Bridge CRPD - SDGs Tanzania Module 1
Dar-es-Salaam, 22 to 28 July 2019

Supporting people with disabilities to improve their livelihoods in East Africa
Narrative Report January - July 2019

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Executive summary

In 2015, the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC), developed the Bridge CRPD-SDGs Training Initiative, which is a quite unique inclusive capacity development initiative, aimed to respond to the growing demand to equip organisations of persons with disabilities (OPDs) to make the most of the 2030 Agenda and its SDGs.

Such an initiative is critical to ensure that persons with disabilities engage adequately with governments and development actors to frame both policies and programs in line with the Convention on the Rights of Persons with Disabilities (CRPD), as well as to build stronger ties with other social movements to tackle macro issues, such as public resource allocation.

The intensive Bridge CRPD-SDGs program focuses on inclusive and comprehensive understanding of the CRPD as well as generating a CRPD perspective on development in general and the Sustainable Development Goals (SDGs) in particular. As an outcome of the training program, advocates would have stronger skills and knowledge to make the most of both SDGs and the CRPD to advocate for the realization of all human rights for all persons with disabilities.

The initiative has benefitted from the growing interest of disability and development stakeholders with commitment of increased number of IDDC members, the Disability Right Advocacy Fund (DRAF), in 2017, the Ford Foundation, and the National Lottery Community Fund, in 2018.

Context - Situation of persons with disabilities in Tanzania

According to the National Disability Survey, 2008, 13.2 million Tanzanians (7.8%) of the population aged 7 years and above have some form of impairment and up to 5.4 million (13.2%) are persons with disabilities. The prevalence is fairly higher in rural areas (8.3%) compared to urban areas (6.36%). The Comprehensive Community Based Rehabilitation in Tanzania education study, 2010, estimated that due to widespread beliefs in witchcraft, people with albinism are often killed. As reported to the UN Human Rights Committee, between 2009 and 2014, 45 persons with albinism were killed in Tanzania.

The government of Tanzania has taken a number of legislative and policy steps that indicate commitment to advancing the rights of persons with disabilities in terms of international instruments, which include: signing and ratifying the CRPD and its Optional Protocol, in 2009; the Convention on the Rights of the Child, the African Charter on Human and People’s Rights; the Convention on Elimination of all forms of Discrimination Against Women - all of which make references to promoting and protecting the rights of persons with disabilities.
Bridge CRPD-SDGs Tanzania Module 1

From 22nd to 28th July 2019, the Bridge CRPD-SDGs Tanzania Module 1 was held in Dar-es-Salaam. The training was organised by the Tanzania Federation of Disabled People’s Organizations (SHIVYAWATA), African Disability Forum (ADF), International Disability Alliance (IDA) and CBM with support from Inclusion International and World Network of Users and Survivors of Psychiatry; and financed by CBM through the National Lottery Community Fund and NAD (Norwegian Association of the Disabled). Detailed information, list of participants, tentative agenda and pictures can be accessed at www.internationaldisabilityalliance.org/bridge-tanzania-module1.

The training followed an earlier national Bridge Uganda that took place in Kampala in April and November 2018. The report of Bridge Uganda can be accessed at www.internationaldisabilityalliance.org/bridge-uganda-report.

Bridge CRPD-SDGs Tanzania cycle was delivered in Swahili, which originated from the request of having a national advocacy capacity training for persons with disabilities at country level through a common understanding and language used and known by majority.

Bridge CRPD-SDGs Tanzania brought together 15 participants drawn from diverse impairment groups and geographical locations within the United Republic of Tanzania, including from Zanzibar. This is inclusive of persons with low vision and blindness, physical disabilities, deaf people, those with deafblindness, intellectual disability, psychosocial disability, participants with albinism, and also with small stature.

Overall, and from the various methods of evaluation, Bridge Tanzania Module 1 was rated by participants at point 4.2 (out of point 5) as regards the relevance of the content, clarity of presentations, ability to participate in the training, and additionally their opportunity to network and exchange learning.

The self-reflections from the participants showed that the training met its overall objectives, including building a critical mass of skilled activists with disabilities from different constituencies and regions across Tanzania.

This report is divided into three parts: The First Part - Bridge Tanzania January - July 2019 – Developments; the Second Part - Bridge CRPD-SDGs Tanzania Module 1, with details of the training; and the Third Part – Learnings and Evaluation, which presents a number of learnings, feedback from participants and self-analysis to be considered by the Bridge CRPD-SDGs Coordination Team to improve the Module 2.
Part I - Bridge Tanzania January - July 2019 - Developments

Component 1 - ADF Training and Learning Coordinator

The Training and Learning Coordinator, selected in 2018, was key in the coordinating not only Bridge Uganda but Bridge Tanzania as well, receiving support both from the Bridge Coordination team and other Bridge Alumni.

Component 2 - Selection of participants

On the 27th of May 2019, the call for applications was launched, running until 14th of June (3 weeks). Seventy-three (73) applications were received by the deadline, which represented a good number of applications for a national training. It was, for instance, more than the double of applicants from Uganda (33). See Report on Bridge Uganda 2018. We trust the success of Bridge Uganda directly influenced the higher number of applications towards Bridge Tanzania.

Bridge makes efforts to identify participants from underrepresented groups within the disability sector and include them in the Initiative. Under-represented groups are persons and groups who are traditionally excluded such as the deafblind, persons with intellectual disabilities, persons with psychosocial disabilities, persons with albinism, women with disabilities, indigenous persons with disabilities among others in a given context. From the received applications, it was noted that the number of participants from underrepresented groups was lower than expected. Having this in mind, more time was added to the application call in an effort to accommodate applications from these groups. As a result, there were six (6) additional applications received, from which two applicants were accepted, including the application of a person with psychosocial disability and another who was a person of short stature.

Initially, 21 applications were incomplete, either lacking a recommendation letter, or a motivation letter of which follow up from the coordination team was made. After the follow up, 7 applications were completed and accepted and 14 applications remained incomplete hence could not be considered.

Process into selection

The process to select participants was based on:

- Complete application provided by all candidates,
- The Bridge Quality Criteria (as explained further),
- Candidates that are key for IDA and IDDC members – such as participants from Zanzibar - to reinforce their capacities and empower their members,
- And, the importance to empower underrepresented groups even not directly linked to specific IDA and/or IDDC members.

This work followed a process of close and direct consultation with all the Task Team members. The Task Team, comprising IDA and its members (ADF, SHIVYAWATA, Inclusion International, World Network of
Users and Survivors of Psychiatry) and IDDC and its members (CBM and NAD) had the mandate to lead, secure funds and be responsible for the delivery of the Bridge training. Organisations of persons with intellectual disabilities, deafblindness, affected by leprosy, with psychosocial disabilities, or of people with albinism were particularly consulted.

**Bridge Quality Criteria**

For further information on the Bridge Quality Criteria, refer to the correspondent document annexed to this Report.

The basic quality of a Bridge CRPD-SDGs Training Initiative was largely ensured by focusing on

- **Number**: Bridge Tanzania respected the minimum number of 15 participants, as per plan and the budget,
- **Equality between men and women**: Bridge Tanzania achieved the criteria of at least 40% of either men or women, reaching 53% of women and 47% of men as participants,
- **Disability diversity**: All disability constituencies identified in Article 1 of the Convention on the Rights of Persons with Disabilities (CRPD) were represented; people with: low vision and blindness, physical disabilities, deaf, deafblindness, intellectual disability, Down syndrome, psychosocial disability, Albinism, small stature,
- **Age distribution**: Age distribution for Bridge Tanzania Module 1 was well distributed - ranging from 20 years of age through to 50 years of age.

**Component 3 - Pre-BRIDGE preparations**

**Selection of the Facilitation Team**

For further information regarding the importance of a diverse facilitation team, refer to the Bridge Quality Criteria document annexed to this Report.

A diverse team of co-facilitators and inclusion support people was selected. Since 2015, Bridge has continued to strengthen the capacities of disability activists through the Training of Trainers process in order to have a pool of trainers from every region in the globe that can co-facilitate Bridge Trainings.

