

Good education is a necessary condition for being able to go on in life as an adult. Deaf children are also entitled to this.



Our new "Life skills" (Social skills) campus. There is one building for 12 girls and one for 12 boys. The youngsters learn to live independently here and to work well together. This is a unique addition to the education and upbringing of deaf children in Tanzania.

Now that many of our deaf children in Tanzania have already completed their primary education, we can think further about the important next step of our EOTAS education program. From the moment we started building our school for the deaf in Tanzania, there was a focus on vocational education for the children in the future. The current situation is that some of our school leavers have now completed secondary education, but still do not have practical skills that will enable them to become economically independent. Thanks to large funding from the Lilianefonds and from our private donors, we have been able to build the vocational training campus. Children who have completed their primary education can move on to secondary education and then follow a vocational training through us, or go directly from primary education to our vocational training. The vocational training is carried out in collaboration with government institutions, so that the young people ultimately receive a recognized diploma and have the actual knowledge and skills needed to earn their own money. It has not only been a long and often difficult road since the establishment of our school for the deaf in 2005, but also an important step forward in realizing a complete and suitable educational program for deaf children in Tanzania. Every child not only has the right to education, but also to a fair chance to continue later after school and make good choices. Thanks to your trust and financial support, we are on the right track to realize this for many deaf children in Tanzania! **(Robin van Donkersgoed, Chairperson EOTAS Netherlands, Program Director)**

An impression:



Children start as young as possible in our preschool



All children continue with primary education



Our students receive vocational training



Students can produce quality products.

The latest developments in the Wanaziwi Art and Centre at our school,



Exactly 10 years ago there was a plan. The deaf young women who are somewhat involved in the Deaf school in Dodoma, but who actually have nothing to do should also be able to work? What would you like to do? What do you want to get started with? "We would like to learn how to sew, make things, sell and then become very good at it".

Alyanne and I, 2 enthusiastic young students, took advantage of this plan. We must be able to do something with that. We have joined forces, Alyanne with International Business as background and I with linguistics. What was to come; a name, a logo, a foundation, a tax registration, a website. Workshops, fundraisers, presentations in churches, all followed.

After a year we were able to have our own building built on the edge of the grounds at the school for the deaf in Dodoma. The real WanaZiwi building was a fact. Including sewing machines and all accessories. The ladies were able to get started. A number of children soon became curious. What is happening in that building? What are they doing. Learning young is done old, so the children can also start with crafts.

Last October we celebrated our 10th anniversary with WanaZiwi. We arrived in Tanzania and went to the WanaZiwi building that has since grown into 2 rooms. And couldn't believe our eyes. A true creative paradise! Every day at the beginning of the afternoon a very large group of young children come to play at WanaZiwi, like a real Child care Centre the little ones are developing their creativity and playfully they learn to tinker and express themselves. Something that seems normal to us, but was unthinkable here 10 years ago. Then the children hardly knew what a paintbrush was, and when they got hold of it they all made the same lines on paper without their own initiative. Now the most beautiful colorful creations are distributed throughout the room.

When the little ones are ready, the older children come, who first get a theory lesson and then get to work behind the sewing machines. The first self-made bags and dresses hang in the room.

We have observed it and secretly pat ourselves on the back. Who expected this. What are you doing well. And we are so proud of the development that these children are going through. The ladies we started with have now flown out. Fantastic.

The next step is actual practical education including a diploma as an artist (seamstress) and self-reliance training. So that, even if you are deaf, you are the best clothing designer, so you get enough work and can earn money.

On to the next 10 years!

Alyanne and Nienke, on behalf of WanaZiwi.



Shuleni Foundation pays a visit to school leavers from Dodoma

The moment students in Dodoma have taken their primary school exam, the question arises what the next step is. Robin has been working on the answer to this question since his time in Kigwe (1996-2002). That was never easy, because reality is challenging in Tanzania. The word 'give up' is not in Robin's dictionary and therefore, more than twenty years later, a tailor-made vocational training program for deaf school-leavers can start in Dodoma. Since the first group of school leavers left school in 2015, only children of parents who could pay school fees would have the chance to continue learning. That meant that almost no child could continue after primary education. That is why "Shuleni" was established in 2011, first as an emergency fund and since November 2018 as a foundation to support, among other things, school leavers from Dodoma in their further education. Last summer I visited a number of these students together with my former colleague Felista of the Kilakala Unit for the Deaf in Morogoro. The first destination was Mwanza, where there is a large Montessori training center that also has a kindergarten, a primary school and a secondary school.

"Little Lati", the daughter of matron and kindergarten teacher mama Lati, was allowed to start in third grade of secondary education last January. Her previous school, 50 km outside Njombe in the south of the country, turned out to be too expensive, too far and too bad. In Mwanza she receives good quality education.



