable children with disabilities, though the lack of any Government budget to provide simple responses such as mobility appliances is clearly a disincentive – why identify children with difficulties if you can do little to resolve those issues? In Hai district, interesting analysis was made by local staff comparing the ease with which tangible development infrastructure gains funding against the difficulty of securing funds for work on abstract issues such as children's well being. For example in this district specific requests from Chawata and Shivyawata for funds to pursue identification of persons with disabilities were axed from a Social Welfare Department budget request. These budget lines proposed by technical staff; were defended by civil servants but later removed by elected councillors at District level (in Full Council meetings) where the latter do not appreciate the importance of the activity proposed. Allocations of District funds for disability were made the first time in the one case above.⁵²

Observations from interactions with Local Officials

Cordial relationships were described both in earlier project reports and in focus group discussion. During this evaluation relationships seemed stiff and the level of 'customer care' was at times poor.⁵³ To some extent these relationships with authority figures are personal and so vary with the individuals concerned. It is understandable therefore that these may be undermined if the individual is changed. When a former District Executive Director retired (Moshi) the DSC made sensible attempts to maintain continuity asking specifically that the incoming DED read minutes of previous meetings with their predecessor; that the needs of persons with disabilities be included when establishing district budgets and reintroducing the

different organisations and activities achieved including the action research results. Although continuity was apparently promised the incoming DED was said to have been stern in saying that DSC members should remind him only of what the Act says Government should do, not present new requests (which is odd). Responding to a specific call for support in reaching out into other wards especially as the ICAAD project ends the DEO reportedly said “we are working on that”. To an outsider, this narrative does not at all illustrate an effective working relationship – rather a reluctance to grapple with very real issues including the rights of a substantial part of the district population. However the evaluator also spoke to one District Social Welfare staff⁵⁴ who seemed committed to championing the issues of persons with disabilities in Council Management team meetings and had tried to use knowledge from DEQ training to encourage other staff to take up their responsibilities for older and disabled people.

It was noted that discussions were rarely framed within the legal obligations of the Tanzania Disability Act and this would permit officials to refuse things they feel are a request, as opposed to obliging them to recognise that they are in fact failing on their responsibilities as duty bearers to uphold the provisions of the law.

Changes in Access to Education Services

The project set out to build skills among PWD in conducting action research as a means to driving the changes expected in community awareness and improved access to services (Theory of Change). The theme of a first piece of research undertaken in the DMP came from persons with disabilities brainstorming and deciding to investigate barriers to provision of pre-primary and primary education to children with disabilities. Hence access to education became a focus for activity in this and the subsequent ICAAD project. There is good evidence for the project having brought about changes in demand for access to educational places for children with disabilities and some low cost adaptations that have improved learning and inclusion of some students with disabilities.

Educational levels amongst parents were felt to make a significant difference to their willingness to send children with disabilities to schools, particularly if a girl child is concerned. In Ifakara particularly, the most rural and distant district where the project is implemented it was said that parents still hesitate before investing in their daughters’ education. In contrast other participants in the same place noted the opposite saying “ You only appreciate something once you have lost it” to explain that adults with disabilities who had not had a full education themselves made greater effort that their own children should not suffer in the same way. Internal reporting⁵⁵ shows 390 school children have been involved.

- In FGD several examples were given (unquantified) of children previously kept at home now attending school. In Hai the mother of a deaf son explained how she pitied him before a certain medical doctor advised her to treat this child like any other – he is now in school and his deafness seems ‘less of a big disease’ to her.

Other parents (eg one mother in Ifakara) acknowledge that whilst it is good that their children are in school distances to be covered are often far and CWLD cannot always make the journey alone.

- In Ifakara amongst 250 blind persons identified 25 were of school going age; 20 were sent to Kilosa (boarding) School for the Blind where the state pays the largest proportion of fees. The remaining 5 will start in the next academic year.
- TAS Moshi and Ifakara both reported active outreach and convincing parents of many children with albinism to move them to special schools for blind and partially sighted children where the quality of the education they receive is improved.
- TAS Morogoro received sponsorship for 21 students to continue in various levels of education and vocational training from Under The Same Sun (UTSS)⁵⁶
- In Moshi, ward councillors reported that local decisions (to make a contribution to costs of a special unit in Shiri Matunda ward and for the community to provide uniforms) were strong incentives for parents to allow their children with disabilities to attend school – 78 pupils attend.

Overall attendance at school has also improved because additional units for CWD within mainstream schools have been created. Some of these increases are attributed to the project.

- TAMH Moshi reported an increase from 3 schools to 9 over the past 2 years, with 160 pupils total, though with variable levels of attendance. This gain includes 3 new units attached to mainstream schools. The church provided the additional 6 classrooms and members of this DSC were uncertain as to whether teachers in such units were voluntary or paid by Government. Also critical is whether any or all have had any special training relating to teaching students with learning and intellectual disabilities.
- Moshi District council has also increased the pace at which special units are established in other primary schools. Decisions are made locally as to where to allocate resources but the DSC has helped to push government to action. Interestingly this process of change in community attitudes and inclusion of children with disabilities into schools was linked by ward councillors to the 10-year presidency of President Kikwete rather than the pressure from PWD through ICAAD as they felt the changes began earlier than the project.
- The SEO Kilombero reported that 374 pupils attend the eight integrated education units serving the population of Ifakara; no gender breakdown was available illustrating a continuing need to emphasise and monitor girls' access to education. Teachers in this district also reported registering more pupils with disabilities in the current academic year (for example one teacher of the deaf actively increased class size from 6 to 30 students).
- Rosarie Primary school (Hai) started a unit for deaf children (currently there are 4 pupils) and one teacher reallocated by the District to that school is being trained in

sign language. In Morogoro low awareness among parents of the importance of education for deaf children was reported and difficulties of deaf children continuing in education were specifically highlighted because there is only one secondary school for deaf students in the area (Njombe). In the lifetime of KT work the DSC asked the District to respond to this issue and two units for deaf students have been established within local primary schools (student numbers unknown).

- In Morogoro (Mwembesongo) a new classroom has been built and equipped for CWPD. This school also reports that CWLD are now provided with food (a learning point from the action research report) Children with Albinism (CWA) are allowed to wear long sleeves and trousers and hats to school. This school and 4 others with special units *are now in receipt of the capitation grants* linked to student with disabilities. This was the only time the evaluation heard that this Government policy was effected.

Changes to the Quality of Education received

Positive attitudes towards special schools over inclusion in mainstream schools were common. SEO Hai and Kilombero both valued special schools because of the extra attention to children with disabilities learning needs. Some members of TAS who had actively encouraged parents to move partially sighted children to schools for the visually impaired mirrored this view. In State boarding schools the costs to parents are also less so this may also drive motivation to place children with disabilities in 'special schools' rather than integrated facilities. Broadly there was a shared sense that the quality of adapted education was better in special schools.

There is no regular provision for materials and learning aids for children with disabilities (eg in Hai a one off amount of 6M shillings given 3 years ago was cited, and this was directed towards children with disabilities in special schools not those included in the mainstream). In Moshi it was reported that some Government officials did not comprehend and so did not take seriously requests for items such as soap and toilet paper for students with learning disabilities (where hygiene and daily living skills are as important a part of their essential education).

Among teachers from mainstream schools present in focus group discussions only very low numbers of students with disability were reported,⁵⁷ though almost all areas reported increases in units for children with learning disabilities. In an attempt to improve retention, some teachers make follow up visits to homes to explore reasons for absences. During exams, children with disabilities are allowed more time and CWA have special large font scripts provided.

- Previously school teachers often linked bad behaviour in class to the fact a given child had a disability. During this evaluation a softening of this attitude was revealed with teachers explaining that they now felt the child was not merely being rude but justifiably defensive because of frequent mistreatment and isolation/boredom from classroom activity. Students are brought from the back of the class to the front and positive behaviour change is noted.⁵⁸

- In Moshi improvements at Msandaka primary school for deaf students were found after awareness raising visits by Chavita board members; teacher pupil ratios improved and 3 deaf people were taken on to support teachers in classes.
- Teachers of children with learning disabilities (Ifakara) reported that there is no curriculum, equipment is a huge challenge and it is left up to teachers to use their own initiative to source learning materials. Where pupil numbers have increased, in part because of the ICAAD project,⁵⁹ this adds to the challenge. CWLD are being taught in mainstream schools by the same method as others in mixed classes but are given more time and sat at the front so the teacher is closer to them.⁶⁰

The evaluation was able to visit one small unit for children with learning disabilities in Hai District. This was a 2-room block provided by the church, staffed by one teacher paid by Government that receives 21 students the eldest being 17 years old. This facility seemed rather poorly resourced.⁶¹ Nonetheless the parents of children now placed in this unit by day report that their children are better socialized, more independent and can play with others. The teacher visits students in their homes each Friday and is also able to give guidance in home based care / daily living skills in this way. This was a striking illustration of how the goodwill of an individual teacher is perhaps the main factor in keeping this unit open despite the challenges she faces vis a vis the demand from local parents and the lack of resources she has to work with.

While policy is that all children with disabilities should be included in mainstream schools with provision made for capitation grant to be paid at a higher level for each child with disabilities this evaluation found only one instance⁶² that this was indeed being paid. Quite clearly there remain considerable challenges in the quality of education received and adequately resourcing schools and providing trained teachers.

Changes Attributable to the Outputs of Education Action Research

As stated above the project set out to build skills among PWD in conducting action research as a means to driving changes in community awareness and improved access to (education) services. The research findings were widely shared amongst relevant local actors. The published report from this 1st AR was given to different schools, government offices, ward officers and individual DPOs. In Morogoro a formal event was held to launch this report (among District Executive, Special Education officer, Social Welfare officers and others). During this ICAAD project a second Action Research study investigated whether there was any impact from a positive attitude on academic performance for children with disabilities. The study found increased enrolment over the period 2011-13 with increased awareness among parents about the importance of educating children with disabilities the most frequently listed reason (47%) for increased enrolment. The next most important factor was cooperation between parents and teachers (24%) and less important was the presence of special needs schools (just 18%). This suggests that parents endorse the strategy of inclusion and teachers of disabled

children do the same, provided there is a minimum level of knowledge and resources to be able to teach effectively. Disabled children reported benefits from attending school, interacting with others and from their academic performance. Teachers reported that being able to include a disabled student effectively was a critical factor in good performance. The products of these research studies are valuable learning outputs that still have much potential as advocacy tools.

In schools where the Moshi committee has now gone to make media programmes, they find that some schools report having received funds to make improvements to physical access for children with physical disabilities (no specific mention of latrines is made although this was a critical issue, rather that doorways and walkways had been widened or made more level, ramps installed); some teachers had started using TSL; students with some visual impairment were moved to the front of classes; there is a more positive attitude amongst teachers to registering students with disabilities and teachers make reasonable accommodations (advising albino students to wear hats and avoid sunlight, exam scripts may be supplied in large font format to assist visually impaired students). These are all very positive outcomes.

