

# 2019 Annual Review

Celebrating **35 years** of changing lives





Protect. Educate.  
**Empower.**

# We are **Able Child Africa**

The leading UK charity working solely to improve the lives of children and young people with disabilities in Africa.

> For over 35 years, we've been making lasting change for children with disabilities in Africa, operating across Uganda, Kenya, Tanzania and Rwanda.

We break down the barriers to inclusion for children with disabilities and empower them to fight for their rights. We create change on a national scale by influencing governments and other agencies.

We are a small charity making a big impact. We are uncompromising in our mission. We are experts in what we do and are passionate about the approach we take. We are bold and agile, with the courage to innovate and take disciplined risks.



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# Welcome from our Chair



**Paul Harrison**  
Chair

It is a great pleasure to welcome you to our 2019 Annual Review. It has been another extraordinary year for Able Child Africa: one which has seen our organisation continue to grow and flourish and, most importantly, one which has seen continued expansion in the impact we have delivered to children and young people with disabilities in Africa.

This year Able Child Africa reached more children and young people with disabilities than ever before across four countries in Africa. We continue to work side-by-side with our partners in each country, committed to the conviction that this partnership approach is the most powerful and sustainable means of reaching our beneficiaries. In very large part, therefore, we owe our success to the commitment, vision and knowledge of our partners. So thank you, to all our partners, for everything that you do.

My heartfelt thanks also go out to the extraordinary Able Child Africa team. The passion, professionalism and expertise of our team is, quite simply, our organisation's greatest asset. Karl, who took on the role of CEO in April 2018, has provided inspirational leadership to this team and to the whole organisation over this period, and I record here my sincere thanks to him and every one of our incredible staff, interns and volunteers too. You should all be very proud of what we have accomplished.

We are also indebted to the Board of Trustees, whose skills and experience are as diverse as their dedication is constant, for their commitment during the year. Our term limit means we have, inevitably, had to say goodbye to a number of colleagues during the year, including Clare Reichenbach, my predecessor as Chair, who left a very large pair of shoes into which to step. But we have also had the very great pleasure of welcoming several new members, each of whom is a huge asset to the organisation and leaves the Board strong and fit for the years to come.

My final thanks, though, are reserved for all our donors. Whether individual, corporate or institutional; whether small or large; your generosity is what makes it all happen. Quite simply, your support has enabled Able Child Africa to deliver all the work described in the following pages. Without it, none of it would have been possible. Thank you.

As I approach the end of my term on the Able Child Africa Board, I am tremendously excited about the future of the organisation, and sincerely hope you will feel moved to support us in our vital work. But I am no less proud of what we have achieved so far, especially in the last year, and hope you will enjoy reading about this in our Annual Review.

Best wishes,

**Paul Harrison**  
Chair, Board of Trustees





## Fighting for rights & change for children in Africa.

Children and young people with disabilities are among the most marginalised in the world. Those living in poverty are disproportionately affected. Many continue to spend much or all of their lives in institutions, away from their families and are vulnerable to violence, exploitation and abuse. They are forgotten, hidden and have been systematically excluded.

# 60 million

people with disabilities live in Africa, the vast majority of which are children.

# 1 in 10 don't attend school



This impact is worsened for girls with disabilities.

Children with  
disabilities are  
**4 times** more likely  
to suffer abuse  
or violence



# Why we exist

Up to **80%** of children with disabilities from low-income countries will not live to be 5 years old. The children that do are four times more likely to suffer abuse and eight times less likely to go to school.

**Our vision is a world in which all children with disabilities are fully included as equal members of society.**

Only half of the children who begin go on to complete their primary education. Most drop out after a few months due to feelings of exclusion, isolation or stigma.

Every day, these children are facing barriers such as stigma and discrimination just for being who they are. They are some of the most vulnerable children in the world.

Local disability-focused organisations are severely underfunded and under-resourced, so Able Child Africa plays a key role in supporting local partners to protect, educate and empower children with disabilities so they are able to fulfil their potential.



Denying children with disabilities their equal rights has a lifelong impact. **It leads to a life of poverty, abuse, dependence and discrimination.** We believe every child is able: able to learn, able to contribute to society and able to shape their own future.





# What we **do**

We work with local partners to **protect, educate and empower** children with disabilities so they are able to fulfil their potential. We do this by...

## Delivering high quality programmes

We deliver high-quality programmes alongside local partners that break down the barriers to inclusion for children with disabilities.

## Strengthening local organisations

We strengthen local organisations on the ground which ensures they can deliver lasting change in the countries where we work.

## Fighting for rights & creating change

We fight for the rights of children with disabilities, creating change on a national scale by influencing governments and agencies.