The trip went from Mwanza to Dar es Salaam, where my colleague Annemarie arrived. Together we traveled to Morogoro to visit the Kilakala Unit for the Deaf, where I worked in the period 2003-2007. It was special to be back in kindergarten, especially to see how the deaf class assistant has grown in his role. The children watched breathlessly at his sign language explanation of "funeral" and "clothes." The children then started working with the Montessori material, many of which require

maintenance, replacement and expansion, but lack the means to keep everything in good condition.

The roof of the kindergarten turned out to be leaky; we did not yet know how much it would rain later. The "donate a corrugated sheet ... or two" campaign at my school, the Viertaal College in Amsterdam, fortunately produced results so quickly that the new roof is completed!



The journey continued via Dodoma to Iringa, Njombe and Mbeya. My colleague Annemarie stayed in Dodoma and supervised kindergarten with lesson ideas and participated in the Wanaziwi room.

Felista and I first went to Iringa to visit school-leaver Anna on Iringa Girls' Secondary; a school with room for 50 deaf girls, out of 300 places in total. We saw a good government school with happy girls. Many hearing girls were able to sign and thought it was a shame they didn't have to interpret for us. Anna was happy to see us and, to our surprise, we met another school leaver from Dodoma, "Big Latifa", whom we thought was in school in Njombe. Father pays the school fees herself, but it soon became apparent that she did not have many essential items. With a trip to the city we were able to supplement that quickly.

Njombe was the next destination. There we went to visit Semeni, one of the first school leavers from Dodoma. Her results are poor, but that probably has more to do with the limited sign language skills of the teachers than with her understanding. Semeni needed new shoes, so we went out with a real teenager who mainly wondered what "the others" would think of her shoes. We ended the trip festively with fries, chicken and soda.



Then we went to Mbeya, for the certificate of Thomas, also one of the first school leavers. "Kyela Polytechnic" is bizarre far outside the city and is a true white elephant; a school built with a lot of foreign money that is half empty. Shuleni is no longer sending students here: it is too expensive and too far. There is a Sign Language Department, but only Cassiano, a former class assistant to the toddlers in Morogoro, can really sign.

Meanwhile, one girl from Morogoro no longer wants to go back to this school and she has now signed up for the new vocational training program from Robin. She is ready for a new start! (**Monique Bekker, secretary Shuleni**)



In memory of Mussa Kisanke

(the story below has been translated directly from kiswahili to English)



Mussa was born in 2008 in Dar es Salaam. He was enrolled at the Dodoma Deaf School in 2017, in our kindergarten class (group 1) despite his age. Before Mussa came to us, he had never been to school and as a deaf child he was very much behind on the other children. At our school he progressed slowly but surely and this year he was in class 1b (group 3b). Mussa had many problems in the beginning and always fought with the other children, because he was very much neglected at home. During his time at our school, he learned to communicate and found a personal balance. He loved football and did regularly participate in other games with the children around him. During the last Easter vacation, Mussa travelled to Dar to spend time with the family again, which normally never happened. One day he was playing soccer with other children next to a railroad in Dar es Salaam. At one point the ball was shot towards the railroad, with the result that Mussa ran after it. Exactly at this moment a freight train arrived, which Mussa did not see. Other children tried to call him, but Mussa did not hear that because he was deaf. One of the children tried to run after him to get him back, but Mussa kept running because he probably thought they wanted to take the ball away from him. As a result, Mussa was fatally hit and died on the spot.

Thanks to private sponsorship, we were able to give Mussa a good time at our school.

What you did for deaf children in Tanzania during this year:

Thanks to the good support of all our sponsors, the EOTAS Foundation was able to help the deaf children in Tanzania another step further this year. Below are a number of activities and donations that have helped us take another step forward last year.

- Thanks to medical students from Groningen and Dutch volunteers who come to Dodoma and rent accommodation from us at Camp Holland, we can cover a large part of our running costs at school.
- Together with donors who adopt one or more children financially, we keep our boarding school going and ensure that other children without a sponsor can also benefit a little from it.
- Thanks to the proceeds from the Christmas drink last year at the Frisian water board, we can continue to improve and expand sanitary facilities for the children at school.
- Thanks to our large sponsor and his bees from Ermelo, we can continue to develop our practical training courses so that our deaf young people can continue financially independently in the future.
- We also greatly appreciate volunteers who come to Tanzania for a few months to carry out specific short-term projects with the children.



We would like to thank all sponsors, donors and visitors for their trust, great commitment, original initiatives and donations. Together we make education and care for deaf children possible in Tanzania.

Dear friends and donors,

Thanks to financial support from the past year, we have taken another big step forward. We expect to have completed all the buildings of the Dodoma Deaf School in the coming year. In terms of planning, that works out well with the registration of young people who can also follow practical training through us. To ensure that this training and the tutoring can run smoothly, we still need a lot of individual support for each student. If every deaf student can receive sufficient financial support during their two-year education, then we can ensure that they are then effectively skilled and can later start earning their own money.

I would like to wish everyone a Merry Christmas and a prosperous 2020.

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