

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Amina Shaaban** works as a social and economic strengthening advisor for [Pact Tanzania](#). She is also an alum of the Mandela Washington Fellowship for Young African Leaders.

Pact is a nonprofit international development organization that works on the ground in nearly 40 countries to improve the lives of poor and marginalized people. Pact's work in Tanzania focuses on creating positive change for orphans and vulnerable children.

Amina has over 6 years of experience in children and youth programming, particularly with vulnerable populations. At Pact Tanzania, she manages more than 2,500 youth groups serving 69,000 adolescent girls.

For her ADA International Fellowship, Amina wanted to learn how to strengthen disability identification and intervention in pre-primary classroom settings in Tanzania so that children with disabilities get an equal chance in education. She spent her fellowship at the University of Massachusetts Boston under the supervision and mentorship of Dr. Angela Stone-MacDonald, an associate professor in the [College of Education and Human Development](#) and director of the doctoral program in early education and care.



Amina Shaaban

In December 2017, Amina participated in AUCD's video series Tuesdays with Liz: Disability Policy for All (see Figure 1, <https://youtu.be/qbRUIHRSN4Q>). On the program, Amina reflected on her fellowship with Dr. Stone-MacDonald, and on how she was preparing to expand inclusive education after returning to Tanzania.

“The fellowship was a wonderful experience, and it has empowered me to have a voice for those with disability.”

–Amina Shaaban, Fall 2017 ADA Alum

For her follow-on project, Amina hoped to develop and implement an early childhood screening tool for children from birth to age 5 through community-based play groups. She also planned to train approximately 600 caregiver leaders on how to use the tool.

Figure 1: Social media coverage of Amina's appearance on “Tuesdays with Liz.”



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Since completing her fellowship, Amina has made measurable progress toward this goal. She has shared her Boston experience with her colleagues at Pact Tanzania and other stakeholders. She has used international screening tools to raise stakeholders' awareness of the importance of early identification and intervention, and has partnered with the University of Dar es Salaam College of Education to contextualize and pilot these tools for children from birth to age 1 (see Figure 2). The next step is to adapt these tools for the 1- to 2-year-old and 2- to 3-year-old age groups.

Amina is working closely with the Tanzanian Education Network, the secretariat for all civil society organizations working in and for education in Tanzania. She is supporting the network to run quarterly meetings to discuss and create roadmaps for ensuring that inclusive education is a priority for all organizations, and is an integral part of their programming.

Asked about a positive impact that she was able to make 6 months after completing her fellowship, Amina said, "As a project manager, I've made it mandatory to ensure that we include children with disabilities in our programs and have also made it a point to collect disability data. By doing this, we're able to report accurate numbers on the children with disabilities in this region and at the same time raise awareness on their plight. With the data, we're also able to hold the government accountable to provide services to these families and children."

Figure 2: Amina with children of one of the play groups that she is testing the early identification and intervention tools on.



The ADA International Fellowship experience has helped Amina to engage more stakeholders in an effort to improve inclusive education in Tanzania. "Having been part of the fellowship, I've gained more confidence to talk about inclusive education in all meetings I attend," she said. "Because of this, more and more people reach out to me to discuss inclusive education, and I'm part of a working group in Tanzania that is looking at inclusive education in the country."

Amina is an active ADA alum, and has participated in information sessions to recruit applicants for AUCD's Professional Fellows Program on Inclusive Disability Employment.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Cristina Higa** works as a project coordinator for [Aynimundo, a non-governmental organization in Lima, Peru](#) that promotes community-driven initiatives focused on education, economic empowerment, and infrastructure.

The name “Aynimundo” comes from “ayni,” a word referring to reciprocal support in Quechua, the native language of Peru, as well as the Spanish word “mundo” (world). Thus, the organization’s name refers to creating solidarity and reciprocal support in the world.

Cristina plays a key role in Aynimundo’s work on inclusive education through her leadership of Diversity for Inclusion, a four-year initiative that creates opportunities for youth with disabilities to participate in school and community activities.

Figure 1: Cristina (standing up) works with teachers in Peru.



As the lead on this initiative, Cristina oversees the creation of inclusive spaces in schools, community events where children with disabilities can participate, and workshops that engage families and educate them about their rights and self-advocacy strategies. She also trains teachers on the social model of disability and on effective approaches for working with students with disabilities.

Through her ADA International Fellowship, Cristina hoped to learn new approaches to teacher training and ways to create teams of professionals who can attend to the individual special needs of students in the school. She also wanted to learn how to engage students with and without disabilities, fostering greater social acceptance within inclusive classrooms and in their surrounding communities.



Cristina Higa

Cristina spent her fellowship training at the [Mailman Center for Child Development at the University of Miami in Florida](#) under the supervision and mentorship of Dr. Julietta Hernandez, a clinical social work supervisor and researcher in the center. For her follow-on project, Cristina intended to apply what she learned during her ADA International Fellowship directly to her work on the Diversity for Inclusion project.

Since completing her fellowship, Cristina has been sharing her training experience and knowledge gained in the United States with her colleagues at Aynimundo and other stakeholders. She also had an opportunity to meet

“The different programs visited have helped me to have some examples of how to improve the strategies of attention to children with disabilities and their families... Also, it has given me the opportunity to visit the United States for the first time and to know a country full of cultural diversity.”

–Cristina Higa, Fall 2017 ADA Alum



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

with staff from the U.S. Embassy in Lima, with whom she shared her professional and personal experience as well as the activities she is planning to implement around inclusive education.

In terms of programming, Cristina has been working in partnership with seven public schools that have students with disabilities in their classrooms and has trained 180 teachers from these schools on the importance of promoting inclusive education. She explained that “convincing these teachers that it is possible to make a major change in the classrooms and schools [is important]. Changing the attitude and look of disability is something that happens in small steps.”

Cristina has been working with two of the schools to create an inclusive education plan to strengthen the skills of students with disabilities. As part of this effort, Cristina trained small groups of teachers who have common needs or interests, or share the same difficulties in their pedagogical work. She demonstrated a reflective and practical way to use new forms of teaching and learning, thereby helping the teachers to overcome the difficulties of their own practice.

When asked about the impact she has had in inclusive education in Peru, Cristina said, “Since my participation in the ADA International Fellowship Program, I have gained more knowledge in the subject of inclusive education. I’m more aware of the importance of making links and alliances with other public and private institutions.”

In addition to her programming work, Cristina gives presentations on inclusive education and advocates for policy change in this field. She has been invited to speak at the International Course of Professional and Social Rehabilitation, organized by the Social and Labor Rehabilitation Office of Social Health Insurance and to be held in September 2018. The presentation will be about the importance of providing quality education to children

Figure 2: Teachers participate in an activity led by Cristina.



and young people with disabilities, and how it has been done in Cristina’s project.

Cristina also is an active member of the Coalition for the Right to an Inclusive Education (Coalición por el Derecho a la Educación Inclusiva). This organization is committed to education, the rights of children, and the rights of people with disabilities to participate in self-advocacy related to education access. The coalition promotes inclusive education and advocates for policy change at the national level.

Reflecting on the impact that the U.S.-based training had on her, Cristina said, “The opportunity to participate in the ADA International Fellowship Program has been wonderful. In the professional field, I’ve learned many lessons and experiences that have been a great contribution to the work I do in Peru, allowing me to generate new ideas and innovations within my work.”

“The different programs visited have helped me to have some examples of how to improve the strategies of attention to children with disabilities and their families,” she continued. “Also, it has given me the opportunity to visit the United States for the first time and to know a country full of cultural diversity.”



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Elizabeth Shiakamiri** currently works as a program coordinator for [Leonard Cheshire](#), a major health and welfare non-governmental organization (NGO) working in the United Kingdom and running development projects around the world, including Kenya. Elizabeth works specifically on a disability livelihood project.

Prior to that, Elizabeth worked for Sense International–East Africa, another prominent international NGO dedicated to promoting the rights of individuals with deafblindness; Kenya’s National Council for Persons with Disabilities; the Ministry of Youth Affairs and Sports; and Humanity & Inclusion (formerly Handicap International). Elizabeth was working for Sense International–East Africa when she participated in the ADA International Fellowship in 2017.

She has more than a decade of professional experience in the public, nonprofit, and higher education sectors, which she uses to ensure that disability stakeholders in Kenya who partner with her organization have access to critical training and technical support.

In addition to her work for Leonard Cheshire, Elizabeth also serves on the National Technical Review Committee, where she is tasked with studying and implementing the Kenya Sector Policy on Education for Learners and Trainees with Disabilities.

As an ADA International Fellow, Elizabeth was interested in learning how to provide inclusive early childhood

Figure 1: Dr. Blair (second from right in row two) with Elizabeth (far right in row one) and other staff from Sense International–East Africa.



education services in public primary schools. She is keen to embed inclusive practices within education at the community level so that learners with disabilities have alternatives to non-inclusive special needs schools.

Elizabeth spent her fellowship at the [Rural Institute for Inclusive Communities at the University of Montana](#) under the supervision and mentorship of the institute’s executive director, Dr. Martin Blair.



Elizabeth Shiakamiri

For her follow-on project, Elizabeth intended to develop an Early Childhood Intervention Framework with and for education, health, and social services sector providers to facilitate the transition from home to school, on-time school enrollment, and inclusive education for children with disabilities between the ages of zero and 6. These goals were drawn from the Americans with Disabilities Act and the Individuals with Disabilities Education Act, Parts B and C.

The project, which supports the early childhood needs of learners with deafblindness and multi-sensory impairment, would be piloted in early childhood development education centers in Kisumu County in Kenya.

Since returning to Kenya, Elizabeth has made great progress toward her project goals. She presented on her fellowship experience and knowledge gained in the United States to colleagues during Sense International–East Africa’s regional workshop in July 2017. All Kenyan, Ugandan, and Tanzanian Sense International staff and the executive director of Sense International in the UK attended the workshop.

Elizabeth and her fellowship mentor, Dr. Blair, received an outbound award from the ADA International Fellowship Program that allowed Dr. Blair to travel to Kenya in October 2017 to provide in-country support (see Figures 1–2.) Dr. Blair assisted Elizabeth with



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

engaging key disability and education stakeholders in roundtable meetings and discussions, and interacted with country and national government officials on issues related to inclusive education. Dr. Blair also provided technical assistance to parents of children and youth with deafblindness/multi-sensory impairment between the ages of 3 and 21, and ran a workshop on inclusive education practices with 11 teachers.

Following the outbound effort, Elizabeth and Dr. Blair drafted a report and action plan that was approved by Sense International for developing funding proposals. Elizabeth also shared the report and action plan with the Kenya Ministry of Health, Ministry of Education, and the State Department of Social Protection, with the goal to encourage inter-agency partnership discussions on early intervention as a critical factor in promoting inclusive education. The report and action plan were well received by all three government agencies during an interagency round-table meeting attended by directors and deputy directors in March 2018.

As a result of this, Sense International was invited to join the Kenya Ministry of Health Steering Committee on Early Childhood Development. “It is not easy to be part of such a committee, and hopefully it becomes an opportunity to champion targeted inter-agency services for children with disabilities towards inclusive education,” commented Elizabeth.