Changes Achieved on other Key Issues: Livelihoods

Education is a key factor affecting life chances for children with disabilities. For young people and adults access to the means to earn a living (jobs, livelihoods, small business, apprenticeships) are usually priority concerns. Only a few examples were found of how this project was improving community willingness to engage with and include disabled people in their activities⁶³ although the Theory of Change expects to see that disability is mainstreamed into community development and adult persons with disabilities access community development opportunities.

Project staff stated that they had not actively looked to encourage activity to address economic challenges and appear fearful of raised expectations. This they explained by the challenges encountered in supporting groups of PWD to engage successfully in income generation and the instances where such activity has split or destroyed groups. While this is a reality it also seems that without some sources of income it is impractical for disabled people to access services (education, health, justice) and in the absence of tangible community/local authority effort to engage and include disabled people in community development activity and services adults with disabilities are left amongst the poorest, reliant upon their own initiative to secure a livelihood. This remains an outstanding challenge for DSC in future work to improve integration and inclusion of people with disabilities in all aspects of community life.

- Government staff Ifakara placed responsibility for persons with disabilities with Community Development officers who knew of one group of persons with disabilities who hired out bicycles to other community members but were unable to elaborate any further how this initiative had begun and whether it was financially viable

- Instances of persons with disabilities being assisted to gain employment were rare: one example was cited in Morogoro of an albino man helped to gain employment in a hotel.
- Parents (largely mothers) of children with learning disabilities in Hai unit/Lutheran church school have been meeting as a parents group for the past 3 years. In June 2013 they were able to purchase 5 pigs with funds from a Catholic Sister from Moshi; using a pass on system 20 women have received a pig and membership of the group has grown to 32 members. This success is related to one key individual that tried to animate and support the group in Hai.
- Village Savings and Loan Associations (VSLA) are now a growing trend in Tanzania; project staff reported that they had no knowledge as to who may be connected to such groups. Though they also stated that some SACCOs have included persons with disabilities in mainstream groups. This would form a clear target area for mainstreaming people with disabilities into mainstream community development – since capital is an essential input to any income generating activity.
- Morogoro DSC was the only group to report promising integration by persons with disabilities into mainstream economic development mechanisms. An unspecified number have become involved in Village Community Banks (VICOBA) obtaining loans for small enterprise. Some persons with disabilities gained entrepreneurship skills (it seemed with basic training from National DPO under a branch development initiative) apparently paying to attend this training (an indicator of value attributed to attending such a training) learning to make spices and finding a better way to earn a living (some decrease in begging was linked to this narrative).
- In Shiri Matunda ward (Moshi) church organisations facilitated some persons with disabilities to attend the vocational training centre run by Don Bosco.⁶⁴ Some have been successful in establishing workshops and running small business – an example of 6 persons with disabilities who acquired capital and run a welding unit was given. Ward councillors correctly identified the challenges facing adults with disabilities in generating income and more especially a need to work with those who are less educated. Instead of giving alms to beggars they suggested that the community should support persons with disabilities to access skills based training in schools, get basic tools and form co-operative societies that are a main channel for government support.

Observations on gender and women's participation in ICAAD

It is widely recognised⁶⁵ that women and girls with disabilities experience double discrimination on the basis of their disability and their gender. This places them at higher risk of gender-based violence, sexual abuse, neglect, maltreatment and exploitation within families and in wider society. Through setting international norms and standards the international

community recognizes the need for a gender perspective and the specific empowerment of women with disabilities to achieve the equal enjoyment of all human rights. Thus for example the UN Convention on the Rights of Persons with Disabilities recognizes that women and girls with disabilities are often at greater risk, both within and outside the home, and that specific emphasis is need to address this.

In the project proposal gender is not specifically considered. Output indicators set at proposal stage are gender blind (100 school age children are enrolled in primary schools across 4 districts; 120 surveys documenting details on persons with disabilities across 4 districts held by district DPO etc.). At this early stage of work on disability advocacy, analysis considered the overall exclusion of persons with disabilities from community activity and services without a deeper gendered analysis of whether the particular situation was worse for women and girls.

FGD confirmed that deaf women and women with mental disability are especially vulnerable to sexual violence. Women are still often abandoned to care for a child with disability with the father absent and not all DSC had an effective level of representation of women with disabilities who face additional challenges.

In most committees there are both male and female representatives⁶⁶ and cases were handled involving mistreatment and exclusion of both boys and girls from education though this is incidental rather than from any targeted planning and activity. Consequently any results data was not disaggregated by gender or disability and yet it is understood that girl children with disabilities are sent to school even less regularly than boys with disability.⁶⁷ In discussions with ACT⁶⁸ the need to highlight gender related issues in future reporting was flagged. This is a part of the rationale for the costed extension period (August – November 2014) during which particular attention was to be given to the issues for girls with disabilities in education and their full participation. Most DSC are now working on media/radio programmes discussing this as a topic. No more about content is known and broadcasting has yet to begin though the end of the period is near. This weakness remains to be addressed in any future work.

PROGRESS TOWARDS PROJECT OUTPUTS

The ICAAD project proposal contained a comprehensive list of indicators against which delivery of three outputs was to be monitored. The project staff promoted the AcT endorsed tool of Outcome Journals as one way of capturing achievements and learning from these successes. The project manager underwent training on this methodology; some individuals use these to record varied information. Despite this exercise being an evaluation no one carried these journals spontaneously to meetings with the evaluator; some were able to share them on a second visit. Entries were varied in terms of frequency, persistence and quality of information.⁶⁹

Referred to as ‘kijalida’ or pamphlets these have been kept by some individuals; literacy levels

impact on the frequency with which they are filled and content. The group in any one place is not yet using them to record progress made on specific issues. The best example covered an 18-month period⁷⁰ and tracked the outcomes of specific activities, analyzing changes against three criteria or markers: attitudes, observation and services. This useful record was focused on the work of the DPO member of the DSC – that is the outcomes for deaf people – rather than more generally upon changes for all persons with disabilities as a consequence of activities undertaken by the DSC through this project.

Internal reporting deals with only some of these output indicators; the information gathered through visits and focus group discussions above helps to complement this and inform a judgement as to how far outputs were achieved. This information is gathered in **Table One: Tracking Anticipated Result Indicators against Achievements** presented as Annex Six and this should be read as an integral part of this evaluation report.

ANALYSIS OF FINDINGS BY OECD CRITERIA

Relevance

This programme is an extremely relevant intervention. The association between disability and poverty has been noted intuitively, although there is little systematic evidence to support this claim, mainly due to a lack of quality data on disability.⁷¹ The scale of disability is not quantified in Tanzania within a population that is extremely poor. There is data from Rwanda,⁷² which clearly demonstrates that families with a disabled member are more frequently found among poorer families and the situation is likely to be similar in Tanzania. The ICAAD programme is clearly aligned to national priorities set out in the National Policy on disability adopted by government in 2004, the intent of Universal Primary Education Policy and tries to make a contribution to achieving MDG 2 on primary education targets. In a country context where there is relatively weak implementation of policy intent this process remains relevant since disability is still not a visible part of community development plans.

The project has contributed to awareness raising and lobbying building on the pilot DMP programme in 4 districts. Key to this was its ability to bring support to disabled people via a community-led response; there has been a general rise in critical awareness of the problems facing children with disabilities and to lesser extent adults with disabilities and there are examples of changes made for individuals.

There is an emerging political commitment to addressing needs of persons with disabilities: Tanzania has begun to mark international events such as Deaf Awareness Week,⁷³ White Cane Day and the International Day of Disability, which illustrates growing Government awareness of disability and support for this. Defining the scale of the issue is a common starting point for advocacy. The 2012 Population and Housing Census does not mention disability or the number of disabled persons within a population of some 45M people. Data from 2002 census estimates

give 3.5 M persons with disabilities in Tanzania (7.8% of the population)⁷⁴ that by simple mathematics would give 3.51M Tanzanians with disability in 2014.

Education was chosen as an entry point en route towards addressing the broader scope of the barriers to disabled peoples' inclusion in development activities; learning how to conduct evidence based advocacy by gathering information and use this to argue for change and improvements to be made. Some frustration was expressed about lack of progress on education: "Government is aware, everybody is aware, we have worked with the Special Education Unit and shared reports with Ministry staff and things are not changing."⁷⁵ Deaf students frequently overstay in primary school because teachers are unable to assess their level of comprehension and education without sign language does not allow for normal progression.⁷⁶

Nevertheless the project has invested in relevant skills, to gather information and ground an argument and lobby for local action. It is now poised to use some of this learning more effectively to drive quality of education provision centrally (at District and national levels of influence). It is relevant for Kesho Trust partners to actively seek out⁷⁷ opportunities to work with others active on disability programmes and they may add value to these. Many of their NDPO partners also partnered with INGO such as ADD, MyRight and Sightsavers International on education, rights based advocacy and inclusive education for learners with visual impairment (particularly access to education and reclaiming the rights of persons with disabilities). None work in the geographic areas covered by the ICAAD project.

It seems important to link the local level impact and learning from the ICAAD work to the 'bigger picture.' This was explored in conversations with DPO partners, other disability stakeholders and duty bearers at National and District level. Most of the national DPO partners have some profile and should be able to amplify learning, build on the local awareness raising to profile issues of disability in national forums. To date the marking of National Days is the main activity at national level. It will be important for National DPOs to gain support and make best use of the learning from local district level to influence and drive advocacy at national level to the benefit of their (potential) members across all districts. However this does not replace a niche for district committees to continue work as they are well placed to be transmitting information to drive planning at the district level (for example as seen in the creation of demand to register children with disabilities for school Kilombero; and demand for more units for deaf students Moshi).

Effectiveness

Effectiveness is a measure of the extent to which an aid activity has attained its objectives, in this project to what extent the outputs have been delivered and if the outcome – communities holding government and local services accountable for the delivery of equitable development – is likely to be achieved. Data in Table One (Annex Six) illustrates how several output indicators

have been met or partially met though the evaluation was not often able to quantify or verify internally reported data. Several other output indicators are not met. Outputs are all framed in terms of increased ability or increased capacity without any benchmark or baseline for comparison, which means that assessment of improvement is challenging and risks being subjective. Quantitative data available was limited; some of the qualitative examples provide a sense of change and in some cases real achievement, but the evaluation recognises that the following analysis remains rather open ended. The work was largely conducted and reported upon by committee members representing the needs and views of a wider constituency of PWD (adults and children) of many different disability types. The evaluation did not always have access to these primary beneficiaries; in focus group discussions many examples reported concerned changes to others rather than those actually present. The summary that follows assesses whether the changes at output level were achieved.