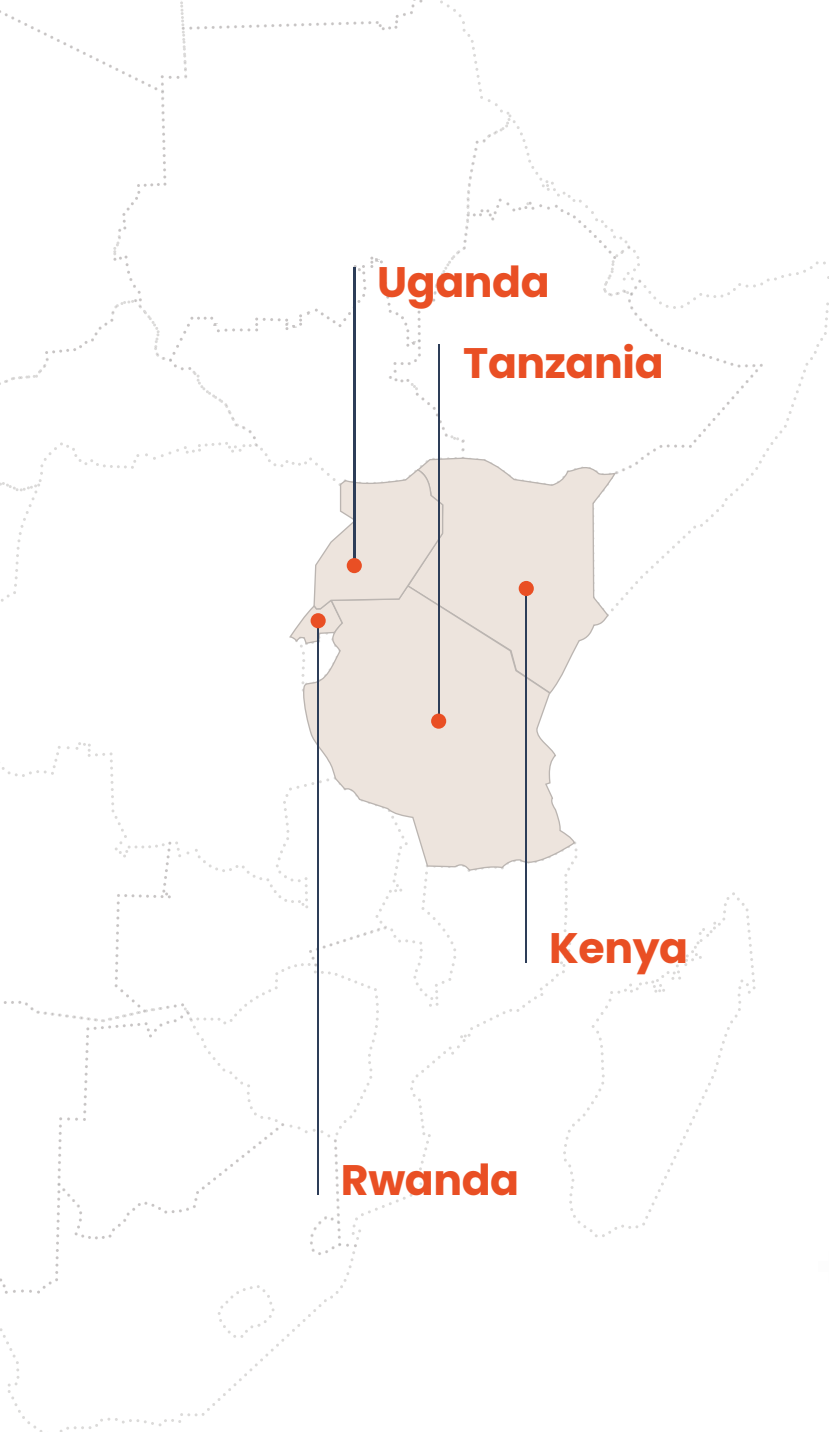
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As an Inclusive Education Ambassador, I am leading a child rights club in my school, teaching my fellow students that they should not isolate children with disabilities.

Beneficiary of our work in Tanzania







We have over **35 years'** experience working with local organisations across East Africa to improve the lives of children with disabilities.

Our **mission** is to promote the realisation of equal rights for children and young people with disabilities in Africa and to facilitate their meaningful inclusion in all aspects of life.



# Protect.



## Ensuring the **protection** of children with disabilities in Africa.

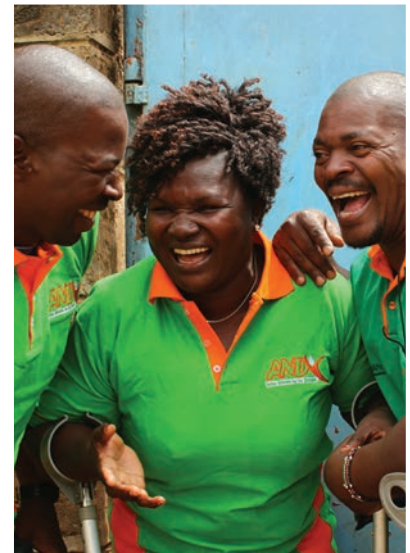
Children with disabilities are at a higher risk of violence, abuse or exploitation due to the multiple barriers that prevent them from protecting themselves or reporting incidents of abuse. We work with all our partners to improve and support local safeguarding practices and ensure the protection of children in the areas where we work.

By supporting local families and organisations to break down the stigma and discrimination around disability, we ensure the **protection** and inclusion of children with disabilities within their communities. We have been working to do this in Kenya...

### Improving Child Safeguarding in Kenya

We have spent the last four years working with our partner **Action Network for the Disabled (ANDY)** in Kenya to build their capacity to safeguard younger children with disabilities. Much of ANDY's early work had focused on supporting young people, however, they were increasingly looking for ways to work with younger children with disabilities, as they identified large numbers of children who were out of school. ANDY sought Able Child Africa's support to include children with disabilities in their five-year strategy, and together we developed a new child protection and safeguarding policy for the organisation.

The full involvement of both ANDY and Able Child Africa in this process ensured that both national and international standards were considered. Crucially, we have been able to apply our extensive experience and knowledge of the considerations needed for inclusive safeguarding, specifically for children with disabilities.