“The fellowship experience was great as I learned a lot! I’m excited and hopeful that the fellowship project too will greatly improve the policy environment and quality of life of Kenyan children with disabilities.”

–Elizabeth Shiakamiri, Spring 2017 ADA Alumn

Elizabeth has presented on her follow-on project and collaboration with Dr. Blair at the second conference on inclusive education hosted by the Kenya Institute of Special Education. The conference, entitled “Inclusive Education: Strategies for Enhancing Access, Equity, Quality, and Opportunities for All,” took place from March 22–23, 2018, at the U.S. International University in Nairobi. Elizabeth’s presentation was called “Facilitating Inter-Agency Partnerships to Develop the Early Intervention Framework for All.”

Sense International–East Africa, under the coalition called Action for Children with Disabilities (ACD), recruited four organizations (Association of the Physical Disabled of Kenya, Cheshire Disability Services Kenya, World Friends, and Special Education Professionals) to form a consortium to promote early intervention for

Figure 2: Dr. Blair (far right) meeting with disability and education stakeholders during his outbound trip to Kenya.



inclusive education. (ACD is a diverse coalition of over 30 civil society and government institutions advocating for positive change in education, health, and social protection in Kenya.)

Together with these four organizations, Sense International–East Africa developed a joint proposal to develop and model the Early Childhood Intervention Framework in six counties. The consortium has embarked on sourcing funds for this effort. Consortium members also met and engaged with a Kenyan senator who represents and advocates for persons with disabilities at the government level, and who has requested a position paper on the situation of children with disabilities between the ages of zero and 8 with a particular emphasis on health, education and social protection. The consortium is currently developing this paper.

Sense International–East Africa and the University of Montana signed a memorandum of understanding (MoU) in July 2018. The main objects of the MoU are to promote the programming and implementation of early intervention services in Kenya, to research and document early intervention services, and to engage in collaborative fundraising efforts.

The University of Montana is also in direct communication with the faculties of Kenyatta University and Maseno University to promote course development on early intervention. University of Montana students are also in the process of sourcing learning and teaching supplies for delivery to three schools of the deafblind in Kenya.

When asked how the ADA International Fellowship Program helped her engage more stakeholders to improve inclusive education in Kenya, Elizabeth said, “The ADA Fellowship experience and the visit by Dr. Blair brought to the fore the roles, potentials, strengths, and weaknesses of various stakeholders in promoting the development of the early intervention framework and promotion of inclusive education from an early age.”

ADA International Fellowship Program: 2017 Fellows

Faith Muange is the president of Catapult Studios in Nairobi, Kenya. [Catapult is an educational technology company](#) that is innovating for Deaf learners, providing personalized learning through an online platform on literacy and STEM skills in Kenyan Sign Language.

In 2016, Faith participated in the Young African Leaders Initiative Fellowship Program, a U.S. State Department initiative launched by President Obama to foster excellence among emerging professionals in Africa.

Growing up with a Deaf family and friends in a small village, Faith has a lifelong personal commitment to accessible communication and full inclusion of Deaf individuals in education. She is particularly concerned about a lack of awareness and knowledge in Kenya about how to support Deaf individuals and embrace Deaf culture and communication.

Faith has designed and implemented projects that promote the use of Kenyan Sign Language in schools and communities to encourage inclusion (see Figures 1-2). One of her programs, Catapult Academy, is an

Figure 1: Faith (center) with students during a summer camp preparation meeting at Machakos School for the Deaf.



e-learning platform creating disability inclusion across arts and education. The web and mobile application enables teachers to create an individualized education plan for each student, customize a self-paced learning experience, and identify gaps, while offering solutions related to teaching techniques. The program, which aims to enhance teacher effectiveness, serves approximately 2,000 children across the country. Parents of Deaf children can also use the application to learn sign language and track their children's learning process.



Faith Muange

“Attending the fellowship made me reevaluate a lot about our work and set very clear goals and a work plan. With a wealth of knowledge, we transformed a few things.”

-- Spring 2017 ADA Alum Faith Muange

For her ADA International Fellowship, Faith hoped to learn effective strategies to improve literacy for Deaf, hard-of-hearing, and deafblind youth through the use of technology. She spent her fellowship at the [Center on Disability Studies at the University of Hawaii](#) under the supervision and mentorship of Dr. Megan Conway, an assistant professor in the center.

Since completing her fellowship, Faith has made great progress toward her goals. She presented on her fellowship experience at two Deaf schools. She also gave a talk about



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

inclusive education at Strathmore University in Nairobi that resulted in funding (USD \$10,000) and collaboration on a project to develop and implement an e-literacy platform for Deaf learners. Joining forces with Kenyan ADA alum Martin Kavua, Faith has been able to create a project team and develop a prototype of the platform. She is now in the process of piloting the tool (see Figure 3).

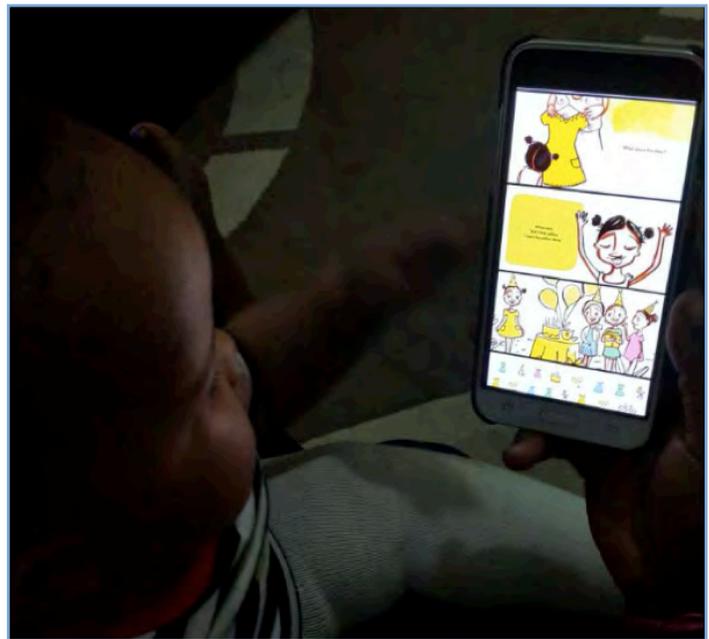
While in Hawaii, Faith attended New Hope Church, which has a vibrant Deaf community. She was very impressed by their inclusive fellowship, for example, providing Deaf interpreters. Faith arranged with the church to stream its services on social media so that she could share them with her students in Kenya, and she has shared church services with a Deaf school that has 800 students for the last six months. This has changed how the students spend their Sundays in school, and as a result they are now starting a remote Bible club in partnership with New Hope Deaf Ministries.

Reflecting on the impact that her project will have, Faith said, “We’ve been using the same old techniques to teach Deaf learners, but our approach will give new insights as to what we can achieve. Data-driven strategies inform our approach to education. We have data analytics, and with this as a benefit we can analyze and give unbiased feedback on education reforms.”

Figure 2: Deaf youth mentors and mentees at Catapult Studios during a weekend mentoring event.



Figure 3: A Deaf toddler and his parent accessing vocabulary and video content in Kenyan sign language on a tablet.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Fiorella Guerrero Calle** works in the [Kuskaya Program](#), an interdisciplinary training program for innovation in global health, at [Cayetano Heredia University \(Universidad Peruana Cayetano Heredia\) in Lima, Peru](#). Currently, she works on a research project that aims to reduce adolescent pregnancy.

Prior to that, Fiorella worked for World Vision Peru, where she designed and implemented various projects and programs that improved the quality of life and expanded educational opportunities for children with disabilities across Peru.

Fiorella intended to use her ADA International Fellowship to learn about inclusive education strategies that she could apply back home, with the hope of improving the quality of services for families of children with disabilities, as well as the infrastructure in urban areas surrounding Lima. She spent her fellowship at the [Michigan Developmental Disabilities Institute \(MI-DDI\) at Wayne State University](#)

under the supervision and mentorship of Angela Martin, the center's associate director for community supports and services.

For her follow-on project, Fiorella planned to develop a sustainable model for a community-based comprehensive support center for families of children with disabilities within an existing rehabilitation center. Additionally, she sought to establish new and strengthen existing relationships with local stakeholders.



Fiorella Guerrero Calle

.....
“After understanding the differences on education for children with disabilities between the American system and the Peruvian system, I see more possibilities, next steps, and the importance of engaging different stakeholders,

–Fall 2017 ADA Alum *Fiorella Guerrero Calle*

Figure 1: A Facebook post about inclusion from Warmakuna Hope.



After completing her fellowship, Fiorella co-founded a nonprofit organization named Warmakuna Hope. “Warmakuna” is a word referring to children in Quechua, the native language of Peru. The organization renovated the Rehabilitation Center of Manchay, which had been closed, and reopened the center to provide comprehensive services to families with children with disabilities.

The center now offers therapeutic services to children with disabilities, facilitates parent support groups, and trains local schools in Manchay on inclusive education. Fiorella has shared her fellowship experience and knowledge



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

gained in the U.S. with her team and the volunteers at Warmakuna Hope (see Figures 1–3).

Warmakuna Hope signed an agreement with the National University of San Marcos (Universidad Nacional Mayor de San Marcos) School of Medical Technology to serve as an internship site for physical therapy students. Fiorella hopes to do the same with universities that offer occupational therapy and speech



and language therapy training. She also managed to get the Rehabilitation Center of Manchay officially authorized as a local healthcare facility.

In terms of direct programming, Fiorella convened a support group for parents of children with disabilities. It meets once a month and helps parents navigate school enrollment, which is complex in Peru because of the segregated education system. “In the past, children with disabilities remained at home, with no possibilities to develop their potential,” explained Fiorella.

Warmakuna Hope also is connecting these parents with the Peruvian Coalition for Rights in Inclusive Education to help them further advocate for their children’s rights. Fiorella, with support from volunteers, has been dubbing the MI-DDI Possibilities video series (portraying the lives and experiences of people with disabilities) into Spanish so it can be used as a training resource.

Fiorella has had a chance to debrief on her ADA International Fellowship experience and post-fellowship work with staff from the U.S. Embassy in Lima, who have connected her with other Peruvian alums from the Young Leaders of the Americas Initiative (YLAI) who are working with children with disabilities in different areas. She and her fellowship mentor, Angela, received an outbound award from the ADA International Fellowship Program that allowed Angela to travel to Lima in April 2018 to provide additional in-country support and stakeholder training related to disability inclusion (see Figures 4–6).

Fiorella is planning to continue training teachers, as they have strengthened Warmakuna Hope’s relationship with the Advisory Service and Attention to Special Educational Needs. This is a local office representing the Ministry of Education near Manchay and mandated to support inclusive education. Warmakuna Hope will also implement the use of software aiding literacy in two schools. The software

Figure 2: A Facebook post from Warmakuna Hope about inclusive education for parents of children with disabilities in Manchay.



was donated by Jill England, an expert on inclusive education, who is affiliated with MI-DDI.

During the outbound visit, Fiorella and Angela met with leaders at the National Council for the Integration of Persons with Disabilities within the Peruvian Ministry of Women and Vulnerable Populations. This agency leads Peru’s efforts to promote the inclusion of people with disabilities, and designs services and strategies to serve this population.