Therefore, Bridge Training in Tanzania benefitted from an empowered group of facilitators with disabilities from the East Africa region, including co-facilitators from underrepresented groups, such as facilitators with deafblindness and with intellectual disabilities. The team was also supported by local resource persons, with deep understanding of the Tanzanian context, who provided inputs to sessions, comments and feedback on various topics and were available to support both the facilitation team and participants, including those from the most marginalised groups.

As such, the team of facilitators - all Bridge Alumni from the region - was led by Ms Fatma Wangari (Inclusion International) and Mr Michael Njenga (World Network of Users and Survivors of Psychiatry,
WNUSP) representing the African Disability Forum (ADF). The co-facilitation team was inclusive of a diverse team including Mr David Shaba from Tanzania Association of the Deafblind, Ms Betty Najjemba, African Disability Forum, Training and Learning Coordinator, Ms Elizabeth Ombati Nyabiage, WNUSP, Bridge Fellow, Ms Rebecca Opetsi Alitsi, IFSBH, and Ms Jenipher Akinyi, Inclusion Africa.

The facilitation team also received support from resource persons who included Ms Ummy Mkenda and Mr Jonas Lubago, SHIVYAWATA, Ms Fauzia Haji, Inclusion International, and Mr Michael Mwendwa, CBM Kenya, responsible for the documentation. Furthermore, the facilitation team was remotely supported by Ms Kathy Al Ju'beh, CBM International and Ms Tchaurea Fleury, IDA-IDDC Bridge CRPD-SDGs Coordinator.

All selected training participants were requested to complete the self-assessment form to help and understand the diversity of the trainees. This provided an opportunity for trainees to reflect on their own skills in four areas: a) Development and humanitarian experience, B) Rights Advocacy and Accountability, C) DPO networks and engagement and, D) Inclusive Practice and facilitation. Analysis of the self-assessment will be made in the final report after Module 2 to compare how participants evaluate whether their confidence has increased or not regarding issues related to the Bridge CRPD-SDGs curriculum.

IDA in partnership with ADF and SHIVYAWATA contacted each participant regarding their logistic arrangements and requirements for reasonable accommodation to arrange the training venue, facilities and services accordingly.

All participants received the pre-training package for preparation of Bridge, which included all translated material. Unfortunately, it was not possible to translate the General Comments of the CRPD Committee and reports of the Special Rapporteur on the Rights of Persons with disabilities, which are normally shared with all Bridge participants, due to budget constraints. The Bridge Coordination team is making efforts to have those documents translated before the Module 2.

**Facilitation team preparatory meeting**

The preparatory meeting of the facilitation team took place on the 20th July. This is a regular Bridge day-long meeting to ensure that the training runs successfully and smoothly. During this meeting, the team reviews the week’s agenda, providing views and feedback to each other, and setting ground for different co-facilitators to exhaustively plan how together they would run each session. This is a critical moment to all Bridge modules to ensure that any of the facilitation team member feels peer-supported and comfortable with their sessions and/or tasks.

In addition, it was an important moment for the facilitators to engage with the logistics team to ensure that all planning was ready, including for instance that all stationary requested was available, the printed material was ready, etc. It is a key moment as both teams work closely together to support each other to ensure a smooth flow of the training.
Preparatory meeting with underrepresented groups

This daylong meeting followed on the 21st July and was dedicated to the facilitation team to work together with underrepresented groups to prepare them for the weeklong training. These included participants with intellectual disabilities, those with deafblindness, those who are deaf, those with psychosocial disability and the participant with short stature who was also peer supported by the participant with psychosocial disability.

Each of the participants with diverse impairment types had various members from the facilitation team to work with them throughout the day. The participants were exposed to the week’s agenda, making links between each session; they were taken through the Word Bank, which is an easy read glossary that contains concepts that are used throughout the week; this was in addition to being informed on who the other participants were, and also them sharing their inclusion requirements. This day is critical at any Bridge CRPD-SDGs training to make sure that representatives from underrepresented groups are fully and effectively participating in the intense training week.

Week’s agenda

The module 1 sessions focused on an inclusive understanding of the Convention on the Rights of Persons with Disabilities (CRPD) and introduction to the Agenda 2030 and its SDGs. Participants were introduced to key concepts of human rights such as state (government and its actors) obligations to respect, protect and fulfil human rights. Further, the training focused on the complete shift in understanding of disability that the CRPD provides and offered opportunity to discuss key human rights principles such as equality and non-discrimination, equal recognition before the law, access to justice, including the definition of discrimination on grounds of disability, as well as gender.

Component 4 - Feedback mechanisms and evaluation

The training embraced various feedback mechanisms to ensure that it was meeting its objectives. These included the following: at the end of each day, participants were invited to use a “moodometer” where they would stick coloured sticky notes, to communicate whether their daily expectations were being met in terms of the content delivered and on the inclusive nature of the facilitation techniques. On the sticky notes, participants would also leave messages that the facilitation team reviewed each day.

Additionally, participants would share any issues in the “parking lot” on the sticky wall where they would put their thoughts and reflections and any areas that they needed clarification on. To ensure an inclusive nature of facilitations, participants also used the traffic lights, red to call upon a facilitator to halt the presentation for something not well understood or confusing; and yellow to call upon the facilitator to slow down their presentation or where clarification was needed. The facilitation team also endeavoured to have one-to-one conversation with participants in effort to ensure that all participants were included and benefitting from the training.

Lastly, the daily evaluation meeting first with a small number of participants, then, only among the facilitation team at the end of each day, to review the day, to make any adjustments for the following sessions; to address any arising concerns and to ensure that the training was addressing its learning objectives. Moreover, on the last day, participants filled individual evaluation forms whose analysis is reflected in this report.
Curriculum

Module 1 focuses on the development of knowledge and skills to understand the CRPD and helps participants to start analysing development from a CRPD perspective, with emphasis on inclusion and intersectionality.

Module 2 builds on this understanding and develops skills on how to apply the CRPD to key development and policy areas from legal harmonisation, budgetary advocacy, inclusive programming and disaggregated data, with the purpose of creating the evidence for policy change.

Between module 1 and module 2: participants have an individual assignment to develop a draft policy brief on analysing from a CRPD perspective a development issue of their choice, that is important in their own context. Following module 2, participants need to complete their policy paper in order to receive the Bridge certificate of completion.

First Day

The sessions of the first day were dedicated to the opening session looking at the agenda, expectations, and setting ground rules. In addition, participants worked around the Human Rights Based Approach to disability and the CRPD principles.

The day started with opening remarks from SHIVYAWATA, the Tanzania Association of the Deafblind (TASODEB), CBM and ADF Board representatives. Participants were introduced to the Bridge CRPD-SDGs training and reminded on the values of being committed to the Bridge training. It was highlighted and recognised as a considerable achievement, that this was the first ever Bridge CRPD-SDGs training conducted in Swahili and led by trainers with disability from the region.

Mr. Jonas Lubago CEO SHIVYAWATA in his statement appreciated the organizers and funders of the Bridge Module 1 Tanzania and urged the participants to learn and use the knowledge on CRPD and SDGs for better inclusion of persons with disabilities in all decisions and development programmes across the country, considering that the selected participants represent a majority of those that are often not invited to take part in such decision-making processes.

Mr. David Shaba, a SHIVYAWATA Board member and Alumni of the Bridge training, also co-facilitating in the training, stated that the Bridge training had benefited him in many ways, and gave an example of his
participation in politics in his country by being a key political figure in campaigning for a parliamentary post. He encouraged the participants to further use the opportunity and be good ambassadors in their various roles as disability activists.

The CBM Country Director, Tanzania, noted that the training shall be instrumental in advancing the advocacy for rights of persons with disabilities in Tanzania. She also appreciated various sponsors (ADF, IDA, IDDC and National Lottery Community Fund) and the facilitators who took lead in the organization of the training. She appreciated all participants form both Zanzibar and Tanzania mainland and welcomed all to the training. She informed all present that CBM is an international organisation committed to improving the rights of persons with disabilities in Tanzania and that CBM has worked for over 50 years in Tanzania. She challenged participants to use the Bridge training to strengthen their advocacy for rights of persons with disabilities.

