



**JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
PAPPS PROJECT**

**STAKEHOLDERS FORUM**



**WEDNESDAY, NOVEMBER 11<sup>TH</sup>, 2020**

**SIAYA WHITE HOTEL, SIAYA**

**NOVEMBER, 2020**

## **EXECUTIVE SUMMARY**

Jaramogi Oginga Odinga University of Science and Technology (JOOUST) and five Collaborating Partners have secured funding from the National Research Fund to conduct Action Research Titled **Promoting Awareness and Participation of Persons with Disabilities (PWDs) in Education and other Community Based Programmes in Siaya County, Kenya.**

The ongoing research on “Promotion of Awareness and Participation of PWDs in Education and Other Community Based Programmes in Siaya County”, Kenya, is in its PHASE II of intervention. The research team organised for a Stakeholders’ Forum with a view of reporting and sharing data with key stakeholders that comprised of Partners, Curriculum Support Officers, SNE Teachers, Officers from MOEST and Officers from TSC. This activity was held on 11<sup>th</sup> November, 2020 at Siaya White Hotel. The Forum had a total of thirty-five (35) invited participants out of which twenty-five (27) reported.

## **OPENING PRAYERS**

The conference started off at 10.00 am with a word of prayer from Mr. Joseph Atwoto, a Deputy County Director, TSC Siaya.

## **INTRODUCTORY REMARKS**

This session was chaired by Dr. Charles Omoke, the PI (Principal Investigator) of the project, who welcomed participants to the Forum. The PI asked participant to do self-introduction.

## **PRESENTATIONS**

### **Dr. Charles Omoke – Principal Investigator**

A Team from JOOUST and five collaborating partners secured funding from the NRF to conduct Action Research titled “promoting awareness and participation of persons with disabilities (pwws) in education and other community based programmes (PAPPs)in Siaya county, Kenya”. The project is funded by National Research Funds (NRF) at a tune of 19 million. The project is domicile under the school of education and it focuses on PWDs and their exclusion in the mainstream education and support services. To find a

solution, the research team conducted research on ways of improving education and support services for PWDs. The project is in its intervention stage of PHASE II activities. The statistic shows that Siaya is prevalence of disability and is the second in the rank after Homa Bay county with the number of PWDs in Nyanza Province, based on the 2009 census.

The project research team include Dr. Charles Omoke, PI, Prof. Benson Estambale, Prof. Joseph Bosire, Dr. Washington Wachianga - PH, Prof. Henry Onderi Lead Partnership, Dr. Mary Onditi- Higher Education, Dr. Pamela Raburu - Psychology and Mr. Fredrick Oluoch - Monitoring and Evaluation. The Project is in collaboration with Ability Africa Foundation, Lenard Cheshire, National Council for Persons with Disability, Sabatia Eye Hospital and Deaf Aid International.

The funds received are being used to implement project activities but also support infrastructure, the most notable being the establishment of a Special Needs Education Skills Laboratory with very expensive equipment: talking computers, an embosser that translate text to braille, talking tablets, braille machines, white canes (curtsey of Kenya Union of the Blind) and a trade mill. The Laboratory is also acting as PWDs support help desk. The project has gathered enough data which can be useful in intervention and planning.

The following categories of disability (2018) were identified:

- Hearing Impairment
- Visual Impairment
- Deaf Blind
- Physical Impairment
- Intellectual and Developmental Disability
- Cerebral palsy
- Speech and Language
- Multiple Disability
- Specific Learning Difficulties
- Autism
- Albinism

Many PWDs are not going to school because of lack of awareness and the data collected reveals that many PWDs and their Parents/ Caregivers do not know the rights (human rights) of the PWDs.

### **OBJECTIVES OF THE PROJECT**

1. To determine how PWDs including the gifted and the talented and those with autism are identified, assessed and categorized for purpose of intervention.
2. To establish community awareness of national and local policies on inclusion of PWDs in the community.
3. To assess the effect of infrastructure and environment on learning outcomes of learners with special needs and/or disabilities.
4. To determine strategies for improving participation of PWDs in education and other community programmes
5. To create awareness on new and integrated technologies in teacher training in special and inclusive education.
6. To establish how collaborations and network programmes can support the implementation of improved service delivery to PWDs.

Many PWDs do not engage in meaningful economic activities. There is a lot of land laying unused in Siaya county, the project is in the process of partnering with an NGO from Israel to see if they can train PWDs on farming. The project is also planning to establish an Institution for training teachers of PWDs.