MI-DDI subsequently published an article about Fiorella’s and Angela’s collaboration in the university newsletter (<https://ddi.wayne.edu/news/michigans-uccedd-completes-international-fellowship-project-with-peru-based-nonprofit-warmakuna-hope-31388>).

“After understanding the differences on education for children with disabilities between the American system and the Peruvian system, I see more possibilities, next steps, and the importance of engaging different stakeholders,” explained Fiorella. “By understanding the American support system for people with disabilities, I could understand the Peruvian system better and can see the steps for a system change.”

To sustain Warmakuna Hope, Fiorella has done fundraising and has submitted several applications to Peruvian and U.S. entities, including the U.S. Department of State's Alumni Engagement Innovation Fund. This application, a collaboration between Fiorella, her fellowship mentor Angela, the YLAI alum Gaby Sanz, and Cindy Fong, a council member of the University Center for Excellence in Developmental Disabilities (UCEDD) at Arkansas University, was successful, and Warmakuna Hope will soon receive innovation funds that will help them with their goals.

Figure 3: A Facebook post from Warmakuna Hope about physical therapy and rehabilitation services for children with disabilities in Manchay.

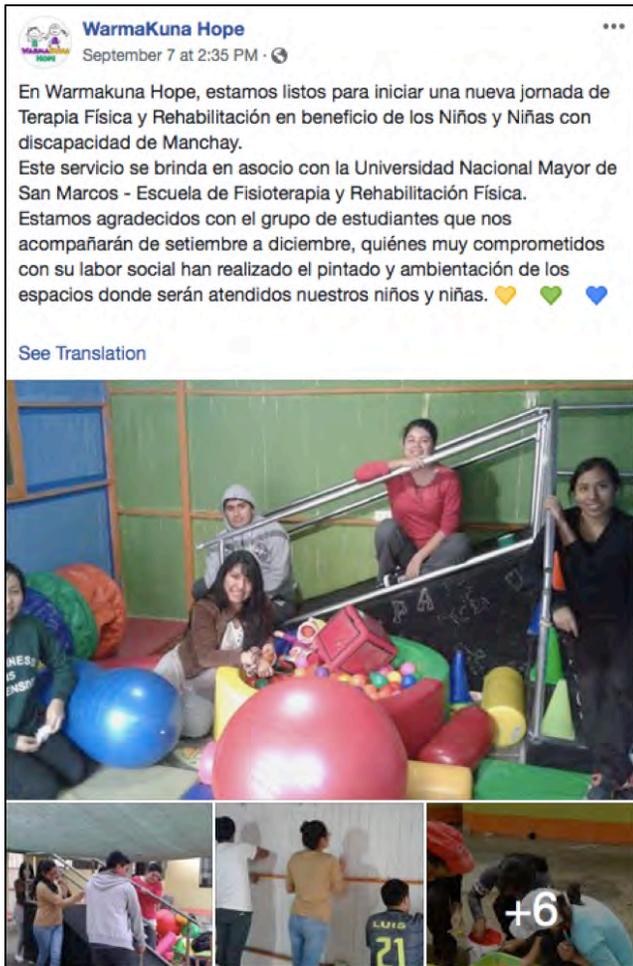


Figure 4 (L to R): Michelle Chan of the Universidad Peruana Cayetano Heredia, Angela Martin, Fiorella Guerrero Calle, and Sunshine Ison of the U.S. Embassy in Lima, Peru.



Courtesy of Michigan Developmental Disabilities Institute, Wayne State University

Figure 5: Fiorella (second from right) and Angela (third from right) training professionals at a health facility in Manchay on the social model of disability.



Courtesy of Michigan Developmental Disabilities Institute, Wayne State University

Figure 6: Fiorella (in front of Angela) and Angela (center, in striped top) training Warmakuna Hope families on inclusive education.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

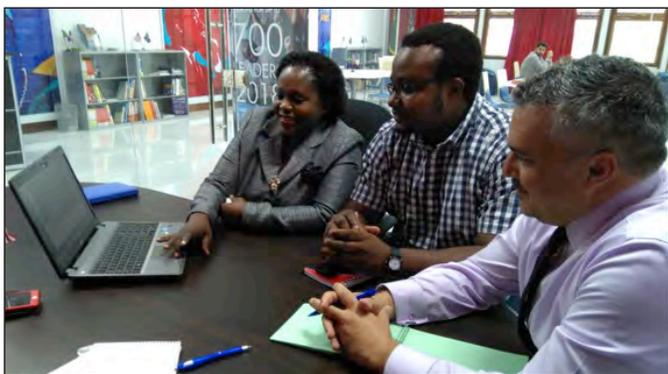
Spring 2017 ADA alum **Goodluck Chanyika** works with [Pact Tanzania](#) as a part-time economic strengthening project assistant. He is also an alumn of the Young African Leaders Initiative Fellowship Program, a U.S. State Department initiative launched by President Obama to foster excellence among emerging professionals in Africa.

Pact is a nonprofit international development organization that works on the ground in nearly 40 countries to improve the lives of poor and marginalized people. Pact's work in Tanzania focuses on improving the lives of orphans and vulnerable children.

Goodluck works on the USAID-funded Kizazi Kipya (or New Generation) Project in the southern part of the country. This initiative aims to build the strengths and capacity of families caring for orphans and vulnerable children. He was working for Childreach Tanzania when he participated in the ADA International Fellowship Program in 2017, focusing on the organization's Deaf education and development program.

"Inclusive teacher education in Tanzania faces serious challenges," noted Goodluck, who has found college infrastructure, human resources, materials, and equipment to be grossly inadequate in relation to the needs of teachers and students. Curricula for future

Figure 1: ADA alum Monica Mbelle and Goodluck Chanyika (center) debriefing with Jeffrey Ladenson, a cultural affairs officer, at the U.S. Embassy in Tanzania.



teachers do not reflect inclusive education principles, and there is a need to develop policies that support inclusive education training for teachers.

Goodluck spent his fellowship at the [University of South Dakota Center for Disabilities](#) under the supervision and mentorship of the center's executive director, Dr. Wendy Parent-Johnson. For his follow-on project, Goodluck intended to develop and implement a training program called Advancing Special Education Teachers' Knowledge on Inclusive Education. His plan was to establish a well-resourced online library with inclusive education materials and strategies for instructing Deaf students in inclusive classes. The library is targeted at teachers who are in college special education preparation programs, and those who have graduated and are teaching.

Since returning to Tanzania, Goodluck has made great progress toward his goals. He shared his fellowship experience and new knowledge about inclusive education with Childreach Tanzania and Pact Tanzania, with more than 200 student teachers at Sebastian Kulowa Memorial University in Lushoto, and with other education stakeholders.



Goodluck Chanyika

"Professionally, the ADA International Fellowship has enabled me to network internationally, and to gain and expand knowledge on inclusive education and disability-related matters."

—Spring 2017 ADA alum Goodluck Chanyika



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

He also debriefed with staff from the U.S. Embassy in Tanzania (see Figure 1), who subsequently invited him to prepare and submit a concept note to seek funding for his follow-on project. Goodluck is awaiting the embassy's funding decision.

Goodluck created an online library and learning network with support from Dr. Parent-Johnson, who visited him as part of the ADA Outbound Program in Tanzania in December 2017 to provide in-country support. To inform the website design and content, Goodluck and Dr. Parent-Johnson assessed the training needs of two special education colleges – the Sebastian Kolowa Memorial University (SEKOMU) in Lushoto and the Patandi Teachers' College in Arusha (see Figure 2). Dr. Parent-Johnson also helped Goodluck to get permission from several U.S. institutions to transcribe their materials to suit the Tanzanian education system.

"Initially, I planned to develop an initiative called Advancing Special Education Teachers' Knowledge on Inclusive Education," Goodluck explained. "However, when I returned to Tanzania, I thought the idea sounded too technical and it could be difficult for a layman to understand. I therefore changed the initiative's name to Jumuisha Tanzania Initiative."

"Jumuisha is a Swahili word meaning to include," Goodluck continued. "I changed the name to clarify the importance of working with people and children with disabilities in all aspects of life."

Goodluck will be presenting on his work at the 6th Annual Disability Rights Conference, to be held November 6–7, 2018 in Pretoria, South Africa.

Goodluck participated in the semifinalist interviews for [AUCD's spring 2018 Professional Fellows Program on Inclusive Disability Employment \(PFP-IDE\)](#). He also assisted Africa-based PFP-IDE staff in the planning and implementation of a PFP-IDE information session that was held in Arusha in May 2018, in collaboration with the Tanzania Federation of Disabled Peoples Organizations (see Figure 3).

When reflecting on the impact the U.S.-based training had on him, Goodluck said, "Professionally, the ADA International Fellowship has enabled me to network internationally, and to gain and expand knowledge on inclusive education and disability-related matters. This enabled me to redesign and come up with a number of concept notes/project ideas for Childreach Tanzania, which I submitted to potential donors (Deaf Child Worldwide, Big Lottery Fund, and Stromme Foundation). Two of them were accepted for funding for 2018. If all goes well, these projects will change the lives of children with disabilities, especially Deaf children and their families in Kilimanjaro."

Figure 2: Goodluck (fourth from left) and Dr. Wendy Parent-Johnson (seventh from left) with faculty from Patandi Teachers' College.



Figure 3: Goodluck speaking at the PFP-IDE information session in Arusha, Tanzania.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Isack Idama** is a program manager at [ADD International's Tanzania Country Program](#) overseeing the organization's inclusive education programming efforts.

ADD is a major disability non-governmental organization based in the United Kingdom and running development projects around the world.

"Inclusive education can be defined as a situation in which all learners with and without disabilities participate equally and learn together in the same classes," said Isack. "This can only be achieved if the learning environment is friendly to all."

As a person with albinism and a disability rights advocate, Isack is able to draw upon his personal experiences when discussing challenges that Tanzanians with disabilities encounter when seeking an education.

At the time of the ADA International Fellowship, Isack was a program advocacy officer for the Tanzanian Federation of Disabled Peoples Organizations (SHIVYAWATA). In that role, he organized project activities and wrote proposals for initiatives to educate the public and government officials about the rights of people with disabilities. He also networked with civil society organizations and other development partners to urge education policymakers to implement inclusive practices in Tanzanian schools. Prior to SHIVYAWATA, Isack was an education officer for

Figure 1: Alyx gives a teacher workshop on Universal Design for Learning.



Under The Same Sun, an award-winning Christian charity that advocates for people with albinism.

Isack planned to use his fellowship to access resources and knowledge that he could use to conduct a community awareness campaign and to prepare a teacher training manual. He spent his fellowship at the [Center for Development and Disability at the University of New Mexico](#) under the supervision and mentorship of the center's training director, Alyx Medlock.

For his follow-on project, Isack hoped to develop a program that would model inclusive education in primary schools, and to use SHIVYAWATA's partnership with the Ministry of Education and Vocational Training to implement the program in two school districts in Tanzania. He began his new job at ADD three months after returning to Tanzania from his U.S.-based training.

Since returning to Tanzania, Isack has accomplished some of his goals. He has shared his fellowship experience on inclusive education and how it can be implemented in Tanzania with various stakeholders, including the



Isack Idama

I'm proud of being an ADA International Fellow since it changed not only my professional but also my personal life as a person with albinism. Changing jobs from a program advocacy officer to a program manager in the inclusive education field is a remarkable thing in my life. The exposure I got through the ADA Fellowship enabled me to compete and become a winner."