Output 1: Increased ability of DPO to Identify and Influence Key Decision Makers

Through joint work at DSC level DPOs were expected to increase their ability to identify and influence key decision makers, gathering data on numbers of disabled people in the different areas, meeting local authorities regularly to raise issues facing people with disabilities and pushing for resolutions to these including via a greater degree of inclusion in groups and community development activities. The functioning of each DSC is varied: DSC members reported that they met in a combination of weekly, or twice a month, or when funds allow, or when there is work to be done. Project staff were expected to make monitoring visits every 3 to 4 months but there was most input at project launch and end, with some support for DSC implementing this project by telephone follow ups of activities planned.⁷⁸

There is a strong sense that DSC were largely left to get on alone with only intermittent monitoring visits from project staff or NSC members. Some groups reported that they had been ‘following the project plan’⁷⁹ and not leading a self-help process that might therefore differ significantly from one area to another, responding to different key priorities. There was a high level of formality described: meetings, allowances, workplans, trainings and reporting upwards for example. Given low levels of education and exposure amongst persons with disabilities to this type of awareness raising and advocacy work, it seems likely that a more regular mentoring process with visits structured to review planned activities, outcomes and to give guidance as to how to follow up issues identified, would have been beneficial.

Local leaders actively targeted were able to report specific actions they had taken. For example Ward Councillors Moshi understood their legal responsibilities to protect all community members, including those with disabilities. The SEO Kilombero reported talking to all teachers and parents in the district subsequently to undertaking the disability equality training. This increased demand for school places but some teachers remain reluctant to register children with disabilities since they are not able to teach them effectively.⁸⁰ The education action research

studies and the findings from these have potential to contribute to a greater and more detailed understanding of the very real constraints within the education system. Any local success must now be complemented by strong lobbying at Ministry level for delivery on policy intent, payment of capitation allowances, and adequate resourcing for special and inclusive education centres. The process itself of conducting the action research in education contributed to raising the profile of the abilities of persons with disabilities in an important way as well as building their own self-esteem and confidence. This was achieved during the DMP and, I assume, further strengthened by repeating the process.

Progress towards this output was the most tangible. There is a clear sense that PWD have been working together in ways they did not do before. All committees had raised public awareness, collected numerical data,⁸¹ worked with schools on including disabled students, met local officials and noted other changes (to the way disabled service users are received and physical access ramps, and in community attitudes). PWD stressed that working together had brought them a greater understanding of one another and the barriers faced by persons of different disabilities. Armed with this knowledge they were able to challenge negative community attitudes to disability in general and this contributes to a sense of strength in numbers and solidarity all of which is positive. As yet there is no evidence for any greater degree of inclusion of PWD in groups and other community development activities.

Output 2: Increased ability of disabled people to conduct Community Awareness activities

Under ICAAD awareness raising activities in communities were to be supported by awareness raising in national media to strengthen the process of attitudinal change achieved during DMP. A media workshop⁸² was run to connect National DPO to media and to see how to promote the profile of persons with disabilities. The assumption that profiling disability issues in the media would build generally more positive attitudes towards disability is well founded. Albinism seems to have a higher profile in terms of community recognition in part because of high media profile⁸³ around sacrificial killings for body parts of people with albinism and in response the Chief of Police Moshi had ordered the identification and recording of all people with albinism in the district for their own protection.

Subsequently to this media training DPO argued they lacked funds to be able to achieve any programming and this was later included as a specific objective of the costed project extension (August – November 2014). Nonetheless, in districts some local media staff had shown an earlier interest in filling programme time⁸⁴ with information on disability.⁸⁵ Currently work on advocacy and awareness raising through media has begun (Moshi); Ifakara previously worked with the media only in the context of feeding results from action research into the community but are now making weekly programmes focused on the rights of girls with disability; Morogoro DSC members received 2 days training with MUM-FM October 2014 on

programming and content and have been making programmes for wider society that they hope will now accelerate change (these are not yet aired).

Over and above work using media, the ICAAD project provided one input to building specific skills and tools for building community awareness. The workshop on Disability and Equality was run as a way of building capacity of DPOs and enhancing skills and experiences in awareness and advocacy. Eight representatives from four districts were trained as trainers for this Disability and Equality module though no subsequent trainings were delivered to others. Community awareness activities described⁸⁶ rely solely on talking to community members, local leaders and others. No other methods (such as drama, community debates, discussion of specific case studies, radio phone-in programmes) were mentioned.

Nevertheless engagement and discussion with key services has influenced both physical access and the way disabled people are received; some health centres are reported to have improved in attitudes of their staff, centres have made ramps and removed the need for disabled people to queue. Some banks and other public services (the police service and judiciary for example) have made the same changes.

It is hard to specify what main messages were communicated and so what changes in behaviour were expected from community members. In Hai two general meetings were held with parents; it was reported that some parents confessed to feeling bad about the way they previously mistreated their children. In Ifakara the principal activity was identification of persons with disabilities/children with disabilities and sensitization of parents. Morogoro DSC explained that they were supposed to reach out to other persons with disabilities informing them of their rights (which was a great challenge since persons with disabilities were not confident about possessing rights, had low self esteem and didn't value education as a means to recover their rights).

DSC members reported that during follow up visits they quickly noted that families appeared more at ease with a disabled family member, standards of care and cleanliness had improved. Some children with disabilities were now able to feed themselves, others can now be sent to shops to make small purchases like other children.⁸⁷ Activists attributed much of the mistreatment to ignorance amongst poorly educated families. This is encouraging though it was surprising to consistently hear, and to find recorded in one outcome journal, how quickly communities changed their attitudes. For example a meeting held with parents of children with disabilities at the start of one month, followed 2 weeks later by a meeting with local leaders, and a judgement made 10 days after that that 'the community has a positive attitude'. Negative attitudes to disability are deeply entrenched, myths and beliefs have endured for decades.

When questioned about this and a comparison made to increasing community understanding

and attitudes to HIV it became clear that some changes (such as building a ramp to allow persons with disabilities to enter a church) represent a relatively quick win – although they do not necessarily reflect changed attitudes towards the abilities of persons with disability). Some events recorded such as the example above were actually situated within the context of work over a much longer timeframe where messages initiated by persons with disabilities themselves had been repeated and amplified by church leaders and local leaders for months. No real distinction can be made between the conversations with communities about disability that were begun by PWD during the DMP and the continuation of these during ICAAD. It is important that disabled people themselves were able to travel to other villages and to speak for themselves about their lives and their abilities, demonstrating that disability does not mean the individual is worthless or unable to do anything and challenging myths such as that disability results from a curse.

Output 3: Increased capacity of DPOs to work together and to engage their members in rights based activities

The project provided the resources for the DSC it had created to meet and work together and a framework that was followed – concerning outreach into target wards to identify children with disabilities, general awareness raising and research in schools on education. Thus the programme has enhanced local partner organization's capacity to respond, and reinforced their visibility vis-a-vis the administration and community. These DSC did not then set out to identify adults with disabilities, encourage them to come together in groups and tackle issues (such as productive activity or access to key services) which would have been a way of building grassroots membership. Though an increase in member numbers is reported this was not consistent⁸⁸ and it was often hard to determine what benefit membership status brings.⁸⁹ Successful membership development programmes⁹⁰ create local self-help groups where persons with disabilities are active in some joint enterprise – usually linked to a problem or need that is shared by several members of the group. This might be a need for independent mobility and the need to learn how to move around the home and village for blind persons; social contact and interaction amongst deaf persons; and most commonly the need to create some source of income so that individuals can provide for their most basic needs (clothing, soap) or contribute to family revenue. With few exceptions⁹¹ there was no tangible sense of potential DPO members grouping together and undertaking activity.

It is clear that the sources for support to parents with a disabled child are very few.⁹² The project is creating demand by identifying previously hidden children and encouraging parents to send them to school but has only been able to provide support in a few cases. In Ifakara one child identified with clubfeet was operated on and the costs supported by Government. In this discussion there was a young man whose condition was the same, who knew of many others but this isolated success story was not being replicated. As numbers of students crawling to school shows that such children are no longer hidden the need for early, appropriate corrective surgery

or other mobility appliances is becoming all the more evident. This is a challenge because of the low number of specialised services in the operating context but it is therefore imperative that disabled people become better able to access all mainstream services and use the texts of the Disability Act and UNCRPD to lobby for their specific and additional needs to be adequately addressed by the state.

It is a vital function for DPO to signpost PWD towards others (state and non-state) services. As the mission progressed the evaluator noted other relevant organisations whose mandate includes services relevant to needs of disabled people. These should thus form the object of advocacy work to ensure that disability is mainstreamed into community development and local services (ICAAD Theory of change). Some examples are Child Reach; SELF a poverty eradication fund; BRAC a microfinance organization; Foundation for Civil Society (already a partner in one district); a youth animator from the Tanzanian Patriotic Association already working in schools with youth groups who had incorporated disability into the subject matter covered in awareness sessions.

Linking Outputs to Outcome

The Project Outcome is not yet achieved since communities are not yet able to hold government and local services accountable for the delivery of equitable development. Outcome indicators set at the outset provide the basis for analysis and variable performance supports this conclusion. While the two projects (DMP and ICAAD) have caused some community level discussion of disability and there is some progress on PWD access to health and education services, there is little evidence that adults with disabilities are participating in village meetings, decision making structures or are able to attend or represent themselves in ward and council meetings. No formal attempt has been made by DSC to track any discussion of disability issues through minutes of meetings or indeed meeting councillors to receive verbal feedback after regular meetings.

If groups of disabled people meet they do so in isolation, not as part of community programmes (such as women's groups, youth groups, savings and loan groups etc.) District Staff (Ifakara) clearly articulated that there is no discrimination (ie. no objection in principle to PWD participating with others) but there is also no attempt to ensure that PWD who are a part of almost every community are specifically targeted and included. Given the long history of attitudinal barriers towards PWD that are compounded by institutional or organisational barriers (such as any requirement to own land or possess collateral in order to join productive activities or obtain credit) it is not surprising that PWD remain excluded (or excluded by omission) from mainstream poverty alleviation programmes. Disability is still regarded as a Social Welfare issue and community development projects do not pay particular attention to including all citizens (including those with disabilities). This stems from ignorance of the numbers and existence of PWD and only weak uptake of responsibility for this knowledge by village leaders and higher levels of authority. Very few examples of PWD participating in economic or other

development initiatives were known and where these did exist they had arisen despite the district/ward not because of them. Practical support was more often provided by the church or NGOs.

Amongst PWD implicated in the project, awareness and any detailed knowledge of the Persons with Disabilities Act 2010 is still weak. This is not surprising when just one training of eight persons touched on the legal frameworks for rights based approach and there has been no cascading downwards of knowledge gained via this training, as a training of trainers approach was not subsequently implemented. CCBRT has produced a simplified document⁹³ summarising the main provisions of this Act that is available on the internet and it is advisable that this text is translated into Kiswahili and used as a basis for specific transfer of knowledge towards PWD who wish to lobby for equal participation in society but have few tools available to them.

Some barriers facing disabled children in primary education have been tackled.⁹⁴ Teachers' attitudes have changed as a reaction to learning from discussions with PWD, pressure from SEO and Ward councillors enforcing statutory obligations for all children to attend primary school and from involvement in education action research or the dissemination of findings from this. Though now willing to enrol disabled pupils retention records are not being kept and used to assess the levels of learning and teachers are working in challenging environments without adequate special education skills, materials or curriculum advice.