# Educate.



## Changing the lives of children with disabilities through **education**.

Across the world, over 90% of children with disabilities do not attend formal school. To tackle this problem we have developed inclusive **education** projects that support children with disabilities to access mainstream education alongside their peers, improving their educational outcomes and ensuring they are able to fulfil their potential.

We have been working in Uganda to change the lives of children with disabilities through education...

### Child-to-Child Inclusive Education in Uganda

We teamed up with our partners **Uganda Society for Disabled Children (USDC)**, to implement an Inclusive Education Project using an innovative Child to Child approach. This project, which started in 2013 works to address the multiple barriers that prevent children with disabilities going to school.

Using the Child to Child approach, children already attending school are encouraged to identify and engage with out-of-school children with disabilities in their communities. Together with teachers, they identify barriers to exclusion, and work with schools and communities to ensure that the children with disabilities are in education, and importantly stay in school.

In 2016, we scaled up the project and are now working with 27 schools across three districts (Lira, Adjumani and Nebbi) over the next 5 years. This scale-up, supported by Comic Relief, is enabling us and USDC to get over 1,500 children with disabilities into school.



## Empower.



### Empowering children with disabilities in Africa to fight for their rights.

For too long children with disabilities have been forgotten, hidden and systematically excluded. A key reason is that the children and their parents have been unaware of their rights and are disempowered in the fight for justice. By **empowering** children and young people with disabilities with knowledge of their rights, they are able to break down the barriers to their inclusion for themselves and their peers.

### Raising Aspirations in Rwanda

With funding from the UK Government (DFID), we joined the fight to 'leave no one behind' in Rwanda, partnering with UWEZO Youth Empowerment to empower children and young people with disabilities to demand inclusion within the UN Sustainable Development Goals (SDGs).

Alongside UWEZO, we developed and implemented a youth-led model, where we trained young people with disabilities to mentor and work with younger children with disabilities. Through this approach, we provided a platform to develop youth-led solutions for meaningful inclusion, where young people themselves become the key advocates for inclusion at the community and government level.

This has created new mechanisms and networks, where young people with disabilities are empowered to campaign for their inclusion across society.

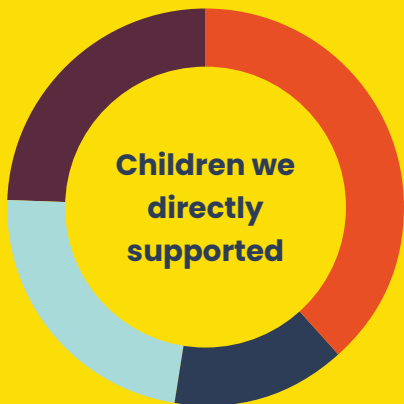




# Our impact

**In 2018/19,** we have been working with **five partners** across **four countries** in Africa to improve the lives of children with disabilities.





**We directly supported children and young people with disabilities** through enrolling out-of-school children into schools, providing disability aids, making school premises more accessible, establishing mentoring networks and activities to break down damaging myths about disability.

- **Uganda:** 404 children & young people supported
- **Kenya:** 151 children & young people supported
- **Rwanda:** 242 children & young people supported
- **Tanzania:** 255 children & young people supported

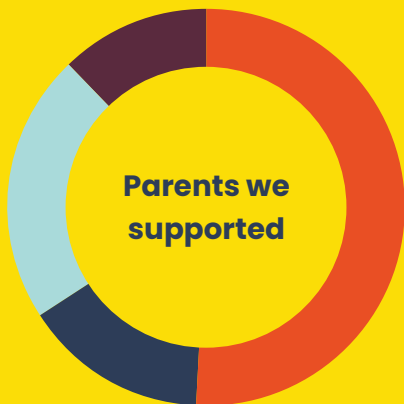
Total  
**1,052**



**We trained teachers in inclusive teaching methods**, providing the necessary training and tools to help teachers support all children in the classroom and ensuring children with disabilities can participate in lessons alongside their peers.

- **Uganda:** 499 teachers trained
- **Kenya:** 62 teachers trained
- **Rwanda:** 39 teachers trained
- **Tanzania:** 292 teachers trained

Total  
**892**



**We supported parents of children with disabilities** through parent support groups or community events, giving parents the opportunity to discuss the challenges they face, support each other and work together to advocate for their children's inclusion.

- **Uganda:** 477 parents supported
- **Kenya:** 140 parents supported
- **Rwanda:** 207 parents supported
- **Tanzania:** 112 parents supported

Total  
**936**



**We worked with government officials and ministers** advocating for improvements in disability inclusion at a local and national level in key government services in Uganda, Kenya, Tanzania and Rwanda.

- **Uganda:** 25 government officials we worked with
- **Kenya:** 11 government officials we worked with
- **Rwanda:** 44 government officials we worked with
- **Tanzania:** 34 government officials we worked with

Total  
**114**



# Uganda

We have been working in Uganda **since 1984** alongside our partners **USDC**, supporting children with disabilities and their families to break down the barriers to inclusion.

Many people living with disabilities in Uganda continue to face **stigma** and **discrimination**, and in northern Uganda where we work 80% of people with disabilities have been identified as living in chronic poverty. Despite significant progress at a policy level in Uganda, there is an implementation gap. With a policy of Universal Primary Education, school enrolment has reached 90%. However, this is not the case for children with disabilities, where only 2% are graduating to secondary level.