Mr. Michael Njenga a Board Member of the African Disability Forum (ADF) and lead trainer, talked in brief about the history of ADF. ADF is a continental organization representing persons with disabilities and their families, Sub-regional DPOs and National organizations. The purpose of ADF is twofold: to amplify voices of persons with disabilities, capacity building of DPOs and families of persons with disabilities. Michael wished all participants a fruitful engagement in the training.

**Speed dating**

This was followed by a ‘Speed dating’ session where all participants and the facilitation team spent time getting to know each other; an exercise that was meant to break ice and create a safe space for all participants, necessary for an effective engagement. After this exercise, there was a general introduction of participants, support and the facilitation teams.
Participants were then called upon to share their expectations which were summarized as follows:

- To have a clear understanding on the CRPD and SDGs and how they link and how to use that in their advocacy;
- To strengthen lobbying and advocating for all rights of persons with disabilities;
- To pass on the new knowledge to others;
- To have a broad understanding of the global context on rights of persons with disabilities and relate to the Tanzania experience;
- To understand how global frameworks work to protect persons with disabilities;
- To get to know different organizations that work in promoting the rights of persons with disabilities;
- To get to know and connect with other disability activists from different parts of the country and beyond and build on advocacy through their experiences;

**Ground rules**

Participants established and agreed on the ground rules as follows:

- Be open to new ideas and ways of doing things and learning,
- Keep phones on silent, and if you have to receive urgent calls take them outside the training room,
- Wear name tags,
- Respect each other’s opinions,
- No talking amongst participants during a moderated session,
- Only one person talks at a time,
- Be succinct. Express your point of view and then let others speak,
- Start and end on time,
- Give the facilitators permission to manage meeting behaviour,
- Discuss what went well and what could be improved next time.
Agenda

The week’s agenda, which had already been shared with all participants prior to the training, also in accessible formats, was presented to all participants in plenary. It was also set up on the sticky wall, in coloured manila papers to make it possible for easy visualisation.

Feedback mechanisms

The various feedback mechanisms to be used in the training were explained to the participants. These included the following: the “moodometer”, using the “parking lot”, “traffic lights”, one to one conversation, and the “daily review team”. Participants would also fill individual evaluation forms at the end of the training.

A rest area was also availed where participants would take a few minutes to rest whilst following discussions.

From Needs to Rights: HRBA to disability and development

In the session on Human Rights Based Approaches (HRBA) to disability and development, participants were made aware that human rights are fundamental rights and freedoms that belong to all of us as human beings. They are not given to us by anyone but they are inherent in us by virtue of being humans. Human rights are: universal, indivisible (all human rights are equal), interdependent and interrelated.

Duty bearer: State is primary duty bearer, and has 3 obligations: duty to respect, obligation to protect against actions by non-state actors and duty to fulfil. As right holders, we are entitled to claim our rights. Nobody can claim rights without knowing them. We are also entitled to hold the duty bearer to account. Rights come with responsibilities.

HRBA therefore recognizes that we have certain needs in life and that we need to translate these into human rights.
CRPD and other Conventions

The purpose of the CRPD is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The CRPD should not be looked at or implemented in isolation, but rather alongside many other international treaties such as the Universal Declaration of Human Rights, Convention on the Rights of the Child (CRC) and Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

In comparison to other conventions and treaties the CRPD gives us the following which is new:

- A clear articulation of reasonable accommodation; including the denial of reasonable accommodation as a ground for discrimination on the basis of disability (Article 2)
- The right to use support – and have supported decision making to enjoy being able to exercise legal capacity (Article 12)
- The right to live in the community and not to be excluded (article 19)
- The CRPD preamble does not define disability but articulates disability differently: as an evolving concept- an interaction between impairment and barriers in society.

Participants discussed at length the challenges faced by persons with disabilities in Tanzania. These barriers are stigma, discrimination, poor access to education, lack of sign language interpretation in the local media and lack by the government to submit reports to the CRPD Committee. Eventually, it was agreed that all organisations and persons with disabilities have to work together so as to achieve positive outcomes of their advocacy initiatives.

Game of life

The session aimed to analyse different themes as relates to lives of persons with disabilities, and importantly to look at barriers and the theme of equality and non-discrimination. Such themes included how life is not always fair and that some people have more access and opportunities and do well, whilst others are discriminated and left behind. The themes of intersectionality and multiple discrimination were also analysed together with specific measures that are used to address systemic discrimination.

Participants were divided into 6 groups, which were given characters to discuss about and act out in the “Game of life”. Statements of the game of life included play, schooling and social political participation.

Lessons learnt from the activity:

- Persons may progress or retrogress due to family (lack of) support, environmental conditions,
- Gender affects the life situation of persons with disabilities,
- Affirmative actions are key to achieving equality and equity.

In conclusion, participants were taken through an understanding on the concepts of formal equality, de facto equality and equality of opportunities.
Evaluation and Moodometer of the First Day

The day was evaluated positively as reflected in the moodometer, as follows:

➢ The training is good, it has helped me to make a step, I am becoming a new person in terms of understanding
➢ The sessions went well, and elaborating on the CRPD has started well
➢ Good day, liked participatory training approaches
➢ It is good that tomorrow we have a PowerPoint, we be given handouts, and also the articles in the CRPD and SDGs goals to be linked with the implementation in Tanzania
➢ Today is a good day
➢ A smiley face
➢ A smiley face, Love
➢ I am so happy with this training
➢ Today the sessions have been great and I enjoyed them, I however experienced the challenge where participants got late in coming back after lunch time so let us address it
➢ Satisfied, let the facilitators remain on the topic since the trainees are likely to diverge from the key topic; let’s reduce the unnecessary long standing
➢ The messages from the introductory session and the training have really interested me
**Second day**

The day was dedicated to the following sessions: Non-discrimination, equality of opportunity, equality between men and women, accessibility and accessibility audit practice on the hotel.

Sessions began with general feedback from the previous day after which participants began presentations on the 2 min 1 art session.

**2min 1 art presentations**

This is a daily practice where participants present, in plenary, to their fellow participants, their understanding of a CRPD article where a participant will identify the rights holder, the duty bearer and the right concerned. It is a way for participants to internalise the CRPD to also support in their advocacy. After presentations each receives feedback from facilitators, who reinforce key messages and add any missing key information.

**Article 9 on Accessibility**

The presenter drew attention on information dissemination, the general environment, highlighting on the public transport in Tanzania and challenges with accessibility and making proposals on what ideally should be done to ensure an accessible environment.

**Article 7 on Children with disabilities**

The presenter stated that any interventions done when concerning children with disabilities should be at the best interest of the child and not parents. Also, added that children with disabilities have the right to voice their opinions and this should be respected at all times.

**Article 8 on Awareness raising**

The presenter emphasized that awareness raising on rights of persons with disabilities should combat stereotypes inherent in the Tanzanian community, sensitize parents of children with disabilities on the danger of over protecting them. It was mentioned that there is a tendency for media to use stigmatizing language due to limited awareness on rights-based approaches.
**Respect for difference and diversity**

The session on respect for difference and diversity followed with a brainstorming question on requirements from different groups of persons with disabilities for full and effective participation and inclusion. The applause to identity methodology was used during the session noting that all of us are different, despite some of us having identical impairments.

Participants were challenged to switch their roles in a ‘switch-role’ group discussion. The participants were invited to identify barriers faced by a different type of impairment, different from their own. The purpose of this was to offer ideas and new insights to participants to advocate for cross disability rights.

During the session, disability terminology in Swahili language was also discussed with it being evident that there are many versions/terminologies to refer to persons with disabilities in the Swahili language. Members were informed that a dictionary of disability terminology has recently been developed. More discussions would follow in the week.

**Equality and non-discrimination**

The session on equality and non-discrimination followed on the previous day’s session on the game of life, calling upon participants to reflect on what would have been done to ensure that no character would fall left behind.

Suggestions put forward: introduce empowerment mechanisms for persons with disabilities, as well as to enhance family and stakeholder support mechanisms, and intersectional considerations between disability and gender with major emphasis on women with disabilities who face multiple discrimination.