—Fall 2017 ADA alum Isack Idama



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

colleagues at his old and new employers, applicants for [AUCD's Professional Fellows Program on Inclusive Disability Employment \(PFP-IDE\)](#), as well as the Kenya Prime Minister's Office.

Isack and his fellowship mentor, Alyx, received an outbound award from the ADA International Fellowship Program that allowed Alyx to travel to Tanzania in March 2018 to provide in-country teacher training and support (see Figures 1–2). In June 2018, Isack conducted follow-up visits to 10 of the 23 teachers who received this training to see whether or not they were applying what they had learned. He found that 8 out of 10 teachers had designed teaching aids that can be used with students with visual impairments.

Isack gave the example of a teacher from Kibaha Primary School who convinced parents of children with disabilities to bring them to school (rather than having them stay at home). This teacher had four children with disabilities in his class, a number that increased to 11 after participating in Alyx's training. Isack is planning to follow up with the other 13 teachers in the coming months.

Isack is an active ADA alum, and attended the information sessions for the PFP-IDE Program held in Dar es Salaam in November 2017 and May 2018 (see Figure 3). There, he spoke about his experience as an ADA International Fellow, and gave advice on how to approach the application and interview process.

Isack was also instrumental in setting up a series of meetings between Africa-based PFP-IDE staff and three organizations implementing economic empowerment programs targeting people with disabilities (see Figure 4). During these meetings, he talked about his experience as well as the benefits of the ADA Fellowship Program.

Reflecting on the impact of the fellowship, Isack said, "I'm proud of being an ADA International Fellow since it changed not only my professional but also my personal life as a person with albinism. Changing jobs from a program advocacy officer to a program manager in the inclusive education field is a remarkable thing in my life. The exposure I got through the ADA Fellowship enabled me to compete and become a winner."

Figure 2: Alyx provides technical assistance in a school near Dar es Salaam, Tanzania.



Figure 3: Isack speaks to potential PFP-IDE applicants during an information session in Dar es Salaam, Tanzania.



Figure 4: Isack (second from right) speaks to staff from Under The Same Sun in Dar es Salaam, Tanzania.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Jackline Bartenge** is a project officer for [Women Challenged to Challenge](#), a Kenyan non-governmental organization dedicated to female empowerment. She spearheads a reproductive health project that targets young adults in special needs schools, and manages a scholarship program that supports the education of girls with disabilities.

Women Challenged to Challenge is part of a diverse coalition of over 30 civil society and government institutions called Action for Children with Disabilities (ACD). The coalition advocates for positive change in education, health, and social protection in Kenya.

Jackline also serves on the Ministry of Education's Special Education Technical Committee, which conducts comprehensive evaluations of special education in Kenyan schools and reports to the President of Kenya.

Jackline is committed to confronting the influence of gender-specific health needs upon access to inclusive education. Many communities in Kenya do not have appropriate resources or school health facilities that can ensure access to sanitary towels for all female students,

Figure 1: Jackline presenting on her ADA International Fellowship experience to key stakeholders.



including those with disabilities. This leads to many girls being stigmatized, missing school days, or being withdrawn from education altogether. Girls with disabilities are excluded in this manner to a disproportionately high extent.

For her follow-on project, Jackline proposed to reach out to girls with disabilities in school and those who are not in school, and to engage the girls and their counterparts without disabilities in workshops on inclusive education, sensitivity to the needs of classmates with disabilities, and reproductive health.



Jackline Bartenge

“As a result of the ADA International Fellowship Program, I got helpful information from the schools I visited during my placement in Omaha, Nebraska.”

Spring 2017 ADA alum Jackline Bartenge

She planned to also engage and educate family members and teachers. Additionally, she proposed to mentor some of the participant youth with disabilities, so that they might become champions for this cause and positively influence their peers.

Jackline spent her fellowship at the [Munroe-Meyer Institute at the University of Nebraska Medical Center](#), where she was co-supervised by the institute's associate director, Dr. Wayne Stuberg, and Rachel Ray, a UCEDD program associate at the institute.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Figure 2: Jackline making re-usable sanitary pads.



Since returning to Kenya, Jackline’s efforts have focused on information sharing and awareness raising (see Figure 1). She shared her fellowship experience with her colleagues at Woman Challenged to Challenge and members of the ACD, who were mostly interested in early identification/intervention for children with special needs and the important role of families in the education of those children.

“As a result of the ADA International Fellowship Program, I got helpful information from the schools I visited during my placement in Omaha, Nebraska,” said Jackline. “I’ve shared this information with the ACD network, which is mostly involved in influencing policy. This includes improving curricula to train early childhood teachers on milestones for children with severe disabilities. I’ve also shared skills of making re-usable sanitary pads with 30 women with disabilities who work in our organization from time to time. This is one skill that I learnt from a staff at the Munroe-Meyer Institute” (see Figure 2).

Jackline has yet to implement her follow-up project, due to funding challenges that Woman Challenged to Challenge has been facing for more than a year. However, Jackline said that they are expecting funding in September 2018, and that she will then consider how to fit her follow-on effort into her current project work.

The ADA International Fellowship has helped Jackline engage more stakeholders in an effort to improve inclusive education in her country. After she returned to Kenya, Woman Challenged to Challenge was asked by the Kenyan government to identify gaps in special education for a report, and Jackline had an opportunity to engage different stakeholders in that effort.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

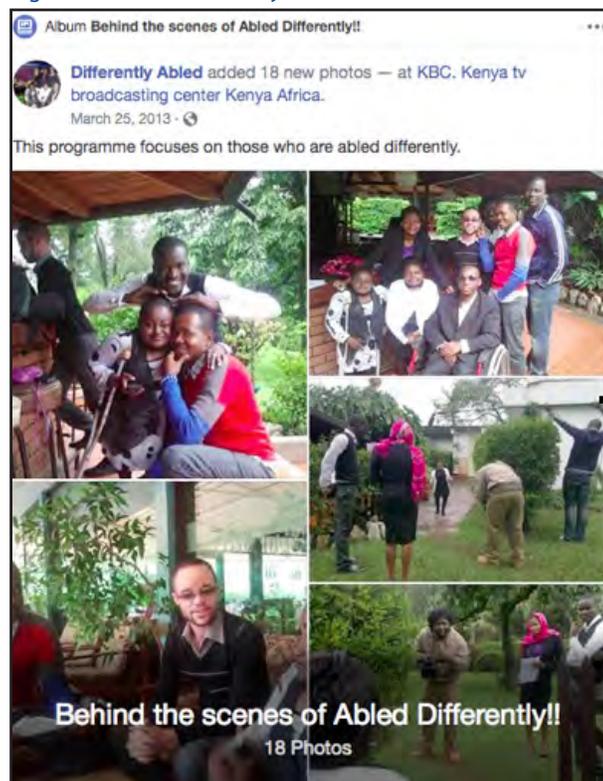
ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Jackline Lidubwi** is a senior producer for the [Kenya Broadcasting Corporation \(KBC\)](#), the country's national public television and radio network.

She produces a weekly 30-minute television program called *Abled Differently*, which profiles Kenyans with different disabilities and examines disability rights-related issues that affect their lives (see Figure 1). The program, which airs in primetime, is the first television series in Kenya to focus on people with disabilities. In addition to her work as a producer, Jackline serves as an advisor on KBC's Disability Mainstreaming Committee and mentors interns with disabilities.

Jackline used her ADA International Fellowship to further her work around mainstreaming disability rights in the media and around inclusive education. She spent her

Figure 1: *Abled Differently* Facebook Post.



fellowship at the [University of Massachusetts Boston School for Global Inclusion and Social Development](#) under the supervision and mentorship of Alvaro Tobar, the school's instructional media manager. For her follow-on project, she chose to encourage disability journalism in Kenya by teaching journalism students at universities across the country about best practices and appropriate terminologies on disability mainstreaming.



Jackline Lidubwi

Since returning to Kenya, Jackline has made measurable progress toward implementing her fellowship goals. She has been lecturing at the University of Nairobi and St. Paul's University on the important role of media in promoting inclusive education in Kenya, while promoting opportunities for persons with disabilities in the media through social media and other venues (see Figure 2).

Jackline presented a paper, "The Role of Media in Promoting Inclusive Education," at the second East Africa Conference on Inclusive Education, held March 22–23, 2018 in Nairobi. The conference was sponsored by the Kenya Institute of Special Education in collaboration with the Kenya Ministry of Education. During the conference, Jackline had a chance to connect with the other Kenyan ADA alums and their fellowship mentors (see Figure 3).

Most recently, her paper "The Role of the Vernacular

.....
"I'm forever grateful for the opportunity,
I'm a proud ADA Alum."

—Jackline Lidubwi, Fall 2017 ADA Alum



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Radio Stations in Promoting Inclusive Education in Rural Communities in Kenya” was selected for presentation at the sixth Annual Disability Rights Conference, to be held November 6–7, 2018 in Pretoria, South Africa.

Jackline has also reached out to United Disabled Persons of Kenya, a federation of organizations for persons with disabilities in Kenya. She wants to collaborate with this group to develop a disability-reporting manual, making sure that people with disabilities are included in every aspect of producing this manual.

Asked about a positive impact that she was able to make six months after completing her fellowship, Jackline gave the example of a young journalist with a disability whom she had been mentoring for some time and who got employed by a Christian media house. “She started a replica show of Abled Differently in the station, and that for me is the greatest achievement because more stories of disability will be told,” said Jackline. In her role as a senior producer, Jackline has been able to cover more stories on inclusive education in her Abled Differently program.

Jackline’s program has won several awards for helping to highlight disability in the media. In addition to the 2014 Persons with Disabilities Accessibility Award, Jackline recently won the 2018 Kuza Award (see Figure 4), an initiative by the Communication Authority of Kenya, aimed at motivating broadcasters to provide quality programs that consider a broad spectrum of characteristics, such as language, culture, and moral values.

The ADA International Fellowship experience has clearly helped Jackline to engage more people in an effort to improve inclusive education in Kenya. “When I meet stakeholders in inclusive education, I engage them from a very informed angle, I contribute equally, and the mention that I was an ADA International Fellow on inclusive education is a big boost to my portfolio,” noted Jackline.

Figure 2: Abled Differently Facebook Post.



Figure 3: 2017 ADA Alum and Mentor Meeting.



Figure 4: 2018 Kuza Award. From L to R: Monica Juma and Jackline Lidubwi, both of KBC, pose with their KUZA awards.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Japhary Shehaghilo** is an assistant lecturer at [Sebastian Kolowa Memorial University \(SEKOMU\)](#) in Lushoto, Tanzania. He plays a central role in coordinating academic evaluations of students with disabilities, in addition to paring, administering, and grading exams for the university's Department of Special Needs.

Although Japhary works in postsecondary education, he has extensive professional training in early intervention. He provides consultations on special education options for families of children with special needs outside of his work at SEKOMU. Through the ADA International Fellowship, Japhary hoped to learn about effective strategies to build the capacity of preschool teachers that he could apply back home.