## What we're proud of

We are very proud of our collaboration with the **Ministry of Education** and **UNICEF** in Uganda to develop a national teachers resource book for 'Inclusive Education in Uganda: The Child-to-Child Approach'. With our partner USDC, we have partnered with the Ugandan government to develop and test the guide in three northern Ugandan districts prior to a national roll-out.

Through this partnership, we have participated in high-level conversations on how the teacher's guide links to Uganda's wider inclusive education policy, particularly examining the existing gaps in early identification systems and outcomes of children with disabilities in school.

**Able Child Africa's support to my team and ongoing sharing of ideas has helped us come up with new ideas we would not have thought possible.**

**Dolorence Were, Director USDC**



### Advocating for Change in Uganda

Following on from our work with the government, we are looking to develop a national advocacy project that addresses disability-inclusive justice for children with disabilities.

For many children with disabilities in Uganda, the right to access basic services such as education, health and justice remains a challenge due to widespread discrimination and stigma. While Uganda has made significant advances in disability inclusion, reforms in the social welfare system have been slow as underdeveloped structures and weak legislation means children remain prone to abuse and exploitation. In northern Uganda alone, 60% of all children fall into a cycle of poverty, violence and crime, with children with disabilities, disproportionately more at risk.

This work will build on our extensive experience in advocating for inclusive policy implementation with local and national governments, with demands for strengthened inclusive community-based services.





## Through our current projects



We enrolled  
**1,346** children

with disabilities into  
mainstream inclusive  
education



We registered  
**1,537** parents

of children with  
disabilities into parent  
support groups



We trained  
**530** teachers

in child-to-child  
approaches for disability-  
inclusive learning



## Improving early identification for children with disabilities

Unfortunately, many children with disabilities are left unidentified and untreated – unable to access the medical assessments that will allow them to receive the support they need.

This was true for many of the children we came across in our inclusive education work. To tackle this problem, we partnered with USDC to launch a new project in Nebbi, northern Uganda. We developed a low-cost disability screening tool that better identifies children who need professional medical assessments and assistive devices.

This project ensures children with disabilities are identified and **protected**. It facilitates long-term access to healthcare services by training teachers to use the tool during in-school assessments, working with local stakeholders to improve the referral systems and supporting parents to get their children screened.



Due to the **success** of this project, we have worked closely with the **national government** to create a tool for adoption in all schools across the country for the effective inclusion of all children with disabilities.

# Kenya

We have worked in Kenya **since 2009** with our partners **ANDY** and **Little Rock** supporting children and young people with disabilities to be included in all aspects of their lives.

While Kenya has a system of free primary education, the curriculum requires basic skills that most children with disabilities do not have. Very few have accessed early education, meaning young people with disabilities are less likely to be employed, and more likely to be living in poverty. With limited access to education or health care, these young people continue to face injustice, stigma and sometimes abuse and violence. This is magnified in Kibera, Africa's largest slum where both ANDY and Little Rock are based, and home to **100,000** people with disabilities.

## What we're proud of

We are extremely excited of the **National Civil Society Coalition** we have set up together with ANDY in Kenya. The coalition, consisting of 47 organisations across 8 counties, advocates for the inclusion of children with disabilities. This network has had huge successes with government advocacy, increasing the number of officials appointed as **County Disability Directorates** across Kenya. The network has also successfully influenced the local education officials, demonstrating the importance of the inclusion of children with disabilities in mainstream education, with increased numbers of children placed into mainstream schools as opposed to special schools as a result.

**I love being in school because I am learning to depend on myself. I am no longer isolated.**

**Beneficiary** of our work in Kenya



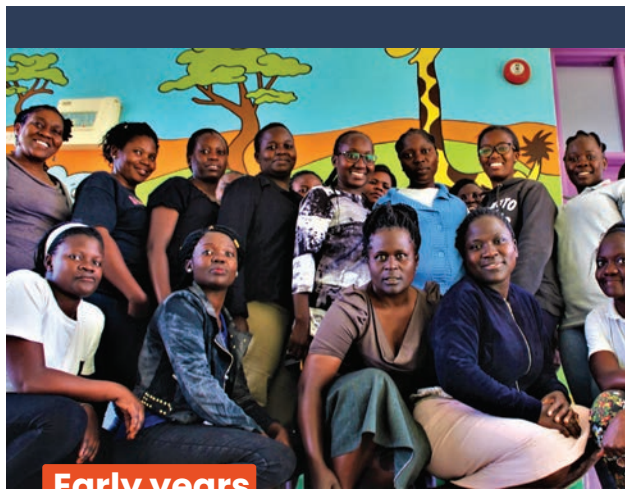
### Sports for Inclusion: Changing the Game in Kenya

In partnership with ANDY and with current support from Comic Relief, we have developed a model for sports to be used as a route to inclusion: to empower children and young people with disabilities and break down the significant barriers of stigma and prejudice.

Through our programmes, children with and without disabilities attend sports sessions and child rights clubs at schools. These sessions consist of adapted activities that allow children with and without disabilities to compete alongside each other. This has a significant impact of bringing children with disabilities into schools, removing the stigma and building relationships between children, irrespective of the different ability levels.

Over the time that we have delivered this programme, we have seen it improve the health and self-confidence of children with disabilities and improved their enrolment into school.





### Early years education

Getting children with disabilities 'school-ready' is a major challenge without inclusive early **education**. This is particularly true for children from disadvantaged communities, like Kibera.

Little Rock was founded to offer a better start for children with disabilities. Originally operating out of a single room, we embarked on a journey with them to build an Inclusive Development Centre in the heart of Kibera. With long-term support from Euromoney, the school was completed in 2013 and is now home to over 400 children, one-third of which have a disability. We have continued to support Little Rock's organisational development, improving their financial and operational systems, and investing in their staff and therapy units to future proof the organisation.