A question was then posed on whether treating everyone the same leads to the same outcomes where participants had a brainstorming session and discussions that concluded that it does not lead to the same outcomes. Hence, discussions also looked at the concept of equity and equality by use of images, and also looking on specific measures that are put in place to ensure equity.

In summary, participants were able to differentiate between equality and equity as well as discrimination (in all forms) on the basis of disability as per the CRPD including denial of reasonable accommodation.
A case study was presented of a blind boy who dreamt of becoming a firefighter. When he was of age, he applied for the firefighting job but was denied the job. Participants discussed whether this was discrimination or not. The group discussed the different facets of the situation.

**Gender equality**

In this session, firstly, participants discussed the distinctions between gender and sex which was a way to set a foundation for an exercise that would delve deeper into myths and realities of gender roles in society and its repercussions of this. The exercise used different statements to distinguish between myths and realities of gender roles in the society.

The session was concluded noting that beliefs about the strengths of men in the African context are myths and have nothing to do with capacities of either sex. Also, such beliefs and gender stereotypes disempower persons with disabilities hence everyone should strive to ensure girls and women with disabilities fully and effectively participate in the society.

**Accessibility**

The last session was on accessibility. It was noted that different persons with disabilities have specific accessibility requirements.

Participants were then divided into groups and carried out an accessibility audit of the hotel, which was an experiential way of learning as it would be a guiding step for them in their advocacy, to ensure for example that where meetings are held meets accessibility standards.

In conclusion, the facilitators noted the importance of accessibility to all groups of persons with disabilities.

**Evaluation and Moodometer of the Second Day**

The review team shared their feedback with the facilitation team at the end of the day, noting that the participants were following all sessions with enthusiasm especially appreciative of the experiential learning like doing the accessibility audits, and the inclusive facilitation applied in the training.
The moodometer of the day was also rated positively, as follows:

➢ The training is understood and it is very good
➢ There is nothing wrong with today but the finishing time should be considered just as the time to arrive
➢ I was very happy with the exercise of accessibility audit
➢ Today’s training has gone on well and the time was adhered to, thank you, smiley face
➢ The sessions were effectively delivered and the topics today have been understood
➢ A smiley face, I am happy
➢ Sessions were good, facilitators were also good, training methods were great
➢ Today’s topics have continued to inspire in the advocacy by persons with disabilities
➢ As we talk about accessibility to information for persons with visual impairments let us not forget to discuss on the use of assistive technology for example use of screen readers and computers as alternatives to the use of Braille
➢ Today I have continued to learn and to add to my understanding on a topic I had interest to learn on the different categories of persons with disabilities
➢ Today I learnt the importance to respect without consideration on the type of impairment of others; and also, the outlook of one person to another
**Third day**

The day was dedicated to the following sessions: Access, accessibility and reasonable accommodation; Self-determination and autonomy; Introduction to the agenda 2030.

The sessions began with presentation of the previous day’s review after which participants had a recap on the previous day’s sessions.

**2min 1 art**

In the 2 min 1 art, the articles presented both in the morning and afternoon sessions were articles 24, 13 and 25, 31 and 23 after which facilitators gave their feedback, as follows:

**Article 24 on Education**
The presenter spoke about advocating for quality inclusive education which offers independence and not dependence to persons with disabilities, non-discriminating and equal opportunities and promoting participation.

**Article 13 on Access to Justice**
The presenter noted that gender-based violence is rampant in Tanzanian community, and is worse for persons with disabilities. This included but is not limited to the ritual sacrifice of persons with albinism in Tanzania and Africa. In addition, Article 13 was linked to Articles 12 and 9 stressing that accessibility is key to achieving both Articles 12 and 13. Hence the particular policy issue of focus for the DPOs’ advocacy.

**Article 25 on Health**
The presenter used poetry to pass across the key messages in the article, emphasizing on availability and accessibility of health services and national insurance for persons with disabilities. Also, on the training of medical personnel on the different quality health care needs of persons with disabilities. The facilitators added that health should be looked at more comprehensively specifically mental and maternal health and not just physical well-being.

**Article 31 on Statistics and data collection**
It was noted that it is critical to emphasize on disaggregating data by disability, gender and age alongside other indicators. Barriers faced by diverse persons with disabilities should also be considered. Pointing out on Washington set of short questions as an important tool for data disaggregation.

**Article 23 on Respect for home and the family**
The presenter outlined that persons with disabilities have the right to marry and to constitute family, when they attain the marriage age. Families have the obligation to support persons with disabilities in their family life and the choices they make in their family life.
Access

The session started with looking at the country context. The facilitator from the region stated that persons with disabilities in accessing services such as banking, transportation and health services still face challenges owing to discrepancy between policy and practice in the service delivery. An emphasis was made that the duty bearer is obligated to ensure access to services for all persons with disabilities.

In interrogating whether persons with disabilities have access to services, the participants were introduced to the 4As&Q elements as follows:

- **Availability**: existence, geographic distribution, sustainability,
- **Affordability**: services should be affordable or free to persons with disabilities,
- **Accessibility**: of transport, infrastructure, communication and information,
- **Acceptability**: does the community accept the service or cultural sensitivity hinders its acceptability?
- **Quality**: are the services responsive to users’ needs and desired outcomes?

**Accessibility and reasonable accommodation**

Participants were taken through a differentiation between accessibility and reasonable accommodation. They were also informed that reasonable accommodation is defined in article 2 of the CRPD and accessibility is explained in detail in Article 9 of the CRPD and also is a general principle hence cuts across the whole CRPD.

A group exercise on various scenarios of accessibility and reasonable accommodation that followed with presentation was evidence enough that the two concepts were well understood by the participants.
Discussions under this session were to interrogate issues of decision making, both small and big decisions, for persons with disabilities, including regarding Articles 12 and 19 of the CRPD. Some views arising was that there are many instances where persons with disabilities are not allowed to make their own decisions, big decisions such as on property ownership and political processes and even simple decisions such as what clothes to wear. The session was also key in ensuring the participants understand and internalize Article 3 of the CRPD.

The methodology used in this session was the ‘swamp’ methodology, where the facilitator shares a statement, and participants should stand and take a position, thus explaining their position. A case was used to motivate dialogue and discussions among participants. The case presented a character who was exposed to forced treatment by her family without her consent. After discussions and explanations, the group came out with conclusions that persons with disabilities must be consulted on every decision, both big and small. Participants also agreed that using forced treatment was not right, and not CRPD compliant.

Asked the questions about what could be done differently, participants responded that family members should have treated the character with dignity, could have interacted with her better and offer her support in assisted decision making. It was also emphasized on the need that persons with disabilities should live freely in the community and have equal choices on an equal basis with others. Therefore, institutionalization of persons with disabilities goes against the CRPD when not respecting their will and preferences.

**Agenda 2030 and SDGs**

The last session of the day was an introduction to the Agenda 2030 and SDGs. It was explained that it is a build-up on the Millennium Development Goals (MDGS) and that the Agenda 2030 is a result of intense negotiations among United Nations member states hence being adapted in 2015 till 2030.
The Agenda 2030 represents the 5Ps:
1. **People**: SDGs are about people
2. **Prosperity**: build prosperous society for all
3. **Peace**: building just and inclusive societies for all
4. **Partnerships**: for all countries and encourages partnership between developing and developed countries
5. **Planet**: take measure to ensure sustainability of the climate and the environment. This is necessary to achieve the rest.

It was highlighted during the session that SDGs are a political commitment, but not legally binding. SDGs. SDGs are implemented through national development frameworks. MDGs did not mention persons with disabilities unlike the SDGs. The overacting principle of the SDGs is “Leaving no one behind”. SDGs use a very inclusive language for instance education for all. In addition, participants made intensive reading of all 17 Goals as sent to them in advance of the training.

The facilitator issued each participant with several CRPD articles and asked them to match each of them against the SDGs. Participants appreciated the exercise of interlinking the CRPD articles and the SDGs goals and noted it as a new insight for many of them to also support them in their advocacy.