Japhary spent his fellowship with the [University of Colorado/JFK Partners](#) under the supervision and mentorship of Dr. Cordelia Robinson Rosenberg, a professor of pediatrics and psychiatry.

For his follow-on project, Japhary intended to create an

Figure 1: Japhary giving a training on capacity-building to village women, focusing on early childcare and speech and language development.



inclusive training initiative specifically for preschool teachers in rural Tanzania. He planned to connect with community stakeholders when designing the initiative, and to implement it in target schools so as to maximize local involvement and enthusiasm for improving teachers' knowledge of inclusive principles and practices.

Japhary also intended to develop training manuals that could be used to train these preschool teachers.



Japhary Shehaghilo

“The ADA International Fellowship has opened more doors for me, both in and outside Tanzania. More opportunities are coming my way because of the fellowship, without which I could not imagine happening.”

—Fall 2017 ADA alum Japhary Shehaghilo

Since completing his fellowship and returning to Tanzania, Japhary has made some progress toward achieving these goals. In addition to sharing his fellowship experience with his colleagues at SEKOMU, he has applied some of the inclusive education practices that he studied at the University of Colorado to his field-based project work. He has been training village women on early childcare and speech and language development (see Figure 1), and developed information materials for the *Preventive Community-Based Work in Early Childhood Communication Development Project*.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

The project aims to build the capacity of local village women in childcare and development by equipping them with knowledge and skills to help other people in their communities to support children between the ages of zero and 3. It is a joint project between SEKOMU and Leibniz University, Hanover (Germany), and is implemented at Irente Children's Home in Tanzania.

When asked how this effort is related to his initial follow-on project, Japhary explained, "Both projects are focusing on early childhood and intend to maximize child potential in education. The current project is more preventive in nature where as the first (follow-on) project was reactive. So in this case we are working on minimizing the risk of disabilities in learning. At the same time, we are recognizing the knowledge that already exists in the community."

Starting in September 2018, Japhary will be working with ADD International Tanzania in the Kisarawe district, training preschool teachers on inclusive education.

As part of the ADA International Fellowship, Japhary helped forge a relationship between SEKOMU and the University of Colorado Department of Pediatrics at the School of Medicine and the Positive Early Learning Experience Center at the School of Education and Human Development. These entities are in the final stages of signing a memorandum of understanding formalizing their relationship and paving the way for ongoing future partnerships and collaboration.

Japhary has presented on inclusive education to various audiences. Most recently, his paper "Play as an Instructional Strategy for Teaching Social Skills to Learners in Preschool" was accepted for presentation at the Competence Building Networks for Early Childhood Education for South and East Africa (CBN) meeting to be held November 12–16, 2018 in Manzini, Kingdom of Eswatini (Swaziland).

Additionally, Japhary will present a paper on "Designing and Applying the Universal Design for Learning (UDL) Approach" at the 6th Annual Disability Rights Conference to be held November 6–7, 2018 in Pretoria, South Africa.

Reflecting on the fellowship, Japhary said, "The ADA International Fellowship has opened more doors for me, both in and outside Tanzania. More opportunities are coming my way because of the fellowship, without which I could not imagine happening."



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alumna **Leyla Liana** is an assistant lecturer at the College of Informatics and Virtual Education at the [University of Dodoma in Dodoma, Tanzania](#).

“A problem with inclusive education in my community is that, when it comes to online learning in various local universities, people with disabilities have not been given a conducive online environment,” says Leyla. As an expert in computer science and Information and Communications Technology (ICT), she observes the implications of this problem on a regular basis.

Leyla is aware of the growing importance of technology in education and is highly motivated to address the gap that exists between students with and without disabilities. To that end, she intended to use the ADA International Fellowship to learn strategies to promote online learning and enhance the use of ICT in education for people with disabilities in Tanzania.

Leyla spent her fellowship at the [Westchester Institute for Human Development in Valhalla, New York](#) under the supervision and mentorship of Izel Obermeyer, the institute’s director of assistive technology.

Figure 1: Leyla’s app on a laptop donated by the Westchester Institute for Human Development.



For her follow-on project, Leyla intended to develop a comprehensive mobile application that could be used to teach children with intellectual disabilities to read in Swahili and to train teachers and caregivers on this tool. Leyla hoped to pilot this tool at the Myuji Cheshire Educational Center and to evaluate the tool’s impact on children’s reading outcomes.



Leyla Liana

When asked about the potential impact of her app, Leyla said, “I’m hoping to be the first to help learners with disabilities with an online Swahili reading app. This would ease the delivery of instructions among special education primary school teachers in inclusive schools as the app will have rich reading contents.”

Since returning to Tanzania, Leyla has made measurable progress with implementing her follow-on project. In addition to sharing what she learned in the United States with students, faculty, and staff at her university, Leyla developed a prototype app (see Figure 1) with input from special education teachers and administrators at the Tanzania Ministry of Education.

“Personally, the ADA International Fellowship through the placement at the Westchester Institute for Human Development has given me a whole new perspective on disability, especially intellectually and developmental disabilities.”

— Fall 2017 ADA alumna Leyla Liana



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Figure 2 shows Leyla presenting the app to primary school teachers in the Coast region of Tanzania at a workshop organized by ADD International as part of ADA alum Isack Idama’s outbound project. The workshop focused on Universal Design for Learning among other topics. The app was well received, and there appears to be high potential for its future use across school systems.

Leyla has also submitted funding applications to various entities, including the U.S. Department of State’s Alumni Engagement Innovation Fund, to purchase ICT devices to facilitate the implementation of her app.

Leyla and her fellowship mentor, Izel, received an outbound award from the ADA International Fellowship Program that allowed Izel to travel to Tanzania in February 2018 to provide additional in-country support (see Figures 3–4). Izel was able to observe students in the classrooms at the Miyuji Cheshire Educational Center and assess their learning styles and needs. She then developed low-tech materials to support the digital app that Leyla was building, and demonstrated the use of these materials to the teachers.

Together with Izel and one other collaborator from the University of Dodoma, Leyla submitted a paper entitled “A Universal Design for Learning Swahili reading application for intellectually disabled learners in inclusive primary schools of Tanzania,” which was selected for presentation at the six Annual Disability Rights Conference, to be held November 6–7, 2018 in Pretoria, South Africa.

“Personally, the ADA International Fellowship through the placement at the Westchester Institute for Human Development has given me a whole new perspective on disability, especially intellectually and developmental disabilities,” said Leyla. “Professionally, the ADA International Fellowship has built my skills in developing apps to teach children reading skills. I am currently admitted into a PhD program at the University of Dodoma, aiming at doing research in Swahili reading app development for learners with intellectual and developmental disabilities in inclusive schools of Tanzania.”

Figure 2: Leyla presenting the app to primary school teachers in the Coast region.



Figure 3: Leyla (left) and Izel (center) meeting with the chairman of the board at the Myuji Cheshire Educational Center.



Figure 4: Coverage of Leyla’s work on social media.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Maria Omare** is the founder and executive director of [The Action Foundation \(TAF\)](#), a Kenyan nonprofit organization that supports children and young people with disabilities to thrive through early intervention, education, and economic empowerment.

TAF works primarily in Kibera, the largest informal settlement located in Nairobi, Kenya (see Figure 1). Since its establishment in 2010, the organization has positively impacting the lives of over 300 children and young people with disabilities in Kibera.

Prior to the ADA International Fellowship, Maria was selected to be a Ford Motor Company International Fellow. This gave her the opportunity to study nonprofit management and leadership at the Picker Center for Executive Education at Columbia University's School of International and Public Affairs. She later applied what she learned to her work at TAF.

Figure 1: A Facebook post from Maria about The Action Foundation.



TAF is part of a diverse coalition of over 30 civil society and government institutions called Action for Children with Disabilities (ACD) that advocates for positive change in education, health, and social protection in Kenya. Their work helps ensure that the voices of children with disabilities and their families are heard.



Maria Omare

In line with this, Maria facilitated the participation of TAF children and their parents in discussions that informed the development of the Kenya Ministry of Education's May 2018 Sector Policy on Education for Learners and Trainees with Disabilities. TAF has been taking the lead in disseminating the policy to communities in Kibera in a way that is understandable and meaningful to them (see Figure 2).

In addition to her work at TAF, Maria began in May 2018 to provide business skills training to young women with disabilities and female caregivers of children with special needs through the Street Business School Global Training Program in Kibera (see Figure 3). The training is part of TAF's economic empowerment efforts.

“The ADA International Fellowship Program was an incredible experience. The networks and learning have been very helpful in our work at The Action Foundation. I'm very grateful to have had the opportunity to participate, and am excited about the collective impact the Fellows will have on inclusive education in Kenya and beyond.”

—Spring 2017 ADA alum Maria Omare



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

As an ADA International Fellow, Maria was interested in learning strategies to promote inclusive extra-curricular activities in schools, and strategies to cultivate self-advocacy among youth with disabilities. She spent her fellowship at the [University of Massachusetts Boston School for Global Inclusion and Social Development](#), under the supervision and mentorship of assistant professor Valerie Karr.

For her follow-on project, Maria intended to promote inclusion and solidarity among youth with and without disabilities in Kibera by teaching these concepts through Theatre of the Oppressed techniques and community advocacy.

She planned to implement this effort in student inclusion clubs that TAF established in 13 locations throughout Kibera. These clubs provide recreational activities and a space where youth with disabilities can connect with their non-disabled peers outside the classroom, breaking down barriers among youth and expanding recreational opportunities for youth who are often excluded.

Since returning to Kenya, Maria's initial efforts have focused on information sharing and awareness raising. She has shared her Boston experience and knowledge gained in inclusive education with TAF staff, board members, and global advisers; the teacher associations that TAF works with in Kibera; and members of the ACD coalition.

Maria organized a disability film week in September 2017, targeting all of the 13 villages in Kibera and mobilizing community members to educate themselves about inclusive education and disability rights. The films were organized in partnership with seven schools that TAF works with in Kibera. Maria is already planning another iteration of the film series for 2018.

In November 2017, Maria partnered with Volunteer Services Overseas Kenya to hold community dialogues with 50 parents of children with disabilities from Kibera, with the goal to enhance social accountability of school leaders and government in issues related to inclusive education.

Another collaboration that is directly related to her follow-on project is that of the Creative Action Institute. This is a nonprofit organization that uses volunteer field artists to train communities in creative actions to engage target groups, raise awareness, and shift attitudes.

In working with this institute, Maria mentored and trained 45 girls with disabilities from five primary and secondary schools in Kibera on theatre and other creative methodologies to advocate for their rights (see Figure 4). The institute also engaged the girls in workshops on life skills and sexual and reproductive health rights. The workshops were organized by TAF staff using a toolkit specifically created for this training.

Figure 2: A Facebook post from Maria about disseminating the Kenya Ministry of Education May 2018 Sector Policy on Education for Learners and Trainees with Disabilities in Kibera.



For her tireless efforts on behalf of marginalized people, particularly people with disabilities, Maria was awarded the National Diversity and Inclusion Awards in the People with Disabilities Inclusion Category in 2018 by the Daima Trust (see Figure 5), and was also selected as a 2017 Cordes Fellow and Metis Fellow.