And in response to the number of children with disabilities being consistently denied access to primary education, Little Rock is now using their expertise to facilitate the transition of children with disabilities into primary schools through inclusive teacher training and a school exchange programmes.

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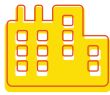
We have continued to support **Little Rock's** organisational development, **improving** their financial and operational systems.

### Through our current projects



We empowered  
**1,227** children

with disabilities, using  
inclusive sport to improve  
their access to education



We improved  
**47** organisations

by increasing their capacity  
to include children with  
disabilities in their work



We supported  
**140** parents

of children with disabilities  
by engaging them in income  
generating activities



# Tanzania

We have been working in Tanzania **since 2007** alongside our partners **Child Support Tanzania** changing the lives of children and young people with disabilities through education.

Many children and families in Mbeya are living in poverty, often exacerbated by **disability**, HIV/AIDS and **high mortality rates**. Here, services for children with disabilities are severely lacking and poorly resourced. Although primary education is free in Tanzania, children with disabilities often do not develop the basic early learning skills needed to succeed in this environment and are continually left behind when it comes to accessing primary education.

## What we're proud of

On the back of our **Inclusive Education** project in Mbeya, we have been working as part of a national consortium with the Tanzanian government to input into the National Strategy for Inclusive Education. Specifically, our focus has been on ensuring that the child-to-child approach is included in the strategy.

To ensure this inclusion and in consultation with the Ministry of Education, we have designed a child-to-child inclusive education teachers guide working with local and international inclusive education experts. Once signed off by the national government, we aim to scale the implementation of this guide across Tanzania.

**My daughter has brought great changes in her community. She has taught us to see that children with disabilities can achieve great things.**

**Mother of a beneficiary of our work**



### Protecting Children in Tanzania

We are working with CST on the development of a project that reviews current child protection standards for the inclusion of children with disabilities in Tanzania, putting children at the heart of our work.

Our experience has demonstrated that children with disabilities' access to and achievement in education are significantly impacted by the real threat of violence and abuse they experience. For many children with disabilities, this includes neglect or the risk of abuse from parents, caregivers, teachers or even peers in their classroom.

Due to their marginalisation and a lack of personal and sexual education, children with disabilities are often unaware they are being abused. Child-friendly spaces to discuss issues remain underdeveloped, and with a lack of support and inclusive systems to report, cases of abuse often go unreported.

We want to change this.



Through  
our current  
projects



We engaged  
**1,300+** members

of community groups  
through disability  
awareness events



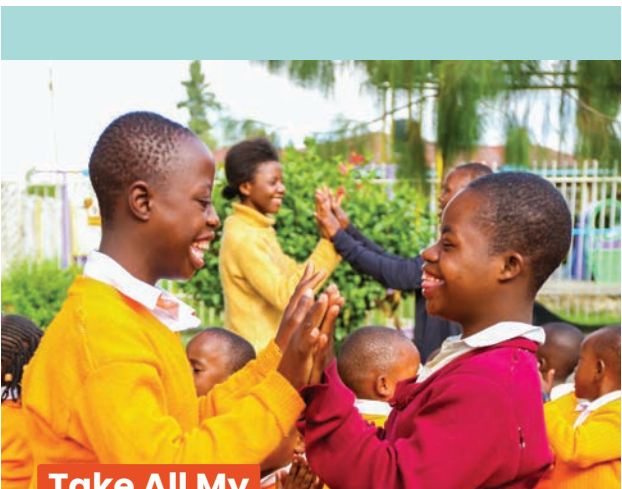
We enrolled  
**236** children

with disabilities  
into disability-inclusive  
child rights clubs



We improved  
**8** schools

by modifying their  
accessibility to children  
with disabilities



### Take All My Friends to School

For the last 4 years, we have been working with Child Support Tanzania to run the community campaign 'Take All My Friends to School'. This campaign aims to make education a reality for all children with disabilities across Mbeya. Using a child-led approach, children already attending school are encouraged to identify and engage with out-of-school children with disabilities in their communities to help support them to go to school.

With support from **Comic Relief**, we have been able to launch a scaled-up version of this campaign and build on the success we had. The 4-year project is working with 8 government primary schools and early childhood centres in Mbeya to identify children with disabilities who are out of school in the surrounding communities and supports them to enrol into mainstream government schools.

Excitingly, this takes a child-led approach we first developed and implemented in Uganda, facilitating information and best practice sharing across our partner network.

“

'Take All My Friends to School' aims to make education a **reality** for all children with disabilities across Mbeya.



# Rwanda

We have been working in Rwanda **since 2016** alongside our partners **UWEZO** Youth Empowerment, empowering children and young people with disabilities to fight for their rights.

Nearly half of all people with disabilities in Rwanda are under 35. Two-thirds are not in education or employment and over **90%** fall below the national poverty line. Children with disabilities comprise less than 1% of all primary school students, and this rate drops further at secondary level. While Rwanda has a good track record of inclusive policies, many children with disabilities are still unable to access basic services and face stigma and discrimination.

## What we're proud of

We have been supporting UWEZO to develop improved mechanisms for **Disabled Person's Organisations** (DPO's) to be recognised and heard by the government; and this success has extended into our programmatic work, where we have seen an improved engagement between young people with disabilities and government officials.

