

UBUNTU SPECIAL NEEDS AND INCLUSIVE CONFERENCE

The 1<sup>st</sup> SPECIAL NEEDS AND INCLUSIVE EDUCATION CONFERENCE

Rapporteur's Report on Reimagining Inclusive Education held at Kenya Institute of Special  
Education, Nairobi from 16<sup>th</sup> to 18<sup>th</sup> November 2022



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## **1:0 BACKGROUND AND CONTEXT.**

Africa Special Needs Network (ASNEN), in collaboration with the Ministry of Education, the Kenya Institute of Special Education (KISE), and the Kenya Private Schools Association, held its first-ever Ubuntu Conference at the Kenya Institute of Special Education (KISE) from November 16th to November 18th, 2022.

The conference was attended by a team of scholars, researchers, and specialists in the field of special needs and inclusion, as well as specialists from the fields of teaching, training, research, curriculum development, and policy-making in both their capacities and at national levels.

The conference theme, “**Reimagining Inclusive Education,**” provided an impetus to the pertinent issues surrounding inclusive education and investigated the reasons for its implementation challenges. The conference was centered on the Ubuntu philosophy “**I am because we are**” and looked into the trends, practices, and models of inclusion and traditional values practiced in Africa, including parental and community involvement.

The gaps, challenges, and emerging issues were also identified and prioritized in advancing Sustainable Development Goal Number 4, “on inclusive and equitable education and the promotion of life-long learning opportunities for all,” as they appreciated the UBUNTU clarion call of “**you supplement and I complete, and together we make a whole,**” hence promoting inclusivity.

The conference aimed at providing an opportunity for the Sub-Saharan region to leapfrog the solutions around inclusive education by sharing knowledge and experiences on the same, which is in line with Agenda 2063 aspiration number 6 for an “African continent where all citizens will

be actively involved in decision-making in all aspects of development, including social, economic, political, and environmental." "Africa will be a continent where no child, woman, or man will be left behind.”

1:1 Objectives of the conference were to:

- Develop an inclusive education model
- Appreciate the role played by private Schools in the provision of inclusive education.
- Develop community awareness of inclusive education and social inclusion.
- Promote inclusive education in Kenya and other parts of the world

## **2:0 DAY 1: 16<sup>TH</sup> NOVEMBER, 2022**

### **2:1 Arrival, registration and band entertainment**

- ❖ Guests started arriving as early as 7:30 a.m. and were entertained by the *Digital band*.

The members of the band are visually impaired. The band advocated for opportunities to be provided for persons with disabilities to showcase their abilities and talents.

## **2:2 SESSION I**

### **2:2:1 Welcoming remarks and prayers.**

Master of Ceremony:           Anthony Mureithi

#### ***Speakers:***

- Mr. Fredrick Haga, OGW- The Director of Special Needs Education, MOE
- Mr. Chuhi Nyoike – Director Acorn Special Tutorial
- Dr. Norman Kiogora- Director Kenya Institute of Special Education

The meeting started with a word of prayer from David Mbau and Madam Rukya Omari.

### **2:2:2 Welcome remarks from Madam Eva Naputuni, Dr. Norman Kiogora, and Mr.**

#### **Fredrick Haga**

- ❖ Africa Special Needs Network chairperson Eva Naputuni, OGW welcomed all the participants and appreciated their participation in the conference. She was grateful for everyone's contributions to the success of the conference.
- ❖ A brief history of ASNEN was given. It is one year old and came into existence during the Corona period. According to Eva Naputuni, most parents having children with disabilities were stranded because they did not know how to support their children at home compared to the others who had access to other learning methods such as online learning.

#### **Photo 1**



*Photo of Madam Eva Naputuni Chair ASNEN giving her opening remarks.*

- ❖ This prompted the organization to look into cultures and countries where inclusive education was and is still working, such as Japan, India, and China. They discovered that these countries have their unique philosophies that influenced social and education inclusiveness.
- ❖ Dr. Kiogora, the Director of KISE, welcomed the participants to Kenya Institute of Special Education (KISE) and thanked ASNEN for choosing KISE to host the conference. Mr. Fredrick Haga also welcomed members to the conference and thanked KISE specifically for hosting such a conference.

#### 2:2:3 Brief introduction of UBUNTU philosophy by Mr. Chui Nyoike

- ❖ Mr. Chui briefly discussed the origin of the Ubuntu philosophy and highlighted what the concept is all about. It is derived from the unique aspects of African culture, which entail traits such as unity, empathy, and love for one another. He emphasized that we can only thrive with our strengths. He further mentioned that inclusion is one of the major challenges in our educational systems; therefore, what tools and mindset are we going to use to tackle this challenge. He reminded us about Ubuntu and that no human is limited.

## **2:2 What Is Ubuntu and Its Influence on Inclusive Education**

*By Gertrude Matshe*

### **Brief background on Gertrude Matshe**

Combining enthusiasm with an energetic speaking style, Gertrude Matshe is a fascinating, motivational, inspirational speaker. Married and the mother of three children, Gertrude is an African storyteller, a poet, an artist, a self-published author, an entrepreneur, and the founding director of three successful companies in New Zealand. Her extraordinary ability to manifest her dreams into reality can only be described as the way of the wizard Merlin; for she has the Midas touch and everything she touches turns to gold. Her presentations have drawn hundreds at recent engagements one of them being Inclusive Education.

### **Gertrude Matshe's Presentation.**

- ❖ The presentation was done virtually. It highlighted how a person with disabilities can be included in society. According to her, a person is only a person through other people.
- ❖ She emphasized the five pillars of Ubuntu:
  - Connection.
  - Compassion.
  - Collaboration.
  - Community.
  - Communication.



- ❖ The community plays a vital role in the promotion of inclusion thus the need for their empowerment to accept each and every person's unique abilities.
- ❖ In her final remarks, to install Ubuntu, it starts from home, where you pay attention to your husband and children and people close to you, then to the community, your neighbors, and doing volunteer work in the community. We can change the world, one parent at a time and one child at a time.

### **3:0 SESSION II**

#### **3:1 Entertainment.**

- A song presented by Ian Mbugua- a brilliant young boy with autism who successfully overcame emotional and behavioral disorders. Despite having receptive language challenges, he is talented at singing.
- A presentation by Acorn special tutorial school - an inclusive school.

#### **3:2 Kenya Private School Association.**

Kenya Private School Association's CEO Symon Bande introduced the other members of the association.

#### **Points noted include:**

- He emphasized the need to take care of children with special needs. According to him, if we can't take care of those children, we may end up losing them.
- He acknowledged the private schools for also engaging in inclusive settings.

### **3:3 Kenya Private School Chairperson In Nairobi- Madam Rosbella Ojiambo National Secretary Of Kenya Private Schools Associations**

- ❖ Madam Rosbella Ojiambo welcomed everyone to Kasarani in Nairobi and gave a brief history of her academic life and how she met a disabled CRE teacher who was visually impaired, and yet as learners, they were still able to perform well in his subject. According to her, people living with disabilities have the same potential as those without disabilities.
- ❖ Madam Eva Naputuni was recognized for taking on a larger role in promoting inclusive education. In order for people with special needs to grow, their parents must be supportive of them. Both caregivers and directors were urged to keep on looking after these children with special needs in order to have a better world.
- ❖ Madam Eva Naputuni mentioned that the conference opened her eyes to the importance of appreciating all children. She urged ASNEN to spread the gospel of inclusive education in all counties, not just Nairobi.

### **3:4 Director of the Special Needs Directorate in the Ministry of Education – Mr. Fredrick Haga**

#### **Brief background on Mr. Fredrick Haga.**

Fred Haga grew up primarily in Nairobi, Kenya. In high school, Fred lost his vision, forcing him to drop out. After 7 years out of school, he finally found a school willing to let him complete high school. He went onto obtain an undergraduate degree in education; a choice that he believed would help him improve the circumstances for disabled children in Kenya.

## **Mr Fredrick Haga's presentation**

- ❖ Mr. Fredrick Haga recognized everyone at the conference, and shared his story as a teacher. The school was admitting learners with very low marks, and he suggested to the school principal to only admit students with above 300 marks in order to compete with other schools. He later realized that was a negative way of thinking, to solve such a problem.
- ❖ The ministry of education, especially the ECDE department has worked together with ASNEN in helping them deliver their mandate. He asked educators to shift their focus from high performance (good grades) and provide platforms for learners who do not perform better. He welcomed the chief guest, Ambassador Simon Nabukwesi, Principal Secretary State Department of University Education and Research Ministry of Education.

### **3:5 Reimaging Inclusive Education by Ambassador Simon Nabukwesi, Principal Secretary State Department of University Education and Research Ministry of Education (Chief guest).**

#### **Brief background on Ambassador Simon Nabukwesi**

Amb. Simon Nabukwesi is the Principal Secretary, State Department of University Education and Research. Previously, Amb. Simon Nabukwesi served as Kenya's High Commissioner to Canada and Ambassador to Cuba. His eleven (11) years of service as a diplomat included being the Director of Foreign Service Institute which he worked to transform into the Foreign Service Academy for training Junior Diplomats, Middle level Diplomats, Senior Diplomats and eight (8) Cohorts of Amba whom he took through induction courses. The Foreign Service Academy served as a soft power tool for the government by training diplomats and ambassadors from the Eastern, Central and Southern Africa in addition to coordination of scholarships from friendly

nations. This made members of the Association of directors of Foreign Service Academies from the IGAD Region to vote Nabukwesi to be their Chairperson, from 2016 to 2019.

**Ambassador Simon Nabukwesi presentation.**

- ❖ He acknowledged the delegates in attendance and appreciated the organizers of the conference. He called upon stakeholders to put students in the best environment and give them the best support.
- ❖ Every child should be allowed to be the best version of themselves. Children can become the best they can be. He called upon stakeholders to put students in the best environment and give them the best support. Every child has a God-given unique talent, and so do the children with special needs.

**Photo 2**



*A photo of Chief Guest Ambassador Simon Nabukwesi Principal Secretary State Department of University Education and Research Ministry of Education giving his speech on Inclusive Education*

- ❖ He acknowledged the efforts put in by the government to ensure inclusivity. According to him, the government has dedicated massive resources to education to promote education for all.
- ❖ He called upon the parents of children with disabilities to learn how to handle children with special needs.
- ❖ He further acknowledged that the private sector has taken up inclusive education. He argued that how we think and prioritize PWDs will impact inclusive education.

### **Recommendation from Ambassador Simon Nabukwesi**

Ambassador Simon Nabukwesi mentioned some ways in which inclusive education can be made possible in the country.

- Making braille and sign language forms of communication.
- Deployment of trained support personnel for learners with disabilities in inclusive set-ups to provide guidance on inclusive education in mainstream classes.
- Provision of significant funding for access to education for children with special needs by restructuring roles and funding in the education sector.
- Collaboration of private schools and the government in the education of learners with special needs.
- Making inclusive the keyword in policy formulation by the government thus ensuring all the policies put in place promote inclusion.
- ❖ He assured the delegates that the government will and is working to achieve inclusive education. He thanked the organizers of the Ubuntu conference and tasked the stakeholders to provide a roadmap that will guide the inclusive section for the next 20 years.

- ❖ Ambassador Simon Nabukwesi officially declared the Ubuntu conference on Special Needs and Inclusive Education officially opened.

### **3:6 The Future of Special Needs Education and Training that Kenya Wants by Mr. Fredrick Haga.**

Mr. Fredrick Haga gave some questions the delegates should answer to get to know the future of special needs education in Kenya. The questions were:

- Where are we today?
- Where do we desire to go?
- What vessels will take us there?
- How much will it cost us to be there?
- What do we pack, and what do we leave?
- What barriers do we overcome?
- How do we know we have gotten there?

#### ***Where are we today?***

The journey of special needs education has already started, and progress has been made. He urged the delegates to appreciate the progress made. He highlighted that one of the signs of progress made by the government is the establishment of the Kenya Institute of Special Needs Education which has trained special needs teachers in the country eliminating the shortage of human resources in the field of special needs.

#### ***Where do we desire to go?***

He guided the delegates on the desired vision of education in the country and a conclusion was made that we want an education system that is fit for our country which speaks to every child's learning needs.

### **Photo 3**



*A photo of Mr. Fredrick Haga explaining the roadmap to inclusivity.*

#### ***What vessels will take us there?***

He urged the delegates to hold hands as a country in the spirit of UBUNTU when using whatever means we to get to the desired goal of education in Kenya.

#### ***How much will it cost us to be there?***

It was agreed that it will take sheer willpower and determination to get special education to where we want it to be. All the other resources required to attain our desire for the education of the country will be available when there is determination and willpower.

#### ***What do we pack, and what do we leave?***

It was agreed that for special needs education to get where we desire as a country, we ought to pack the luggage and leave the baggage. There are things we should reflect on and leave them

behind. For instance, the country's assessment process is content with the bare minimum that people with disabilities are given.

There was also need to carry with us policies and training programs that have positively impacted special needs education.

***What barriers do we overcome?***

Mr. Fredrick Haga highlighted that the primary barrier that should be overcome is attitude. Having the wrong attitude prevents progress.

***How do we know we have gotten there?***

To evaluate if we've reached where we desire, Mr. Fred Haga proposed that the process and product will tell it all. Do learners with special needs make any achievements? Have we witnessed any products of special needs education? Are people with special needs being allowed to be independent? If yes, then we will have reached where we want to be.

The speaker ended his presentation by asking the audience whether they were ready to get to where they desire special education in Kenya. He asked the delegates whether they were willing to do what it takes to get to the desired destination. He concluded by asking the delegates to change their negative attitude and that of those around them on the education of learners with special needs.



**3:7 Importance of Early Identification and Intervention in Ensuring Successful Inclusion for Children with Special Needs and Disabilities by Dr. John Onala-Consultant in developmental learning difficulties.**

- ❖ Dr. John Onala began by emphasizing the shift in time regarding children's developmental milestones. He noted that children exhibit delayed milestone achievement in communication and motor skills because parents and caregivers are busy. Some conditions can be identified at birth, for example, in children born with Down syndrome while some can be identified as early as pregnancy. Early identification at birth can be made at the hospital by doctors or at home by parents and caregivers.

Early intervention can be categorized into:

- ***Preventative early intervention***
  - This is for children at risk of disability
  - It reduces the chances of developing a disability
  - Improves developmental and learning skills
  
- ***Remedial intervention***
  - For children with developmental and learning difficulties
  - Requires therapy sessions
  - Educational interventions
  - Dietary intervention
  - Psychosocial support
  
- ***Curative***

- Focuses on curing the condition.
- For children with conditions that can be cured.
- Always followed by therapies and educational intervention
- Require family support

There was a panel to discuss early identification and intervention.

**Members of the panel:**

1. Caroline Osundwa- Gertrude Hospital
2. Sylvia Morara- Board Director National Council for Persons with Disabilities (NCPDK)
3. Dr. John Onala- Consultant in Developmental Learning Difficulties and Occupation therapist.
4. Mr. Lincoln Kabanya- Head Rehabilitation and Disability Unit Directorate of Health Nairobi Metropolitan, Moderator.

**Points noted include:**

- There is a gap in the training of medical practitioners, for they are not trained in the early identification of disabilities leading to late referrals to therapists.
- The moment a child has a medical report on disability, the child should be assessed and issued a disability card.
- Psychological torture – acceptance starts at home. Parents have a problem with acceptance. Therefore, Parents need help in ways of accepting their children with disabilities.
- The community plays a role in the promotion of Ubuntu. The community needs to accept children with disabilities. Society needs to be patient with the shortcomings of children with disabilities as they participate in equipping skills such as turn-taking social skills.

- Sometimes, parents are unaware that their children have a disability because of lack of knowledge or experience in parenting.
- Whenever a parent senses something is wrong with the child, they can inquire early from child assessors to help the child early enough.

**Way forward:**

- ✓ Organizing training for doctors and nurses on the early identification of disabilities at birth will help in the early identification of children with disabilities, and early intervention will be possible.
- ✓ Creating sensitization and awareness on the importance of registering children with the National Council of Persons with Disabilities.
- ✓ Extending exam time to help learners with disabilities take some time off for concentration purposes.

**4:0 SESSION III**

**4:1 Testimonial Reuben Kigame; My journey and experience vying as a Presidential candidate.**

**Brief history on Reuben Kigame**

Reuben Kigame is a singer, writer, producer, radio presenter, and widely read on christian apologetics. In the recent Kenyan elections, he Vied for the presidential seat. Born in Kenya in early 60s, Reuben is blind yet did not allow this challenge to hinder his desire for learning. He worked through the difficulties of life in rural Kenya to graduate with an honours degree in Education from Kenyatta university. He lost his companion of many years, Mary, with whom

they were in university together and later married, through a fatal road accident. Reuben is the founder of Fish fm, a radio station dedicated to spreading the gospel of Jesus Christ. He also founded the Word of Truth Ministries, a Christian apologetics ministry aimed at helping believers get the truth about what they believe and be ready to respond intelligently to challenges from non-Christian or even other Christian quarters about the faith. He sings mainly gospel songs in Kiswahili and English, he also has also ventured into country music. He plays guitar and other musical instruments.

### **Presentation by Reuben Kigame**

- ❖ Reuben Kigame started by acknowledging and thanking the organizers of the UBUNTU conference. He explained the many hats he wears, such as a gospel artist, a lecturer at Africa Nazarene University, a journalist with a radio station, a social activist and politician. He highlighted some injustices he experienced in his pursuit of the presidential seat, including successful attempts to frustrate his ambition to run for office.

### **Photo 5**



*Photo of Dr. Reuben Kigame addressing on issues on inclusive education*

- ❖ He outlined aspects of the re-imagining of inclusive education. The aspects include:
  - Physical reimagining- looking at an image in a mirror.
  - Medical world-scanning and finding radioactive images that enable the doctor to see with a naked eye.
  - Theological reimagining-God put His nature in man.
- ❖ Reimagining involves putting the original image back to what has been defaced or erased.
- ❖ He explained that the definition of inclusion suggests exclusion, and inclusion can only reach an audience where exclusion is taking place. He lobbied for consultation for experts before embarking on any activity such as construction of buildings in school, change of curriculum and inclusion in any sector.

- ❖ To realize Ubuntu in inclusive education, there is need to view disability as; a need to examine humanness, Self-introspection and character development, a test of humanity, belief and tolerance.
- ❖ Seeing disability as a positive obstacle to help understand human identity better and an opportunity to practice the joy of integration.
- ❖ He suggested that to achieve inclusion, there is a need to overcome seven kinds of exclusions, which include:
  - Family exclusion.
  - Academic exclusion.
  - Economic exclusion.
  - Social exclusion.
  - Religious exclusion.
  - Political exclusion.
  - Environmental exclusion.
- ❖ This can be overcome by: developing self-worth and identity, developing a cheerful and positive spirit; getting as much education as possible because education is power, working very hard, personal relationship with God, building meaningful relationships and always being mindful of your surroundings.

#### **4:2 Plenary session: Competency Based Curriculum- Implication for Special Needs**

##### **Education (SNE) and Training**

The panel consisted of:

1. His Excellency Dr. Reuben Kigame.
2. Christabel Marangu-Director Amicus School.
3. Dr. Julius Otundo- Riara University.
4. Owen Collins- Quality assurance.
5. Madam Hannah Njenga- Moderator.

**4:2:1 Points noted include:**

- Competency Based Curriculum Provides an opportunity for inclusion for it focuses on the identification of gifts and talents of learners with disabilities and nurturing them.
- Competency Based Curriculum is directing attention away from examinations and toward competencies such as collaboration, communication, digital literacy.
- Competency Based Curriculum is learner centered unlike the knowledge-based curriculum that is teacher centered. Competency Based Curriculum is only changing methodologies of teaching and implementation.
- There is a need to distinguish between CBC and CBC misconceptions.
- Quality assurance checks to see that every learner, whether disabled or not should access quality education. Inclusion ensures that a child is supported both in school and in the community.
- Competency Based Curriculum is an answer to pedagogies of learning for learners with disabilities. The provision of Stage Based Curriculum for learners with disability ensures that the learners are able to read at their own pace.
- There is a need to look into the transition program of CBC.

- Intrapersonal, interpersonal, and environment are the pillars of Ubuntu. It will take time to develop a clear transition path for people with disabilities.
- Kenya literacy level is at 81% but for persons with disabilities, the same cannot be said. Most persons with disabilities don't know how to read and write. Their literacy level is at 21%.
- Competency Based Curriculum has diverse pathways with the aim of identifying and nurturing assessment for learners with disability. This includes areas such as carpentry, drawing and writing where a certificate will be issued.

#### **4:2:2 Way forward from the plenary discussion**

- ✓ Need to strengthen the public-private partnership with the purpose to know where the government can support the private sector in funding and training of personnel.
- ✓ Need to advocate for change of attitude and culture change in order to promote social inclusion.
- ✓ Emphasize on the training of inclusive education during teacher training for teachers to get the necessary skills on how to support learners with special needs in a mainstream classroom.
- ✓ Raise awareness that inclusion is not an advantage but a right that is well put in legal documents governing the country.
- ✓ Need to bring back parental involvement in the education of their children by increasing parental responsibility and involvement in the education of their children.



- ✓ Need to create community awareness and sensitization on persons with disability to get the right attitude and create a conducive environment for all.
- ✓ Greater devolution-based discussion with an aim of delocalizing inclusion for ease of access of education for learners with special needs.
- ✓ Integration of learners with special needs to mainstream to promote social inclusion in the society and ease access to education for learners with special needs.
- ✓ Government should revisit funding and procurement and use the differentiated model for capitation whereby learner with special needs will be allocated more resources for they need much more than a learner without disability to acquire quality education.
- ✓ Champion the movement of braille to ICT to empower learners with visual impairment to compete favorably with their peers for employment.
- ✓ Delocalization of special needs facilities and institution in order to serve persons with disabilities at their home instead of having them travel to the few stations.

### **5:0 BREAK OUT ROOM 3**

#### **5:1 Insurance and health cover for persons with disability**

##### Panelists

1. Caro Osundwa- Gertrude Children's Hospital
2. Clive Angwenyi- ICEA insurance

##### Key points

- ❖ Gertrude’s Children's Hospital treats every child equally.
- ❖ Insurance companies are not always able to cover the entire bill.
- ❖ Various foundations help in purchasing hearing aids and providing therapy for children with special needs. They have supported 40 children with wheelchairs.
- ❖ ICEA Lion Insurance is a people centered insurance company that embraces Ubuntu, and has facilities accessible to persons with disabilities. They have products with additional benefits for persons with disabilities, partner with health providers across the board, and have seminars where everyone is engaged. The company also provides financial advisors that advise parents on the type of policy they qualify for.
- ❖ Some challenges identified in terms of insurance for persons with disabilities include;
  - Lack of a specific product for children with disabilities. There are few programs that cut across board, there is working progress to come up with specific products for children with disabilities
  - Some parents are unwilling to buy insurance for their children.

**Proposals on improving Special Needs Inclusivity in the insurance sector.**

- Improve partnership between the private and public sectors on ways to improve inclusive education.
- Introduction of therapy programs in school to improve special needs inclusivity.
- Involve professionals and caregivers in the formulation of policies for persons with disabilities to act as a voice for the persons with disability.
- Insurances to cater for medical report fee and consultations fees for persons with disabilities.

- Ubuntu should not just be a word but a lifestyle that should also be applied in the insurance sector.

## **5:2 BREAK OUT ROOM 4**

### **TOPICS HANDLED INCLUDED:**

1. Role of online education in supporting SNE university access.
2. Teacher pedagogical preparedness for inclusive education in Africa
3. Policies on inclusive education and implementation.
4. The role of quality assurance and inclusive education.

The panel members were:

1. Laureen Anyango – Humanity and Inclusion, Moderator.
2. Wacango Muguro Kimani- Lecturer University of Witwatersrand South Africa.
3. Owen Collins – Quality Assurance

### **Points noted include:**

- ❖ Madam Wacango opened the forum by asking how teachers in mainstream schools are being trained to handle all learners. She proposed that quality inclusive education can be

achieved by creating a professional learning community that has pedagogies for teaching in an inclusive set-up.

- ❖ There is need for discussions by all teachers on various topics of inclusion (an inclusive pedagogical approach). In this approach, teachers are encouraged to believe they can teach any child and that teaching is a continuous learning process.
- ❖ Teachers should be prepared for inclusive education through induction, private-public partnerships (Policy Paper 2019), and private public partnerships and through in-service programs. There is a compulsory unit on inclusive induction for all teacher trainees in Kenya.
- ❖ By insisting on the traditional concept of pedagogy, teachers create a barrier to inclusivity. Inclusion is about changing systems, not individuals. All children have a right to access quality education, despite their disabilities. It is the work of a teacher to come up with ways to educate the child, be flexible, change systems, and provide necessary accommodations.
- ❖ Empowering professional learning communities and promoting the use of an inclusive pedagogical approach in action in teaching were two of the panelists' suggestions for reimagining inclusion in Africa.
- ❖ Owen Collins mentioned some quality assurance thematic standards which include;
  - Leadership and management - how are school heads implementing inclusive education. Is there an induction program for teachers?
  - Physical facilities and infrastructure.
  - Curriculum implementation
  - Learner wealth, health, nutrition and safety

- Community involvement
  - ❖ Owen Collins concluded by saying that there is a good legal framework for learners with disabilities, but the problem comes in the implementation of the policies. Examples of legal and policy documents include the KNEC Act 2012, the TSC Act 2012, the Children Act 2001, the Basic Education Curriculum Framework 2021, the Employment Act 2007, and the Kenyan Constitution 2010.

## **6:0 DAY 2: 17/11/2022**

### **SESSION 1**

#### **6:1: Welcoming remark and Recap Documentary**

The meeting was called to order by MC. Antony Mureithi. A prayer from delegate and a recap on the previous day's takeaways

#### **6:2 Higher Education and the Learner with Special Needs or Disabilities**

##### **Panel members.**

1. Matthew Karungu- Communication Authority of Kenya.
2. Karen Muriuki
3. Eva Naputuni OGW -Moderator.

Karen Muriuki and Matthew Karungu gave their educational background and upbringing stories.

Karen was diagnosed with autism. Matthew has been diagnosed with cerebral palsy.

**Points noted include:**

❖ Some of the challenges that learners with disabilities in their pursuit of education include:

- Rejection of admission in several schools.
- Poor inclusion in the education system.
- Unmodified curriculums for learners with intellectual disabilities.
- Lack of qualified personnel to support learners with special needs in mainstream classrooms.
- Lack of the know-how by teachers on how to support learners with special needs,
- Inadequate sensitization among learners without disabilities on inclusion during play time.
- High cost of assistive devices.
- Health implications and time taken during treatment.

❖ Despite the challenges learners with disabilities face, they can excel in their academics. Matthew managed to attain 248 marks despite undergoing two surgeries in the year he sat for his KCPE. He now has a master's degree in business management/strategic management. He is a senior assistant and knowledge management officer.

❖ Karen mentioned that she faced many challenges due to accommodation issues in the schools she attended, which had a mental effect on her. The question that arose is: Is inclusive education necessary? What would have been done differently to accommodate Karen in a mainstream classroom?

NB: Persons with disabilities do not need sympathy, they need understanding.

### **Way forward.**

- ✓ Learners with special needs should not be excluded from societal activities for the society to learn how to live with them and appreciate them thus creating an inclusive community.
- ✓ Inclusion should begin as early as possible, for inclusion builds on the self-esteem and interpersonal skills of a child with a disability.
- ✓ There is need to create community sensitization and awareness about how they can support people with disabilities, and encourage them to abandon the sympathy mentality in favor of empathy.

### **6:3 Strengthening Education and Training at all Levels of Education to Enhance Inclusive Education**

#### **Panel members.**

1. Mr. Peter Sitenei- National chairperson Kenya Special Primary School Heads Association.
2. Mr. Walter Kwanusu- Chairman Special Secondary School.
3. Mr. Kinger Berka-Special Needs Director TVET.
4. Joyce Njoki- parent with a child with Cerebral Palsy

**Points noted include:**

- ❖ The best that can be given to persons with disability is to empower them with education for them to fend for themselves.
- ❖ Special schools are enjoying support from the government, NGOs, and churches as they are the founders of special schools, but more needs to be done.
- ❖ The government has tried to provide assistive devices, modification, and equip institutions with technology on the basis when need arises.
- ❖ Some challenges identified in enhancing inclusivity in all institutions included;
  - Institutions do not have trained teachers who can accommodate teachers with special needs.
  - It is hard for special institutions to accept the shift to inclusivity because they lack an understanding of what it is all about
  - There is poor infrastructure hence posing a challenge to the mobility of learners in wheelchairs.
  - Lack of funds to train trainers thus few personnel trained to support learners with special needs in the school set-up.
  - Psychosocial issues on the side of personnel handling learners with special needs which are most of the time not taken care of.
  - Production of materials for special schools is done far much later after the production of materials for learners without disabilities at the disadvantage of a learner with special needs.



- Negative attitude from staff in the institution leading to poor quality of the access of education for learners with special needs in a mainstream classroom.

### **Way forward**

- ✓ Funds to be set aside to revamp special schools to the level of national schools.
- ✓ More teachers should be posted in special schools considering the learning needs of the learners
- ✓ More partnership with special needs sector to help cater for the needs of these learners
- ✓ Create awareness on issues facing people with disabilities eg transportation
- ✓ The government should emphasis more on integration rather than special units
- ✓ Issues on disability to start from villages and day schools where these learners with disabilities are first noted
- ✓ More research on the possibility of higher education for learners with intellectual disabilities should be done.
- ✓ Production of learning materials for learners with disability should be done at the same time as the students form mainstream classes to prevent them from being left behind
- ✓ There is a need to create TVET institutions that cater for learners with severe disabilities; however, all the institutions should be open to inclusion.
- ✓ Equipping day schools to make education for learners with disability to make education friendly at the local level.

- ✓ The panelist argued that Kenya has not failed but it is struggling in education for learners with special needs just as any developing country is. Through the UBUNTU spirit, organizations can support games and entertainment for learners with special needs.

### **Challenges posed.**

The delegates were challenged to;

- Avoid using disabilities to describe people as a way of breaking attitudinal barriers.
- Move from segregation to inclusion and integration in the Education sector.
- Alignment of government education bodies to work on the same
- Avoid competing and comparing education milestones among learners
- Embrace the concept of having a teacher who is trained in different sectors who can handle learners with any form of disability (drop specialization). This will help solve the issue of insufficient funds.

### **6:4 From Exclusion to Segregation to Integration to Inclusion**

**Panel members.** Moderator - Ann Waweru, Principal Mirema School.

1. Betty Kimani- Director Marion Schools.

#### **Points noted include:**

- ❖ Betty shared her experience running a private school with kids with special needs. Having studied at Aga Khan Primary, Betty developed an interest in sign language. After starting Marion Schools, she started a sign language club, which later became a compulsory subject on every campus of Marion Schools for over 16 years.

- ❖ When these children with special needs were admitted to the school, they were segregated in a special room where they could get special support. As much as they allowed these learners to be in a mainstream setting, they were not allowed to learn with others, and they had to do their exams in another school. They later moved to integration, where the child can be in the same class as other learners but with a shadow teacher.
- ❖ Ms. Betty Kimani highlighted what Marion schools did to ensure inclusivity. They ensured 5% of the staff are SNE teachers and put up infrastructure that supports all learners.
- ❖ Ms. Ann Waweru mentioned Mirema School has over 100 learners with special needs. Over 15 special needs teachers and a resident occupational therapist. They admit learners of any age for early intervention. They are also ready to admit learners with special needs in junior secondary

### **6:5 Estonia Publishers.**

- ❖ Before the session ended, the developers of *Opiq website*, which digitalizes books, gave a brief explanation of how the website works and how learners can read and take part in interactive exercises through the website.
- ❖ The company has digitized books to make them available to learners. They have made provisions for interactive sessions, color contrast, format size, and animation and have educational videos.

### **Photo 6**



*Photo of Ly Rammon presenting digital books platform*

derived their inspiration from the corona experiences whereby children had to learn from home.

There was a need to avail books at home for learners to acquire quality resources.

7:0 SESSION II.

### **7:1 Parental and Community Involvement in Effective and Successful Inclusion of Children with Special Needs and Disabilities**

#### **Panel members.**

1. Dr. Vibian Angwenyi, PHD - Doctor Aga Khan Hospital
2. Irene Owino - Occupational Therapist Special Education Professionals (SEP)
3. Karolien Tutts - Occupational Therapist Special Education Professionals (SEP)
4. Lily Oyare - Director Little Rock Kibra
5. Louise Omusula - Caregiver

6. Lazarus Omusula - Kenya Institute for the Blind
7. David Mbau - Moderator

**Points noted include:**

- ❖ The mental health of caregivers/parents is vital. Parental involvement is needed for therapy to be effective since they spend most of the time with the children. It is important for parents to work together with the school and specialists for the progress of the child.
- ❖ Inclusivity requires the creation of awareness because not everybody has knowledge on disability. Community sensitization is key. Parents are also being taught how to do cognitive stimulation for their children. Creating sensitization and awareness to parents, staff, and learners is necessary to ensure the school community is in a stride in achieving inclusion in the schools.

***Ways of involving the community in inclusion***

- Training community leaders on the type of disability for them to have knowledge on disability and influence the attitude of the rest of the community on persons with disabilities.
- Empowering the parents to talk about their children for their stories to encourage others in society and change the attitude of the community towards people with disabilities.
- Work with peers in schools to create awareness and sensitization on persons with disability.
- Involving community influencers in creating awareness in the community,
- Use of books that are learner friendly to create awareness on children with disabilities to young school going students.

- Use of participatory approach by working in collaboration with stakeholders in the community, parents, care givers.

### **Challenges facing community inclusion.**

- Attitude. To the successful implementation of inclusive education, **a positive attitude is required**. It may be of society, peers, parents of the children, teachers, administrator's etc. the most important for the successful implementation of an inclusive approach in the classroom depends upon the attitude of community members.
- High number of children in regular schools to accommodate children with disabilities.
- High cost of changing infrastructure to accommodate learners with special needs
- The high cost of purchasing assistive devices of learners with special needs
- Caregivers lack information. This can be mitigated by coming up with a resource kit that has knowledge pertaining to educational, medical, and sensory support that a person with a disability requires.

### **WAY FORWARD.**

- ✓ Partnership with government and private sector in the education for learners with special needs to ensure learners in both private and public schools have access to quality education.
- ✓ Make inclusion realistic with the aim of the child benefiting.
- ✓ Have more educational professionals educated on the education for learners with special needs to enhance the quality of learning for learners with special needs.
- ✓ Encouraging early identification and intervention
- ✓ Share knowledge and information on children with disability

- ✓ Provision for psychosocial support for parents and teachers should be included in the mainstream interventions.
- ✓ Increasing access to health and education for people with disabilities in order to promote inclusion and participation.
- ✓ Pulling up resources to support early identification, follow-up, and quality education for persons with disabilities.
- ✓ Special Education Professionals to partner with more organizations in order to reach out to children in the rural set-up.
- ✓ Formation of support groups for psychosocial support for teachers.
- ❖ Eva posed a challenge for the delegates to deliberate on why children with disabilities have to attend boarding school at a tender age and far away from home, and how the UBUNTU philosophy can come into play.

### **11:0 BREAK OUT ROOM 3**

#### **Junior Secondary (Middle School) And Inclusive Education.**

#### **Panelists.**

1. Martin Mburu- Vice Chair Kenya Private Schools Association Secondary Schools Committee
2. Solomon Munene – Deputy Chair Kenya Private Schools Association Secondary

**Points noted include:**

- ❖ Inclusion is divine. Children are from God and when Jesus was on earth, He said let all the children come to me.
- ❖ The supreme law of the land, the constitution, provides that all children should have access to education.
- ❖ The CBC has provided a space for a learner with special needs. The stage-based pathway for learners with special needs comprises (foundation and intermediate level, pre-vocational and thereafter vocational skills. When a child is discovered in the CBC to have a disability, there is a provision for the child to be taken to the foundation class despite age and level.
- ❖ There is a need to examine the preparedness of the schools to accommodate learners with special needs. The following areas needs to be examined: classroom equipment,
- ❖ Even if a school is not providing for inclusion, 10% of learners in a classroom have special needs.
- ❖ Challenges that private schools are facing in implementing inclusion include:
  - Negative attitude from parents on persons with disabilities



- Low performance of the school propagated by poor performance of learners with special needs,
- Labeling of the school as a special school, thus preventing parents from desiring to admit the children in the classroom.
- ❖ The CBC caters for the Gifted and Talented learners who are also learners with special needs school. There is a need to direct them to the right destinations.
- ❖ There are regions that cannot survive without boarding schools, despite the rejection of junior high schools as boarding schools. Semi-arid and arid areas require feeding schools near the people's locale to avoid learners from walking long distances to school, feeding programs to deal with hunger.
- ❖ It was noted that there is a risk of losing 80% of learners with disabilities in the transition to junior secondary schools. This is because a secondary school is set up to accommodate students from 6-8 primary schools. The risk of learners with disabilities not having access to these schools is high.

### **Way forward.**

- ✓ The government bodies make policies for the recognition of the education of learners with special needs for them to acquire employment in the world of work.
- ✓ Create sensitization and awareness about learners with disabilities and inclusion for parents in schools for them to be comfortable with their children learning together and sharing resources with children with disabilities.
- ✓ The government must return to the days when inclusion was the norm at a young age.

- ✓ Ensure that everything private schools do to prepare students for junior high school is special needs compliant.
- ✓ Provide for all teachers to learn Kenya Sign Language in order to be exposed to the pedagogies of learners with special needs in a regular classroom.
- ✓ Collaboration with publishers for materials that learners with special needs require in the classroom to provide necessary materials to support learning in the classroom.
- ✓ There is a need for feeder schools in semi-arid and desert-like areas so as to enable access to the few junior high schools, preventing them from walking long distance

## **8:0 DAY THREE, FRIDAY 18<sup>TH</sup> NOVEMBER 2022**

### **SESSION I**

#### **8:1 Welcoming remarks.**

The meeting was initiated by entertainment from Wanajiditali band as the guests arrived.

## **8:2 Plenary on Demystify Disabilities Myths and Misconception.**

### **Moderator**

Truphena Mbeke -Lecturer in Kenya Institute of Special Education (KISE)

### ***Panelists***

1. Joyce Njoki-A parent to a child with cerebral palsy
2. Lazarus Omusula – Kenya Institute for the Blind
3. Florence Atieno Oredo-Community Health Volunteer/caregiver.
4. John Kibugi- Visually impaired Kiswahili teacher, Marion Schools
5. David Mbau- parent to a child with Down Syndrome

### **Points noted include:**

- ❖ Myths and misconceptions affect persons with disabilities in the following ways;  
branding from the society, generalization of characteristics of people with disability making the community to think that they reason in one way, parents pushing their children away from children with persons with disabilities, it has led to broken marriages because of lack of acceptance of children born with special needs, segregation from the community, loss of friends,
- ❖ Some myths and misconceptions include; all persons with disabilities have the same mindset and abilities, children with disability have no ability to learn, characteristics, doctors' perception that children born with disabilities have a short life span, the belief that disability is contagious, persons with disabilities cannot be economically independent,
- ❖ Doctors have no skills on breaking the news on disabilities to parents.

- ❖ Parents are keeping their children at home for the fear of exclusion, staring and the avoidance of judgement on the basis of myths and misconception in the society.
- ❖ Cultural characteristics that have propagated myths and misconception include: the belief that whatever negative thing you do to a person with disability will come back to you, children born out of wedlock have disabilities, cultural beliefs that disabilities caused by ancestral spirits, religious factor that disability is linked to a grievous sin in the family lineage, not of enough faith and prayer life, beliefs and culture that have been taken over by time and lack of information.
- ❖ Parents have a hard time accepting the condition of their children who are disabled.

### **Way forward**

- ✓ Parents need to get access to psychosocial support to enable them to positively deal with the negative energy, negative attitudinal energy effects from the community for their own wellbeing and for them to be able to take care
- ✓ Need for organization of more conferences to create sensitization and to put the knowledge of the abilities of children with disabilities to the public.
- ✓ Need for sensitization on the breaking of news to parents about their children with disabilities
- ✓ Need for sensitization of religious leaders on how to deal with children and parent with disabilities to make a society a better place
- ✓ Caregivers need to treat the people with disability with respect and love so as to be role models to the society on how to treat persons with disability.
- ✓ Realization that there is no special world for children with special needs.

- ✓ In the philosophy of Ubuntu, persons with disability should give the layman extend grace to members of the society when they refer them with not the right terminology to refer to them as product of nature.
- ✓ Parents should not hide their children with disability, it may be difficult at first but with time, inclusion will come to be.
- ✓ Parents with people with disability should be encouraged to share their stories in order to create awareness and sensitization to the community.
- ✓ Discrimination should stop whereby these people should not be seen as beggars but normal people who live normal lives.
- ✓ Stop seeing them as weak -They are capable of doing day to day activities with minimal help, if they ask for it.
- ✓ They should be included in all activities to make them active and feel appreciated.
- ✓ Find a positive way to break such news to parents with children living with disabilities -Others might not be ready to receive that and it might cause a long-term damage to them.
- ✓ Teach siblings on how to handle and live with their brothers and sisters who live with disabilities.
- ✓ Practice inclusivity by all through preparing other learners to learn with these children with disabilities in one classroom and also educating the society how to live and respect people with disabilities.

### **8:3 Plenary On Mental Health, the Caregiver, the Learner and the Community.**

#### **Psychological Support for Caregivers.**

**Moderator** :Emma Kanyara-Counselling Psychologist

### *Panelists'*

1. Reson Sindiyoo-Resilience Psychology Counselling.
2. Perpetua Omondi -Special Education Professionals
3. Lincoln Kabanya – Head Rehabilitation and Disability Unit Directorate of Health Nairobi  
Metropolitan

### **Mental health affects how we think and act.**

#### **Points noted include:**

- Negative attitude will lead to Stigmatization, shame, fear, sense of hopelessness
- In order for caregivers to accept their conditions, they go through the following stages: grief, denial, anger, bargaining, depression, and acceptance.
- Getting in touch of self-feelings leads to acceptance and no any level of attitude will lower self-esteem.
- If the caregiver can process their feelings well, they can be able to take care of this children with disabilities well.
- As an occupational therapist, having session with parents in order to understand their needs and creating a safe space for dealing with imagining issues and where they are allowed to ask questions.
- Mental health experts should encourage people to see what they are able to do rather than what they are not able to do. Their strength motivates them to keep moving.
- During the therapy sessions, mental health experts should support the caregivers to be part of the mental health journey in order to get them fully involved.

### **8:3:1 Challenges faced by the Caregivers.**

- Sense of loneliness – May result from divorces, family members isolating these children with disabilities and may lead to sense of shame and guilt.
- Anxiety -Continuous trauma and minding what other people are thinking about your child's condition.
- Lack of social support.
- Living in denial.
- Lack of basic needs and financial support. To take care of medical issues.

### **8:3:2 Way forward**

- ✓ Support groups-A professional counselor should lead the group on how to identify issue and challenges that come out.
- ✓ Members of the group can challenge each other in the group, uplift and empower one another. To avoid being judgmental and to maintain confidentiality by the help of the professional counsellors to be able to meet the objectives.
- ✓ Pastoral counseling– Encourage the caregivers according to biblical writings and how they are created in Gods image and likeness.
- ✓ Help the children boost their self-esteem and also show support to the siblings. Build in them resilience so they can be ready on whatever came their way.
- ✓ Teach the children on anger management and how they react to their emotions.
- ✓ Educators' parents to accept their children's conditions and to stop living in denial.
- ✓ Inter-professional referrals -Professionals may refer the caregivers to other professional therapists for further help.

## **Recommendations.**

- ✓ Religious leaders should be invited in order to get ideas from them on how to counsel people with disabilities in a religious way.
- ✓ To consider persons with disabilities have a permanent tax exemption rather than the one replaced after 5 years.

## **9:0 SESSION III**

### **9:1 Ubuntu Philosophy and Rethinking the Social Exclusion of Students from Special Needs Schools at South African Universities**

**Presented by Dr. Desire Chiwandire PhD - Disability and Human Development University of Illinois at Chicago (UIC) USA**

- ❖ In his presentation he spoke about: definition of disability according to the UNCRPD charter, the difference between special needs education and inclusive education, factors that led to the development of inclusive education, disability inclusion in higher education pre 1994 in South Africa that employed medicalized and later human rights approach policy framework, why social inclusion matters, the place of special schools in Africa, the African philosophy of Ubuntu , collectivist approach, findings from the research

Is there a place for special schools in Africa?

- ❖ To answer this Dr. Desire Chiwandire mentioned the following dominant views



- There is need to get rid of special schools
- Special schools require funding to ensure that they have access to the required personnel

### **Way forward:**

From the presentation, the following recommendations were made:

- ✓ Change of attitude, transformation of culture, and adoption of the Ubuntu philosophy among in positions of power (teaching and support staff) in order to create an enabling environment for People with Disabilities to flourish.
- ✓ Involving students in the creation of policies in institutions where learners with special needs are in.
- ✓ The students should also be involved in the modification and accommodation of the university's learning materials for their own benefit.
- ✓ Empowering students with disabilities to take up leadership roles in Student Representative Council will give them a voice for self-advocacy.
- ✓ Creation of agency for Students with Disabilities and ensuring it is respected and acknowledged by the Disability Unit Staff Members.
- ✓ Create awareness and training for learners with disability as early as when they get to first year on how to self-advocate, their rights and be informed of services available in the university for them.

Is there a place for special schools in Africa?

To answer this Dr. Desire Chiwandire mentioned the following dominant views:

- There is need to get rid of special schools and embracing inclusion
- Special schools require funding to ensure they have access to the required personnel.

## **10:0 BREAK OUT ROOM II**

### **Educational Training for Parents and Caregivers of Children with Severe Disabilities**

#### **10:1 Assistive Tech to Increase Participation of Learners with Disabilities**

*Virtual Presentation by Edit Microsystems*

Delegates edit Microsystems presented various assistive technologies they have developed for learners with special needs.

Services offered by *Edit Microsystems include:*

- Assistive technology screening- to help determine what technology the child needs
- Training sessions on how use assistive devices
- Lifelong troubleshooting and support for products

#### **How to decide on type of assistive technology to be used**

Request from caregiver

Screening with communication partners

Determination of how the user is communicating and build off it

Training

#### **Literacy assistive technology**

1. *Qfreny SA voices* - translate texts into desired language

2. *Texthelp read & write*- this is for kids with dyslexia. It helps them understand, engage and express themselves
3. *Clicker 8* - enables pupils to write with whole words and phrases. It helps writers build sentence. Helps each learner get personalized support to help take their literacy skills to another level.
4. *Board marker 7* - it helps create your own communication devices, overlays and printable worksheets

### **Dyscalculia screening**

Assess - plan -intervene - review

*Dynamo math* - it helps identify learners with difficulties in math.

### **Alternative communication software**

*TD SNAP & core first* - used on windows based on laptops/ tablets and has voices

*Single speech message generating device*. It is used to record messages and basic choice making

*Multiple speech generating devices (quick talkers)* - assist users which have mastered previous devices and facilitates independent communication

### **Types of switches**

- Mechanical switches
- Proximity switches
- Switch interfaces (simple interface, Bluetooth switches)

### **Access skills**

- Adapted keyboards for VI and dyslexia
- Digital C-pen for kids with dyslexia and gives them independence to read on their own

A panel lead by Mr. Richard Mativu as the moderator continued with the discussion on the topic “Educational Training for Parents and Caregivers of Children with Severe Disabilities”

Panelists;

- Eva Naputuni (OGW) Chair ASNEN, Director Acorn Special Tutorials
- Karolien Tutts – Special Education Professionals
- Lilly Oyare- Director Little Rock School

- ❖ Parents and the community have a major role to play in the lives of people with severe disabilities. Schools are working towards ensuring that parents are reassured of the safety of their kids in schools.
- ❖ Little Rock schools have social and music classes where children with severe disabilities are given therapy and enjoy music, which has been found to be helpful for these learners. Bringing these children to school gives parents/caregivers an opportunity to engage in other activities. Special Education Professionals organizes workshops for these parents to discuss various topics.

## **12:0 SESSION II**

**12:1 The Dys In Learning and How to Include Them. (Dyslexia (Hard of Reading), Dysgraphia (Difficulties in Numbers), Dyscalculia (Difficulties in Writing, Dyspraxia)**

*Panelists*

1. William Kurasa -SNE Assessments and Technology
2. Philip Ogolla
3. Dr. Elisheba Kiru Phd, Post-doctoral Research Scientist, APHRC
4. Eva Naputuni - Moderator

**Discussion:**

The following came up from their presentations:

- ❖ Challenges that CBC faces on assessments of the learners with ADHD in their pursuit of education include: Excess work load for a term overloading the teachers to meet the needs of learners with disabilities, Poor performance in literacy and numeracy propagating negative attitude by the teachers and fellow learners towards them, inability for the learners to meet expectations but they were always in class.

To mitigate these challenges, the following were recommended:

- ✓ Short term assessment for IEPs once a week to help the learners grow academically. This achieved through: The curriculum mapping in the SNE-Coming up with the goal on where they are coming from and where they are going to.
- ✓ Investment that needs to go to the technology -Losing money in productivity.

Abilities of persons with dyslexia, dysgraphia, dyscalculia, dyspraxia are unique and diverse.

Some of these abilities include; concentration of many activities at ago, high energy levels, ability to listen to heart beats, picking differentiated sounds from the environment, high IQ, get bored quickly, thrive well in IT platforms, ability to know each other, ability to read emotions, think in 3D, poor.

Challenges that learners with dyslexia, dysgraphia, dyscalculia, dyspraxia face include: teacher labeling of students, school bullying, misunderstanding by parents, stigmatization from family and community, addition to drugs, school truancy, least understood, moral injury,

### **Recommendation**

There's need to have conversations about these conditions in order to bring change.

- ✓ In case of any meetings about Dyslexia, people can call him in order to get more ideas from him.
- ✓ Parents should not shout or beat their children instead, let them go and play and to be free (Don't shut a child's ability).
- ✓ Each child has a gift and they all operate differently. Affirm that child so they can feel loved and motivated because if not, they get demotivated.
- ✓ Establish a tertiary institution in the near future that can cater for the ADHD learners.
- ✓ Invite different kind of people like those living with autism, hard of hearing or even those who are visually impaired who have experienced trauma from childhood to have more unfiltered discussion.
- ✓ Teachers should push themselves to ensure they give their best to the learners even if the parents are not fully involved.

**Dr. Elisheba Kiru** acknowledged Philip Ogolla for the initiative of telling his own story. She encouraged more people to give their stories in order to add to the information available for research.

### **13:0 Vote of thanks and closing remarks**

- ❖ Eva Naputuni gave vote of thanks to the team of organizers and appreciated Africa Special Needs Education Network (ASNEN) as well as Kenya Private Schools Association (KPSA) team for the work they did, that resulted to success of the conference.
  
- ❖ There was a brief review of rapporteur report on what was discussed from the first day of the conference meeting which was held from 16<sup>th</sup> to 18<sup>th</sup> of November 2022.
  
- ❖ The Vice Chair of Kenya Private School Association recognized and acknowledged his members for coming and supporting the conference. He appreciated what was discussed during the conference, and the theme of the conference “Reimaging Inclusive Education” and its impact to the persons with special needs. He reminded everyone that they were there because they had a purpose before calling the conference officially closed.
  
- ❖ The conference came to a closure by a word of prayer from Malaika Nyoike.

THE END