Maria has collaborated with ADA alum Martin Kavua to develop a teacher training toolkit on inclusive education that TAF is implementing in 21 low-resource community schools in the Kibera and Kawangware informal settlements, in partnership with volunteers specializing in special needs education. Maria also partnered with Susan Masila, another ADA alum and the national director of Special Olympics Kenya, on an effort that treated children with disabilities from Kibera served by TAF to a day of inclusive fun, games, and sports at the Embassy of the Philippines in Nairobi, courtesy of Special Olympics (see Figure 6).

In reflecting on her fellowship and post-fellowship experiences, Maria said, "The ADA International Fellowship Program was an incredible experience. The networks and learning have been very helpful in our work at The Action Foundation. I'm very grateful to have had the opportunity to participate, and am excited about the collective impact the Fellows will have on inclusive education in Kenya and beyond."

Figure 3: A Facebook post from Maria about the Street Business School Global Training Program.



Figure 4: A Facebook post from Maria about collaborating with the Creative Action Institute.



Figure 5: A Facebook post from Maria about her 2018 National Diversity and Inclusion Award.

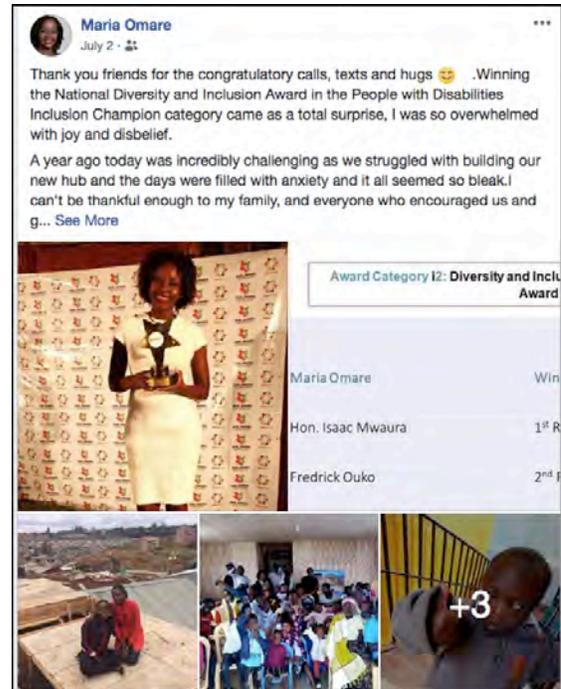


Figure 6: A Facebook post from Maria about her collaboration with Special Olympics Kenya.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Martin Mwongela Kavua** is a chief education officer at the [Kenya Ministry of Education](#), Directorate of Special Needs Education. In that role, he focuses on inclusive education (IE), educational and functional assessment of children with disabilities, and conducting training in special education and IE.

Prior to working at the ministry and while pursuing the ADA International Fellowship, Martin was a lecturer at the Kenya Institute of Special Education (KISE), training teachers and other professionals in special and inclusive education as well as Kenyan Sign Language. At KISE, Martin also conducted research and authored several publications on IE, communication for Deaf learners, non-formal education, and Information and Communication Technology (ICT).

In addition to his work and research, Martin serves on the National Technical Committee on Digital Literacy Program, overseen jointly by the Kenya Ministry of Education, Science and Technology and the Ministry of ICT. He is also a member of the National Technical Implementation Team for the Secondary Education Quality Improvement Project, providing expertise in special education and IE.

Figure 1: UNESCO Regional Office for Eastern Africa posted this article about Martin's project.



Source: http://www.unesco.org/new/en/nairobi/about-this-office/single-view/news/introducing_teacher_training_special_and_inclusive_education/

Through the ADA International Fellowship Program, Martin sought to gain skills, knowledge, and expertise related to IE, specifically Universal Design for Instruction and Learning (UDIL). His goal was to build capacity by training KISE lecturers, practicing teachers, and other educational professionals in IE and UDIL using a train-the-trainer model.



Martin Mwongela Kavua

Martin spent his fellowship at the [North Dakota Center for Persons with Disabilities at Minot State University](#) under the supervision and mentorship of Dr. Evan Borisinkoff, an assistant professor in the center.

“Participating in the ADA International Fellowship was one of the greatest and most eye-opening experiences of my personal and professional life.”

—Spring 2017 ADA alum Martin Mwongela Kavua

Since completing his fellowship, Martin has shared his fellowship experience and knowledge gained in the United States with faculty and students at KISE and its Sigalagala Distance Learning Centre. He also developed an instructional intervention for teachers that he is implementing in two pilot primary schools in Nairobi County.

In February 2018, Martin won a grant from the UNESCO Regional Office for Eastern Africa to support an expansion of his follow-on project that will train one teacher in each of the 225 public primary schools in Nairobi County in IE practices (see Figure 1). Martin plans to use the funding from UNESCO to deepen and expand the teacher-training project to include other schools, with the long-term goal of



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

training several thousand teachers in Kenya by the end of the decade.

The UNESCO grant, with additional funds from the Association of University Centers on Disabilities (AUCD) and the North Dakota Center for Persons with Disabilities, allowed Dr. Borisinkoff to travel to Kenya in March 2018 to provide in-country support. Martin and Dr. Borisinkoff trained 95 educators from Nairobi County, including teacher trainers from KISE, practicing teachers, and educational assessment and resource teachers. Martin is planning to use feedback from these trainings to refine training materials for pre-service and in-service teacher training programs.

Figure 2: ADA alum and mentor meeting.



Martin and Dr. Borisinkoff also presented on their project and collaboration at the second conference on IE, hosted by KISE (see Figure 2). The conference, entitled “Inclusive Education: Strategies for Enhancing Access, Equity, Quality, and Opportunities for All,” took place from March 22–23, 2018, at the U.S. International University in Nairobi.

Martin is an active ADA alum, and served on the panel that interviewed the Kenyan semifinalists for [AUCD’s spring 2018 Professional Fellows Program on Inclusive Disability Employment \(PFP-IDE\)](#). Martin has also connected with Susan Masila, an ADA alum who serves as the national director for Special Olympics Kenya. Martin is supporting Susan’s initiative with UNICEF, building the capacity of head teachers and teachers to implement IE for learners with intellectual disabilities (see Figure 3). Plans are also underway for collaboration between Martin and Faith Muange, another ADA alum, to develop and implement an online literacy platform for Deaf learners.

In August 2018, Martin, Susan, and Vincent Odhiambo Ogutu, a PFP-IDE alum, participated in a stakeholder forum for non-governmental organizations (NGOs). During this event, they joined staff and leaders from

other NGOs in contributing toward the 2018–2022 Kenya National Education Sector Strategic Plan, working on the special education chapter.

In September 2018, Martin together with two other ADA alums (Susan Masila and Elizabeth Shiakamiri) participated in the review and ratification of national standards for Educational Assessment and Resource Centers (EARCs). Operated by the Kenya Ministry of Education, EARCs are responsible for educational assessment, referral, and school placement of learners with disabilities. There is an EARC in every county and sub-county in Kenya.

Reflecting on the impact that the fellowship training and outbound visit had on him, Martin said, “Participating in the ADA International Fellowship was one of the greatest and most eye-opening experiences of my personal and professional life. Dr. Borisinkoff and the North Dakota Center for Persons with Disabilities allowed me to experience firsthand how the American education system works at the primary, secondary, and higher education levels. Interacting with faculty at Minot State University and teachers and learners in various schools provided me with firsthand contact and learning. I am proud to be one of the interviewers for the Professional Fellows Program on Inclusive Disability Employment.”

Figure 3: Fall 2017 ADA alumna Susan Masila posted on Facebook about her collaboration with Martin.



ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alumna **Monica Mbelle** works as a vocational education training coordinator for the [Vocational Education and Training Authority \(VETA\) in Tanzania](#), and is responsible for the northern regions of Arusha, Kilimanjaro and Tanga. There she helps ensure accessibility, sustainable education, and provision of vocational training for all youth (see Figures 1–2).

“Disability in Tanzania is both a cause and a consequence of poverty in that a person with a disability is not only economically disempowered, but also socially, culturally, and politically disempowered and excluded,” explained Monica. “Therefore, promoting inclusive education and raising public awareness and expectations on the potentials of children and youth with disabilities is of paramount importance for increasing children and youth enrollment in schools and vocational training centers, and ultimately increasing employment options for people with disabilities.”

Through the ADA International Fellowship, Monica was interested to learn about effective ways to make vocational training more accessible to people with disabilities, and to engage youth with disabilities in this

Figure 1: Mr. Mbwana, a young man getting training in carpentry and joinery at St. Francis of Assisi Vocational Training Centre, explains to Monica (second from left) how he made a coffee table.



type of training. She spent her fellowship at the [University of Massachusetts Boston School for Global Inclusion and Social Development](#), under the supervision and mentorship of the school’s assistant dean, Dr. Sheila Fesko.

For her follow-on project, Monica hoped to apply some of these strategies and practices in her work at VETA. Her vision was to engage students, parents, and teachers, while raising awareness and expectations among parents, teachers, service providers, and employers on the employment and vocational education potential of children and youth with disabilities in the Iringa region.

Since returning to Tanzania, Monica has made significant progress toward achieving her goals. She shared her ADA International Fellowship experience and knowledge gained in the United States with her colleagues at VETA and with other education, rehabilitation, and workforce development stakeholders. She also debriefed with staff from the U.S. Embassy in Tanzania on her experience and follow-on project. Staff encouraged Monica to prepare a concept note to obtain funding from the embassy for her project, and she is awaiting the embassy’s funding decision.



Monica Mbelle

“The ADA International Fellowship experience gave me broader knowledge and understanding about inclusive education and different abilities and capacities that people with disabilities have.

— Spring 2017 ADA alumna Monica Mbelle



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Monica interviewed approximately 60 employers, parents, teachers, and students about disability, and used that information to draft a training guide for educating employers about disability and the talent pool of people with disabilities (see Figure 3). She piloted the training manual with several employers / VETA business partners. She also recruited two local vocational training centers to provide training opportunities to youth with disabilities (see Figure 4).

Through the ADA International Fellowship, Monica became aware that VETA's vocational curriculum and assessment procedures were not friendly for people with disabilities. The VETA curriculum requires a person who wants to join a vocational training center to have a secondary school education, which is difficult because the majority of children with disabilities in Tanzania end up with only a primary school education. This, along with the fact that the VETA curriculum is only in English (and not also in Swahili), creates a challenge to accessing vocational training.

Even if a person with a disability joins a vocational training program, they might face challenges in the final national examination. The examination is taken during a fixed time period, which might be an issue for some people with disabilities. As a result, they might fail the examination and lack the national vocational certificate, which is very important for seeking employment in Tanzania.

Reflecting on her ADA International Fellowship, Monica said, "I now have a clear understanding and precise information about disability. Employers are positive about providing work experience and employment opportunities for people with disabilities. Youth with disabilities are seeing the light, understanding that they can join vocational training programs and get employment skills and become independent. Furthermore, stakeholders see the progress of youth with disabilities from one stage to another as a step forward from being denied and excluded to employment opportunities."

When asked how the fellowship experience helped her engage more stakeholders in an effort to increase inclusive education in Tanzania, Monica said, "The ADA International Fellowship experience gave me broader knowledge and understanding about inclusive education and different abilities and capacities that people with disabilities have. So, the fellowship gave me a chance to identify a lot of possibilities and potentials for people with disabilities. To search various opportunities for them and advise employers who hesitate to provide work experiences and employment opportunities for people with disabilities to do so."