**Evaluation and Moodometer of the third Day**

At the end of the day, a small group of participants and facilitations reviewed the day. Emphasis was made on the importance of participants to support each other, among others. The issue of keeping time was also discussed for the day had been quite long where the team shared that it was important that sessions stick to time. The day was rated positively as shown in the moodometer for the day, as follows:

- I got to understand the millennium development goals and the sustainable development goals and their differences. Congratulations!
- I got new understanding on the SDGs. I am also very happy for being provided with tools to support my reading and writing
- Today I have learnt many things and am very grateful
- Training is really good today, smiley face
- It is very pleasing today
- Today has gone very well as both participants and facilitators managed the time well and I have been able to learn a lot
- I am so happy with the role plays
- I saw some people sleeping I wonder what the challenge is, I propose that lunch time starts at 2 pm until quarter past
- The training is really good, smiley face
- The day has been good I request that you keep giving us questions so that we are able to further explain what we have learnt
Fourth day
The day was dedicated to the following sessions: What states have to do to implement CRPD and SDGs? Looking at Article 4 of the CRPD. The participants had a free afternoon.

The sessions began with feedback from the previous day after which the participants made a recap of the previous day’s learning.

2 min 1 art
The morning and afternoon sessions had presenters on Articles 27, 29, 32, 5 and 21.

Article 27 on employment
The presenter reflected on the mitigation of barriers to inclusive employment for persons with disabilities in Tanzania. It was emphasized that persons with disabilities also need to be paid wages similar as their colleagues without disabilities, when performing equal work. Also stated was the need for an inclusive work environment; reasonable accommodation should also be provided at the workplace.

Article 29 on Participation in political and public life
The presenter cited that participation in political life requires resources and that several times policies are overlooked. The presenter stated on the need to advocate for representation of persons with disabilities in the political sphere of Tanzania.

Article 32 on International cooperation
The presenter stated that there is need to emphasize that a developing country like Tanzania should cooperate with other nations and vice versa so as to achieve inclusion and empowerment of persons with disabilities.

Article 5 on Equality and non-discrimination
To reinforce the key messages, a participant shared a case where a conference for 200 youths was organized and despite the organizers being aware that some of the participants had disabilities, they went ahead to organize the workshop without taking into consideration accessibility and reasonable accommodation requirements such as sign language interpretation which was shown as a clear case of discrimination. These were presented as real cases that must be challenged.

Article 21 on Freedom of expression and opinion and access to information
It was reiterated the need to link with general principles of the CRPD (Article 3) and also Article 9 stressing that it is not just about physical accessibility but also information and communication. Concluding with Article 12 emphasizing that one cannot make decisions without information.
States obligations

In this session, participants were to be exposed to what states have to do to implement the CRPD and SDGs. Hence discussions were on Art 4 of the CRPD, general obligations. At the beginning of the session, participants were asked what the government should do to ensure that persons with disabilities are included. The responses in summary included to develop policies on inclusion and raise awareness on these policies. In summary, the facilitator emphasized that the State has the obligation to respect, protect and fulfil the rights of persons with disabilities.

The Government of Tanzania has made strides in disability inclusion as follows:

**Policy development on inclusion:**
- Constitution 2010
- Disability Act (2012)
- Signing of CRPD in 2009
- Directive for employers to be inclusive (3% of persons employed to be persons with disabilities)
- Inclusive education policies.

**Implementing policies:**
- Appointments of persons with disabilities into public posts
- Establishment of Disability Council
- Registration of DPOs.

**Resource allocation:**
- The national government has a budget code/line for persons with disabilities. The figures allocated are not however clear
- 2% of local government resources has been allocated for persons with disabilities to get loans.

There is need to keep on advocating for the realization and sustainability of the commitments above by the government, especially when it comes to the local government.
As regards the challenges of access to information to persons with disabilities through their organizations, participants suggested the need to have options to ensure that this gap is filled. Co-facilitation team shared how information among DPOs in Kenya and Uganda is shared. Participants agreed that for them to succeed in advocacy, there has to be unity of purpose among the DPOs.

**Mid-week reflections**

The next short session was dedicated to receive general plenary feedback by participants on ensuring their full and effective participation in the training.

Halfway in the training, the participants indicated a meeting of their expectations, and appreciating the inclusive facilitation methods used by the facilitators in the training.

**Preparatory session for presentations on CRPD**

Participants were then divided into five groups and informed that for the remaining 2 days of the training, they would take roles as facilitators. Each of the groups was given a CRPD article to facilitate on. The groups were urged to observe inclusive facilitation methodologies, identify key messages in the CRPD article they are working on and how the article relates to the SDGs. The participants were also urged to relate the implementation of the article to the real situation in Tanzania. Lastly, they were urged to be creative and use various methodologies to present their content. They were grouped as follows:

- **Group 1:** Article 27 on Work and employment
- **Group 2:** Article 13 on Access to Justice
- **Group 3:** Article 24 on Education
- **Group 4:** Articles 25 on Health
- **Group 5:** Article 19 on Living independently and being included in the community.
Evaluation and Moodometer of the fourth day

This being a half-working day; the participants were wished a restful afternoon.

The review team rated the day as positive and also expressed their gratitude that they could be making presentations in the coming days, as they saw this as a critical way to strengthen them as advocates and future trainers as well.

➢ Today’s topics were very interesting, smiley face
➢ Smiley face
➢ Today’s training has gone on very well, thank you
➢ As the days add on to each other, I also increase my understanding
➢ Today is a good day
➢ The training sessions went well
➢ I got to learn about the right to employment and the day was short
➢ Every day I get something new that I did not know of before. Bridge hoyee!
➢ Participants who were put in different groups today should have been placed in groups according to their knowledge
➢ The day has gone very well; the training was delivered well, today is that day that we got the real meaning of this training.
Fifth day
The day was dedicated to group presentations on Access to justice and Education.

The sessions began with a recap of the previous day where participants appreciated sessions on government obligations, detailed discussion of inclusive education and how it can be implemented in the country. The group proposed the creation of a WhatsApp group as a measure to access to information and constant communication among participants, as well as with facilitators.

Access to Justice

The facilitating team used a role play to show examples of how accessing justice can be evasive for persons with disabilities when duty bearers do not take responsibility in ensuring that persons with disabilities access justice.

After this role play, the team read out various contextualized statements, which showed the situation of potential discrimination, and asked the participants if the particular case scenario needed a legal intervention. The team made a conclusion where they stated that in implementing any of the sustainable goals and where discrimination occurs, access to justice frameworks should be available to all.

The presenters noted that the country has ratified the CRPD. Also, that there are policies towards inclusion of persons with disabilities in education and employment. Persons with disabilities have also been nominated into public positions.

- In their submissions, fellow participants shared that very often if a person with disability makes a mistake and faces disciplinary issues, the community generalizes to make it appear as though it is something unique to persons with disabilities, which would then be used to deny them opportunities. This fallacy was however challenged as all people, including people with disabilities make mistakes and it should always be taken as a case by case situation,

- A participant narrated a case study about how she was sacked from a school she was teaching because she had advocated for better living conditions of the students. In an effort to get justice she contacted local authorities as well as civil society organisations to get justice. Eventually, justice was delivered.

- Access to justice is hampered by the negative attitudes people have towards persons with disabilities. A participant with albinism narrated a personal experience which saw perpetrators of a heinous crime punished. However, he noted that he had challenges at first in accessing the justice system where he did not feel as though he received adequate support from the beginning, for example, he said he felt
that the police officers looked down on him, but the participant stated that a lot of times it requires people to be steadfast in seeking justice.

Reflections from the facilitator team included the following:

- Persons with disabilities in the context of the continent have immense challenges accessing justice,
- The justice system should not be looked at only at the level of the courts but rather from the reporting and investigation of the incident by the police,
- Awareness of disability rights in the entire justice system is very low and thus this should be enhanced.