The teacher – learner ratio is still not practical in special schools, what is documented is not what is there in these schools. The employer should implement what is documented on the teacher – learner ratio

### **RESEARCH METHODOLOGY - Dr. Ruth Otienoh - Co - PI**

The project team was seeking to improve a situation for the PWDs by promoting awareness and Participation of PWDs in Education and other Community Based Programmes, and therefore it was necessary to use Action Research. The design is carried out by practitioners to improve and modify a situation. It is also collaborative and the project has indeed collaborated with its partners (NCPWDs, DAI, SEH, AAF and LCD)

and other stakeholders for continuity and sustainability after a duration of the project. We were able to work together as a team to enable each of the team members to have ownership of the process.

Action Research has got three stages: Reconnaissance, intervention and post - intervention stages. It is at the reconnaissance that the project team has together with its stakeholders, went out to the field to find out issues to do with disabilities by conducting series of interviews, infrastructure audit in schools through observations. She was happy to share that the project is in its intervention stage of its phase II activities and the team is trying to finalize the activities of intervention stage.

The project team decided to use specific samples: Special Schools, Head Teachers of the Special Schools, Pupils, teachers, parents of PWDs, CSOs, Jooust Faculty, TSC-CD, TSC-SCD, CDE, SCDE, PWDs, Chiefs and Sub - Chiefs.

Purposive sampling procedure was used because the team wanted to find out participant with rich information on disabilities. In cases where the participants were low, especially with CSOs, CDE, SCDE, TSC-CD and TSC- SCD, the team applied saturated sampling. One on One Interview with Education Officers and CSOs, FGD with community leaders, Parents/Caregivers of PWD questionnaires for teachers, Observations when the team was conducting infrastructure audit in schools, Document analysis on policy documents. The collected data, both qualitative and quantitative, qualitative data was analyzed using thematic approach while the quantitative data (descriptive and inferential statistic) was analyzed using SPSS.

## **SUMMARY OF ACTIVITIES OF THE PROJECT - Mr. Fredrick Oluoch**

### **Leader forum**

The project team addressed a special session of Siaya County Assembly members to sensitize MCAs and lobby for mainstreaming disabilities in County Budget on 14<sup>th</sup> November, 2018

### **Data Analysis Workshop**

Data analysis workshop was held between November, 2018 at the Royal City Hotel, Kisumu. The themes were identified and interpretation is ongoing.

### **Assessing socio-economic activities carried out by PWDs and CBOs for PWDs**

This was conducted by Ability Africa Foundation, Leonard Chesire and Project Team in Bondo, Gem and Rarieda sub county

### **Establishment of SNE Skills Lab and Support Office for PWDs at JOOUST**

The Skills Lab was commissioned by the Vice Chancellor on 2<sup>nd</sup> May 2019. The lab was equipped with talking computers, Ipads, braille machines, wheel chairs and braille embosser. Research Assistant was also recruited. More equipment and consumables are being processed and supported by INSEFOODS.

### **Establishment of Linkages for setting up Habilitation and Rehabilitation Centre**

- The team held a two-day meeting with Hon. David Ole Sankok, in Narok to rope in the National Assembly Committee on Labour and Social Welfare.
- Another meeting was held with the leadership of Sagam Community Hospital led by Prof. Khama Rogo and Development Engineer, Yuval Naaman of Talya Agriculture Solutions, Israel
- The team also met the National Assembly Committee on Labour and Social Welfare at the Acacia Hotel in Kisumu on 14<sup>th</sup> March 2019 and presented the concept note during 2019 Disability Day.
- A team from PAPPs project held a meeting with a family from Otto Bock company

### **KEY ACHIEVEMENTS MADE IN ATTAINMENT OF THE PROJECT OBJECTIVES.**

1. To determine how PWDs including the gifted and the talented and those with autism are identified, assessed and categorized for purpose of intervention.