Impact

The ICAAD programme reports it has some impact in the form of access to services to a total of 309 children and up to another 4,485 persons with disabilities who are now enrolled as DPO members. Sustainable community structures (DSC) have been set up and local organizations are more confident about their contribution to the lives of people with disabilities. The scale of this impact is modest and it is essential to invest further to scale up and achieve sustainability. Strictly as the project has not yet delivered on its expected outcome it becomes slightly redundant to discuss impact at the higher level: disabled people have not yet gained permanent representation in decision making processes and disability is not yet mainstreamed into community development and local services. However it is extremely important that this marginalised section of society have begun to organise themselves locally, build relationships with local authorities and having gained some skills and experience through this project are now in a stronger position to continue to press for change.

External factors may have great influence on the result of a project and in this case the reform of the Constitution is expected to push further the type of result already achieved. During the lifetime of the project the national policy context has become more explicit and favourable to people with disabilities that need to capitalise on this. Although some policy intent still needs

concrete mechanisms to deliver (such as supported education places for children with disabilities need compensatory funding & resources) there is optimism that the constitutional reform process will oblige Government to protect the interests of persons with disabilities more strongly. It is highly significant that representatives from DPO Moshi participated in the constitutional reform amendment process at national level; there is reason to hope this provides a good example of people with disabilities engaged in planning and resourcing discussions, demonstrating ability to improve inclusion of people with disabilities.

It remains important for NSC members to advocate and lobby at national level around the fact that almost 8% of the population is a person with a disability; one in twelve persons is vulnerable and disadvantaged (by reason of their poverty, or disability or their gender). Policies and laws have helped to frame disability rights; and community members have gained a minimum of understanding of these, and appreciate what they are able to achieve locally. This gives potential for effective local resolution of issues (in schools, in local health centres, in the community) and local lobbying. There is immediate potential for a mass identity campaign, registering all children and people with disabilities and thus updating local data about demand/need that can help inform local level development planning, if this concept becomes active within the decentralisation process.

Success has created demand and there are still critical questions as to how to sustain this support. Whilst several NGO partners have stepped into the disability sector the key responsibility for social support and service delivery lies with government and people with disabilities should be explicitly addressed in all relevant sector strategies. There are opportunities for securing increased resources, from mainstream national budget mechanisms though these do appear a challenge to implement. Sector strategies for education, health and community development/social protection in particular should address the needs of this sizeable portion of their own target populations bringing the issues of children with disabilities and other vulnerable adults with disability into mainstream ministry programmes. Much remains to be done to consolidate momentum to scale-up and improve the effectiveness and sustainability of this response to children and adults with disabilities of Tanzania.

Efficiency

Efficiency measures the outputs, both quantitative and qualitative in relation to inputs. As stated above many of the output indicators are only partially met and for these there is variable evidence on progress towards the indicator. Assessing financial efficiency in terms of how economically resources/inputs are converted to results/outputs was not therefore possible in this review. No control groups, where other actors are investing in self-empowerment programmes for persons with disabilities were identified to enable any comparison of efficiency in terms of scale.

The overall budget for the ICAAD project was £225,000 that is perhaps a modest investment over 16 months of project activities. However a broad analysis of approved programme budget shows crude costs at £577/child or £288/child/year, which appears a substantial level of investment. Crude calculation of costs assuming all people with disabilities who enrolled as new members as well as these school children felt some tangible benefit from the project, costs fall to £44/beneficiary or £33/12mth period. There was a good level of investment into partner delivery (39% of grant was managed by DPO partners) thus building local capacity to channel targeted resources towards children with disabilities. No financial reports were shared and no assessment of how effectively DSC managed the project funds allocated to them was therefore made.

Some operational aspects are flagged since efficiency should be planned for / inefficiency guarded against in any future work. Technical partners were involved in media training and sign language skills; Kesho Trust staff largely provided other support and technical guidance (on disability rights, local branch functioning). These links were new and brought actors in the same sector into working contact. Broadly the collaboration was helpful, improving learning and allowing DPOs to share information (for example on target beneficiaries) thus standardising an approach to community awareness raising but with an appreciation of the particular challenges faced by those with other disabilities.

Co-ordination between local actors was formalised by the creation of a national committee, whose membership is formed of ICAAD programme partners. Management by committee presents challenges in any context and participation in the oversight and learning role has been erratic with varied attendance and some rather short meetings. Overall it appears that the project was implemented with a 'light touch' in terms of regular mentoring visits designed to reinforce what has been achieved, and in future it might be useful to alter this aspect.

The main case where inputs did not lead to the desired results has been in early media workshop (June 2013), which did not lead to systematic scale up of conversations about disability. The content from Action Research Studies in Education also does not seem to be used effectively – there is no clear work on education advocacy on going involving these partners. It also appears inefficient that each funded phase is explained as starting late because of delayed release of funds by AcT to KT and then by KT to partners once these are received from AcT. When it is now the third time for this process that this causes delay to implementation compromises efficiency.⁹⁵ Several critical issues also 'rolled over' in NSC meetings⁹⁶ and this compromised understanding of the project these members should oversee.⁹⁷

Sustainability

Sustainability is concerned with assessing whether the benefits of the project are likely to continue after donor funding has ended. In this example the inter-project periods provide some

evidence of what actually happens. Frequency of joint working decreased and during this evaluation one specific request was made for more training and follow up that was necessary for these front line community activists. Distance is mentioned as constraint to achieving outreach into communities – the reporting from PWA and deaf people that they have spread the word already outside target districts would confirm this since they are more easily mobile. Although committee members have received transport allowances and basic costs they do not seem to have been creating alternatives – subsidy from local district, group savings, other funded partnerships – so there is a high risk that level of activity would again drop if the project comes to an end.

This project is about processes of social and political transformation that requires time to materialise and the overall time frame has been short (28 months) and intermittent (2 inter project breaks). There is some expectation that National DPO programmes will sustain the momentum created, but there is no indication that there has been any real discussion about this. Several of the NSC DPO members are working on relevant programmes (eg. with ADD on education that complements the Action Research) so there are programme interests with scope for collaboration if the National Executives were to bring project collaborations to branches that ICAAD has made most active (where the ground is well prepared).

If the draft National Constitution is approved, with recognition of the rights of persons with disabilities to full inclusion in community processes they would hope that government funding to facilitate this would follow. This is precisely the kind of avenue, which might be pursued by the National DPO in national level advocacy and lobbying. This programme has clearly increased the local capacity to response to the needs and rights of people with disabilities and has generated additional demand, which translates into a challenge for sustainability and scaling up. Although there are still questions as to how to sustain this support, there are other players and some new actors also actively engaged in the disability sector and this brings potential for scalability and collaboration. The responsibility for services lies clearly with Government and the weak translation of policy into programming (special education, social protection, inclusive education, youth vocational training) remains a major contextual challenge.

The state has taken some steps to address the problems of persons with disabilities; changes in the policy environment (especially in education) now give greater opportunity to scale the response. There has been some important progress made towards project purpose, which was to trial an approach based in districts to empowering local actors who begin to hold government to account for inclusion and equitable development. The low levels of formalised representation achieved by persons with disabilities is another factor that will undermine sustainability – disabled people are only just beginning to make their views known and it remains important to further strengthen local and national lobbying for the rights of persons with disabilities to be

respected. Tanzania remains a long way from full inclusion in services and development programmes for all persons with disabilities and for as long as this remains so, it will be impossible to attain several of the MDG health, primary education and poverty goals.

Knowledge and Learning

Monitoring and evaluation in this project relied heavily upon self-reporting from DSC members with scant records available to back up this recall. Several monitoring outputs that were planned for were not achieved (see earlier evaluation methodology) and it was a particular weakness that (in absence of a logframe) the Theory of Change was not adequately grasped by NSC members and used as the main framework for their oversight role.⁹⁸ Learning reviews were held with DSC through visits from the International Advisor (January 2014) and a workshop with the Project Manager (May 2014). The main and consistent message from these is a positive one – that the opportunities to educate their own communities the project has provided to disabled people, have lead to better relationships among themselves and between people with disabilities, leaders and service providers. Although there was no formal baseline or capacity assessment of committees there is no reason to doubt that PWD involved in the project have changed in the ways they report about themselves – gaining confidence, feeling less isolated, beginning to conduct outreach work and taking findings from such visits to local authorities to seek resolutions. Some new relationships are now established and others should be made with all relevant service providers or development actors present in a district if community programmes are to be challenged to include disabled persons.

Thus far the response of local government has been weak but is nevertheless in a positive direction. Funding made available for the local celebration of international disability days helps to raise the visibility of persons with disability and contributes to community awareness. This must be followed by proper resourcing for services and sector programmes (such as mainstream poverty alleviation programmes) to allow these to become inclusive. The national context presents some current opportunities – reviews of MDG progress; constitutional reform; implementation of MKUKUTA II and sector plans - for the national DPO to play a stronger role in advocacy and influence programming to include people with disabilities in development.

It is evident that national DPO members need skill building support if they are to step up to this role, they recognise that they lack representatives who are strong in policy analysis and influencing.

RECOMMENDATIONS

The following recommendations are made as to how the current work could be made stronger if additional resources become available, and replicated or brought to scale in the future. The short term nature of this process means that gains made are fragile and therefore this evaluation recommends a need to continue to critically review the community empowerment process to test whether it is indeed bringing real changes in the lives of individual people with disabilities.

How the current work could be strengthened

1. Provide quick wins for Government agents: If the project merely made it easier for SDO/SWO to discharge their duty by linking persons with disabilities to them, a win-win situation could be created and a basic start point (quantifying the scale and nature of disability in any given community) established.
2. Rights based training: Legal training for Ward Councillors (and any others) should always be accompanied by distribution of short summary texts. It is recommended that the CCBRT summary of the Persons Disability Act 2010 is translated into Kiswahili and widely distributed.
3. Networking and sharing of information: should be a regular feature of DSC business so that all potential supporting actors in a district are known and members are able to tap into training or other support on offer. Signposting of members to relevant services should be a role for the DSC.
4. More regular mentoring support should be provided by the project or competent national DPO staff/members: to build self confidence and resolve potential conflicts in groups, to support local activists to remain abreast of progress and tailor support (for example as mobility aids for children with disabilities to reach school are required) and to build a cadre of self reliant local activists with good community animation and problem solving skills.

How the approach could be brought to scale

5. Kesho Trust should consider the potential to mainstream PWD in their work in environmental project areas thus learning across the organization – for example current work with Masai girls not in school could be cross-linked to general learning about girls out of school and disability impact. Also with environmental projects,

bring the issues of disability into mainstream with community partners working on the environment (local and sustainable tourism is an aspect of this so there may be livelihood opportunities for persons with disabilities).

How added value could be gained

6. Build collaborations on work in related areas: largely policy analysis and influencing. Education is an obvious sector to begin; NDPO partners recognised that they do not have strong skills in understanding policy, analysis and making suggestions for improving delivery. It is important that they have recognised that this is an effective strategy for capitalising on some of the local detailed knowledge already acquired through this project and the evaluation recommends that learning is shared with others working on related issues.
7. Provide tailored inputs such as coaching, mentoring or learning opportunities to DPO activists (selected on basis of expertise and their application to role of community animator not the office or post occupied) to build their skills in advocacy and policy work. Although this recommendation has its place I do not suggest that this falls within the areas of expertise of the Kesho Trust and another more appropriate partner might provide such inputs.