From our Raising Aspirations project with UWEZO, 20 of our youth disability advocates have organised a national youth group and attended several meetings with government forums to advocate for the implementation of disability-inclusive policies, ensuring the voices of young people with disabilities are heard in key decisions that affect their lives.

**We have been able to build a national network of advocates; young people with disabilities empowered to campaign for their rights.**

**Youth Mentor and Advocate in Rwanda**



### Accessing Employment in Rwanda

With improved engagement of young people with disabilities in Rwanda, we want to do more to provide young people with disabilities in Rwanda with the opportunities and skills they need to access employment.

A study conducted by UWEZO demonstrated that the employment levels for young people with disabilities in Rwanda are far lower than their peers, with many earning no income at all. Among the barriers to employment were a lack of education and self-confidence, stigma and discrimination in the workplace, inaccessible buildings and a lack of additional support required.

Clear interventions are needed to stop the cycle of poverty, create positive social change and challenge the negative misconceptions around disability in the workplace. We are working with UWEZO to attempt to do that, raising awareness of best practices of inclusion within the workplace, and creating a more enabling environment.





## Through our current projects



We supported  
**108** girls

by improving their  
access to health  
& hygiene services



We empowered  
**92** advocates

by setting up a network so  
they can fight for the inclusion  
of children with disabilities



We trained  
**140** leaders

of community groups on  
effective disability  
safeguarding practices



## Female Sanitation and Hygiene

A major challenge for young girls with disabilities attending school is having confidence in managing their own sanitation and hygiene. These fears mean girls with disabilities are often not in school, and when they are, they are not included in learning about hygiene, health and reproductive practices.

With funding from **Jersey Overseas Aid** and in partnership with **UWEZO**, we have developed a youth-led project to advance the inclusion of girls with disabilities in education in Musanze, northern Rwanda.

We are working to create a more accessible environment so that inaccessible facilities are not the reasons why girls with disabilities are not in school. We are training teachers on inclusive teaching methods and are educating the girls about good hygiene and reproductive health practices.

We have also trained a group of young women with disabilities to become peer mentors, providing individual support for those out of school; and group mentoring for those who are in school.



We are working to create a more **accessible** environment, so that inaccessible facilities are not the reasons why girls with disabilities are not in school.



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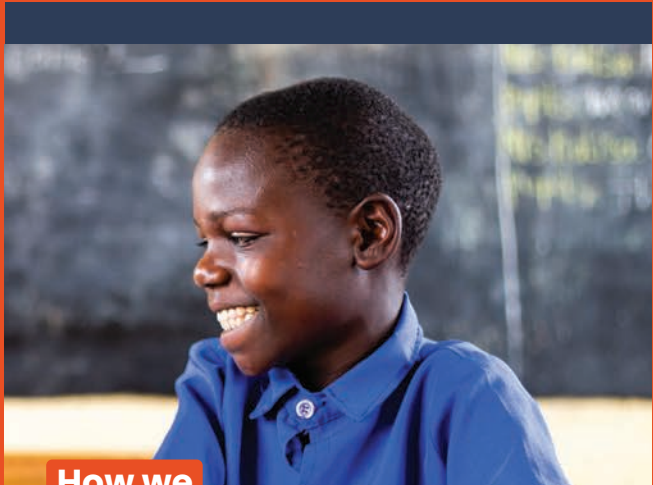
I attend the school club where I get to meet up with other girls with and without disabilities. Our mentor tells us about the importance of using **clean water for sanitation and hygiene** and also about **sexual reproductive health**.

# Dora's Story

Dora was one of the lucky ones. Her parents believed in her right to an **education** and her disability had not stopped her attending school.

> However, like most children with disabilities, Dora experienced daily discrimination both for having a disability and for being from a poor family. Her parents worked hard to provide for their family and afford school fees, but Dora's health, sanitation and hygiene could not be a priority and so Dora was becoming increasingly teased and excluded.

That is where we came in. With our partners **UWEZO**, we started an Inclusive Sanitation and Hygiene Project in Rwanda, training local young women with disabilities to support and mentor younger girls with disabilities.



## How we helped Dora

When we approached Dora's school as part of the project, Dora was one of the first to come forward to be involved. Dora was thrilled to be given a mentor and joined the other girls in the school in the club that was set up to provide a support network to the young girls and keep them in school.

Dora has developed a great connection with her mentor, Marie. Marie regularly visits Dora at her home and helps her and her family learn how to keep Dora clean. Dora is looking forward to learning more from the project so that she can teach her young sisters all about hygiene and sexual health.

Dora feels much happier about life than she did before. She now has a role model to look up to, which has made her more confident to fulfil her potential. Dora wants to become a doctor so that she can make her mother proud and treat other children with disabilities who have health problems but can't afford treatment.

“

I now help my younger sisters to **stay clean** both at home and at school so that our parents don't have to worry about us, and they can concentrate on earning enough money to **afford our school fees**.



# Building Local Capacity



We firmly believe in local-led solutions to local challenges, and we are committed to a **long-term partnership** model and capacity building approach.

Alongside our delivery of services, we play a key role in building the capacity of our partners and supporting their organisational development to ensure they become independently sustainable, high impact organisations.

Working with organisations over a sustained period of time, we are able to contribute to our partner's long term plans, improving their capacity in self-identified areas. By supplying specialist support, we provide much needed professional expertise in a systematic and strategic way that is aligned with each organisation's own strategic plans.

## Building financial capacity in Tanzania

This year we embarked on a project between Child Support Tanzania and ourselves aimed at improving Child Support Tanzania's (CST) financial systems.