The team established shortcomings of existing tools for assessment and contacted West Chester University in USA for collaboration to develop more appropriate tools especially for autism and the gifted and talented. In this intervention stage, the project team has been into a discussion with a team of assessors from USA to find ways of improving on these tools for assessment that are used in Kenya. Since the project was going to interact with the minors, the project steering committee applied for ethical clearance and favorable response. The team also collected baseline data from parents

and caregivers on the onset of the disabilities on their children, some data were also gathered from health officers. It was found out that medical assessment is currently being done at Siaya County Referral Hospital, there is still a disconnect in placement of those children who have been assessed. Most parents are not aware of the human rights of the PWDs. There is a disconnect in communication both at homes and in schools especially when it comes to HI

### **Recommendations**

- i. Introduction of mobile assessment to enhance coverage the whole of the county,
  - ii. Removal of service fee for assessment, which has been done
  - iii. Deaf Aid international is also planning to provide trainings on basic KSL to parents/ caregivers of PWDs and other interested parties.
2. To establish community awareness of national and local policies on inclusion of PWDs in the community.

The team identified the key policy documents, came up with themes, interpretation and triangulation completed (SNE Policies 2009, Children's Act 2003, Persons with Disabilities Act, 2003, Constitution of Kenya, 2010, UN Conventions on the Rights of Children, 1989, African Charter on the Rights of Children, 1990) in series of conferences with partners and the CSOs to look at the gaps in these policy documents. The team also established a support office for PWDs and organized awareness creation workshops for PWDs in collaboration with partners. The team has also conducted a number of forums with Community gatekeepers including Teachers, Clergy and National Government Administrative Officers (NGAO). The project team has also established Disability Mainstreaming office for PWDs where PWDs or any other interested person can do inquiries on any kind of information about disability. The Project secured a one-hour live stream airtime on Radio Nam Lolwe on 23<sup>rd</sup> July 2020 with national reach to publicize the activities of PAPPS and role of JOOUST in promoting awareness on involvement of PWDs in Education and other Community Based activities in Siaya County

3. To assess the effect of infrastructure and environment on learning outcomes of learners with special needs and/or disabilities.

The project earlier in the first phase did establish a support office for PWDs. The team also conducted infrastructure audit survey in Special Schools throughout Siaya County, interviewed teachers and conducted classroom observation. The team will develop and disseminate status report that will be shared with the Head Teachers of the Special Schools, SNE teachers, CSOs and the Education Officers both from TSC and Ministry of Education in PHASE III.

4. To determine strategies for improving participation of PWDs in education and other community based programmes

The team looked at policy documents and did analysis that shall be shared. The team conducted awareness campaigns in Bondo, Rarieda and Gem and identified strategies for improving participation of PWDs in community programmes to be replicated in Ugenya, Ugunja and Alego Usonga for posterity and collected baseline data on socio-economic activities of from the selected PWDs groups. During PHASE II activities, the project team together with partners, were able to conduct fresh socio-economic activities interviews for selected PWDs in Bondo, Ugenya and Rarieda. Deaf Aid international (partner), out of discussions with team members, has scheduled to conduct trainings on basic KSL to parents/ caregivers of PWDs and other interested parties to improve communication between parents and children with hearing impairment. The project team developed a curriculum for training Parents/ Caregivers of PWDs to prepare them in their supportive role in the lives of PWDs.

5. To create awareness on new and integrated technologies in teacher training in special and inclusive education.

The project has established and commissioned a Skills Laboratory equipped with talking computers, tablets, braille machines, wheel chairs, white canes, a tread mill and braille embosser. Procurement of other equipment e.g. speech synthesizers and consumables is in progress.

6. To establish how collaborations and network programmes can support the implementation of improved service delivery to PWDs.



The Project activities are being conducted together with partners and the team has established collaboration with Siaya County Assembly, Sagam Community Hospital and Nyakober for Gender Based Violence supported by Siaya Affirmative Action, World Bank, Otto Bock, Carnegie, Ministry of Education, Teachers Service Commission, National Autistic Society and West Chester University.

## **CHALLENGES FACING PROJECT IMPLEMENTATION**

1. Participants were not able to understand the methodology of action research design due to language barrier: Some respondents were only familiar with the local language while some researchers were not familiar with the language.
  - Team used non-technical language for participants
  - Researchers were organized into teams with each having at least one-member familiar with local language. This included coopting non-members who understand the local language.
2. Respondents particularly for FGDs out stretched the sample size due to familiarity of some participants (interviewers-interviewees and vice versa)
  - Split the participants into required sizes for FGDs
  - The project team designed a data triangulation to help in validating the data
3. Project acquired two voice recorders, one for each team. Participants especially wheelchair users were spatially distributed in halls hence the recorders could not capture all contributions due to distance. Some respondents could not be reached easily and directly
  - Teams were compelled to write down responses to supplement voice recorders
4. Unrealistic expectations from participants especially expectations of cash handouts and immediate solutions to PWDs problems.
  - Issuing disclaimers and clarity on purpose of research. Partners also clarified issues
  - Low level of commitment by two partners: Sabatia Eye Hospital and Deaf Aid International