**Education**

The participants’ team started by use of a dramatic piece. The context was a classroom set up and all the participants were blindfolded then asked how they felt in their situation. They responded that they felt bad and excluded. Next, all the deaf participants were asked, with the help of their sign language interpreters to step out of the room. Some pictures were stuck on the wall and the participants who were now students in the class were asked to explain what they could see. There was no response because all of them were blindfolded. Participants were asked to remove their blindfolds. At this point, the blind participants were also asked to step out.

The role play presented a reflection of discrimination in education. Even if children with disabilities are present in schools, very often they are not adequately included. The exercise was concluded with a song on the reason inclusive education should be embraced. Reflections on the presentation included the reinforcing that SDG 4 is about education for all. Education should be inclusive and should follow the principles laid out in the CRPD.
The inclusive education policy in Tanzania has been published and this policy states ‘zero rejection’ for children with disabilities in the school system. Education in Tanzania is however generally not inclusive. It is a replica of the role play. There is need therefore for advocacy in order to include children with disabilities in the school system. Quality and inclusion in education is of essence and this is dedicated to availability of learning materials and instructors who are trained in inclusive education. Parents, families and children with disabilities themselves should be involved in inclusive education.

**Evaluation and Moodometer of the fifth day**

The day was highly evaluated by the feedback team. They said that for participants to run the sessions and to receive feedback to make their presentations stronger from the facilitation team, was an exercise that was building their confidence. It was also increasing their depth of knowledge as a result of the research they had to do. They mentioned that it was a good learning practice and challenge for them as well in terms of ensuring that all team members were fully participating in the facilitation. The moodometer reflected as follows:

- The training has gone on well
- Today we have been exposed to very good training
- Training was very good, smiley face
- Everything has gone on very well today because the presenters have been able to train as was expected
- I am so happy to have been a facilitator today, my understanding has increased
- Things are really good, only what is left is terminology to use for persons with disabilities
- Today’s training is also good
- Its good I am happy, smiley face
- I was very happy today to experience the role plays that were educative
- The day was good, the food is also good but it is not advisable to ask people to wash their hands in the washroom however clean it is
- Today is a good day
- The day has ended well. The second group presented very well
- The day was good
- Today’s training was good. As participants now, we became facilitators. This is really good.
Sixth day

The day was dedicated to group presentations on the following: Health, work and employment; and living independently and being included in the community.

The day began with a recap of the previous day after which the remaining groups made their presentations as follows:

Health

The facilitating team had an interactive session with the participants where they posed several questions as regards the right to access of healthcare. The presenters also gave their own perspectives of challenges they had faced in access to healthcare. They also spoke on the need for all health campaigns to ensure that they included the views and feedback of persons with disabilities.

They gave a definition of health, and also stated that health services are offered by medical professionals as well as by community members such as the family.

• The group explained that health services disability-focused should be provided including the services at an early stage and that aim to prevent further impairments,
• The article also emphasizes that health services should be close to the people and these services should be inclusive. They also spoke on the need for quality services by medical professionals, noting that impairments can also be caused by carelessness of the medical personnel.

Additional reflections on the presentation included that:
• Prohibition of discrimination in national health insurance services for persons with disabilities.
• Health education should be available to all persons, including persons with disabilities. They gave an example that in their context it is assumed that persons with disabilities cannot have sexually transmitted diseases because they are not sexually active, something they said should be challenged by provision of education to all,
• Overall wellness is crucial to achieve SDGs,
• Persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability,
• Health services should be responsive to their needs/requirements,
• Article 25 should be read hand in hand with other articles.

Work and employment

The group used role plays then an interactive plenary session with the participants. Both showcased challenges that persons with disabilities face in work and employment. For example, people refusing to pay someone with a disability for work they have done; inaccessible workspaces where an applicant could not access an interview location; and a negative attitude toward the job seeker with a disability.
The key messages from the participants team was that in work and employment, persons with disabilities in Tanzania face various challenges including employers who are not willing to employ persons with disabilities despite their qualifications.

Other key messages and reflections on the session included:

- The government of Tanzania has a policy on employment whereby employers should ensure that 3% of their workforce are persons with disabilities,
- DPOs should sensitize employers on rights of persons with disabilities and also monitor Government policies on inclusive employment,
- Persons with disabilities have the right to work and be in employment on the same basis with others. The work environment should also be accessible and the wages should be the same as others at the same grade,
- There are various linkages between the CRPD and the SDGs including with SDGs 1, 4, 8,10,16,
- Low levels of work and employment is a global issue however persons with disabilities face additional barriers than others.

Living independently and being included in the community

In their presentation and using a role play, the group shared that:

- Most service delivery in the country including transport, access to buildings, especially courts, are not accessible to persons with disabilities. Communication for persons who are deaf or deafblind has been quite a challenge,

- Most children with disabilities lack proper family support systems. Also, for instance, participants shared that families with a member with disability face challenges due to internal conflict, in particular for mothers. A participant challenged her colleagues why is it only the mothers that suffer the wrath of dejection by their spouses when a child with disabilities is born. It was concluded that most marital misunderstandings are not started by the birth of the child with a disability but this birth is only the last straw in an already strained relationship. Another view was that lack of awareness and education precipitates marital discord when a child with disabilities is born. Awareness raising is therefore key in ensuring that Article 19 of the CRPD is implemented.
Reflections on the presentations included that:

- The article has 3 areas of consideration. Choice, respect and support,
- Article 19 is a cross-cutting across all SDGs and articles of the CRPD. The basic unit of the community is the family, so the family is an important consideration in implementing this article. We therefore need to advocate for informed and inclusive family structures,
- Separation of persons and children with intellectual and psychosocial disabilities in Africa is rampant because families are ashamed of their children with disabilities. The society needs to be informed through live case studies that all persons with disabilities can fully and effectively participate in all activities in the community.

Recap exercise

A “fireball” exercise was made to support participants to look through the week’s sessions, whereby questions were posed that gave an opportunity for participants to recall the key learnings of the week. Facilitators had a chance to add to the discussions and reinforce on the key learnings. Questions ranged from reflections on the CRPD principles, states obligations, and SDGs and linking to the CRPD.

Sessions on articles 29 and 28

The three afternoon sessions were dedicated to participation in political and public life (Article 29), Adequate standard of living and social protection (Article 28) and also discussions on terminologies to use to refer to persons with disabilities. It was also a session to reinforce key concepts in the CRPD by ensuring that we are all using language that respects the inherent dignity of persons with disabilities. The sessions were enriched by the contributions from local resource persons who were critical in providing the local context and also sharing on the status of implementation of the aforementioned rights.

Evaluation and Moodometer of the sixth day

➢ Today’s topics were all good. The WhatsApp group for all participants be started
➢ Today I have understood many things and quite good
➢ Smiley face
➢ The training has gone on very well we are happy, thank you
➢ The role play on work and employment really excited me
➢ The training has gone on very well
➢ The training has gone on very well, congratulations!
➢ I am happy with the day today and all the topics covered
➢ Today’s training is really good
➢ A smiley face
➢ When we are talking about inclusion let us also remember to train each other in our work in our communities
➢ Today is very important. Good
Seventh day

On the last day of Bridge Module 1 Tanzania, sessions were dedicated to making reflections on the whole week. The first session was on collective reflections on how inclusive the workshop was, and secondly, an activity session on ensuring an inclusive and CRPD compliant disability movement in Tanzania.

Building the straw tower

Activity session on ensuring an inclusive and CRPD compliant disability movement, with the aim to guide the participants to understand the importance of inclusiveness in the disability movement; in addition to discussions on key elements to ensure inclusion of different groups of persons with disabilities.

The participants were given straws and adhesive roll with the task being to build the highest straw tower possible. They had to work together to ensure that their straw tower stood as the tallest among the rest.

The whole activity was applauded by the participants as a practical way of what it means to work together and to include all persons with disabilities in advocacy.

In their feedback, the participants spoke of how it was key to have a strong foundation at the start so that the tower could stand on its own. One group made their straw tower by linking the adhesive roll to the table, something that the facilitators told them was not in the ground rules, and even as the participants laughed at the fact that the straw tower could not stand on its own, the participants agreed that the foundation of the tower was not strong and however much they had put up a fancy tower that could not hold, there had not been strategic thinking and planning around how the tower could stand on its own.
Other participants spoke of how consulting among themselves worked very well in ensuring the tower stood tall, others stated that the wide foundation was a representation of different impairment groups.