ENDNOTES:

1. By date of evaluation ie October 2014
2. Asking follow up questions to probe whether particular challenges differently affected disabled women/girls and whether the impact of barriers was different according to type of disability
3. Project proposal
4. ICAAD 2
5. TOR Illustrative Evaluation methodology
6. Groups did not always seem to be very used to discussing the business at hand that is what they were doing, and achieving and why this did / didn't work. The logistics caused by habitual tea taking and administration of allowances was also an interruption to free flowing dialogue and curtailed the time available to explore the full range of relevant issues at each site
7. Speaking to congregations (2750), meeting community members (2140), awareness events in communities (1220)
8. the same
9. for example numbers of children with disabilities out of school against those that have begun to attend school since the start of the project
10. In Moshi this was reported as just one person; other District Steering Committees had 2 representatives per DPO
11. Morogoro group explained that the core group came into being since they were contacted by National DPO, asked those able to volunteer some time to form a group (at this stage they did not know why) only later to be visited by KT staff & international adviser bringing the idea of carrying out lobbying and advocacy locally
12. For example success was often described in terms and illustrated by those anecdotes recorded already in Final Evaluation DMP July 2012. Specific questions asking participants to describe how things have changed over the last 2 years did not provide specific and different answers. This suggests that similar gains have been made in new wards.
13. Reported to the DSC Morogoro
14. This child was not brought out to play with other children when they return from school – the village leader when asked to intervene claimed it was out of his responsibility thus illustrating the very real persistence of barriers
15. World Report on Disability WHO (2011)
16. Elwan,A “Poverty and Disability: a survey of the literature” Discussion Paper No.9932 cited in ICAAD Proposal. The World Bank (1999) notes that this is the best estimate available but that it remains an estimate.
17. Kilombero FGD noted that mental illness and intellectual disability was often not included (by others) if any lists of persons with disabilities had been established
18. 2012 Census information
19. None of these SWO/CDO interviewed had specific information about numbers of PWD in their area
20. Ifakara
21. <http://www.tanzania.go.tz>
22. <http://www.ohchr.org>
23. Reuters October 8 2014
24. Informants in focus group discussions most often referenced this revised Constitution (over the Disability Act or UNCRPD) as the framework enshrining their rights and were optimistic that it would improve their situation
25. Potential beneficiaries complained of the cost and steps needed to obtain photo ID to access this state benefit
26. Reported in discussions by Chavita, Moshi
27. Even at point of beginning teacher training courses some teachers (Ifakara) reported that they are discouraged from signing up for Special Ed.
28. Ifakara

29. It is therefore not established that the increase in units for CWLD are staffed by teachers with some degree of specialized training; and concerns remain of the level of real success that can be claimed
30. View of a government staff member Hai
31. Early November 2014
32. Ifakara group records showed just one visit November 2013; Morogoro two visits April and October 2013
33. Ifakara & Morogoro
34. But is then dropped as a subject so appears not to have taken place
35. TAS leaders were consistently mentioned as being frequent visitors
36. For example Centre on Human Rights for Disabled People (2007) Developing a Disability and Human Rights approach to Health and Social Care
37. Disabled woman Hai
38. Also in Hai
39. Morogoro
40. Ifakara no knowledge of any law that protects persons with disabilities
41. The Morogoro Paralegal Centre (NGO established 1993 with support from ActionAid Denmark to work on legal rights of women and children) As a consequence these trainees were invited by MUM-FM (local radio station) to represent the rights of persons with disabilities in a discussion programme on the constitutional reform. They also share their learning via other workshops and seminars involving persons with disabilities assisting DPOs whose members have legal issues
42. Annex 4 Number of ICAAD beneficiaries prepared by Programme Director as part of Final Quarter reporting February 2014
43. For example as provided to all children by the Child Act 2009
44. Eveline Wambura Quoted in quarterly report 4 (Dec 2013-Mar 2014)
45. For example TAS member Hai committee
46. Strong example of an institutional barrier, this response reportedly given by the District Executive Officer Moshi to any further lobbying by the DSC
47. DSC Morogoro formed in 2011
48. Marker of success
49. For example Feb 2013 to a training for users of communications and media run by the Tanzania Communications Regulatory Authority TCRA)
50. Local government context
51. Falling within the remit of several Ministries as in Community Development, Health and Social Welfare, Education, Agriculture - particularly in areas where children are kept out of school in favour of paid work in coffee plantations
52. Morogoro 8M/-
53. Disabled people were not always well seated for the meeting to take place; LA staff and DSC members did not often seem to know one another well; one staff conducted the entire meeting with loud, vivacious Bollywood dance music on his nearby television screen
54. Ifakara
55. Data set provided with Quarter Four (Dec- Feb 2014) reporting Annex 4
56. A Canadian, Christian charity founded in 2008 investing significantly within Tanzania to improve the lives of Persons With Albinism (PWA)
57. For example 1 girl with a physical disability in Standard 4 among 214 pupils; 1 boy (a slow learner) in Standard 6; 1 student among 310 pupils was referred to another school as no single teacher in his former school had any training on special needs or inclusive education: as reported by staff from 3 schools Hai District
58. Reported by teachers in FGD Ifakara
59. For example rising from 5 to 20 pupils in one unit in one year (Ifakara)
60. Example given in Ifakara

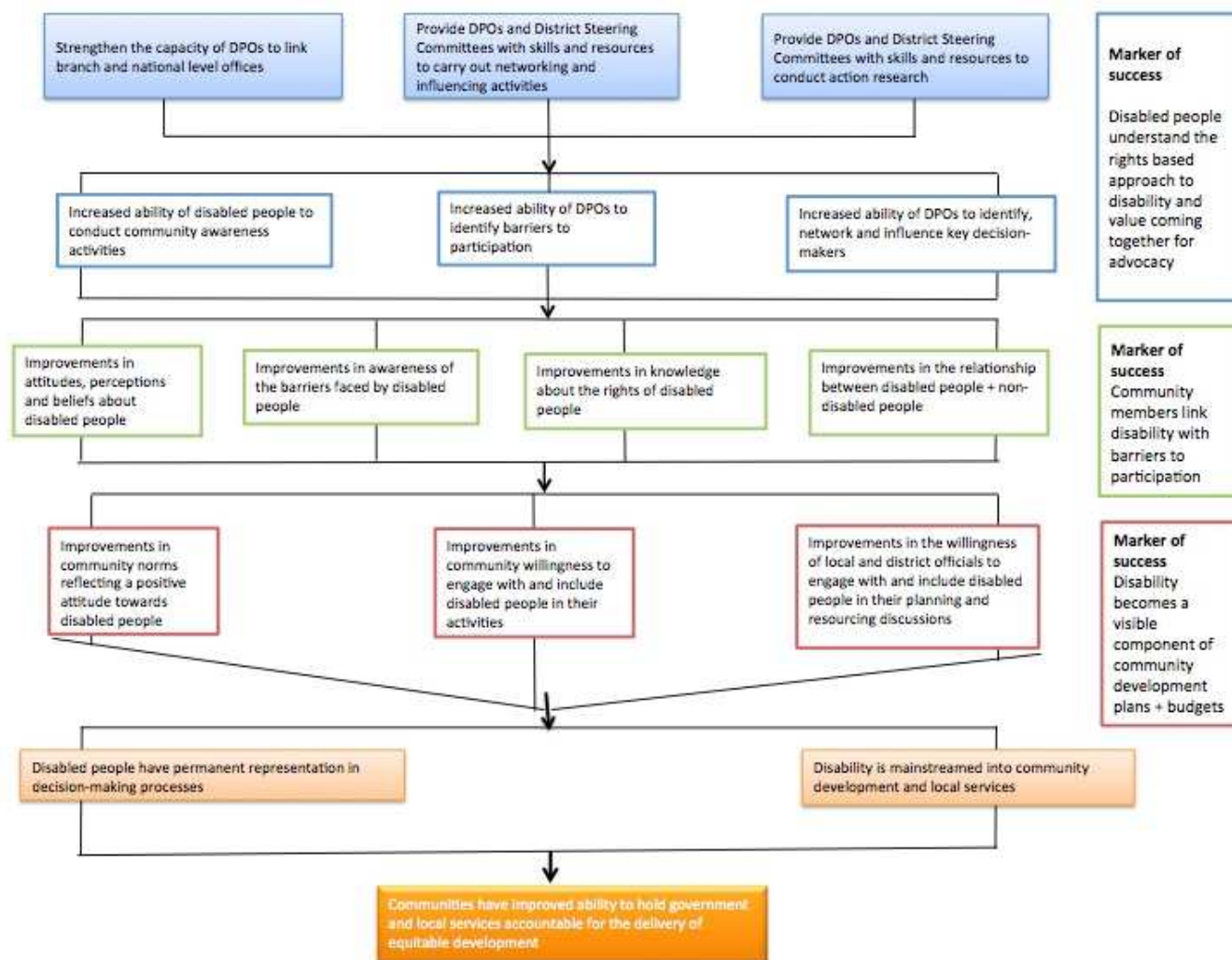
61. One single teacher for two classrooms; desks suitable only for small children; no visual materials or learning aids; chalk and talk learning with the last lessons material on the blackboard dating 6 working days before the date of visit made
62. Reported in Morogoro
63. Success measure, Theory of Change (level of changed practice)
64. Oysterbay, Dar es Salaam
65. For example UN Enable – Women and Girls with Disabilities
66. Except in Moshi DSC where there has been historic conflict about this that remains apparently unresolved since all DSC members remain male
67. Reported in FGD Ifakara
68. Example roundtable meeting February 2014
69. Ranging from 6 entries over a 6mth period (April - Oct/2013) one 8mth period (Feb-Oct 2013) that record activities in diary entry form ie. Events not their consequences; some positive events are also recorded, such as a grandmother who used to carry her grandson to school receiving a bicycle, but the journal keeper does not show the path to this achievement
70. April 2013-September 2014
71. Mitra S. Disability and Poverty in Developing Countries, April 2011
72. Rwanda Population and Housing Fourth Census – Thematic Report 13: Socio-Economic characteristics of Persons with disabilities
73. promoted by the World Federation of the Deaf in the last complete week of September
74. Quoted by Tanzania Centre for Democracy (August 2014) Capacity development for party leaders on Inclusion and Participation Training Manual
75. NSC member
76. Reported by Chavita, Moshi
77. Kesho Trust is registered as LNGO in Tanzania so would not automatically meet other INGO (for example in NGO forum) this tended to happen via events organized by Shivyawata
78. Specifically in Extension Phase (Sept-Nov 2014)
79. In Moshi issues brought from amongst wider DPO membership to the DSC were matched against the project instructions of how to spend project funds to see how far these would allow any resolution of member's problems.
80. SEO has instructed head teachers to register children with disabilities and his department would handle referrals. Another teacher from the same Kilombero district indeed separately confirmed receiving a directive from government to register children with disabilities who should start school next academic year and received an number much greater than expected (this number was 5 in one year group in comparison to 8 children with disabilities currently scattered in this mainstream school across different classes so one or two per year group)
81. Member records held in District DPO branches were not reviewed
82. June 2013
83. not linked to this project
84. Ifakara it was explained that bad news stories dominate the media so less attention is paid to disability; although a radio journalist attended the focus group discussion at the District offices (seeking to fill radio space) and other local stories positively portrayed a teacher who has been blind since birth and a student (with learning disabilities) who took won a medal at the Special Olympics (Athens 2011)
85. Radio journalist presented to evaluation meeting Ifakara; collaboration between DSC Morogoro and MUM-FM local radio
86. Methods were outlined in FGD and described in report of monitoring visit (ICAAD Project Management Consultant, January 2014)
87. Reported by parents in Hai
88. Numbers reported by Kesho Trust in Annex 4 do not correspond to figures cited by DPO members during