Figure 2: Monica (third from left) with youth with disabilities pursuing vocational training with VETA and Mr. Daniel, a parent (far right).



Figure 3: Monica (far right) interviewing Mr. Millinga (center), who has a physical disability, on the employment potential of people with disability. On the left is the principal of the Iringa Regional Vocational Training and Service Centre, Mr. Ngwandu.



Figure 4: Monica (center) with teachers from a St. Francis vocational training center after a training session on raising awareness on the potential of people with disability and the importance of vocational skills.



ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Nuala Ribeiro** works as a student support coordinator at the [Aga Khan Academy](#), an International Baccalaureate School in Mombasa, Kenya.

There she oversees her school's student support services, working with students with special needs who range in age from 6 to 18. Her responsibilities include carrying out educational assessments with in-class and out-of-class supports, as well as developing teachers' and parents' skills through workshops.

In addition to her work at the Aga Khan Academy, Nuala serves as an inclusive education consultant to the Mombasa County Government, which frequently calls on her to advise them on reforms, project design, and

quality assurance.

Nuala has significant experience working with children with special needs in and outside of Kenya, having been a speech and language therapist in both her home country and the United Kingdom. She is deeply committed to improving early education practices as well as policy implementation in schools, and is especially interested in data collection and monitoring student outcomes beginning in early childhood.



Nuala Ribeiro

Through her ADA International Fellowship, Nuala hoped to learn about cost-effective early intervention methods that could be applied in areas with scarce resources and high need. Nuala spent her fellowship at the [Institute of Disability Studies at the University of Southern Mississippi](#) under the supervision and mentorship of Dr. Susan Mayfield-Johnson, an assistant professor in the university's Department of Public Health and the director of the Center for Sustainable Health Outreach.

For her follow-on project, Nuala intended to develop and implement the Teaching, Learning, and Care (TLC) early

.....
“The ADA International Fellowship gave me the opportunity to learn about implementing programs using a bottom-up approach that is based on the belief that communities are capable of identifying their needs, setting an agenda, developing solutions, and making needed changes.”

—Fall 2017 ADA alum Nuala Ribeiro

Figure 1: A social media update from Nuala about her work.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

intervention program in Tononoka Ward, Mombasa. This program would train education, health, and social service providers on how to detect special needs in children between the ages of zero and 3, and ways to support families during early intervention. Nuala planned to use PhotoVoice to conduct a community needs assessment to inform the development of the TLC program.

Nuala and her fellowship mentor, Susan, received an outbound award from the ADA International Fellowship Program that allowed Susan to travel to Kenya in March 2018 to provide additional in-country support. Susan trained 10 community health workers, 4 community facilitators, and 6 TLC program staff on conducting a community needs assessment using PhotoVoice (see Figures 1–2). The hope is that the community facilitators will go on to train and mentor community health workers in Tononoka Ward and other wards.

The PhotoVoice effort culminated in an exhibition that highlighted the pertinent issues affecting early childhood development in Tononoka Ward, Mombasa. More than 100 stakeholders and community members attended the event (see Figure 3). Nuala used the results from this effort to inform the development of the TLC.

Nuala also created a student-led initiative at Aga Khan Academy for young people with and without disabilities, with the aim of increasing self-advocacy for people with disabilities and inclusive social-recreational activities.

As an ADA alum, she has been actively engaged in peer sharing and networking. She served on the panel that interviewed the Kenyan semifinalists for [AUCD's spring 2018 Professional Fellow Program on Inclusive Disability Employment](#).

Reflecting on the impact of the fellowship, Nuala said, “The ADA International Fellowship gave me the opportunity to learn about implementing programs using a bottom-up approach that is based on the belief that communities are capable of identifying their needs, setting an agenda, developing solutions, and making needed changes. Working at the Institute of Disability Studies and the Department of Public Health at the University of Southern Mississippi contributed toward developing a more holistic approach toward improving the quality of life of the people we serve. This is a model we intend on piloting to increase the level of agency in the community and sustainability of early childhood development programs.”

Figure 2: A social media update from Nuala about her work.

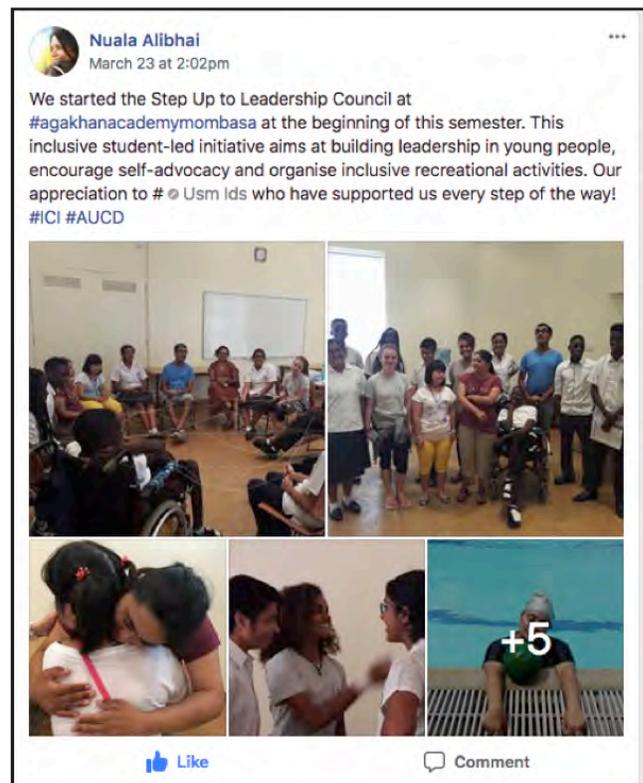


Figure 3: A social media update from Nuala about her work.



ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Raphael Magesa Mbiji** works as a tutor at the [Rungemba Community Development Training Institute \(CDTI\)](#) in Iringa, Tanzania.

His responsibilities include supervising students, developing curricula and teaching materials, and providing training on a wide array of subjects, including entrepreneurship, project monitoring, evaluation, resource mobilization, and data collection.

Raphael also oversees the Institute's [Women Information Window \(WIW\)](#), a Tanzanian government initiative that empowers women by educating them about their rights, employment, and opportunities for civic engagement (see Figure 1). The WIW promotes economic empowerment for women by providing access to vocational training in health care and training in entrepreneurship with the goal to improve the lives of these women and their families.

Figure 1: Raphael speaks to a group of woman and children about the educational rights of children with disabilities during an outreach visit to Kitelewasi village.



As an individual with a disability working in a rural community, Raphael has a personal understanding of the challenges that Tanzanians with disabilities face, as

well as the ways in which those problems are often compounded by the remoteness of where individuals live. Raphael has limited mobility in both legs, and knows the impact that inclusive education can have upon a person's ability to access economic empowerment and independence. He uses a wheelchair to travel long distances when possible, although he is also used to walking on his legs independently for short distances.



Raphael Magesa Mbiji

Through his work at CDTI, Raphael has sought to promote accessibility and inclusion in schools in isolated communities, where both concepts are frequently unfamiliar.

Raphael used his ADA International Fellowship to design a project that would train 90 primary school teachers on the right to education for students with disabilities, now guaranteed by Tanzanian legislation, and on effective inclusive education practices. He partnered on the project with colleagues at CDTI and officials at the Ministry of Education and Vocational Training. He also planned to establish disability information windows in 30 primary schools, to enable children with disabilities and their parents to access their rights in school settings.

“Being at USICD as an ADA International Fellow, I got an opportunity to vividly learn how inclusive education is being conducted and encouraged in learning environments.”

—Spring 2017 ADA alum Raphael Magesa Mbiji



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

Raphael spent his fellowship at the [United States International Council on Disabilities \(USICD\)](#) in Washington D.C. under the supervision and mentorship of the executive director at the time, David Morrissey.

After returning to Tanzania, Raphael was able to share his fellowship experience and new knowledge about inclusive education gained in the United States with various stakeholders. This included his 17 colleagues and approximately 320 community development teachers who participated in professional development training at CDTI. Additionally, Raphael visited 19 primary schools and one secondary school, and shared information about inclusive disability practices with schools' leadership, teachers, and staff. He also debriefed with staff from the U.S. Embassy in Tanzania on his fellowship experience and post-fellowship efforts.

With respect to his follow-on project, Raphael has yet to implement the primary school teacher training project on the right to education for students with disabilities. As of August 2018, he had developed the training materials and identified schools for participation in his training effort.

Raphael also was able to increase physical access for people with disabilities at CDTI (removal of steps) and at Kibena Primary School (installation of a new accessible toilet) (see Figures 2 and 3).

Reflecting on his fellowship and how his experience has helped him engage more stakeholders to improve inclusive education in his country, Raphael said, "Being at USICD as an ADA International Fellow, I got an opportunity to vividly learn how inclusive education is being conducted and encouraged in learning environments. That has been of great help when I was designing the project, because I then became aware of who should really be included as stakeholders on the project."

Figures 2 and 3: Raphael visits a new accessible toilet installed at Kibena Primary School with his support.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Renata Bonotto** is an affiliate with [Instituto Autismo & Vida](#), [Associação Brasileira por Ação pelos Direitos das Pessoas com Autismo \(ABRAÇA\)](#) and Red Regional por la Educación Inclusiva (RREI). She engages stakeholders locally, regionally, and internationally in advocacy, and advises institutions on inclusion of people with disabilities in education and other sectors. As the mother of a child with autism, she is dedicated to ensuring that inclusive practices are fully implemented in Brazil and elsewhere.

Prior to the ADA International Fellowship, Renata had worked as a teacher for over 20 years. Her professional, academic, and personal stories provide her with significant experience, both as a parent of a child with a disability and an education professional who is intimately familiar with Brazilian school settings.

As an ADA International Fellow, Renata wanted to learn about effective strategies and tools to promote quality education in schools, with the goal to bridge the policy-to-practice gap in inclusive education. She spent her fellowship at the [University of Vermont Center on Disability and Community Inclusion \(CDCI\)](#) under the supervision of Dr. Jesse Suter, the executive director, and was mentored by Amy Starble, a speech and language pathologist with CDCI's [I-TEAM and Early Intervention I-TEAM Projects](#).

Figure 1: Renata (left) and Amy (right) co-training key stakeholders in Brazil on inclusive education and AAC.



For her follow-on project, Renata intended to disseminate information and engage supporters for inclusive education in Brazil, with a focus on Augmentative and Alternative Communication (AAC). AAC is an important means to overcome communication barriers and support literacy.



Renata Bonotto

After returning to Brazil, Renata shared her fellowship experience and knowledge gained in the United States with faculty, researchers, and students at three universities. She gave two talks on inclusive education, reaching over 500 stakeholders, including families of children with disabilities and disability advocates, teachers, health professionals, administrators, and policymakers. She also sent information about her follow-on project to the U.S. Consulates in São Paulo and Porto Alegre.

