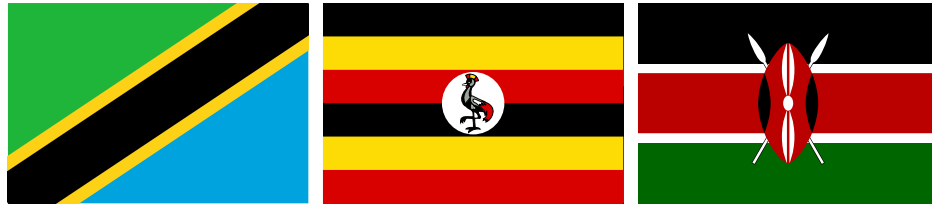


The Professional Fellows Program on Inclusive Civic Engagement



Fall 2025 Professional Fellow



Sadath A. Mwamsema

**Teacher and Executive Secretary
of Community Development Watch
(CODEWA)**

Tanzania

Sadath is the Founder and Executive Secretary at Community Development Watch (CODEWA), a Tanzanian non-profit organization that provides mentorship, education, and health programs for children in need. He is also a teacher at Town School in the Tabora region of Tanzania, where he develops and implements teaching strategies to support students with a variety of learning needs.

As a teacher, Sadath observed that many children came to school hungry and lacked access to hygiene products, medication, and school supplies, which severely limited their academic engagement. This inspired him to establish CODEWA to provide early interventions that support children, enabling them to grow into resilient adults who can overcome hardships and become leaders and role models in their communities.

Sadath's dedication to education and mentorship has earned him recognition through his participation in international fellowship and leadership development programs, including the Fulbright Teaching Excellence and Achievement Program, ACUMEN East Africa, and Rhize Global.

He holds a bachelor's degree in education, political science, and public administration from the Open University of Tanzania.

Follow-on Project

Shifting the Narrative (SHINA)–Changing the Story for Individuals with Albinism in Tanzania

Issue: Tanzania has one of the highest rates of albinism in the world, with approximately 1 in every 1,400 people affected (United Nations, 2023). Children with albinism face significant challenges due to social misunderstanding and violence fueled by harmful superstitions (Adventist Development and Relief Agency [ADRA], 2023). Social exclusion begins early for these children, as nearly 60% experience bullying and isolation in schools, often leading them to drop out of school (ADRA, 2023). This pervasive exclusion not only harms their education but reinforces isolation and perpetuates negative stereotypes limiting their full social engagement and development.

In response, the Tanzanian government has established 32 shelters for individuals with albinism, launched education and awareness campaigns, formed a joint task force to combat attacks, and committed to a five-year implementation strategy (2024/25–2029/30) to enhance protection



(Mosenda, 2024). However, these efforts have primarily focused on urban areas, leaving many rural and remote communities, such as those in Tabora, without adequate awareness and intervention. As a result, misunderstanding about and violence against people with albinism persist in these regions.

This project aims to bridge that gap by extending education and awareness campaigns to rural communities, fostering greater protection, and promoting social opportunities where government efforts have yet to reach effectively.

Project Objective: The SHINA Project aims to empower 25 children with albinism at Huruma Children Center in Urambo district of Tabora region by enhancing their self-confidence, leadership, and advocacy skills. Additionally, 10 teachers will be trained to foster accessible learning environments for children with albinism in schools and the community.

Project Description: Sadath will run three monthly empowerment seminars for 25 children with albinism ages 5–16 at Huruma Children Center in Urambo District, Tabora Region, a facility that accommodates children with various disabilities, including those with albinism. Each 90-minute, in-person seminar will use materials from the Tanzania Albinism Society (TAS) and focus on mental health, self-esteem, leadership, and personal safety to help the children build confidence, challenge stereotypes, and learn to advocate for their rights. The sessions will also feature stories from people with albinism to inspire and empower the participants.

To create more accessible schools, Sadath will then train 10 teachers and school administrators at Azimio Primary School, where most children from Huruma Children Center are enrolled. Sadath will use his experience as an educator to adapt TAS materials for training. These two, in-person, 2-hour workshops will focus on reducing misconceptions, adjusting classroom setups, modifying teaching methods, and supporting the emotional well-being of children with albinism. During the training, teachers will develop action plans to make their schools more accessible and supportive.

To measure the project's impact, Sadath will gather feedback from both teachers and children through pre- and post-training surveys, assessing improvements in the school environment and student participation. At the project's conclusion, an evaluation session will bring trained teachers and children together to discuss changes and share experiences. The findings will be compiled into a report with practical guidelines, helping Huruma Children Center staff, teachers, and school leaders enhance safety and engagement for children with albinism. While no financial incentives will be provided, refreshments will be offered during the training.

People with Disabilities Can Make It (PEDICAMA), an organization experienced in organizing disability training, will co-facilitate the seminars and teacher training sessions. Sadath will also be supported with resources from Community Development Watch (CODEWA) to provide ongoing support to the trained participants beyond the six-month project period.

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