- The team has held three meetings with the partners and appreciated their handicaps.
  - Presence of superiors during FGDs inhibited free flow of information from participants
  - Participants were given evaluation forms wherein they indicated what they did not say during FGDs
  - Budgetary constraints whenever forums were attended by higher numbers than expected. E.g on refreshments and transport.
  - Providing for contingencies to cater for unforeseen eventualities
5. Procurement of materials for the project sometimes took longer than anticipated
- Early requisitioning for resources Sought waiver to procure directly some critical items

**ROLE OF PARTNERS IN PAPPS PROJECT - Prof. Henry Onderi- Lead Partnership National Council for Persons with Disability**

It is a Semi-Autonomous Government Agency responsible for Registration, capacity building, advocacy and progressive assistance to PWDs to realize their full potential. NCPWD's role is to give guidance and technical advice to the research team. He informed the members that NCPWD has no alternative but to help in removing barriers for PWD and encouraged them to visit the office for any advice and support. Currently, the fee used during medical assessment for PWDs in Siaya County has been dropped through the advocacy of the Council and is forging to make many changes including mobile assessment role out, that will be to the benefit of PWDs.

**Ability Africa Foundation - Anita Odundo**

An NGO based in Kisumu County Kenya committed to promoting use of sign language in the Country. The partner brings in competency in Kenyan Sign Language Curriculum, Continuous assessment of sign language trainees, Provision of audiometric machines & hearing aids. The partner has worked together with the project team in realizing the objectives of the project right from the inception of the project up to now.

### **Sabatia Eye Hospital**

A medical facility based in Vihiga County Kenya. In the collaboration, they provide free eye and subsidized intervention for persons with visual impairment ranging from low vision to total blindness. The partner has not been with the project in most cases in fulfilling its mandates but a team from the project recently, was tasked to visit the hospital to try to find out their status in the project.

### **Leonard Chesire - Orpa Ogot**

An NGO that is UK based and works in Kenya on issues of inclusive education for children with disability. Collaborating with JOOUST in Teacher Training, SNE Curriculum development, Capacity building of County Education Officers, Supportive supervision of inclusive education. The partner has also worked tirelessly with the project team from the inception.

### **Deaf Aid International - Geoffrey Abuga**

An NGO based in Kajiado County, Kenya working towards an African society more inclusive of the deaf with a focus on children and youth providing a whole range of services to those with hearing impairments. They also do assessment to children with hearing impairment and provide assistive devices and is in a consultation with PAPPs to provide some devices. The partner has not fully been with the project team in most of their activities since they have been in a transition process. One of the mandates of DAI is to advocate for sign language and in collaboration with PAPPs project, has planned to offer some basic trainings on KSL to parents/ caregivers of PWDs, teachers and other interested parties that shall have been identified by the project team to ease communication with the deaf community. The partner also collaborates with other partners to ensure that the assistive devices provided assist learners not to go to special schools but to inclusive or integrated schools.

## IMPLEMENTATION PARTNERS

1. **Ministry of Education**

Through County Director of Education, CSOs.

2. **State Department of Interior and Coordination of National Government**

Through National Government Administrative Officers, Siaya led by County Commissioner

3. **Teachers service commission**

Through the County Director of TSC

4. **National Assembly Committee on Labour and Social Welfare**

Lobbied for establishment of linkages for setting up Habilitation and Rehabilitation Centre

5. **County Assembly of Siaya**

To lobby for buy-in of PAPPS activities and budgetary interventions by County Government periodically in support of PWDs and their activities and legislation empowering PWDs

6. **National Research Fund**

An establishment charged with coordinating funding for Research and Innovation for National Development in Kenya.