FGD though records could not be checked

89. For example TLB in Moshi has approximately 50 members although 100 children or adults with blindness exist. A joining member pays a fee and gets a membership card though it is not clear what benefit this new membership status brings. The stated desire was to provide braille training to adults so that they could then join some form of vocational training but to date Moshi branch had been able to help just one person attend vocational training in Dar; another currently undertaking braille training will start vocational training in January and a third will join school after getting braille skills
90. There are several within DPO in Rwanda
91. Cited under Changes Achieved on other Key issues: Livelihoods, above
92. Parents of children with learning disabilities contacted by a female activist linked to the ICAAD project knew of no other kind of outreach or messages given to communities about disability in general. In the Kilimanjaro region Kilimanjaro Christian Medical Centre KCMC offer clinic check ups but even such specialist services were not always able to assist – for example a 17yr old child with cerebral palsy who has been prostrate since birth
93. Persons with Disabilities Act 2010 Key Issues
94. There was no reporting on pre primary education though this was to be included
95. Funding for extension was received late August (2014). Reasons given to explain the delay in eventual disbursement to all districts (19th Sept) are surprising: “It took a while for us to get the proper shared accounts for the DSCs as they had to meet and make decision on what account (DPO account) they wanted to use.” It was understood from DSC testimony that receiving funds had strengthened their handling of funds and management of a (single) bank account, so this justification for delayed implementation of activities because of later than planned transfer of funds is weak.
96. For example presentation of programme’s Theory of Change; organization of support visit by NSC members
97. Terminology used by an NSC member
98. NSC minutes show members of the NSC requested revisiting or learning more about the theory of change (ToC) for the ICAAD project May 2013, this was not done In June was again postponed in July and is no longer mentioned in the August minutes

ANNEX # 1: THEORY OF CHANGE

Theory of change matrix



ANNEX # 2: EVALUATION METHODOLOGY MATRIX

OECD-DAC/ Evaluation criteria/ Programme TORs	Programme evaluation narrative/elements	Sources of verification used	Methodology	Process/tools/frameworks
1. Relevance: Extent to which objectives are consistent with beneficiaries' requirement/needs/rights. Country needs/context;	Programme rationale: Theory of Change	<p>AcT strategy for Tanzania programme National Disability policy/ plan Ministry of education strategic plan Special Education policy Programme document; Baseline survey (nil) M&E system outputs</p> <p><u>Key information providers:</u> Programme team, Senior Government officers (Community Development; Education); programme local partners(5 DPOs); community members, local leaders, teachers; Beneficiaries children... etc.</p>	<p>-Consultant – Desk studies- internet and literature reviews; - Semi-structured interview with programme team, programme partners and beneficiaries; Focus Group Discussion with guided question areas Direct observation in beneficiaries groups no site visits were made</p>	<p>1. Develop and use Framework of analysis of documents including : i) programme objectives alignment to national policies plans Priorities; ii) effective response to issues, problems , rights of PWDs in Tanzania; iii) addressing a niche/ bottlenecks and adding value to current existing responses; iv) effective methodology, structures and implementation modalities to respond to the issue.</p> <p>2. Develop and use a general guide questionnaire for each key informant</p> <p>3. Consultants synthesis of findings</p>

<p>2. Effectiveness: extent to which the programme results (outputs) are achieved</p>	<p>2.1. Increased ability of organisations of disabled people to identify and influence key decision-makers</p>	<p>Programme theory of change; baseline study, end line report; education research study, annual reports, partner organization (DSC) records, reports, national forum reports, communities verbal reports;</p>	<p>Literature review; Interview, meetings, working session with DEO representatives, SEO Education; Schools headmasters and teachers, local partners, children beneficiaries,</p>	<p>1. Organize focus group discussion on achievement / progress ; based on theory of change, baseline situation and end line studies 2. questionnaire on education for key informants 3. subcomponent of consultant brainstorming and synthesis</p>
	<p>2.2. Increased ability of people with disabilities to conduct community awareness activities</p>	<p>As above for desk review + focus on training and awareness activities</p>	<p>See above and also focus on relationships with local authorities (duty bearers)</p>	<p>See above also 1. Organize focus group discussion on actions taken and changes seen 2. Observe momentum to be self sustaining or at risk</p>
	<p>2.3. Increased capacity of DPOs to work together and to engage their members in rights based activities</p>	<p>Annual reports, Baseline studies training manuals in vocational training, training centres, Group constitutions and reports; financial records/accounts , programme audits of the scheme;</p>	<p>Literature and data review; field visits and interview with local partners; beneficiaries children etc;</p>	<p>1. General guide/ questionnaire for data review 2. Consultant's brainstorming and synthesis</p>
	<p>2.4. Evidence based advocacy coming from the programme learning</p>	<p>Annual reports, national forums reports; Disability policy , emerging national institutions and regulatory mechanisms; partners and community structures advocacy capacity assessment reports; Governments and other actors increased investment in disability (budgets, financial resources, structures/ institutions)</p>	<p>Literature review; Interview with DEO, education, programme team, partners, Community structures; Assessment of policy changes</p>	<p>Policy changes including improved implementation which can be attributed to work done by project partners (eg. Budget allocation for disability events/ individual support/ education capitation grants paid etc)</p>

<p>3. Efficiency</p> <p>How economically resources/inputs are converted to results/ outputs</p>	<p>Analyse investment in each output versus social return. To what extent does offer an efficient mechanism for high level scalable social return</p>	<p>Budget and expenditure by outputs; Programme budget lines vs expenditure by output ; Programme structure, implementation modalities; overhead cost versus results. Annual Reviews, End-term review report,</p>	<p>Review of programme financial reports, budgets, audits reports. Review of the structure, management and supervision arrangement, staffing, practice; M&E system; partnership mechanisms</p>	<p>Analysis of financial data made available; (consolidated finance reports showing expenditure by output are not produced)</p> <p>Observation and appreciation of organigram and organisation's decentralized teams</p> <p>Working session with key members of National Steering Committee</p>
<p>4. Impact</p> <p>To what extent has the project outcome been delivered: Disability is mainstreamed into community development and local services with Disabled People having permanent representation in decision making processes</p>	<p>Evidence based transformational wins (changes) for PWDs linked to outcome indicators:</p> <ul style="list-style-type: none"> - Awareness of and use of Tanzanian Disability Act and UNCRPD as basis for advocacy on inclusion -Disability routinely included as a community development issue -Identification of PWD & targeting in poverty alleviation programmes 	<p>New policies and laws favourable to PWDs</p> <p>New national institutions and regulatory mechanisms</p> <p>Increased resources (Governments other actors)</p> <p>Scalability (new actors)</p> <p>Sustainable community structures and local organizations</p>	<p>Literature review; interviews with partners; partners focused group discussion; visit, field observation; consultant observation, analysis</p>	<p>See above (Effectiveness)</p> <p>Assess Structure of District Council and lower level administrative structures</p> <p>Community Programmes; which are inclusive of persons with disabilities</p>

5. Sustainability-scalability	5.1. National DPO and community institutions and social sustainability	Annual reports, end line survey, specific thematic studies; annual reviews'; institutions legal status evidence; organizational systems	Desk studies; focus group discussion with programme partners; services providers; consultant observation and analysis.	Constitution of local DPO branch; level of organisation & self sustained activities
	5.2. Economic sustainability and scalability	Government commitments, donors commitments, public budgets, community owned economic system (saving and loan schemes)	Government, donors budgets commitments review; SG saving and credit scheme sustainability review ; future national funding on disability profile	As above and linked to local resourcing. This element was not reviewed in depth.
6. Knowledge and learning practice improvement	Programme planning , M&E system ; Learning practice	Programme theory of change, any specific thematic studies; baseline and end lines studies activities reports, annual reports, regular M&E, community and DPOs accountability system;	Data and literature review; focus group with programme partners;	Focused discussion with partners around most significant change to that individual

ANNEX # 3: TIMETABLE OF FIELD CONSULTATIONS WITH KEY INFORMANTS

Date	Site	Activity	Participants in Focus group discussion / Interview
6/11/2014	Dar	Briefing on ICAAD background and implementation	Davis Lumala Programme Director, Kesho Trust
7/11/2014	Hai	FGD Hai District Steering Committee & others invited Meeting held at hotel used for workshops & training	Abraham Malima DSC Chair Mbola Mvutu Vice Chair DSC Freddy Mwonkosole Member TLB Stanislas Lucas DSC Treasurer, Member Chavita Mary Kimariyo, Member TLB Anna Sebastian, TSLI Emmanuel Swaleh, Treasurer TAS Rosalie Kiyatere, DSC member Leopold Stanislas, Member Chavita Teofika Masimwe, TAS Chair Josephina Jimson, Chawata member Simphorosa Mnene (F), Chawata member Dorothy, Chair TAMH Johnson Mushi, Member TAS Winefrieda Salle, TAS Secretary Rosary, Chavita member Aissiana Masawe (F)
		Meeting with Hai District staff delegated by District Executive Officer	Special Education Officer Venne Mtalo (F) Social Welfare Officer Michael Muhundi
8/11/2014	Hai	FGD with project beneficiaries, assembled in Lutheran church hall that hosts a special unit for CWLD Masama village, Mbweera ward, Hai District	Nema Sabastani (F) parent CWLD Ndeshimuni Matayo Kweka (F) parent CWLD Gracie Wilfred Ndosi grandmother CWLD Emmanuel Nasibu Ndois, youth WLD Messe Simbo Ndosi (F) mother CWL & PD Tumaini Tumekwani Kweka Mary Ndosi grandmother CWLD Christina Ruben Urasa, mother CWLD Pascali Ruben Urasa (her son) Walter Christopher teacher church primary school (inclusive) Munisi S. Yusuf (F) teacher government primary school Bindos Uwinde (F) teacher government primary school Giled Tmwanuri Lutheran Pastor
9/11/2014	Moshi	FGD Moshi District Steering Committee Meeting held outside in garden of public restaurant/bar	Zakaria Msawe SHIVYAWATA representative & Exec.Sec KASI Raphael Lukumayi TSLI & English teacher at inclusive technical college Kawawa Salima Secretary DSC & regional chair Chawata, Batista Kitwe chair TAMH & parent CWLD Muhammed Abrahami Treasurer TAS Mr. Masam Chair DSC, Secretary TLB & teacher at integrated school for blind & low vision students Pastor Enoch DSC Treasurer & Chair Chavita Marianna Masawe & Verones Masam personal assistants (to their husbands)