At the start of the year, CST identified that their financial systems were not at the level they felt they required. As the organisation expanded from running their inclusive educational centre to include the delivery of multi-year community-based projects, CST's internal financial management systems needed to improve to manage the increasingly diverse finances of the organisation. This included their first steps into organisational management accounts and the continued development of necessary financial controls across the organisation.

Identifying a suitable professional volunteer, an initial project visit was completed to establish a relationship with the team and understand their organisational needs. Following some initial training of the financial team, we set about building the organisation's management accounts and relevant internal financial

processes. For the next year, we held monthly phone calls with CST's finance team to support them in implementing these new financial procedures and applying their regular management accounts reporting.

The result has been massive. CST's understanding and implementation of these financial changes have been impressive, which has made them more sustainable going forward and importantly, makes them more attractive to large donors for funding.



# Advocating for Change

As the leading organisation working principally for the protection, education and empowerment of children with disabilities in Africa, we play a key role in **advocating** for change to improve their lives.

## We do this by...

- **Advocating for change** in the UK and on an international level, working as part of larger networks to support governments and donors to improve existing services and increase opportunities for children and young people with disabilities.
- **Strengthening the capacity** of our partners to do advocacy work; and we support them to strengthen policy and legal frameworks, so they better meet and fulfil the rights of children and young people with disabilities.
- **Working to ensure** there is greater engagement of children and young people with disabilities in the policy arena, ensuring their voices are heard and they are able to contribute to decisions that affect them.

## In Africa

This year we have been working with all our partners to support children with disabilities and their families to advocate for inclusion in government policies and practices. We have continued our work with our partners in Tanzania and Uganda to advocate the national government for the inclusion of children with disabilities in education.

In Uganda, we are collaborating with the Ugandan Ministry of Education and UNICEF to roll out the teacher training manual developed during our child-to-child inclusive education project to a national level. In Tanzania, we have been working with Leonard Cheshire Disability, ADD International and the Tanzanian government in the 'All in All Learning' Consortium to advocate for the financing of effective Inclusive Early Childhood Development in government primary schools. In Rwanda, we have been empowering children and young people with disabilities to demand inclusion in the Sustainable Development Goals, using a new youth-led model where young people with disabilities are trained to mentor young children with disabilities and take on the role as the main drivers for inclusion at a community and government level.

## In the UK

In the UK, we increase understanding of the barriers children with disabilities by influencing larger mainstream organisations with a wider reach to mainstream disability across their projects. We do this through UK and international networks we are part of, including the International and Disability Consortium (IDDC) and the Bond Disability and Development Group. We recognise that this is a growing area of our work as our reputation in the sector as a leader in the inclusion of children with disability strengthens.

This year marked the first ever Global Disability Summit held in London in July, which brought together organisations worked towards improving the lives of people and children with disabilities from across the world. Able Child Africa has had a significant presence at the summit as well as the civil society day and the accompanying parliamentary event. Our patron Anne Wafula-Strike and Anthony Ford-Shubrook our Advocacy Assistant both spoke at the summit and we played a key role within advocating in the build up to the summit with DFID. Young people were well represented at the event, giving their voice to international and national decisions that affect their lives and those of their peers.

# Financial Report

## Overview

**Able Child Africa's total income this year was £793,497 which represents a growth of 15% from the previous financial year.** This is comprised of £581,977 in restricted funding (including grants) and £211,520 in unrestricted flexible funding.

Total expenditure this year was £773,466 representing a growth of 9% from the previous financial year. Restricted expenditure totalled £538,331, which was spent delivering projects to benefit children with disabilities in Africa.

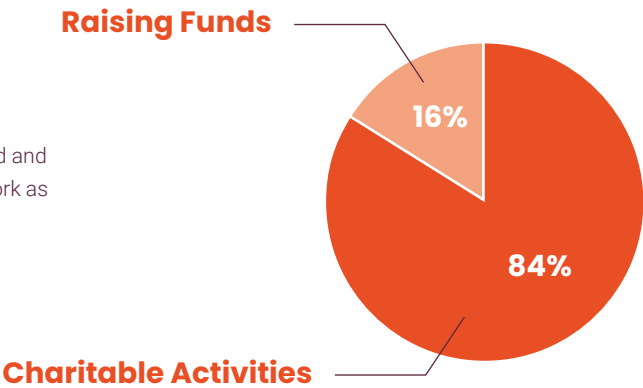
## Income and Expenditure

Income and Expenditure	Unrestricted Funds	Restricted Funds	Total Funds
Income	£211,520	£581,977	£793,497
Expenditure	£235,135	£538,331	£773,466
Net Income (Expenditure)	(£23,615)	£43,646	£20,031

## Spending on Charitable Activities

Expenditure Split	Charitable Activities	Raising Funds	Total Expenditure
Total	£681,641	£91,825	£773,466

Expenditure on charitable activities amounts to **84p for every pound** raised and comprises costs of our projects in Africa, our advocacy and influencing work as well as related support and governance costs.



## Reserves

**We ended the year with unrestricted reserves of £55,291**, which was in excess of our target of £50,000. We managed a planned drawdown of reserves in the year, as we invested some of our free reserves on necessary organisational development.

*Our full report and accounts are available online on the Charity Commission website.*



# Looking Forward



**Karl Hankinson**  
Chief Executive Officer



The last year has been a year of change within the organisation, but one of positive change and progress. We have seen significant advancements in our organisational infrastructure as we have attempted to create a more solid base on which the organisation can grow and reach more children and young people. We have found a great new home, completed a full digital transition and CRM implementation, and created new impact and quality frameworks with which we can assess and celebrate our successes.