7. **Sagam Community Hospital**

To explore localized Public Private sector Partnership for accessing medical facilities for PWDs including interventions for persons with physical handicap

8. **Talya Agricultural Solutions, Israel**

To explore potential of PWDs in Siaya to engage in subsistence and commercial agriculture as a source of livelihood

9. **National Autistic Society**

Supporting in dietary intervention and structured educational programmes

10. **Nyakober Foundation**

To promote intervention on aspects of gender based violence and affirmative action

**11. West Chester University of Pennsylvania (Carnegie Africa Diaspora Fellowship Programme)**

To develop appropriate tools for assessing children with autism, the gifted and the talented

**12. Ottobock Healthcare services (Germany)**

Prosthetic service provision in Kenya (2019)

The project team is also working together with other researchers both from JOOUST and outside and they have successfully submitted Joint Research Proposals to the follow:

**Spencer Foundation**

Promoting Participation in Education for Children With Special Needs and/or Disabilities in Rural Kenya (July 2020)

**Grow East Africa**

Enhancing visibility and sustainable participation of women in employment and entrepreneurship in Kenya (August 2020)

**International Development Research Centre (IDRC)**

Strengthening Teacher Continuous Professional Development and Mentorship for Transformational Learning Practices in East Africa, (Nov 2020)

**Ministry of Education - Mr. Richard Obonyo**

He was happy with what the project team is doing. Was so impressed with the kind of presentation done by the members since it's all about advocacy for PWDs and highlighted that the project is an eye opener. He agrees that matters of PWDs is a great concern that should be excavated to the highest level. He was convinced that the study done by the team contains contemporary and pertinent issues and asserted that even NCPWD is lacking a clear data on the number of PWDs. He urged the team to try to find out the kind of preparation that have been put in place to ensure that PWDs are brought to perspective production. He further asked that how much are we losing in terms of economic production as a result of PWD? He challenged members to find out if there are

gaps in the CBC in relation to learners with disabilities. He concluded by encouraging the team to continue collaborating and sensitizing for PWDs.

**TSC County Director - Joseph Atwoto**

Currently, there is a big shortage of Curriculum Support Officers (CSOs) but the government has made some adverts that the dates for interview is yet to be scheduled.

**Principal, Maranda Special School - Mr. Francis Manyala**

Has been assisting the project team to obtain some useful information to the project. Noticed that the project is moving towards the right direction from the presentations made and urged the members to maintain the hope. He thanked the project team for the job well done. He highlighted that the capitation given by the government to special schools is not enough and it should be based on the needs of the school as disabilities have varied needs. The project is part of us and we own it.

**CLOSING REMARKS - Dr. Mary Onditi**

It has been a very fruitful day. Thanked members for being present and concentrating. It was a sign of commitment and dedication from the members. Gave much appreciations to Project team, Partners, CDE - TSC, CDE - MOEST, CSOs, SNE Teachers and the County Government of Siaya for the support they made for the smooth running of the project.

**ADJOURNMENT**

The workshop was officially declared closed at 4.00pm with a word of prayer from Joseph Atwoto.

## ATTENDANCE

S/NO	NAME	DESIGNATION
1.	Dr. Charles Omoke	PI
2.	Dr. Ruth Otienoh	Co - PI
3.	Prof. Henry Onderi	Lead Partnership
4.	Mr. Fredrick Oluoch	Lead M&E
5.	Dr. Washington Wachianga	Team member
6.	Dr. Mary Onditi	Team Member
7.	Ms. Anita Odundo	Partner, LCD
8.	Mr. Francis O. Manyala	SNE Teacher, Coordinator
9.	Mr. George Sure	Research Assistant
10.	Mr. George Odhiambo	Partner, Director, NCPWD - Siaya
11.	Mr. Geoffrey Abuga	Partner, DAI
12.	Ms. Orpa Ogot	Partner, AAF
13.	Mrs. Esther Owenga	CSO - EARC
14.	Mr. Philip Oliech	CSO - EARC
15.	Mr. Alfred Ochieng	CSO - EARC
16.	Mr. Joseph Atwoto	DCD - TSC Siaya
17.	Ms. Caroline A. Ayoo	SNE - Teacher
18.	Joseph A Amollo	SNE - Teacher
19.	Mr. Emmanuel W. Onyango	SNE - Teacher
20.	Mr. John Kubati	SNE - Teacher
21.	Mr. Shem Odhiambo	TSC - SCD
22.	Mr. Hesbon Obado	SNE - Teacher
23.	Mr. Godfrey Ogenga	SNE - Teacher
24.	Mr. George O. Mengo	Guide - NCPWD, Director
25.	Mr. Richard Obonyo	MOE - Siaya
26.	Rowlands Ambala	SNE - Teacher
27.	Gideon Nandi	CHRO (TSC)

