

## KISUMU EXPERIENCE

Free  
CBR

### A: INTRODUCTION

A group of officials from 3 districts namely Busia, Kayunga and Tororo were selected by the Ministry of Gender, Labour and Social Services and sponsored by NAD to visit the Lenard Chesire inclusive education project schools in Kenya. The Busia team comprised of the DEO and CDO.

The overriding objective for the visit was to learn more on inclusive education and share experience with our colleagues in Kenya.

The visit was well coordinated and reasonably facilitated by the Norwegian Association for the disabled and the Lenard Chesire inclusive education project.

### WHAT IS INCLUSIVE EDUCATION

Inclusive education refers to adjusting and changing the practice in the home, the school and the society at large. It refers to making changes and meeting the needs of all children.

Members with barriers to learning and development should experience the feeling of belonging and have the freedom to interact, play, learn and develop in accordance with their potentials and difficulties. Person with SN should be welcome as all other members of the group and fully involved in all aspects of life such as leisure time, education, employment, health services, communities and domestic activities, decision making process and cultural activities.

This is a new concept in Kenya which is being piloted in three schools in Karachwonyo District by the Lenard Chesire Homes in Kenya. The Chesire home in this district is being managed by a very energetic and enthusiastic lady Orpa Ogot and a physically disabled gentleman Mr. Menya who is very knowledgeable about disability issues.

### B: SUCCESS OF THE PROJECT.

1. Parents in these schools have been thoroughly sensitised and are willing to expose their disabled children to mainstream education.
2. The battle for attitudinal change was arduous but has been won.
3. Parents are willingly taking their children to the Chesire home for examination and rehabilitation.
4. All the teachers in the project area have been trained in sign language.
5. All children have been taught to love and accept the SN children as equals.
6. Children with SN are encouraged to participate in all outdoors activities including inclusive football. A rather slow game but very interesting to onlookers because it evokes sympathy.
7. All teachers are attempting to go for further training in handling children with SN.

8. Community voluntary spirit

### **C. WHERE IMPROVEMENT WAS NEEDED.**

1. Classroom environment was not severe small windows and small disability unfriendly desks.

### **D. LESSONS LEARNT**

1. Presence of a local rehabilitation centre.
2. Local workshops to make clutches
3. All teachers trained in sign language
4. Resource centres for children with disability

### **F. ISSUES**

1. Embracing all types of disabilities in mainstream education.