We have also recently brought together a year's worth of work to launch our new brand. It has been a real collaborative process, is something we are very proud of and we think reflects the quality of our work, the empowerment of children with disabilities and also our ambitions for the future.

All this means that we are in a position to look forward with great optimism about what we can achieve, knowing the foundations required are in place. We have an exciting period ahead, one which will see us expand to our first country outside of East Africa, improve our support to our partners in Africa and grow our network of organisations working with and for children with disabilities.

We are making a tangible difference to the lives of children with disabilities who are facing some of the toughest challenges imaginable. But we have to do more. Able Child Africa will continue to play a key role in addressing the barriers to inclusion and supporting local partners to grow their capacity to make real change.

**Karl Hankinson**  
Chief Executive Officer

## Our plans for the future...

### 1. We plan to expand our work, to new countries and new partners – identifying where support is needed most

- We want to grow our network of organisations working with children with disabilities, creating strong support networks for our partners working in the disability sector across countries that facilitate learning.

### 2. We plan to upskill children and young people with disabilities so they are ready for work, providing them with the confidence to make the transition into employment

- Children with disabilities are often lost through the cracks as they approach adulthood, many daunted by fears about how they might sustain their own livelihoods. We aim to support them so they can reach their full potential.

### 3. We plan to strengthen the sustainability of our work by building the capacity of our local partners

- We believe in our long-term partnerships model. These partnerships are complex and require a lot of love and attention to succeed. We want to build longer-term plans with our partners alongside their strategic planning so we align ourselves to their objectives and development.

### 4. We plan to catalyse further improvements in the inclusion of children with disabilities at a national scale

- We want to build on our track record in this area and ensure that even modestly sized projects are providing information and resources that will enable us to have a big impact.

### 5. We plan to innovate, testing new approaches to inclusion and sharing knowledge

- Our local partners on the ground are innovative by nature and so are we. We aim to increasingly promote innovation through our projects, sharing successful approaches amongst local organisations across borders through African Partner Meetings; and testing out technologies that can be used sustainably in resource-poor contexts.

### 6. And finally, we want to bring you with us

- Having our supporters closer to the cause and making sure you feel fully informed, learning more about global disability rights issues, is essential for our success. So come and join us and see what we can achieve together.



# Get Involved



We rely on a community of **individual givers** who support our work and help us to improve the lives of children with disabilities in Africa.

By becoming a new supporter, you can provide long term stability for our work, allowing us to plan for the future and most importantly, you will help us support more children.

**Giving £10 a month, will help us improve the lives of some of the world's most vulnerable children.**

## Get your company involved

Involving your company in what we do can significantly grow the impact you have with us, as well as helping your company achieve their charitable objectives. Promote Able Child Africa in your workplace and with your colleagues, and your contribution will start to multiply.

## Leave a lasting legacy

Only one in ten children with disabilities have access to schooling of any kind. This is simply wrong and has to change. You can be part of this change by leaving a bequest in your will to Able Child Africa and help to leave a better world to future generations.

## Fundraise or take on a challenge

Run the London Marathon, join us for our Charity Golf Day, or attend our Annual Gala. Or if you want to go it alone, why not climb Kilimanjaro or do a bake sale. Whatever it is, big or small, your contribution will support more children with disabilities in Africa.





# Celebrating You

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Nothing we do would be possible without the many people who support or fund us, complete challenges for us or provide in-kind support. So, to all of you, a massive thank you!

## Lasting Legacies

This year we've been fortunate enough to receive a charitable legacy from the will of Gwen and Hugh Oliver who have both supported Able Child Africa's work from the very beginning in Uganda over 35 years ago. Their generous donation of £10,000 will go a long way in changing children's lives, a fitting memorial to two wonderful people.

## London Marathon

We want to say a huge thank you to 29 brave individuals who took on the London Marathon for Able Child Africa this year. They collectively raised over £67,000 to support our work, with the highest individual fundraising total reaching an amazing £5,582! There were some incredible stories as well, including that of Lois who we featured in our newsletter who completed the marathon aged 70, and Gary, Joe and Naomi from our corporate partner TXF who fundraised and ran their first-ever London marathons as a team.

## Annual Gala

Thanks to everyone who made the Annual Gala a success in 2018, with special thanks to our honorary gala committee: Azad Ayub, Katy Rose, Vijay Parikh, Ayodipo Ogunmoyela and Gavin O'Donoghue. Together we raised over £67,000, and a truly fantastic night was had by all. Thank you to our MC Jonathan Bremner, FR Events, Lawrence Clarke, Kasai Masai, Kunle Fagbenro, The London Hilton Metropole, all our fantastic event volunteers who ran the event so well and every extremely generous donation that was made to our auctions.

## Incredible Challenges

Thank you to everyone who has taken on a challenge for Able Child Africa this year, and especially to Jen and Penny Truman who fundraised £1,200 and Alex Grullon a further £2,400 for climbing Mount Kilimanjaro; a fantastic achievement!

## Helping Hands

A huge thank you to our wonderful interns Jodie Goffe, Ewan Edwards, Elliot Dudley and Elisabetta Giustino who have all done fantastic work with us over the last year. Also to Dave Hankinson and Dan Roberts for helping with our office move, Lesley Gilmour with our Annual Review.

## We thank the following donors for their support

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