Renata and her fellowship mentor, Amy, received an outbound award from the ADA International Fellowship Program that allowed Amy to travel to Brazil in October 2017 to provide additional in-country support. Renata and Amy ran a [two-week program consisting of training and discussions on inclusive education and AAC in Brazil](#) (see Figure 1–2). They focused on integrating high-tech

“Many more people know of my interest and work towards inclusive education, but my participation in the ADA International Fellowship Program attracted more attention and interest from professionals in this field.”

—Spring 2017 ADA alum Renata Bonotto



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

AAC options into both school and home routines and activities, and on ways to support children with disabilities in their learning and development. Amy also delivered two shorter presentations on AAC for about 60 participants each, ran an in-depth 1.5-day course with 40 participants, and participated in meetings and visits to schools, universities, and professionals in three cities: Porto Alegre, Novo Hamburgo, and Sapiranga.

Amy had the chance to share research, technology, and resources with academics, researchers, and university students. During this time, she also provided mentorship on AAC in the context of inclusive education directly to professionals involved with inclusion in two schools. Course participants evaluated Amy's training as useful, relevant, and of high quality.

In reflecting on implementing these strategies, Renata noted, "I have reached an audience and shared with many more people than I initially thought would be possible."

"Being in the United States was an open door to learning and getting to know about many different aspects connected with inclusive education, policy, and related issues in the field of disability," Renata explained. "It was amazing to host Amy Starble, and I have learned so much about AAC during her time in Brazil. The outbound program was an opportunity to take my knowledge on AAC to the next level."

Renata continues to collaborate with Amy, who completed a second technical assistance visit to Brazil in April 2018. During that visit, Amy taught a two-day course in Porto Alegre (25 participants), followed up with the participants of the training she gave during her first visit to Brazil (about 20 participants), and ran a two-day course in São Paulo (70 participants) (see Figure 3).

During the second trip, Renata also arranged for Amy to participate in meetings with the presidents and boards of the Brazilian Society of Speech Language Pathology and the Brazilian Chapter of the International Society of Augmentative and Alternative Communication (ISAAC-BR) (see Figure 4).

The fellowship and follow-on projects have clearly helped Renata to engage more stakeholders in an effort to improve inclusive education in Brazil. Renata noted, "Many more people know of my interest and work towards inclusive education, but my participation in the ADA International Fellowship Program attracted more attention and interest from professionals in this field."

Figure 2: Renata (first row, third from right) and Amy (first row, second from right) with professionals and families who participated in Amy's training on inclusive education and AAC.



Figure 3: Amy giving a two-day training on inclusive education and AAC to key stakeholders during her second technical assistance visit to Brazil.



Figure 4: Renata (front right, in striped top) and Amy (behind Renata) having dinner with the board and members of the International Society for Augmentative and Alternative Communication–Brazilian Chapter.



ADA International Fellowship Program: 2017 Fellows

Spring 2017 ADA alum **Sileno Santos** works as an adaptive sports coordinator at [Associação Desportiva Para Deficientes \(ADD\), a nonprofit organization in São Paulo, Brazil](#) that provides inclusive recreation, fitness and competitive sports for people with physical, visual, or cognitive disabilities.

“Sports is a universal language,” said Sileno. “Through sports, people can connect and build their physical, mental, and academic skills.”

As the father of a child with special needs, Sileno has been passionate in advocating for inclusive sports opportunities for youth with a disability for the past 15 years. His responsibilities at ADD include facilitating the orientation on adapted physical education and sports for the program’s youth participants, developing curricula around adapted physical education activities, and conducting physical assessments. Sileno also plays the roles of teacher, counselor, and coach for youth with and without disabilities.

Prior to the ADA International Fellowship, Sileno was selected to participate in a U.S.–Brazil exchange program promoting inclusive sports in 2013. The event was sponsored by U.S. Department of State.

As an ADA International Fellow, Sileno was interested in learning effective strategies and tools to promote

Figure 1: Collaboration with REMS about using sports to bring about social change.



the development of adapted physical education for youth with disabilities. Specifically, he wanted to learn how to train school physical education teachers to apply inclusive approaches, using a train-the-trainer methodology, and to sustain these efforts in the community.



Sileno Santos

Sileno spent his fellowship at the [Lakeshore Foundation in Birmingham, Alabama](#), under the supervision and mentorship of the foundation’s policy and public affairs coordinator, Dr. Karin Korb. For his follow-on project, he aimed to promote inclusion of students with disabilities in school-based and after-school physical education activities by educating health professionals, caregivers, and families about the rights of people with disabilities, and by working in partnership with Brazilian authorities at the local, city, and federal levels.

Since returning to Brazil, Sileno has presented on his fellowship experience and knowledge gained in the United States to his professional team at ADD, composed of 18 physical education teachers. He gave the same lecture to REMS, a national network of Brazilian

“Thanks to the ADA Fellowship... I was able to train teachers on helping people with disabilities to be independent and direct their lives toward a more promising future. This is all part of fighting for a more just society with the preservation of rights for all people, with and without disabilities.”

—Spring 2017 ADA alum Sileno Santos



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

institutions that promote social change for vulnerable groups, such as people with disabilities, through sports (see Figure 1). Sileno also participated in a table discussion about U.S.–Brazil differences in sports programming for people with disabilities. This event was held on August 31, 2017 in São Carlos during the International Symposium on Adapted Physical Activity.

Sileno, together with fellow ADA alum Renatta Bonotto, had an opportunity to debrief with staff from the U.S. Consulate in São Paulo on his fellowship experience and follow-on project. The consulate subsequently posted an article about them in Portuguese on their social media platform.

Sileno was able to replicate the sports programs that he experienced during the fellowship at the Lakeshore Foundation with professionals interested in adapted sports in four cities (São Paulo, Rio de Janeiro, Santa Teresinha, and Rio Claro). He offered guidelines for parents of students in these programs related to the rights of persons with disabilities, especially educational rights.

Additionally, he implemented weekly physical activities for students with disabilities at Zenaide School, a public school in São Paulo, providing the physical education teachers with materials and resources. This effort allowed 40 students with disabilities to fully participate in the school’s physical activities alongside their peers.

Reflecting on the impact of the ADA International Fellowship Program, Sileno said, “Thanks to the ADA Fellowship, I had the opportunity to learn about the initiatives of the Lakeshore Foundation for the involvement of people with disabilities in physical and sports activities. In addition, I was able to train teachers on helping people with disabilities to be independent and direct their lives toward a more promising future. This is all part of fighting for a more just society with the preservation of rights for all people, with and without disabilities.”

Figure 2: Sports practice at Zenaide School.



Figure 3: Sports practice at Zenaide School.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

ADA International Fellowship Program: 2017 Fellows

Fall 2017 ADA alum **Susan Masila** serves as the national director of [Special Olympics Kenya](#). Susan is a certified coach in Unified Sports®, a Special Olympics initiative that brings together athletes with and without intellectual disabilities to train and compete together, and has implemented this model in school sports teams across Kenya. She has also directed the Young Athletes Program, an international initiative that provides inclusive sports activities for children between the ages of 2 and 7, exposing them to different sports and other children with and without disabilities. Susan intended to use her ADA International Fellowship to further her work in this area.

For her follow-on project, Susan planned to implement an inclusive sports program for youth between the ages of 6 and 14 in two different primary schools in Nairobi, and to collect data on student outcomes to assess the program's impact. Susan spent her fellowship training at the [University of Massachusetts Boston's School for Global Inclusion and Social Development](#) under the supervision and mentorship of Dr. Paddy Favazza, a professor of early childhood special education.

As of August 2018, Susan had surpassed her initial goals for her follow-on project, enrolling 817 out-of-school

children with intellectual disabilities into 113 regular primary schools in Nairobi county, using the Unified Sports® model. Susan is partnering with UNICEF to expand her project, targeting a larger number of out-of-school children with intellectual disabilities in counties beyond Nairobi (see Figure 1). Later this fall, Susan will present on her work along with fellow ADA alum Jackline Lidubwi via Skype to students at Stonehill College in Easton, Massachusetts, where Dr. Fazazza is currently teaching.

Concurrently, Susan has been working on a study that aims to measure the impact of Unified Sports® on promoting inclusive education in Kenya, sampling 20 out of the 47 counties in Kenya for data collection. This effort is part of Susan's thesis research for a master's in sports science that she is pursuing at Kenyatta University.

Susan is also involved in supporting the development of inclusive education national policies and representing



Susan Masila

Figure 1: Unified Sports® inclusive play in a target primary school.



“The ADA International Fellowship Program was an incredible experience. The networks and learning have been very helpful in our work at The Action Foundation. I’m very grateful to have had the opportunity to participate, and am excited about the collective impact the Fellows will have on inclusive education in Kenya and beyond.”

—Fall 2017 ADA alum Susan Masila



AUCD

ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.

her organization on disability issues at international events. She participated in a forum that informed the development of the Kenya Ministry of Education’s May 2018 Sector Policy on Education for Learners and Trainees with Disabilities. She was also part of a team that developed an easy-to-read version of the sector policy for Kenyans who have grade 3 and below literacy skills.

In September 2018, Susan together with two other ADA alums (Martin Kavua and Elizabeth Shiakamiri) participated in the review and ratification of national standards for Educational Assessment and Resource Centers (EARCs). Operated by the Kenya Ministry of Education, Science and Technology, EARCs are responsible for educational assessment, referral, and school placement of learners with intellectual disabilities. There is an EARC in every county and sub-county in Kenya.

Internationally, Susan participated in a technical round table, hosted by the UNESCO International Institute for Educational Planning in partnership with UNICEF, in July 2018 in Paris, France. The purpose of the round table was to support ministries of education in planning inclusive education systems (see Figure 2). Kenya was one of seven countries invited to participate for their contributions to disability-inclusive planning. Susan represented Kenyan non-governmental organizations alongside the Kenya Ministry of Education.

Figure 2: A social media update from Susan about her work for Learners and Trainees with Disabilities in Kibera.



Figure 3: A social media update from Susan about her collaboration with Martin Kavua, another ADA alum.



Susan broadened her network through the ADA International Fellowship and is clearly using these contacts and connections to engage in new collaborations that further her work. In January 2018, she collaborated with Martin Kavua on an inclusive education capacity-building workshop for 100 special needs education and regular education teachers in Nairobi (see Figure 3). This effort was part of Susan’s UNICEF project.

In March 2018, Susan partnered with ADA alum Maria Omare’s The Action Foundation (TAF) on an event that engaged children with disabilities from Kibera, the largest informal settlement in Africa. TAF treated the children to a day of inclusive fun, games, and sports at the Embassy of the Philippines, courtesy of Special Olympics (see Figure 4).

In August 2018, Susan, Martin Kavua, and another Kenyan Professional Fellows alum, Vincent Odhiambo Ogotu, participated in a stakeholder forum for non-governmental organizations where they contributed to the 2018–2022 Kenya National Education Sector Strategic Plan, working on the special education chapter.

Reflecting on the impact of the ADA International Fellowship Program, Susan said, “The ADA Fellowship

opened me to the global scope of inclusion, not only in education but in other sectors as well. This exposure enhanced my capacity to respond and contribute to the disability inclusion agenda, both at national and international levels.”

Figure 4: 2017 ADA alum Maria Omare posted about her collaboration with Special Olympics Kenya, tagging Susan.



The ADA International Fellowship Program was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, and implemented by the Association of University Centers on Disabilities (AUCD) in partnership with the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston.