



Kenya Disability Newsletter

Inclusive Education Edition

July 2012

SPECIAL EDITION

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“State parties shall ensure that: Persons with disabilities can access an inclusive, quality and free primary education on an equal basis with others in the communities in which they live” (United Nations Convention on the rights of Persons with Disabilities, 2006, article 24, 2b)

There are currently 1.7 million people living with a disability in Kenya.

- Only 39% have attended a mainstream primary school....
- Only 9% have attended high school

Children with disabilities in Kenya continue to require ongoing government, organizational and community support to ensure their right to basic education is met.

Source: Kenya National survey for persons with disabilities 2008

Handicap International Supports Inclusive Education in Kenya

Despite well-intentioned government policies, many children with disabilities in Kenya still have limited, unequal, or sometimes no access to primary education. Statistics indicate that the basic rights of many children with disabilities to access education are not being met, thus contributing to the cycle of poverty. Handicap International understands that effective education systems prepare future generations for the workforce and therefore play a vital role in national development.

The Handicap International Inclusive Education project aims for better participation and achievement in the education of boys and girls with disabilities and greater acceptance by others in society. The project’s key priorities include: conducting a baseline survey of knowledge, attitudes and practices in relation to disability; training teachers and education officials on disability issues and Inclusive Education; strengthening the assessment and referral systems of children with disability; modification of school facilities to enhance accessibility; the provision of counseling and psychosocial support to families; and the sensitization of schools and communities on gender and disability.



Canadian International Development Agency

Agence canadienne de développement international



Statement by Inclusive Education Project Officer of Handicap International



Mwangi Mungai

This special edition of the Kenya Disability Newsletter seeks to connect stakeholders of the Inclusive Education initiative in the Kibera and Dandora regions of Nairobi, Kenya.

Initiated nearly two years ago, the project has achieved some positive outcomes, despite several constraints. However, considering that this was the first project of its kind, implemented in the context of very limited resources, there is still a lot more to be done to support the education of children with disability. Some future considerations include: enhancing children's access to their basic needs by improving the livelihoods of their families; the continuation of Inclusive Education in the context of secondary education; and further advocacy for the government to effectively and visibly implement the Inclusive Education policy.

As a believer in partnerships and collaboration, Handicap International is committed to work with all major stakeholders such as the Ministry of Education (MoE), the Education Assessment and Resource Center (EARC), the Kenya Institute of Education (KIE), the Kenya National Examination Council (KNEC), Kenya Institute of Special Education (KISE) and the Teachers Service Commission (TSC).

We thank all the project staff and partners for their high quality of work so far exhibited and we hope these efforts have improved the quality of life of people with disabilities. The Inclusive Education project will also use this newsletter as an interactive platform to share information with all of the education stakeholders as well as the local and International Non Governmental Organizations (NGOs) with the hope that we can continue to effectively sensitize and create awareness on the vital role of Inclusive Education.

Mwangi Mungai
Inclusive Education Project Officer

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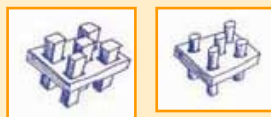
What is Inclusive Education?

Inclusive Education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. At the core of Inclusive Education is the **right to education**, the significance of which has been re-affirmed in many international human rights treaties, the latest of which is the **United Nations Convention for the Rights Persons with Disabilities (UNCRPD, 2006)**.

Inclusive Education is a component of inclusive development; the end goal being an inclusive society where all persons with disabilities have the same rights and opportunities to participate as a valued member of society. A comparison of Inclusive Education and other systems is explained as follows (adapted from Sue Stubbs & Ingrid Lewis, 2008)

Exclusion / Segregation

This system works on the premise of isolating children with disabilities from their so-called 'normal' peers (like separating the square from the round pegs). An example to illustrate this may be a boarding school for visually impaired learners adjacent to a regular day primary school. Segregation has been the traditional approach to education in Kenya



Integration

Integration incorporates society's understanding that children with disabilities should be brought closer to the mainstream systems, but it achieves this by trying to change the child so he/she fits into the existing education system. This is sometimes known as 'negative mainstreaming' and while it can be considered as integrated education, it fails to recognise the adaptations that may also be needed by the school environment and those within it.



Inclusion / Inclusive Education

At this level, society appreciates the diverse nature of its people, including those with disabilities, and welcomes them irrespective of their differences. Inclusive Education fits here as the education system and those working within it adapts so that any child is welcomed and given the opportunity of quality education alongside their mainstream peers.



Who is Handicap International?

Handicap International (HI) is an international, non-governmental, non-religious, non-political and non-profit organization. Handicap International works alongside people with disabilities, in many different contexts, offering them assistance and supporting them in their efforts to become self-reliant. Since its creation in 1982, the organization has set up programmes in approximately 60 countries and intervened in many emergency situations. It has a network of eight national associations (Belgium, Canada, France, Germany, Luxembourg, Switzerland, United Kingdom, and USA) which provide human and financial resources, manage projects and raise awareness of Handicap International's actions and campaigns.

Handicap International is the winner of the 2011 Conrad N. Hilton Humanitarian Prize of \$1.5 million. Awarded annually since 1996, the Prize is presented to humanitarian organizations for their exceptional contribution to alleviating human suffering.

Alphonse Kananura, Program Director, Kenya/Somali Program commented on the award, saying, "this award enhances the organisation's ability to reach more people with disability, often disadvantaged during humanitarian crises all over the world. This win is a result of many years of hard work of HI teams, which has enabled our organization to become a key humanitarian player."

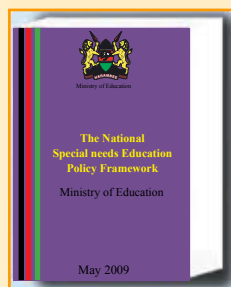


Michelle Bachelet, Executive Director of UN Women presenting Handicap International with the 2011 Hilton Humanitarian Prize

© <http://www.hiltonfoundation.org/prize/ceremonies>

Inclusive Education Policy in Kenya

The Kenyan government has shown commitment to the provision of Education for All (EFA) to children with and without disability. This policy is in line with many international conventions, such as the aforementioned UNCRPD (2006).



The Special Needs Education policy framework booklet (2009)

In its commitment to the provision of EFA, the government initiated free primary education (FPE) in 2003. It was in the same year that the government also released the Disability Act of 2003 which

promotes access to education to all children with or without disability. Article 18.(1) of this act states that: "No person or learning institution shall deny admission to a person with a disability to any course of study by reason only of such disability, if the person has the ability to acquire substantial learning in that course". This gives an opportunity to persons with a disability to access education and participate as equal members of society.

Early in 2010, the government launched the Special Needs Education (SNE) policy which was crucial in recognizing Inclusive Education as an important step in allowing all children with disabilities access to education.

In addition to policy making, the government, under the FPE programme, is enabling the provision of additional grants to help facilitate the implementation of Inclusive Education. The funds are provided to secure learning and sports materials, assistive devices, and / or modification of school structures to ensure full accessibility to learners with disabilities.

While the government has placed an emphasis on Inclusive Education by allowing students with disabilities to learn alongside their peers in mainstream schools, it must be acknowledged that special schools and special units still serve an important purpose for learners with severe disabilities and high needs in the areas of hearing, visual, mental and physical challenges.

Inclusive Education in Dandora and Kibera

At the community level, the Inclusive Education project works hand in hand with local community organisations. These organizations are: Nairobi Family Support Services (NFSS) in Kibera and Deaf Empowerment Kenya (DEK) in Dandora. The IE project also seeks to further strengthen the collaboration between the Ministry of Education (MoE), City Education, schools, teachers, teacher training institutions, and other stakeholders in providing access to quality education for children with disabilities in its intervention areas.

The IE project is being piloted in six primary schools in the Kibera and Dandora regions of Nairobi. These schools are: Mbagathi Primary School, Old Kibera Primary School and Joseph Kangethe Primary school in Kibera, and Thawabu Primary school, Ushirika Primary School and Daniel Comboni Primary School in the Dandora region. These are densely populated areas that lack the basic structures to support access to education for children with disability. In addition to this, the project plays a complementary role in supporting the MoE in the implementation of the Special Needs Education (SNE) policy of 2009, through ongoing capacity building and collaborative actions with teachers and other stakeholders in the education sector.

Another important step in the project implementation occurs through the Education Assessment and Resource Centers (EARC). The project works closely with two EARC services (St. Anne's and Kenyatta National Hospital) where children with disabilities are assessed for school placement.

Handicap International has also developed a joint memorandum of understanding (MOU) with the Kenya Institute of Special Education (KISE), a leading training institute on Special Education. Handicap International, in collaboration with KISE (a development partner),

developed a tailor-made training course for teachers in the pilot schools. A key component of this course is the Disability Mainstreaming Module which aims to broaden one's perspective on a wide range of issues relating to disabilities and inclusion. It is hoped that the benefits gained from this project will encourage the Ministry of Education to replicate similar interventions in other parts of the country in the future.



EARC officer Pauline Njogu performing a hearing assessment on a pupil in Joseph Kang'ethe Primary School

Everlyne © Handicap International

The table below provides a summary of the Inclusive Education project achievements since the implementation of the project's objectives from 2010 – 2012.

Achievement	Number
Modification of school environment to improve accessibility.	6 Primary Schools successfully modified
Sensitization of parents and community members on Inclusive Education	Over 1435 parents and community members sensitized.
Supporting children with a disability to access primary education	381 Children supported to access education in the pilot schools
Establishing Inclusive Education sub-committees of parents and teachers	6 sub-committees formed, one in each pilot school
Training of teachers on resource material development	24 teachers successfully trained
Training of teachers on child-to-child approaches	24 teachers successfully trained
Training of teachers on Inclusive Education pedagogy	12 teachers successfully trained

Knowledge, Attitude and Practice (KAP) Survey

A Knowledge, Attitude and Practice (KAP) survey, carried out by Handicap International in 2010, aimed to investigate the current knowledge base, attitudes and practices of the Kibera and Dandora communities with regard to disability and gender issues. It was based around issues raised in article 24 of the UNCRPD (2006), which was ratified by the Kenyan Government in May 2008. The survey team consisted of one consultant from Handicap International, a representative from Deaf Empowerment Kenya (DEK) and a staff member of Nairobi Family Support Services (NFSS).

Some of the targeted development agents included teachers, parents, Disabled Persons Organizations (DPOs) and children with and without disabilities. The survey results highlighted that much more needs to be done by all members of the community, (including those at a government and organisational level) so that children with disabilities can successfully learn and enjoy education in mainstream schools. The results suggest that a child-centered pedagogy is an approach that may start to address some of these needs.

The survey revealed that 75% of the head teachers interviewed were aware of the Ministry of Education policy on Inclusive Education and most had also developed a positive attitude towards children with disabilities. This gives hope that the Ministry of Education and many of their head teachers are committed to the implementation of Inclusive Education.

It is hoped that this KAP survey will directly inform the Inclusive Education pilot schools as well as other schools so that they may become more accessible for all children in their catchment areas.

Understanding best Inclusive Education Practices in Kenya and Rwanda



Kosele Primary School and Kadiye Primary School

An example of successful inclusion can be seen at Kosele Primary School in the Western region of Kenya. Thanks to site modifications such as: adjustable doors

Students from Kosele Primary School

Daniel © Handicap International

and windows (so that children with disabilities can move around easily); improved lighting for children with visual impairments; modified bathrooms; and grouped seating, all learners could be seen playing and interacting together. Another success was seen in the teachers and parents working together for the benefit of all students, including those with disabilities.

In Kadiye Primary School (also in the Western region of Kenya) we learned that community participation does not depend on how many resources a community has. We observed great involvement from all (the school, community and the education authority) despite the economic challenges the region experiences.

Mbagathi Primary School

At Mbagathi Primary School (one of the pilot schools



A teacher in an inclusive classroom at Mbagathi Primary School
George © Handicap International

within the Handicap International IE project in Kibera), Inclusive Education is embraced by the school. The school is an encouraging example of how children with disabilities can be included in mainstream classes, while those with

more challenging needs are able to learn within a special unit on the school premises. The school also showcases a modified environment (including ramps to classrooms, accessible bathrooms and cemented pathways) to allow children with physical disabilities access around the school. Teachers at Mbagathi have also been supportive of IE training and many have attended workshops to improve their understanding and skills so they can successfully implement inclusion.



Wash-areas and classrooms made accessible by the Handicap International IE project
George © Handicap International



*The Kenyan team during the Rwanda exposure visit
Mwangi © Handicap International*

Rwanda Exposure Visit

The Inclusive Education project sponsored an exposure trip to Rwanda with a team comprising of Handicap International staff, the teachers and head teachers from the project pilot schools, and a representative from City Education. The aim of the exposure visit was to provide an exchange of experience between the Rwandan and Kenyan teams with a goal of capacity building and strengthening the concept of Inclusive Education. The Kenyan team were hoping to gain an understanding of how IE was working well in the Rwandan context.

The Rwanda exposure visit was instrumental in building the knowledge of the Kenyan program as the team was exposed to some positive advances in Inclusive Education pedagogy. Such observations included: the use of simultaneous signing and speech by teachers (total communication); strategic seating arrangements; and the use of cooperative learning approaches.

The exposure visit also helped to strengthen the following notions relating to the successful implementation of IE:

- Teachers need to have a positive and open attitude towards students with disability and Inclusive Education.
- Parent's involvement and participation in Inclusive Education is vital.
- Teamwork by all stakeholders e.g. parents, Ministries, therapists, teachers etc. is essential.
- Rehabilitation is vital in improving the quality of life for persons with disabilities



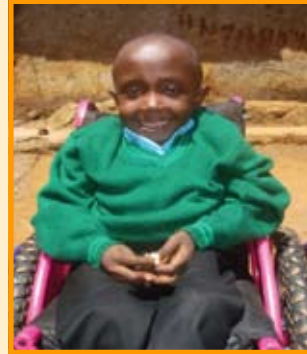
A student uses his feet to write due to a rehabilitation program Kigali Institute of Education, Rwanda.

Mwangi © Handicap International

Possibilities in Our Midst: Stories from the Field

Disability is not inability: Abdul's story

Abdul was born a healthy baby boy. However, as he was growing up he started experiencing pain in his lower limbs. The pain persisted until he could no longer walk on his own. Due to no available transport, Abdul had



to stop attending school. However, Nairobi Family Support Service (NFSS), with funds from the Handicap International IE Project, identified Abdul's needs. Rehabilitation and a wheelchair were provided and were successful in assisting Abdul to move independently.

NFSS recommended that Abdul continue his education in his neighbourhood school. This alleviated the need for Abdul to attend a special school which would take him a long way from home. Situations such as Abdul's inspired NFSS, in collaboration with Handicap International, to start the Inclusive Education program in 2010 to assist children like Abdul to access basic education in their neighbourhood school.

Today, after being placed successfully in Kibera Primary School, Abdul fulfils class room roles just like the other



*Abdul and his friends playing together at home
hcorps © Handicap International*

students (such as being the class monitor) and his class teacher ensures that Abdul is fully included in the classroom activities. In this particular case, Abdul is placed strategically in the

classroom environment to allow for easy movement of his wheelchair. The head teacher (with support from Handicap International) has ensured that the school is accessible for students like Abdul by having ramps and footpaths within the school grounds.

Abdul's mother has become an inspiration to many around Kibera. She even finds the time to educate the community at large on the importance of Inclusive Education and the need for a change of attitude towards children with disabilities.

Scaling the skies: Celestine's story

In 2009 Celestine Atieno (19), from Kibera slum acquired blindness after she was accidentally burned during a house fire. With the support of funding from the Inclusive Education project, an operation was carried out in February 2010 to help her regain some of her vision, enabling her to join Mbagathi Primary school one year later. Her class teacher, Mrs Otiende,



*Celestine - a beneficiary of the Handicap International IE project
© Handicap International.*

was accommodating of Celestine's needs and gave her the support she required, including sensitizing the other learners on how to assist Celestine. Her school has been modified to be physically accessible and most teachers from the school have been sensitised on Inclusive Education. The efforts from Handicap International, NFSS and the support from the school staff have helped to make Celestine's academic and social life successful. Today, Celestine is in her final year and is preparing for the Kenya Certificate of Primary Education (KCPE).

Rekindling hope for learners with disability: Samuel's story

Mercy Wanjiku Kamau, (60), lives in a slum in Dandora, Nairobi. She is the grandmother to 16 year old Samuel, who was born with cerebral palsy. She describes Samuel's

situation as "Samuel cannot eat hard foods even the easy to get like githeri as he has weak teeth...he cannot walk far distances because he has knocked knees and is often isolated by his mates due to the fact that he has slurred speech." She adds that her neighbours hardly accept



*Samuel in his school uniform
© Handicap International.*

him as he is always unwelcome in their homes. Her community and immediate family saw Samuel as someone unable to perform any duty (even simple domestic activities), someone unable to go to school, and a dependent child who should live in charity for the rest of his life. That

was until Mercy met Deaf Empowerment Kenya (DEK) who saw to it that Samuel was admitted to Ronald Ngala Primary School. DEK helped Samuel to enjoy his right to receive appropriate rehabilitation support. Samuel now receives rehabilitation sessions every evening which has greatly improved his muscle contractures. In addition to this, he received a long-overdue wheel chair which facilitates his movement within and outside the school.

Samuel is among the lucky few children with a disability who are benefitting from the Inclusive Education project that is being piloted in Ushirika Primary School (one of the Handicap International pilot schools in the Dandora region). Today, Samuel's mother speaks highly of inclusive education, saying "I would like to tell parents who still hide their children with disability that there is hope after all. Education for all cannot be realized unless the concept of inclusive education is fully realized."



*Pupils from Thawabu Primary School - One of the pilot schools of the Inclusive Education project
George © Handicap International*

PICTORIAL



Captions

1. Madam Antonina with her Pupils from Joseph Kang'ethe Primary School in a group sitting arrangement participating in a class discussion 2. Male parents sensitization meeting in progress organised by NFSS 3. Pupils with hearing impairment from Daniel Comboni Primary School performing drama in sign language at the school assembly 4. Handicap International staff Mwangi & Catherine (from left) presenting sign language materials to the head teacher Mrs Mangoli (right), of Daniel Comboni Primary School 5. Pupils at Ushirika Primary School visited by Handicap International staff 6. Puppet road show on disability awareness in session, organized by DEK.

George © Handicap International

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