Date	Site	Activity	Participants in Focus group discussion / Interview
9/11/2014		Meeting with Moshi District staff able to receive the evaluation	Community Development Officer Anna Rose Mkenda
10/11/2014	Moshi	FGD Ward Executive Officers Moshi Meeting held outside in garden of public restaurant/bar	Majengo Ward Awadi Finanga Mfumuni Ward Eliphra Kahaya Karanga Ward (rural) Moswery Leo Shiri Matunda Ward (rural) Musa Wakinagembe Njoro Ward Winnie Tarimo (assistant WEO) Pasua Ward Augustin Shayo Also present Pastor Enoch DSC Treasurer & Chair Chavita Raphael Lukumayi TSLI & English teacher at inclusive technical college Kawawa Salima Secretary DSC & regional chair Chawata, Batista Kitwe chair TAMH & parent CWLD Muhammed Abrahimi Treasurer TAS Zakaria Msawe SHIVYAWATA representative & Exec.Sec KASI
13/11/2014	Ifakara	FGD Kilombero District Steering Committee Meeting held in hall made available by District Office	Eliza Ruta DSC Chair, Secretary Chavita Lucas Niyondechi DSC Secretary, TAMH member Bernadette Beda TLB Treasurer (Action Researcher) Penina Mlama teacher special unit for CWLD & deaf students, AR from TAMH Nelson Ngewe TSLI & teacher of deaf students Yohani Marcus newly elected Secretary Chawata Yohana Nkuba Secretary TLB Maria Kishiwa assistant to this individual Hamis Muhamed Liundi Chair TAS Huba Mazana (F) Chavita AR & Shivyawata Treasurer Magalasia Magombana (F) Chair Chawata & AR
13/11/2014	Ifakara	Meeting with District Office staff held in office of Civil Engineer delegated by DEO to receive the evaluator	Special Education Officer Daniel Ngasoma Social Welfare Officer Jane (1 of 5 district SWO, in post just 8mths)
14/11/2014	Ifakara	Conversation with District Social Welfare Officer Neema Nyirenda (F) (by telephone)	Participant in DEQ training

Date	Site	Activity	Participants in Focus group discussion / Interview
14/11/2014	Ifakara	FGD with invited participants Meeting held in same hall made available by District Office Ifakara	Nashok Luca (F) mother of CWLD Immaculata Joseph Nandoa matron Bethlehem special school for CWLD Adelina Daniel Harutu Mother CWLD David Mktola her son Festo Peter Makweta Village executive officer Idete village John Stephen Yando headteacher Lihami mainstream school Ephraim William Milodi Youth Activist Edward Raphael Sule Headteacher Mukamba primary school with unit for CWLD Mhanji Komba Mhogole Headteacher Lipangalala primary school with unit for deaf students David Paulo Kinyake Police Officer ifakara Avalin Ligokalima Chawata Treasurer & parent CWD Mwalimu Ancelonina Majawanga (F) Headteacher Milolo primary school that includes CWPDP & CWLD in main classes Emmanuel Msigwa Education Coordinator Kiboni Ward Juma Liwawa Motorbike driver & friend to deaf people Essa Mwanja delegate from Bethlehem special school for CWLD Mwatanga Kibwana (F) deaf mother of deaf child Also present Eliza Ruta DSC Chair, Secretary Chavita Nelson Ngewe TSLI Lucas Niyondechi DSC Secretary, TAMH member
15/11/2014	Morogoro	FGD Morogoro District Steering Committee Meeting held in DSC's rented Office	Lawrence Pius Kungalo Secretary DSC & TAMH member, father of 36 yr old manWLD Asha Fuko (F) Secretary Chavita Godfrey Omary Chair DSC & Chair TLB Athumani Omary Mohamed Treasurer TLB Boniface Malechera TSLI & brother of deaf youth Consolata Floriani Mchilo Assisant Secretary Chawata Hassani Mikazi TAS coordinator Rehema Chamgeni (F) Assistant to her husband Godfrey Omare
16/11/2014	Dar	FGD ICAAD Project National Steering Committee members Meeting held at Shivyawata Office	Ernest Kimaya Chair TAS Robert Bundana Vice Chair TLB Mohamed Chanzi TAS HQ representative Zita Batamanagwa Treasurer TLB Also present Eric Jironeca ICT Officer Mary Silas Adovoacy Officer Shivyawata Bruce Downie Director Kesho Trust
	UK	Further input to the same key questions provided by email	Dickson Mveyange Chavita
16/11/2014	Dar	Interview / discussion with AcT	Kate Dyer Programme Director Also present Bruce Downie Director Kesho Trust

ANNEX # 4: KEY QUESTIONS FOR FOCUS GROUP DISCUSSIONS

Questions for District Committee members (PWD) and other beneficiaries participants in the ICAAD project : *(these questions were addressed in an iterative manner according to the topics/issues that surfaced.)*

- What are the local circumstances for PWD
- how many PWD/CWD are in this district
- what have you learned about PWD/CWD over the time of the project
- has anything changed in their / your daily lives
- if so how / why have these changes come about
- what has been the Most Significant Change (that you as an individual feel is the most important thing that is different now from 2yrs ago, before ICAAD)
- have there been changes at health care points, in markets/business/ opportunities for productive activity/community development
- are PWD involved in village meetings/ ward meetings /district meetings
- if so what actions have followed from these decisions/meetings
- are any laws or legal frameworks used to ensure that PWD are treated as equal citizens; which are the laws that you think are most relevant
- How was this DSC formed and what has been done
- how often do you meet (are there any differences during project phases or inter project phases)
- what actions have been taken; who did what; who helped
- what follow up has been carried out; how have you observed/monitored whether changes are being made (explore if learning journals are mentioned and review these if they can be provided)
- what is the membership of each DPO in this area; what does it mean to be a member – what kind of benefit /change to individual life does membership bring
- what type of things have you worked on with other local leaders (which ones) and what was achieved

On awareness raising

- how was this done, what messages were communicated
- what relationships do you have with local authorities/ duty bearers
- what has happened as a result of these
- have you involved the media in your awareness raising, if so what type of information is communicated (how often)
- in rural wards where distances are large radio can be especially effective – has this been exploited

- if regular media outputs, have you reflected upon what has been achieved through use of media

On education

- in this project disabled people decided that education was a key issue affecting the future and potential of all PWD; I agree; how did you tackle this issue
- what has happened as a result
- how many children are now in schools; what do you know about their learning / progression
- are there any differences for girls; or for particular disabilities (eg. CWLD/ deaf children/ blind and low vision students)
- after the Action Research process what was done; distinguish between first AR (getting children into school) and second (quality of education / treatment received and its impact upon retention and progression)
- what has been the impact – have you observed any changes (especially in quality of education and resourcing for this)

For Adult PWD

- education is no longer relevant, what has been done in this district to improve the situation of adults with disabilities
- is the situation for women with disabilities the same or different
- what about deaf women; for example in Rwanda, deaf women are often victims of sexual abuse, is this a problem in Tanzania; what happens
- what about people with mental illness or adults with learning disabilities what happens to them

Links between DSC & NSC; local DPO and national DPO

- what communication between this DSC and the national DSC or your local DPO and your national DPO goes on and what support has been provided
- how often have you been visited (by your parent DPO, by NSC, by KT advisors/ project staff)
- are you aware of any work that is being done at national level that links to issues you are working on locally
- what about education specifically

Questions for District Staff including Special Education staff/ Ward Councillors

- How have you been involved in this project, what is your view of what it has achieved
- What exactly have you done to identify and know about the CWD/PWD in your areas
- In urban areas if PWD do not have work that takes them into the open market how do you identify their existence
- Are you aware of any laws or local laws that oblige you to take account of the different needs of PWD who live in your area
- How are PWD involved in community development activities (cooperatives, productive groups, access to credit and income generation etc.
- What mechanism is used to involve PWD in local planning; and to secure resources for this
- During the past 2 years has there been any government funds locally allocated for work with PWD
- In some instances (project reporting states that resolutions were passed to involve PWD in wider community development projects) how has this intent been delivered
- Re education, what issues were raised by the research disabled people in this area carried out; how have you responded to this
- How do you lobby for more resources for the special units and schools with CWD in your area

Questions for NSC members

- What is the date and start of your own DPO; do you have other partners and what areas of work do you collaborate on
- What are the key areas you are active on at national level
- In the course of this ICAAD project what has been your role
- How often and for what purpose have you made visits to local branches
- How at national level have you tried to add value to the learning from local research on education specifically
- And any other issues that are challenging for PWD in your branches
- How have you conducted this lobbying at Ministry level or elsewhere
- What was the purpose of the Human Rights and Disability Analysis grant – how was this used

ANNEX # 5: DOCUMENTS REVIEWED

Project Documents

- ICAAD Proposal (undated)
- Anticipated Results Framework
- Theory of Change
- Programme Budget
- Transfer schedule payments to 6 Partners with partnership agreements

Internal Monitoring reports:

- Project Manager Field Trip May 2013
- Quarterly Reports to AcT Mar-May 2013; June-Aug 2013; Sept-Nov 2013
- Final fourth quarter reporting Dec-Mar 2014
- ICAAD International Advisor monitoring visit report January 2014
- National Steering Committee meeting Minutes April – Dec 2013
- Minutes of meetings between Kesho Trust and AcT July 2013, Feb 2014

Workshop and Training event reports:

- Report of a one day workshop on engaging mass media June 2013
- Training of Trainers: Disability Equality Training July 2013
- Training for Sign Language interpreters in Tanzanian Sign Language June 2013
- Schedule for Action Research Training August 2013

Other contextual and external documents sourced by the consultant

- United Republic of Tanzania Mkukuta II Key Priority Results Areas Ministry of Finance and Economic Affairs January 2010
- United Republic of Tanzania Social Protection Framework 2008
- Training Manual Sensitization of Political Party Leaders on Inclusion and Participation Dept. of Political Science and Administration August 2014

AcT information:

- TOC diagram linking AcT programme outputs to achievement of MDGs
- Training Manual Outcome mapping, Outcome Journals
- Making Evidence the Plural of Anecdote: using Outcome Mapping and the Log-frame in governance and accountability programming in Tanzania
- Kate Dyer November 2012

Internet based information on programming of other disability related INGO:

- CBM; Basic Needs;
- SHIVYAWATA Profile Document: Status, membership, achievements, 2013 General Assembly