In reinforcing the key messages from the activity, the facilitator stated that from the activity, it was practical to see the ingredients of an inclusive disability movement such as ensuring that all persons with disabilities are included, always advocating within the framework of all human rights for all persons with disabilities, and also that by being compliant with the CRPD, it gives the movement more legitimacy.

It was also emphasized that to ensure everyone is on board requires active steps; that being inclusive makes the movement stronger and also that building an inclusive disability movement requires strategic thinking and planning.

**Next steps, evaluation and closure**

Bridge Module 1 Tanzania ended with the participants going through the elements of Module 2 that will happen after six months. The policy paper assignment that they shall work on during that time frame was also explained, after which each participant was assigned a mentor from the facilitation team, to work with the participants in realizing the policy paper.

The participants then evaluated the whole training using the evaluation forms after which the workshop ended by a closing message from the SHIVYAWATA leadership.
Part III - Evaluation and learnings of the training

In a plenary session, participants collectively reflected and evaluated the training week, sharing reflections that touched on various themes including on the inclusiveness of the training; sharing of training materials; learning new concepts and how all of that would support them in their advocacy. The following reflects the summaries of the feedback:

- The participants noted that organizing a training with representation from the different impairment groups was very positive and a clear example of ensuring inclusion and also a best practice for them in their advocacy,
- The participants noted that facilitators made individual follow up on members to ensure that they were fully participating, which was applauded in ensuring that all were included in the training,
- Participants also noted that prior to the training, each of them had been asked to state their reasonable accommodations and support services requirements which they said was a good way that ensured their inclusion right from the very beginning,
- They applauded that resources were in accessible formats for different impairment groups including in Braille, use of sign language interpretation, and easy read materials which ensured that everyone participated fully and effectively,
- The participants stated that the whole week had been for them a session on inclusive facilitation, a practice that they highly applauded indicating that it would support them in their work as activists,
- The participants indicated that the concepts introduced throughout the week were key for them in their work and they said this was also a way to ensure that they are inclusive in their work,
- They also appreciated that the training had presented to them a comprehensive approach for all rights for all persons with disabilities which had also supported in their confidence as most areas were covered to give them insights on what it means to ensure all human rights for all persons with disabilities,
- That participants were drawn from different regions in Tanzania was also applauded as a way to make stronger the movement in the country.

The following reflects how the participants would use the new learning in their work/organizations.

- ‘Through the umbrella organization, as a start I will seek to further let others know what we learnt so far, on rights, on issues of non-discrimination’,
- ‘These past few days have enriched my training skills, I have a session with refugees in a camp soon and I will use these learning to also share with them on the CRPD and SDGs’,
- ‘This is a unique opportunity, a way to change our outlook on how we work with all groups of persons with disabilities, also how we expand our networks in Zanzibar and how we continue in our advocacy on the realizing of all human rights for all persons with disabilities’,
- ‘Acknowledging the leadership challenges that may exist within different organizations, these training is opening to us and showing us new ways of addressing such challenges and also to work together as the movement’,
- ‘To link the CRPD and the SDGs was new to me and it gave me new ideas in my advocacy and soon am going to meet development stakeholders and it supports me in new ways of engagement with them’.

Bridge CRPD-SDGs Module 1 Tanzania
Narrative Report, September 2019
Evaluation form
An assessment tool was further used to assess the relevance of the training to all the participants.

Participants’ key learnings

On the CRPD

- All rights are interlinked,
- The need to consider, in advocacy, all diversities of people with disabilities,
- Barriers within the environment should be identified and removed to ensure full participation and inclusion of persons with disabilities in society,
- The CRPD articles are linked with Sustainable Development Goals and the importance to ensure that development is for all,
- Working together as organizations of persons with disabilities together with other organized groups is a strong foundation in ensuring that rights of persons with disabilities are realized,
- CRPD principles must be adhered to as they are key in ensuring that persons with disabilities are enjoying all their rights within the community.

On the SDGs

- There is a clear linkage between the CRPD and the SDGs,
- Development should be realised for all through the SDGs,
- It is critical to adopt the SDGs into national development plans,
- The inclusive language used in the SDGs and the cross-cutting nature of some concepts such as equality, inclusiveness, non-discrimination,
- Men and women should equally be involved in the implementation of the SDGs.

On inclusive facilitation

- Need to use diverse methodologies to pass along messages in trainings to ensure that everyone is fully taking part,
- No facilitation style should make any person with disability feel left out,
- Inclusive facilitation is a key part in ensuring the inclusion of persons with disabilities,
- Importance to know the requirements of all participants prior to any given training,
- Inclusive facilitation greatly supports in showcasing different talents and skills of different persons with disabilities by ensuring that there is a space for them to be nurtured.

Learnings from the group exercise

- Importance of using different modes of passing across messages which are also inclusive, such as use of role plays, relatable examples, images and songs,
- Need to follow up on the issue of national laws as the implementation of the CRPD and SDGs is bound by such at the national level,
- Collaboration is key and should be at community level,
- People with different types of disabilities can work together as each person has their own strengths,
- Need to give space to each other to be in a position to participate fully.
What participants would do differently in their advocacy work as a result of the training

- Ensure inclusive facilitation for all persons with disabilities,
- Use different methods for training such as use of images and music,
- Reach out to OPDs they had not worked with before or often, in particular, those from the most underrepresented groups,
- Ensure that all government and non-governmental actors that they interact with are educated on issues of inclusion for people with disabilities and to share with them knowledge on the CRPD and SDGs,
- Encourage that implementation of law is guided by the CRPD,
- Identify rights that are not explicitly provided in their area and make advocacy and influence to the policy makers to ensure that no one is deprived of their rights merely because someone does not take responsibility (ensure monitoring and accountability mechanisms),
- Advocate on the importance of enacting by-laws to protect the rights and dignity of people with disabilities in the area they live.

What participants would do differently in their cross-disability work after the training

- Strengthening the knowledge of all persons with disabilities to believe in themselves and also to claim their rights,
- Create linkages with different organizations, both state and non-state actors to establish how they include persons with disabilities in their work, and support them to ensure that they are doing it,
- Ensure that organizations are addressing issues of discrimination towards persons with disabilities,
- Involve all groups of people with disabilities to add strength to their advocacy,
- Focus on specific advocacy areas such as access to employment for persons with disabilities.

What participants would do differently in the way they facilitate meetings and workshops

- Ensure to involve everyone and strengthen their knowledge and also build their confidence in their advocacy,
- Target youth to ensure that they pass down the knowledge to them,
- Seek funds to support in their future trainings on what it means for the society to be inclusive of all persons with disabilities,
- Invite relevant government policymakers, leaders of disabled persons in their institutions, parents of children with disabilities and teach them the contents of the CRPD and SDGs and how to use them in advocacy,
- Advocacy to ensure that no development plan leaves out the views of persons with disabilities,
- Ensure meetings and workshops consider accessibility and also respect the rights and dignity of persons with disabilities to fully and effectively be involved and participate.

Networking opportunities

- Cascade new learnings to colleagues in organizations and networks,
- An e-platform for exchange of information and learning purposes,
- Importance of the facilitators assigned to participants as mentors.
Clarity on presentation of the content

The average rating was at 4.1 with participants noting that the presentations had given the participants direction in their advocacy. Others stated that through the content, their confidence had been built more, thus would impact positively on their advocacy.

Ability to participate and contribute to the workshop

The average rating was at 4.1 with participants noting that in the week, working together with peers had been strengthened.

Opportunity to network and exchange learning

The average rate was at 4.3 with participants indicating that they got to closely connect with people from different region with others saying they had been exposed to new ways of doing advocacy while others indicated that their network scope had expanded.

Clarity on assignment

The overall rating was at 3.8. The facilitation team is currently working to support all participants in their assignments.

Most helpful sessions

The varied responses covered the whole spectrum of the training. The participants indicated that the sessions were important as the knowledge would support in their advocacy and that the presentations gave a visual representation of reality.

Sessions that need to be improved

Discussions on what countries can do to ensure the full implementation of the CRPD and SDGs.

Topics that are still not clear/want to learn more about

- In depth into the goals of the SDGs
- Accessibility audit
- Topics that concern law
- Social protection in Tanzania and the programs and how persons with disabilities are benefitting
- How to involve persons with disabilities in humanitarian settings

Suggestions on how to improve exchange, learning and cooperation for participants

- To have more text on laws in easy read,
- To facilitate cross-country learning opportunities,
- Support participants to also join the Training of Trainers opportunities.

Additional key information

- Importance and critical role to support families of children with disabilities and teachers of children with disabilities in supporting endeavours of inclusion of persons and children with disabilities.
Feedback on the hotel and logistics

a) Friendliness and accessibility of the hotel
The average rate was at 3.8. Participants were appreciative that the hotel was in a place that was conducive for learning however they noted that in terms of accessibility, they needed to do more.

b) The quality and variety of the food
The rating here was at 4.3 with participants indicating that there is variety of quality food also that the hotel tried their best in this area.

c) Preparation and the quality of information about the meeting
The rating was at 4.5. with the participants appreciative that information was provided which was in depth and also on time.

Suggestions for how to improve future meetings
• Endeavour to send information a little earlier compared to this time round,
• If the hotel would be nearer places where it is easy to access public transport services,
• Ensure to give extra time for very practical activities like hotel accessibility audit,
• Afternoon sessions should involve more interactive activities,
• Ensure that all participants have their required tools for participation before the training starts for example Braille materials,
• Ensure proper editing of all translated resources.
Opportunities, challenges and way forward

Trainers from region: Bridge Tanzania benefitted from the building of capacities of trainers with disabilities from the region, to carry out the Bridge training, which was an aspect that was appreciated. It also provided a chance for cross-country learning and networking. Participants in the training also shared their hopes and desires of being future trainers.

Communication issues: During the preparation process, there were challenges related to different organisations involved in the Task Team, which affected a smooth preparation of the training. With aim to improve the communication, a post-training meeting was organised to clarify the roles of each organisation going forward and we are confident that similar issues will be avoided when organising the Module 2.

Availability of services: Related to communications issues, there were difficulties to find an illustrator in good time. Additionally, it was challenging to find affordable professional translation services from English to Swahili for facilitators who requested and had to settle on using a one to one interpreter. This, however, did not hamper the delivery of the training.

Accountability to Bridge quality criteria: It was noted a limited understanding of how Bridge works from partners especially as regards commitment to the Bridge quality criteria, where for example getting a diverse list of participants from diverse constituencies was not taken into consideration at the start. This was, however, addressed by extending the deadline of applications and also by targeting identification of representatives from underrepresented groups.

Translation: This cycle Tanzania represents a unique opportunity for Tanzanian DPOs to have different UN documents translated into local language. Despite the translation of the material was made by Tanzanian professional translators, we would strongly recommend the members of the Task Team to proof reading all translated material in preparation of the upcoming Module 2.
Way forward

The facilitation team, thanks to the ADF Learning Coordinator, immediately after the Module 1, started supporting and mentoring the participants in their policy paper assignments.

Going into the Module 2, it is expected that the initial communication issues experienced in the first Module will be addressed. Skype meetings among the Bridge Coordination Team, CBM UK and regional/country partners are being held in order to reflect and evaluate with each partner and/ team member best practices drawn from Module 1 and how to improve and what to carry forward to the Module 2.

The team is already working to prepare participants for the Bridge Module 2 through communication, engagement and sharing relevant documents with them. The Bridge Coordination Team will enforce effective communication by exhausting all the different channels of communications available including emails, texts and phone calls where it may be necessary.

As regards the translating of materials for Module 2, the quotation process for translations is benefitting from earlier preparation, and a proof-reading exercise - either by the resource team in Tanzania, or an independent proof reader well accustomed with the Swahili spoken in Tanzania - is being budgeted.

Participants will be informed of different policy issues happening in their country, region and across the global as a learning opportunity and tapping on different opportunities available over the time. Preparations and arrangements for different services required for the Module 2 training are also being considered.
Testimonies

Fredrick Msigallah, Tanzania Association of the Disabled, CCBRT

Bridge Training in Tanzania was well planned, very participatory and inclusive with a lot of insights. It was great to learn the link between CRPD and SDGs, this aspect enhanced my understanding of disability legal frameworks and it added a very important advocacy tool to what I already have.

It was an eye opener to me to see how people with intellectual disabilities were involved in the training. The broader perspective of accessibility, reasonable accommodation and equity and equality were learning points.

I have already started to apply some of the learning points into our training, e.g the broader definition of accessibility, the linkage between CRPD and SDGs and the concept of reasonable accommodation, to mention a few. I learnt a lot of things on the CRPD (the different articles we discussed) as well as the SDGs. The training gave me an opportunity to network with people whom I have never met before and I am still in touch with some of the participants. Thanks to the organisers.

Genarius Ernest Gabriel, Tanzania Association of the Disabled

As a youth disability activist, and through this training, I find myself well equipped with good knowledge on rights of persons with disabilities and also working to ensure our inclusion through advocacy. I find myself able and more confident to continue with my advocacy to drive change from negative to positive attitude of the communities towards person with disabilities. Likewise, this has also given me momentum to continue to work to influence policy changes.

I am happy to be one of the participants in the Bridge CRPD-SDGs training, Module 1. It was great for me to meet with many other fellow persons with disabilities from different areas of Tanzania and in Kenya and Uganda. It was a great pleasure for me with other participants to go through, in detail all the articles in the CRPD and the goals in the SDGs as well as linking the articles with the goals.

The training was well organized and prepared in a way that every member had an equal chance of participating regardless that we were people with different types of disabilities, and it was really inclusive of everyone. The trainers were accommodating and welcoming to the participants and through equal participation, we came to a common conclusion that every participant draft a policy paper in relation to one article of the CRPD and the real situation in Tanzania.
Elimina Shayo, Tanzania Users and Survivors of Psychiatry Organization (TUSPO)/ WNUSP

Through the Bridge Training, I got to know other participants, activists with disabilities in Tanzania, and together we shared different ideas and perspectives on disability and the works that we do. I gained knowledge on the CRPD and the SDGs, and through this, my advocacy was strengthened where I was enabled to use the new knowledge in my advocacy on realizing the rights of persons with disabilities. I got to see how both the CRPD and SDGs are interlinked, and also through experience sharing from fellow participants, I got a broad view of barriers that persons with disabilities face in my society and ways of ensuring that these are addressed.

I learned about what it means to ensure that our advocacy is on all human rights for all, without in any way leaving any group of people with disabilities behind. The training exposed me on how to use the CRPD and the SDGs in advocacy and I am preparing on how to share my new knowledge with members in my branch to also get exposed to what I have so far from the first module as regards ensuring that rights of all persons with disabilities are fulfilled.

I appreciate greatly the role that the facilitation team played, their willingness to share with us their knowledge, and their availability even outside the training room to share with us their experiences in advocacy. I also acknowledge the supporters of the training, and also the logistics team especially as regards the venue of the training which was conducive for learning.

William Simwali, SHIVYAWATA, MBEYA, TANZANIA

I appreciate the Bridge training which was a great learning experience. The training provided me with a new way of thinking when approaching new or difficult situations as regards my advocacy for inclusion of persons with disabilities, with supporting tools and resources.

The information and acquired skills during the training will help me to be more effective in my workplace and more valuable to my organization and the disability movement as a whole. I benefitted a lot from the inclusive presentation and facilitation styles and the use of group collaboration to better understand how to use the CRPD in advocacy. This was a new insight for me on how to ensure that in our advocacy we do not leave any one behind.

Nesia Mahenge, CBM TANZANIA, Country Director

I see the whole Bridge Program as the most important and required in Tanzania. It is coming at the right time where both the community of people with disabilities, their families, Government and key stakeholders are working towards ensuring changes are taking place to enable people with disabilities have access to their basic human rights. Overall the program is fantastic and I recommend it to be continuous in Tanzania.