ANNEX # 6: NUMBER OF ICAAD BENEFICIARIES COMPILED FEBRUARY 2014
BY PROJECT MANAGER

No	Activity	Number of persons involved	Direct beneficiaries	Wider beneficiaries	Influenced by project
1	Meetings with district officials	32		32	
2	Research respondents	688			688
3	Meetings with village leaders	88		88	
4	Meetings with school teachers	152		152	
5	Meetings with ward leaders	76		76	
6	Meetings with community members	2,140	2,140		
7	Trainings of selected community members/activists	258	258		
8	Awareness campaign with community leaders	203		203	
9	Awareness events at communities	1,220			1,220
10	Speaking to the congregations	2,750			2,750
11	Launching events	533			
12	Training in Arusha	45	45		
13	Employees with disabilities	20		20	
14	Bodaboda(bike drivers) Trainees	36		36	
15	Police and hospital staffs	56		56	
16	Sign language trainees	10	10		
17	School children	390			
18	NSC	10	10		
19	Meeting with media	26		26	
20	People at factories	78		78	
21	PWD enrolled as new DPO members	4,685	4,685		
22	DPO members trained	272	272		
23	People reached through media	208,000			208,000
	Total	221,768	7,420	767	212,658

ANNEX # 7: TIMELINE OF KEY EVENTS

ICAAD March 2013 – February 2014

ICAAD 2 September – November 2014

Overarching Timeline

June 2011 - July 2012 Disability Mentoring Project in four project-districts of Kilombero, Morogoro Urban, Hai, and Moshi Urban (3-4 Wards/district)

March 2013 – February 2014 ICAAD I same districts expanding to six Wards

Aug - Nov 2014 Costed Extension ICAAD II “new project concept” = greater inclusion of girl child in the education system, use of media to achieve this

Linkages between projects

Action research [accessibility to education facilities for children with disability in Tanzania] findings of Dec 2012 – without specific work on this issue enrolment rates are very low, particularly for girls with disabilities. Learning environments very poor, absolute lack of adapted teaching and learning materials. Research report from this study is publicized up until May 2013

Review of DMP successes conducted in project areas (prior to March 2013)
(*specific learning in Final Evaluation Disability Mentoring Project July 2012*)

ICAAD Startup

March 21st 2013 Donor fund received (later than anticipated)

April 2013 project development workshop and the introduction of the project to the districts

May 2013 official introduction of the project in Moshi and Hai district
activities such as identification of people with disabilities have started in both districts (reported by DL to NSC May 2013)

Mar-May outcome mapping and monitoring workshops conducted in all districts. 3 data collection tools introduced for this phase: data collecting form, narrative form for collecting information on *activities* and journals for monitoring changes

Key Project Activities

June five day sign language training Masuka village hotel in Morogoro, 9 trainees

June Workshop with the media; unspecified number of DPO reps and 5 media staff

July Eight DPO members from the project districts and three government officials involved in Disability and Equality training

August 2013 Four teams prepared and trained to conduct a second action research: 3 days training at 4 sites. These are the teams that carried out the action research on accessibility to education facilities for children with disability in Tanzania: this next research focused on the effects (benefits) of positive attitude on academic performance for children with disabilities in pre and primary schools in Tanzania”.

Q3 plans: Monitoring and Evaluation to assess changes or impact by the project related activities

Data collection for action research

Q3 (Sept-Nov) Start up of meetings with heads of schools

Q3 Data for action research collected in all four districts (delayed by requirement for permits)
Report from this AR dated Feb 2014

Q3 AcT agreed to offer some funding to Kesho Trust for extending the ICAAD project with a focus on education for girls with disability

Q4 (Dec – Feb) action research report for 2013 titled “The impact of Positive Attitudes on Academic Performances of Children with Disabilities” launched all 4 districts in English and Kiswahili

January 2014 The Kesho Trust in collaboration with African Initiatives and DPO members from Moshi and Hai district conducted a two-day training on disability and inclusion to four organizations in Arusha town (*positive example of amplification of impact*)

Four NSC members appointed by the President to join the constitutional reform assembly in Dodoma

March 2014 Research Report from AR2 (2013) is launched

August – November 2014 Four month costed extension agreed

September 2014 Funds for activities transferred to DPO partners

ANNEX # 8: TABLE 1: TRACKING ANTICIPATED RESULT INDICATORS AGAINST ACHIEVEMENTS

Indicator	Finding / Comment	Achieved/partly achieved/no data
Output 1: Increased ability of DPOs to identify and influence key decision makers		
DSC in 4 districts meet with LA representatives at least once a month	At times weekly meetings recorded; no clear record of subject or issues – apart from when there is collaboration in activity (eg. Education research). Other signs that relationships were still a bit distant, formal	Some new relationships; DPO understand right to be included; PWD understanding of the legal basis for their participation could be strengthened
DPO representatives meet with at least 40 head teachers to discuss the enrolment of disabled children	Meetings with communities included specific visits to schools. Quarterly reporting shows meeting with head teachers began September – November 2013. Teachers were included in action research feedback sessions. Internal reporting shows 152 teachers involved in meetings.	No opportunity to check data sources. Teachers in FGD report redirecting CWD towards special schools where possible; enrolling deaf children and CWLD into integrated units; a few examples of inclusion in main classes are mentioned Lack of special/inclusive education training highlighted as major constraint
At least 40 primary schools across 4 districts have disaggregated data on the numbers of disabled students enrolled	No opportunity to check data; verbal reporting of low student numbers by teachers in FGD	
100 school age disabled children are enrolled in local primary schools across 4 districts	Total 390 reported in final quarter report; detailed data by gender and disability set not available	Project has created demand for school places; more units are in place; quality of education is poor (lack of trained teachers, materials, curriculum and communication)
DPO representatives meet with at least 72 village and ward officers to develop plans for the inclusion of disabled people in local development	Meetings with village officers were an automatic part of first awareness raising sessions; subsequent meetings with ward officers have dealt with specific issues (security, education, mobility). No specific examples found of action on wider inclusion in all community development plans	PWD are becoming a recognisable part of every community, others are beginning to consider them Ward executive officers demonstrate awareness of PWD in their communities; responsibility for their security (especially people with albinism); uncertainty as to how to support PWD to gain skills & income

Indicator	Finding / Comment	Achieved/partly achieved/no data
At least 48 village executive officers across 4 districts have up to date documentation on disaggregated numbers of disabled people in their area	Not reported and no opportunity to verify Verbal reporting suggests that accurate data is still lacking	CWD have been identified as part of a push to register them in schools; other adult PWD have been noticed but not systematically identified.
District councils in 4 districts are effecting plans for the permanent representation of disability issues in council meetings	In one district (Moshi) this has been discussed, but not yet delivered. In the DMP final report Kilombero District had requested a permanent seat for PWD – this has not materialised.	PWD conclude that since Ward Councillors do not report back on any issues concerning disability these are not discussed in council meetings. In Moshi some sessions are broadcast to public outside via loudspeakers but this still precludes access by deaf people
District Social Welfare offices in 4 districts have written guidance on the inclusion of disabled people as a vulnerable group in group development activities	Written guidance does not exist PWD are rarely present in community action groups	A few groups of PWD have begun productive activities & savings – an important step towards inclusion in development – but this was not something the project set out to achieve or actively engaged in. No information of numbers of PWD involved, type of activity, financial success was found.
Examples of community led construction of accessible environments such as primary school latrines and classes in 4 districts	No activity on school latrines was reported; this was identified through action research as a major barrier to CWD participation in school	Several examples of ramps (in churches & schools) widening doorways (schools) and levelling walkways and paths were mentioned
Output 2: Increased ability of disabled people to conduct community awareness activities		
40 disabled people design and conduct at least one action research study involving 4 districts	Second Action Research team involved 45 participants across 4 districts;	Data collected in third quarter (Sept-Nov '13) of ICAAD; report published February 2014; accessible reports in large font & braille made available October 2014

Indicator	Finding / Comment	Achieved/partly achieved/no data
Findings from AR presented by DPO representatives to at least 400 community members, community and district representatives	Two SEO interviewed could not report any consequences flowing from this second research – one appeared not to recall either AR process	Each DSC organised public event to launch this report in their district (reported in fourth quarter internal report) district leaders, ward leaders, DPO members, students, religious leaders, NGO representatives, village leaders, primary school teachers and the media participated in these events
120 surveys documenting details on disabled people across 4 districts, information held by district DPOs	Evidence of this Activity not found; no records seen DPO reported increase in member numbers but could not show disaggregated figures (by age, gender and disability)	
20 district DPOs developed advocacy tools for community awareness raising	No tools mentioned; no script with key points or similar found. Generally PWD described that they 'went about, and talked to those found' some sense of targeted public meetings to discuss the need to send CWD to school. Clear evidence of process lacking	
At least 80 community based sessions on the rights of disabled people conducted by DPO representatives across 4 districts	Not done as specific topic; weak sense of understanding what rights persons with disabilities have, what laws frame these. Even knowledge of the Child Act protecting all children was patchy. PWD own knowledge of the various laws that protect their rights is patchy; no template for this activity.	
At least 50 'hidden children' are identified by communities through DPO mobilisation activities	Numbers not specified; some cases were reported in FGD	There is awareness that this is an issue that needs addressing; a hidden child cannot be helped and their rights are denied
Reduction in the use of negative language around disability experienced and reported on by disabled children & adults	Reduction is reported by adult PWD in FGD Key local government officers were observed using negative terms & struggling to find neutral terms Some teachers of CWLD still refer to 'mentally retarded' children	Partially achieved: whilst it is unsurprising that this process of change takes time this contrasts with the rapid changes of attitudes that were reported in several FGD. Some individuals testified to new confidence in challenging those using negative terms

Indicator	Finding / Comment	Achieved/partly achieved/no data
Output 3: Increased capacity of DPOs to work together and to engage their member in rights based activities		
2500 disabled people become registered members of a local DPO	Internal reporting cites 4685 new members; figures could not be verified	When specifically asked DPO representatives in districts gave rounded numbers (50, 100, 300, 50,000)
Improvements in the flow and quality of activity and financial reports between branch DPO and their national HQ 4 districts	NDPO remit ICAAD grant funds to districts and some have made visits to branches. This constitutes a change in the dynamic of their relationship.	Reports not seen; upwards reporting was mentioned in one FGD and confirmed by NSC members
Evidence of systematic record keeping by branch DPOs	Records seen in Kilombero & Morogoro; neither were systematic or clear (ie no clear sequence of dates of meetings, attendance, decisions taken, follow up actions)	Records might be kept either by district DPO covering their organisation specific activities; or by the DSC covering the joint activities of ICAAD
160 district steering committees held across 4 districts	Information not available; quarterly reports show numbers of meetings between DSC and various local leaders not regularity of DSC meetings	
At least 4 joint fundraising proposals developed by DSC	None identified	
10 National Steering Committee meetings	Partially achieved, minutes of 9 meetings April-December 2013 seen	These meetings are short, attendance low (in 5/9 meetings 5 of 12 DPO members or less attend). There is just one meeting (July 2013) where all 5 partners and Kesho Trust are represented
NSC plan and implement an advocacy campaign based around dissemination of the Disability Act and UNCRPD to district level	Not done, no mention of this output in NSC meeting minutes	
NSC developing plans for evidence based advocacy using district action research data	Not done and no mention of this output in NSC meeting minutes	AR reports have been shared & frustration was expressed that things are not changing however merely sharing information does not equate to planned advocacy and lobbying